

**សាកលវិទ្យាល័យ យុវជនភ្នំពេញ**  
**Royal University of Phnom Penh**

Faculty of Development Studies  
MA in Development Studies

**Information and Graduation Handbook**

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## **Preface**

Welcome to the Master of Arts in Development Studies (MDS) program at the Royal University of Phnom Penh (RUPP)! This handbook provides a description of the program. In addition, you are encouraged to visit the program's home page at <http://www.rupp.edu.kh/fds/> or visit our office for more information.

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## **Academic Calendar**

Start of application	Early January
Application deadline	Early December
Reading and written exam	Mid December
Registration deadline	1 <sup>st</sup> Week January

### **Year 1**

Start of Semester I	2 <sup>nd</sup> Week, January
Start of Semester II	1 <sup>st</sup> Week June
Submission of research topic	Early September
Assignment of supervisors	End September

### **Year 2**

Submission of research proposal	Late April
Defense research proposal	Late May
Start of Semester III	Mid November
Start of Semester IV	Early June
Submission of thesis	Late September
Thesis defense	Late November

Note: A detailed calendar will be given at the start of Semester I.

# Checklist

Make sure that you submit one of the documents to our office within two weeks after semester 1.

1. Certification of bachelor's degree by Phnom Penh Municipality
2. Equivalence of foreign bachelor's degree by Accreditation Committee of Cambodia, if you are foreigner.



# **I. Description of the Program**

## ***Background***

This Master of Arts in Development Studies (MDS) program is designed to concretely respond to employment needs of the public, private and civil society development sector in Cambodia. The process of curriculum development was participatory, incorporating inputs from a wide variety of potential stakeholders. First, the curriculum of the program was drafted by RUPP faculty who hold graduate degrees in international development and then was refined through ad-hoc technical meetings attended by voluntary national and international academics and practitioners. RUPP also conducted a needs assessment survey among undergraduate students and development agencies (donor agencies, NGOs and government ministries) to identify the essential development knowledge and skills needed by these potential participants. The output of the survey was integrated into the curriculum of the program. Finally, the syllabus of each subject was discussed and modified at a two-day Syllabi Development Workshop attended by the RUPP faculty and national and international academics and practitioners. The purpose of the Workshop was for the subject lecturers and concerned academics and practitioners to deliberate specific topics/themes to be covered and instructional approaches for communicating the subject substance to the prospective participants.

## ***Vision***

The MDS program institutionalizes a dynamic and strategic vision to provide an interdisciplinary, advanced, research-based, practical education in contemporary world development. The MDS will provide a broad but critically-analytical education in a range of highly relevant subject

areas in order that its graduates may have a thorough grounding in and comprehensive understanding of complex development problems at the local, national, regional and global levels. The program will emphasize both the theory and practice of development. Staff and students will search for and create development models which meet the social, economic, political and cultural realities of Cambodia and thereby contribute to the overall development of the kingdom.

The MDS will liaise with the public at large to exchange information and knowledge which is reciprocally beneficial. Cooperation and alliances with the government, corporate and civil society institutions are secured for the extension and promotion of the practical and quality-oriented education and research delivered by MDS. On a specific basis, MDS networks with other national and international academic and development institutions to broaden and refine its education and research. The wider environment comprehensively and continuously reaps the academic fruits from MDS and in return MDS remains sustainably innovative, resourceful and responsive at both local and global levels.

### ***Mission***

To accomplish this vision, the program will:

- ◆ Deliver innovative and responsive interdisciplinary education and research output of high quality;
- ◆ Educate students to develop both intellectual and cognitive capabilities which are analytical, critical, creative, systematic, critical and independent; and
- ◆ Provide initiatives to both staff and students to research practical and relevant development issues which are prominent and applicable for academics and practitioners alike.

## ***Objectives***

- ◆ To instill in students a thorough and in-depth comprehension of the contemporary theory and practice of development, emphasizing why and how the social, economic, political and cultural dimensions are relevant to development;
- ◆ To train students to become intellectually and technically competent in both quantitative and qualitative research and to apply them in diverse fields, stressing originality, relevance and practicality;
- ◆ To develop students' capacity to interrelate theory with reality, to reason logically, and to present arguments convincingly; and
- ◆ To inspire students to be professional researchers and practitioners of quality, creativity and flexibility in development, both nationally and internationally.

## ***Rationale***

The MDS program is committed to delivering an array of courses in relation to development, including economics, politics, law, education, cultural studies and civil society. Moreover, given the fact that Cambodia is one of the least developed countries, where approximately thirty-four percent of the population lives below the poverty line, MDS stands pivotal in a sense that this program will raise the awareness of students of the complicated development issues confronting the country so that they can contribute efficiently and effectively to poverty-eradication endeavors. This awareness of development complexities becomes even more crucial for Cambodia as it becomes increasingly incorporated into the South East Asian region and the world.

## *Approval*

The MDS program at RUPP has been authorized by the Ministry of Education, Youth and Sport under Edict (Prakas) No. 1152 dated 29 July 2005.

### **Course Structure and Subject Lecturers**

The program comprises of coursework (12 subjects) and a twelve-credit thesis. There are 3 credits per subject with 45 hours of student-lecturer interaction. Students are required to take the following subjects in the following sequence. Some subjects could be delivered in intensive blocks. No elective subjects are offered. All the subjects may be co-taught by RUPP lecturers and national and international academics and practitioners in the arena of development.

#### **Year One**

<b>Semester One</b>	<b>Lecturer</b>
RES101: Essential Skills for Graduate Study (Saturday AM)	Dr. Sok Serey Mr. Net Wanna
RES102: Statistics and Quantitative Research (Saturday PM)	Dr. Veng Sotheara Dr. Phim Runsinarith Dr. Thath Rido
RES103: Introduction to Development Studies (Sunday, AM)	Dr. Nuth Monyrath Dr. Ly Kimlong
<b>Semester Two</b>	<b>Lecturer</b>
ECO205: Applied Economics (Saturday, AM)	Dr. Lay Sokheng Mr. Prashanta Pradhan
RES204: Qualitative Research (Saturday, PM)	Dr. Heng Molyaneth Dr. Thuon Try
SOC206: Community Development: Theory and Practices (Sunday, AM)	Mr. Il Oeur Mr. Pel Martin

## Year Two

<b>Semester Three</b>	<b>Lecturer</b>
SOC307: Social Enterprise and Nonprofit Management (Sunday, AM)	Dr. Chiv Rotha Dr. Khieng Sothy Dr. Isaac Lyne
SOC308: Governance and Public Policy (Saturday, PM)	Dr. Yin Soriya Dr. Pa Chanroeurn Dr. Ly Yasak
ECO309: Environmental Economics (Saturday, AM)	Dr. Chou Phanith Dr. Neang Malyne Dr. Spoann Vin
<b>Semester Four</b>	<b>Lecturer</b>
RES410: Project Management and Evaluation (Saturday, AM)	Mr. Neang Sovathara Dr. Neth Baromey Mr. Srey Chanthly
SOC411: Social and Environmental Impact Assessment (Saturday, PM)	Dr. Sam Chanthly Mr. Hay Samchan
ECO412: Development Economics (Sunday, AM)	Dr. Ngov Penghuy Dr. Thath Rido Dr. Ly Kimlong
<b>Semester Five</b>	<b>Supervisors</b>
RES513: Master's Thesis	As assigned

Note: Courses and Lecturers are subject to change.

## ***Course Description***

### **RES101: Essential Skills for Graduate Study**

In this course, you can develop the writing and study skills necessary to manage tertiary study effectively. The course is firstly introduced academic writing and includes how to conduct academic research at the University's library and how to use an approved referencing system for your written assessment tasks. You will be given many opportunities to apply and develop these study skills with assignments. Then, students will learn how to read new paper articles, research

papers and other reading with critical thinking skills. Critical thinking skills are taught progressively so that students can analysis arguments, writing their own arguments. At the end of this course, students can write 6000-word essay using integrated skills provided in this course.

### **RES102: Statistics and Quantitative Research**

Quantitative research is among the most commonly used methods in the social sciences by academic researchers, government agencies, private companies, and community organizations. This course introduces quantitative methods in the social sciences. It emphasizes how social scientists use simple quantitative techniques to investigate research questions coming from social science theory, prior research and applied problems. The course focuses on the link between theory and research in social science, the logic of quantitative empirical analysis, and techniques for describing quantitative data and drawing inferences (generalizations) about larger populations. Upon completion of this course, students should 1) understand the logic of scientific explanation, including the relationship between theory and research, 2) be able to use statistical analyses such as SPSS and to interpret the results, 3) be a better consumer of statistics and social science research, and 4) understand the necessity for and logic behind statistical control.

### **RES103: Introduction to Development Studies**

This course grounds students in the major trends and disciplines of development studies. The course explores the complex and multidimensional nature of development. It introduces a broad overview of the key issues of development, ranging from theoretical and historical perspectives through to the examination of current trends of development. Development issues of Cambodia will be emphasized throughout the course. Major topics will include:

poverty/marginalization, equity, gender, empowerment, participation, and the role of institutions in development.

### **RES204: Qualitative Research**

Research method is grouped into qualitative and quantitative nature. This is due to the nature of data, for example '*There are five active kids playing on the street*'. To analyze this kind of data in a research project, students need to understand Qualitative Research. In this course, you will study about the historical and philosophical foundations of qualitative research methodology and be introduced to key research strategies in qualitative research and principles for research design in qualitative research. This course is designed to provide a general understanding of qualitative research methods and issues related to the design and conduct of qualitative studies. The general aim of the course is to facilitate understandings of the following questions: 1. What is qualitative research? 2. What constitutes quality qualitative research? 3. What are the various tools/methods of a qualitative researcher? 4. What are the critical components of a qualitative research proposal?

### **ECO205: Applied Economic**

This course is designed to equip students with the concepts and application of economic theories. It is different from the standard micro and macroeconomic courses as it incorporates both the theory and the application of economics that are relevant to the field of development studies. The course consists of two parts. In the first part, important micro and macroeconomic theories and policies such as demand, supply, competitions, fiscal and monetary policies will be introduced. In the second part, students will learn how the theories are applied to the selected public/social issues, which range from issues at the global level such as the effect of globalization on the market competition to the issues at the country level such as the effect of government's control on

prices, and the minimum wage. As most of the issues to be analyzed are pertinent to everyday life, the course will be less abstract and students are expected to be able to actively participate in the class.

### **SOC206: Community Development: Theory and Practices**

Cambodia's population are rural dwellers and domiciled within the corridor. More than 90% of the poor live in the rural areas; and, they are dependent on agriculture for their primary sources of food and income activities. Today, the natural resource-dependent rural communities are facing increased water pressure for agricultural production due to climate change and to dam construction which has significantly decreased mainstream flow causing extreme floods and droughts. Accordingly, students will be equipped with understanding and knowledge about rural problems upon completion of this course; both theories and practices are provided. Some theories and concepts, i.e., modernization, dependency, sustainable livelihoods framework, adaptation and resilience are useful for students to learn for their future work. In the meanwhile, case studies, lessons learned and best practices are also included in order to provide insights about success and constraints of work implemented by government, NGOs, UN and communities in relation to policy, planning and program interventions.

### **SOC307: Entrepreneurship and Non-profit Management**

This course is designed to introduce students to basic management principles, leadership skills and entrepreneurial habits which are fundamental to managing people and teams in the context of public action partnerships between the public, private and non-profit sector. This course charts the recent direction of public governance theory as it leans towards 'partnerships' rather than neo-liberalism and it gives an understanding of the growing importance of different forms of 'social enterprise'. Topics include Corporate Social

Responsibility, Public Private Partnerships, Equitable Economic Growth, Introduction to Social Enterprise, Social Economy, Social Enterprise and International Development Practice and Social Entrepreneurship. This course builds skills through case study discussions, management simulations, practitioner workshops and seminars, audio-visual presentation, interactive classroom discussions, team problem solving, and collaborative and individual written assessments (professional memo writing, issues briefs, essay writing and a collaborative business plan for social enterprise).

### **SOC308: Development and Governance**

Good governance has been recognized by world leaders as the main factor for world post-2015 development agenda for Sustainable Development goals. The World Sustainable Development Goals are based on 4 main pillars which include inclusive economic growth, social development, environmental protection, and poverty reduction. This course is mainly focused on how governance play out the role in sustainable development goal.

### **ECO309: Environmental Economics**

The classic theory of economic improvement by **Pareto** is that an action done in an economy that harms no one and helps at least one person. The next challenges are the environmental pollutions and the scary resources that contributing to the economic growth. If Pareto improvement fails to capture these challenges, the economy will grow at the expense of environment and natural resources. In this course, students will get a refresh knowledge of macroeconomics and environment issues and it blends together to optimize the economic efficiency and effectiveness while keeping the environmental intact. Environmental economic tools (cost and benefit analysis,

cost effectiveness, and multiple criteria analysis) will be shared with students following by research practices.

#### **RES410: Project Management and Evaluation**

As project management is becoming the way more and more work is done in organizations, project managers need to recognize the critical role projects play in the success of their organization. This course will give students an understanding of the role of strategic planning in development project management and how to integrate project and strategic planning. Critical areas such as project planning tools (Log frame, PCM, PRA/RRA), project initiation, project maturity, and project monitoring and evaluation will be covered.

#### **SOC411: Social and Environmental Impact Assessment**

The purpose of the assessment is to ensure that decision makers consider the environmental impacts when deciding whether or not to proceed with a project. Many occasions development projects such as Economic Land Concessions aim to improve only economics welfare at the expense of social and environment impacts. This is not the case of sustainable development and/or economic efficiency based on Pareto Improvement theory. In this course, students will learn the concept and technical skills of environmental impact assessment (EIA) in the context of contemporary development theories. Many law on Environment will be introduced to students with some critical analysis. The theories and the practices of EIA from local, regional to global will be shared with students to get broader understanding EIA and its evolution. Students are required to conduct practical EIA project during the course to digest the knowledge and skills from seminars.

#### **ECO412: Development Economics**

The course discusses a variety of theories with respect to economic development. It introduces the fundamental topics

of common debate in economic development in developing countries, such as poverty, income distribution, underdevelopment, urbanization and population growth, human capital, agricultural transformation and rural development, roles of market, state and civil society, foreign assistance, trade and macroeconomic policies. Theories of economic growth, the new growth theories, and other relevant development theories will be discussed about the topics covered in the course. Cambodian experiences documented in various reports will be discussed to illustrate the theories taught.

### **RES513: Master's Thesis**

Students are required to consult with their academic supervisor about the topical theme of their thesis or research report at the inception of Semester Three. This consultation process takes place throughout the rest of the program. The supervisor approves students' thesis/report topic and outline, which is ultimately subject to endorsement of the Chair of the Academic Board. Students are required to attend fortnight consultation with their supervisor to discuss progress of their thesis.

## **II. Admission**

To be admitted to the program, applicants must:

- ◆ hold a bachelor's degree in any field or an equivalent; and
- ◆ pass a written entrance examination in English.

### ***Application requirements***

- ◆ Application forms (one in Khmer and one in English for Cambodian applicants; one in English for foreign applicants)
- ◆ A certified copy of Bachelor Degree or an equivalent and a copy of transcript

- ◆ Recommendation (1) from a former professor or a current employer
- ◆ A copy of valid ID card or a copy of family book
- ◆ Recent 4 x 6 photos (3)

Application and Entrance Examination Fees: 100,000 KHR / 25 USD

### ***Tuition fee***

The tuition fee for the entire program (24 months) is 8,000,000 KHR/ 2,000 USD for Cambodians or 16,000,000 KHR/ 4,000 USD for foreigners. This fee should be paid by 2,000,000 KHR/ 500 USD or 4,000,000 KHR/ 1,000 USD installment at the beginning of each semester or by 4,000,000 KHR/ 1,000 USD or 8,000,000 KHR/ 2,000 USD installment at the start of each academic year.

### ***Class schedule***

<b>Weekday</b>	<b>Time</b>	<b>Weekend</b>	<b>Time</b>
Morning	08:30-11:30	Saturday	08:30-11:30
Afternoon	13:30-16:30		13:30-16:30
Evening	17:30-20:30	Sunday	17:30-20:30

**Note:** Class time is subject to options of the bulk of enrollees.

## **III. Assessment Guidelines**

### ***Instructional method***

- ◆ The medium of instruction is English.
- ◆ Each subject contains relevance to Cambodian context, analytical skills, writing skills, and library

and internet research.

- ◆ The program adopts co-teaching by RUPP lecturers and national and
- ◆ International academics and practitioners in the arena of development.
- ◆ Course outline and teaching notes of each subject are jointly developed by RUPP and partner lecturers.
- ◆ The program also includes fieldwork and guest lectures/seminars/workshops/ conferences by relevant development stakeholders.

## ***Grading System***

### **Subject Grading**

Each subject is assessed based on the following components:

<b>Item</b>	<b>Percentage</b>
a. Participation, Homework, <b>and</b> Class Exercises	10%-20%
b. Individual Assignment <b>or</b> Oral Presentation, <b>or</b> Mid-Term Exam	30%-40%
c. Paper Writing <b>or</b> Final Exam	40%-50%

**Notes:** - Students write 5,000 words in one subject.

*Subject Grade Classification:*

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point</b>	<b>Description</b>
85-100	A	4.00	Excellent
80-84	B <sup>+</sup>	3.50	Very Good
70-79	B	3.00	Good
65-69	C <sup>+</sup>	2.50	Fairly Good
50-64	C	2.00	Fair
< 50		0.00	Fail

### *Repetition of Subjects:*

Students who fail any subject(s) must take make-up exam(s) within one month. Those who fail the make-up exam(s) must retake the subject(s) by cost (i.e., **1 subject = 600,000 KHR/ 150 USD**) in the next academic year. Students are eligible to take the proceeding subjects in the next semester if they fail **one or two** subjects in the preceding semester(s). Those who fail **three or more** subjects will be dropped from the program and their earned credits can be valid within **two** years only.

### **Thesis Grading**

Theses and research reports are assessed by an Evaluation Committee composed of MDS lecturers and outside experts/practitioners. The following grade classification is applied to both the substance of the thesis **and** its defense/presentation.

Theses that score **50 and beyond** are considered “Pass”. Students who fail the defense cannot be given the credits for their thesis and they have to wait until the next academic year to redefend it. Those who fail the defense for a **second** time will be dropped from the program and their earned credits can be valid within **two** years only. Students who fail to defend their thesis by the deadline defend it in the next academic year.

<b>Score</b>	<b>Description</b>
85-100	Excellent
80-84	Very Good
70-79	Good
50-69	Fair
< 50	Fail

## **IV. Extensions and Suspension**

### **Extensions of coursework**

1. Students must complete coursework and thesis defense within four years upon enrollment.
2. Students may extend their coursework by subject or by semester with incurrence of subject or semester fee.
3. Extension of coursework must be applied before the inception of the subject or semester. Late submission of extension means failure and students re-take the subject(s) with the next cohort.
4. Students may resume coursework before the extension's due date by informing the Program Director in writing.
5. Tuition fees paid for enrolled subjects or semesters cannot be redeemed for next subjects or semesters within the cohort and with the next cohort.
6. Students must submit Coursework Suspension Letter to the Program with approval from Program Director.

### **Suspensions of thesis**

1. Students are allowed to suspend their thesis defense for two times (one year for one time) if they cannot do the defense by the due date set in their cohort.
2. The suspension may be applied when the students cannot complete their coursework within two years set in their cohort or when they cannot complete their thesis by the due date set in their cohort.
3. In the latter case, students apply for the suspension three months before the defense or submission date. Late submission of suspension means failure and students will do the defense with the next cohort.

4. Failed students still need to apply for a one-year suspension in order to do the defense with the next cohort. In this case, students will pay a supervision fee.
5. The first suspension (for one year) is free of charge, except in 2.4. The second suspension (for another year) incurs a semester's tuition fee to be paid upon submission of suspension.
6. Students must submit Thesis Suspension Letter to the Program with approval from Program Director.

### ***Graduation policy***

- ◆ Students who successfully complete all the coursework **and** pass the thesis will be awarded a *Master of Arts in Development Studies*.
- ◆ Students who successfully complete all the coursework but do not write a thesis **or** fail the thesis will be awarded a *Post-Graduate Diploma in Development Studies*.
- ◆ Students who successfully complete the subjects in Year One will be issued with a *Certificate* showing the credits they have earned.

## **V. Roles of Supervisors, Students and Academic Board**

### **Responsibilities of the Supervisor:**

1. To arrange supervisory sessions with the candidates at a mutually convenient time and place.
2. To meet their candidates on an average of at least every two weeks for approximately two hours per session.
3. To attend supervisory sessions punctually.

4. To comment appropriately and constructively, orally and in writing, on the candidates' initial research ideas, successive drafts of the research proposal and of the research paper, and return them to the candidate within two weeks of receipt.
5. To draw the attention of the candidates to the need to maintain an ethical stance in all research activities.
6. To advise the candidates of a wish to postpone a supervision session as soon as the supervisor(s) becomes aware of a difficulty and not later than 24 hours before the scheduled session. This is particularly important where only one supervisor is appointed.
7. Advice given to the candidates should be accompanied by justification for that advice.
8. Supervisors must keep their candidates informed well in advance of any periods longer than one week when they expect to be off-campus.
9. To submit progress reports to the Academic Board or Scientific Committee of the relevant master's program as required. These must be shown to and signed by the candidates.
10. Supervisors should report any difficulties with their supervisory relationship to the Academic Board or Scientific Committee of the relevant master's program.
11. Remind the candidates of the need to keep minutes of each supervisory session. These minutes should be signed by the supervisor and the candidate and copies kept by each.

12. To bring to the attention of the candidates the relevant deadlines, academic requirements, expectations and responsibilities including support resources, plagiarism and research ethics.

### **Responsibilities of the Candidate:**

1. To arrange supervisory sessions with the supervisor(s) at mutually agreed times and places.
2. To meet the supervisor(s), on average, at least twice monthly for approximately two hours per session.
3. To attend supervisory sessions punctually.
4. To advise the supervisor(s) of a wish to postpone supervision as soon as he/she becomes aware of a difficulty and at least 24 hours before the scheduled session.
5. Candidates must keep their supervisor(s) informed of any periods longer than one week when they expect to be off-campus.
6. To minute decisions taken at the supervisory sessions. These minutes shall be submitted to the supervisor(s) at the next meeting. If they represent a fair record of the relevant supervisory session the supervisor(s) should date and sign them and give a copy back to the candidate.
7. Candidates, in the first instance, should report to the supervisor(s) any difficulties with their supervisory relationship. If redress is not forthcoming candidates should report problems to the chairperson of the Academic Board or Scientific Committee of the relevant master's program.

8. To complete, on time, tasks assigned by the supervisor(s).
9. Notwithstanding the above provisions the candidates remain responsible for all aspects of the research paper.

### **Responsibilities of the Academic Board or Scientific Committee:**

1. It shall be the responsibility of the Academic Board or Scientific Committee to oversee the supervision of ongoing research, including master's theses and research reports.
2. The Academic Board or Scientific Committee shall receive and comment on project proposals, interim project progress reports and the penultimate drafts of research reports. It shall discuss these and report back directly within one week of proposals or reports being presented to it. Supervisors and their candidates and the director/coordinator of the relevant master's program shall each receive copies of the comments of the Academic Board or Scientific Committee.

## **VI. Thesis Format**

### **Format guidelines**

1. Paper size A4
2. Margins: left 1.25 inches, right, top and bottom 0.8 inches
3. Page numbering must be at the bottom right of each page. Forematter must be in small Roman Numerals
4. Line spacing 1.5 (English), single (Khmer)
5. Pages must be single sided
6. Alignment: justified
7. Tabs: 0.5 inches

8. No headers or footers to be included in the document
9. Font type: Times New Roman, or Khmer OS (Unicode) for text and Khmer OS Muol Light for (sub)headings in Khmer script
10. Font size: 11 point for Khmer OS and Khmer OS Muol Light, and 12 point for Times New Roman for bulk of text, and 12 Khmer OS Muol Light for the title and subtitle.

### **Thesis layout**

1. Hard cover (The title should be first stated in the language of the document followed by the title in Khmer). If the thesis/research report is written in Khmer, it should be followed by the title in English.
2. Title page (The title should be first stated in the language of the document followed by the title in Khmer. If the thesis/research report is written in Khmer, it should be followed by the title in English.
3. Abstract in Khmer
4. Abstract in the language of the document (English)
5. Supervisor's research supervision statement
6. Candidates statement
7. Result presentation sheet
8. Acknowledgements
9. Table of contents
10. List of illustrations (if any)
11. List of tables (if any)
12. List of figures (if any)
13. List of abbreviations (if any)
14. Chapters in sequence
15. References (APA Style)
16. Appendices (if any)

# **Proposal Evaluation Rubric**

## **STRUCTURE OF RESEARCH PROPOSAL**

### **I. Introduction**

1. Purpose of the research
2. Background to the subject
3. How you became interested in it

### **II. Literature Review**

1. Must include the most cited paper, books, or book chapters
2. Must include the most recent literature
3. Must include the most controversy literature

### **III. Conceptualization/Theory Testing**

1. What perspectives do you intend to emphasise in your approach to the topic? Why?
2. What is/are your basic research question(s), conceptual propositions, testable propositions and/or hypotheses?
3. What particular concepts, models, theories or/and approaches do you intend to use? Describe these and justify their use.
4. What data/information do you need in order to address the items listed in 1, 2 and 3 above?
5. Why do you need it? What are you going to use it for?
6. What form should it be in? Narrative or statistical? If statistical, what cohorts do you need to use to be able to relate to other relevant data?

### **IV. Research Methods**

1. What research methods do you intend to use to get the data you need? Why do you plan to use those?
2. Do you think those methods might influence your purpose?
3. If you are going to use one make a draft of your questionnaire or *aide memoire* and include it in your research proposal.
4. Explain how you will obtain respondents/units of study? How will you ensure their representativeness or, at least, that they will give you a wide range of information.
5. How will data be analysed?
6. Limitations of the study

## **V. Ethics**

Do you foresee any ethical implications? Might your methods or your findings harm anyone involved in the project, including yourself? How do you propose to deal with these issues?

## **VI. Chapter Headings**

Draft chapter/section headings of your research paper and write about 100 words under each about what you think each will contain, that is, the nature of the information not the information itself which you do not have at this stage. For example, you will have chapters on methods, research findings, conclusions.

## **VII. Work Schedule**

**Timetable:** How long does the candidate have to complete this thesis? How long does he/she plan to take? Work should be planned out on a week by week basis from completion of the proposal to the final deadline. (Students should be advised that they may need to allow time to revise the proposal.) Candidates should include all commitments: family, paid

employment, family, personal, holidays etc. They should note when their research subjects may be particularly busy and therefore should not be approached. They should be aware of when their supervisors may have commitments which may impinge on the candidate's work.

### **VIII. Conclusions**

Candidates should note the conclusions you expect to come to. This is useful in discussing methods. The scientific method requires that you emphasise those methods which are more likely to lead to your theory not being supported.

### **IX. Scholarly Referencing**

The scholarly referencing system officially used at RUPP is that of the American Psychological Association.

### **X. Length**

The initial proposal for a 12-credit thesis should be about 15-20 pages of 1.5 spaced typescript and approximately 10-15 pages for a 6-credit research report.

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## Thesis Evaluation Rubric

1. **Purpose.** Did the candidate develop a clear, well focused purpose and place it in a wider theoretical and practical context? Are research questions/hypotheses clearly stated?
2. **Literature review.** Is the candidate familiar with relevant and salient items of literature? Have these been successfully reviewed and the findings integrated into the thesis?
3. **Data requirements.** Does the candidate state clearly what data he/she requires in order to address the stated research questions?
4. **Research design.** Were research methods clearly stated and were they actually used? Are they justified in terms of their ability to deliver the required data? Was the research instrument, e.g. questionnaire, appropriate, clear and thorough?
5. **Fieldwork.** Was data collection carried out carefully and accurately?
6. **Data analysis.** Was data analysis carried out carefully and innovatively? Were any derived variables created? Were they appropriate?
7. **Conclusions.** Are the conclusion warranted, fair, open to scrutiny, generalisable, logically or/and theoretically consistent?
8. **Limitations.** Is the candidate aware of shortcomings in the thesis?
9. Is the **overall intellectual quality** of the thesis indicated in the depth of understanding of the chosen field and the thoroughness and clarity of the research work? If the thesis involves a notable contribution to knowledge, it is

worthy of recognition but it should not be seen as a necessary requirement of the thesis.

10. **Written presentation.** Is the written presentation of a high standard including clear and concise use of language, effective use of appropriate tables and diagrams and consistent use of the American Psychological Association reference system in both citations and list of references? Are tables and graphs clearly presented in a consistent style? Are headings and sub-headings clearly ordered?

### **Assessment of Oral Defense**

1. **Introduction.** Topic clearly introduced and theoretically and practically set in the relevant discipline. Research questions/hypotheses clearly stated and directly related to overall purpose of the research. Terminology from relevant discipline(s) accurately used. Significance of the topic explained.
2. **Presentation.** Quality of the language used. Knowledge of topic. Confidence displayed. Organization of material. Clarity and efficiency of communication. Interest inspired in audience. Adequate preparation of the topic.
3. **Use of audio-visual aids,** including Powerpoint. Appropriateness. How well designed are these? How well is it/are they used?
4. **Question and answer.** Responds directly without evasion or hesitation. Recognizes and declares own limitations. Uses own data clearly and effectively. Refers to material already presented in defense. (At the discretion of the chairperson questions may be asked from the floor but the responses to those may not be taken into account in the mark for this section.)