

Collaborating equals: Engaging faculties through teaching-led research

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Academic Language and Learning (ALL) academics often occupy an uncertain position within the academy. On the one hand, their expertise is actively sought after when students are in crises, on the other hand, they are sometimes falsely perceived as remedial skills teachers divorced from actual academic endeavour and content. In this paper we argue that a potential meeting point of ALL and other academics lies in recognition of each other's roles as researchers as well as teachers. We argue that ALL academics engage in research on teaching issues (context), rather than disseminating the content of research to their learners. While the teaching-research relationship for many academics might move from theory to research to teaching, the ALL research route potentially moves from teaching to theory to research to praxis. This "action research" route has been documented as a legitimate strategy of enquiry in diverse fields and provides a common research focus for ALL and other academics. In this paper, we give three practical examples of how teaching issues in a bridging program for postgraduate international students informed the development of theory which in turn led to research that informed pedagogy. We describe how these "action research spirals" resulted in an active engagement of ALL academics with Higher Degrees by Research supervisors in various faculties.

Key Words: teaching-led research, support model, collaborative practice.

1. ALL academics and higher education institutions

One of the key roles of Academic Language and Learning (ALL) academics within higher education institutions is the development of students' communication skills "in and for a discourse community" (Chanock, 2007, p. 269). However, institutional practices often make effective collaboration between ALL and other academics difficult. ALL academics usually operate either in centrally located units (either student services or staff development) or within faculties (Clerehan, Orsmond, & Wilson, 2002). Centrally located units provide ALL academics with opportunities for professional development and access to resources (Clerehan et al., 2002). However, research support and funding is generally located in the faculties at most Australian universities and this can result in a marginalisation of these ALL academics as reported in Clerehan (2007). On the other hand, ALL academics within faculties can potentially set up research links with disciplinary staff and thereby enhance their academic credibility (Clerehan et al., 2002), but in reality this kind of collaboration is rare.

In both models described above, there are pragmatic challenges to building collaborative relationships with disciplinary academics. ALL practitioners tend to have higher teaching loads than other academics and often are on short contracts, leading to time constraints and difficulties in establishing long-term projects. In addition to these practical considerations, there are sometimes theoretical constraints. Since ALL academic practice focuses on skills development

rather than subject content, academics in the faculties sometimes find it difficult to understand its theoretical foundations. Hence the misconception that ALL academics are remedial language teachers and are divorced from actual academic endeavour and content (Clerehan, 2007). There has been a concerted effort to address this issue by developing a theoretical framework for the ALL community of practice (O'Regan, 2005), attempting to define the subject content of the field and examining the role of ALL academics within the scholarship of teaching and learning (Chanock, 2007).

2. Defining the ALL territory

Kerry O'Regan in her paper presented at the Language and Academic Skills in Higher Education Conference (LAS) in 2005 eloquently argued that the role of the ALL academic is to “defamiliarise” the university. Her argument has been developed further by theorists like Chanock (2007) who have emphasised the disciplinary focus of ALL. It can therefore be argued that the theoretical basis of ALL practice is the unpacking of disciplinary conventions in order to make them comprehensible for students and to enable the learning of disciplinarily embedded skills.

Along with defining a theoretical base, the identification of a “distinctive body of knowledge” (Bath & Smith, 2004, p. 6) is one of the actions taken by the “tribes and territories” (Becher & Trowler, 2001) of academia to claim their academic space. The fact that ALL academics remain on the periphery of the academy is perhaps due to the fact that, in common with academic developers, their body of knowledge remains unclear to the rest of the academy. Thus, they are perceived by some as “experts of love who have no lover; or professors who have nothing to profess” (Rowland et al., 1998, p. 1). Academic developers have clearly defined their subject content as “the practice of university teachers” (Andresen, 2000, p. 28). Similarly, ALL academics are claiming their subject content as the practices and academic skills of disciplines and the university in general, with the increase in disciplinary journals and professional organisations a testimony to the growth of ALL as an academic field (Bath & Smith, 2004). The challenge for ALL academics is to convey their contribution in the key areas of “teaching, research and service” (Bath & Smith, 2004, p. 6) not only to their fellow ALL practitioners, but also to their colleagues in the disciplines.

“Scholarship” or the ability to “know, appreciate the significance of, actively remain in touch with, and develop ways of aggregating and making maximally comprehensible to learners, the best and most interesting of available research within his or her field of research” (Andresen, 2000, p. 26) is viewed by some theorists as the link between research and teaching (Andresen, 2000; Macfarlane & Hughes, 2009). It has also been suggested that it is through the scholarship of teaching and learning (Chanock, 2007) that ALL academics can connect with their discipline counterparts. This concept of the “scholarship” of learning and teaching encompasses two of Trowler and Wareham’s (2007, pp. 4 - 5) “dimensions of the ‘teaching-research nexus’”; namely “research embedded in the curriculum (Research influences the *what* and *how* [their italics] of curriculum design” and “teaching and learning influences research”. If research becomes an integral part of the curriculum in disciplinary courses, then ALL practitioners can potentially contribute to the “pedagogic theory and inquiry based practice” (Trowler & Wareham, 2007, p. 4) that inform that curriculum. Equally, if teaching and learning have a direct influence of research, then ALL practitioners are ideally placed to conduct “pedagogical research ... in the context of teaching students” and interact with colleagues in the disciplines in the context of this research (Trowler & Wareham, 2007, p. 5).

3. Defining a research methodology

Trowler and Wareham (2007) suggest that research which is “embedded in the curriculum” and research influenced by “teaching and learning” are often associated with “action research feed[ing] into quality review and enhancement” and thus are of “mutual benefit to both teaching and research in a feedback loop” (p. 4). We contend that the participatory action research framework is particularly suitable for research involving ALL academics and their colleagues in

the faculties since it engages all participants in a collaborative creation of knowledge allowing the researcher to “know with others rather than about them” (Bhana, 2006, p. 230).

Participatory action research is a well-known research route in a number of disciplines such as Public Health, Nursing, Education and Business and thus provides a familiar reference point for academics in those disciplines. Other fields may be unfamiliar with this strategy of enquiry since their research route might move from theory to research to teaching. The ALL research route, in contrast, moves from teaching to theory to research back to practice in common with participatory action research. Despite their differences in strategy of enquiry, the ALL academic potentially functions within this participatory research framework as an intermediary between the students acquiring the “-orthography” (skill of communicating “in and for a discourse community” (Chanock, 2007, p. 269)) of the discipline and the subject specialist conveying content knowledge. It is within this collaborative relationship with each party’s role clearly defined that the cyclical action research process (Ozanne & Saatcioglu, 2008) can bear fruit.

The process of action research is often referred to as a “spiral”. In collaborations between ALL and disciplinary academics, the following are common features of the participatory action research “spiral”: First, issues are identified through the ALL model of teaching which involves engagement between ALL academics, students and discipline experts. Then, consensus is reached on the most significant problems requiring redress in the research (Drummond & Themessl-Huber, 2007). Next, the researcher develops a potential theory about the phenomenon under investigation and thereafter “acts as a resource” (Ozanne & Saatcioglu, 2008, p. 433) and suggests potential intervention strategies. These strategies are implemented and researched collaboratively with the researcher, who also engages the participants in the analysis of results and the generation of potential solutions which are finally put into practice. This research “spiral” can potentially be repeated several times, further refining the pedagogy to meet the needs of all participants (Ozanne & Saatcioglu, 2008). The ALL academic plays a central role in the action research cycle as the subject expert on the scholarship of teaching and learning, especially in relation to academic language and learning skills. The disciplinary academics on the other hand provide insight into the interplay between content and disciplinary culture in their specific disciplines. In common with all participatory action research, the ultimate goal of this collaboration is improved outcomes for participants, in this case being improved teaching practice of both disciplinary and ALL academics and enhanced learning outcomes for the students within their disciplines.

4. Engaging faculties through participatory action research

The ALL academics within the Integrated Bridging Program-Research (IBP-R) at the University of Adelaide have engaged in the movement from teaching to theory to research to praxis described above on a number of occasions. The Program by its very nature facilitates participatory action research since a “tripartite” relationship of student, supervisor and IBP lecturer is embedded in the Program structure (Cadman, 2000, 2002, 2005; Cargill, 1996). Higher Degrees by Research (HDR) students from English as an additional language backgrounds participate in a twelve week scaffolded program. In this program, they work on successive drafts of their research proposal and seminar presentation of this proposal which are co-marked by their supervisor and the IBP-R lecturer. A number of theoretical models, research projects and practical interventions have arisen from the “tripartite” relationship of student, supervisor and IBP lecturer. In this paper three current research “spirals” are described which follow the participatory action research cycle, have had practical outcomes and are the subject of ongoing research: the development of the *autonomy web(s)* discussion tool, the *research proposal assessment matrix*, and materials unpacking supervisor comments.

5. Autonomy web(s)

In the Higher Degrees by Research (HDR) context, the development of “competent autonomy” is viewed as particularly important. This is because, after completion of their HDR degree, Masters by research and PhD students are expected to be able to “conduct research

independently at a high level of originality, quality and creativity” (University of Adelaide, 2009). The term “competent autonomy” was first applied to HDR students by Brown and Krager in their 1985 paper on ethical issues in “graduate” education. They suggested that “competent autonomy” involves both freedom of choice or action and the responsibility to permit others freedom of choice or action. However, they emphasised that HDR supervisors should still provide scaffolded research training, since a failure to do so could result in “greater dependence, if not failure” (Brown and Krager, 1985, p. 406). Thus the HDR student should be assisted to function competently, and, in a staged fashion, be enabled to gain true autonomy. Appropriate supervision pedagogy to develop “competent autonomy” has been considered by various researchers. “Positions mentoring” (Grant, 2005; Knowles, 2007) has been suggested as a useful approach to facilitate this development. Since supervision operates mainly through a pedagogy of discussion (Knowles, 2007), and since the HDR student/ supervisor relationship is by its very nature and “role-related tension asymmetrical” (Goodman, 2006, p. 203), it has been suggested that alignment and discussion tools should be developed to facilitate the development of student autonomy (Goodman, 2006).

Since the inception of the IBP-R in 1994, its lecturers have used a number of theoretical models to explain their attempts to facilitate pedagogy where student autonomy is both recognised and valued. These include the “control-wedge” model (Cadman & Grey, 2000) where the IBP lecturer slowly relinquishes control to the HDR student, the “collaborating colleague” model in which the HDR students’ subject knowledge and life experience are shared with the IBP lecturer who in turn shares his/her expertise as a language and academic learning specialist (McGowan, Seton, & Cargill, 1996) and the “pedagogy of connection” (Cadman, 2005) where interpersonal relationships, teaching space and teacher/ student roles are all interrogated in an attempt to provide the IBP student with a learning environment in which to develop and exercise “competent autonomy”.

The emphasis in the IBP has always been on dialogic processes of learning which, in theory, should enable HDR students to develop true autonomy and, in turn, empower them in the supervision relationship (Cadman, 2005). However, although clearly descriptive of the type of learning environment and pedagogy required to foster autonomy in the HDR context, the practical components of this kind of pedagogy appears difficult to pinpoint with much of the success of the program relying on the ability of individual critically-minded IBP lecturers to foster the development of autonomy.

IBP-R students and supervisors have consistently lauded the value of the IBP-R in developing HDR students’ research writing and oral communication skills and in enhancing their confidence to act as independent researchers as demonstrated by favourable Student Evaluation of Learning and Teaching Surveys (SELTS) and positive comments in focus groups and informal discussions. However, both students and supervisors have indicated that HDR students sometimes have difficulty demonstrating autonomy and interacting appropriately in the supervision relationship. In response to this need, a pedagogy which includes explicit instruction in the demonstration of autonomy has been developed by the IBP-R team. Since the stated aim of the IBP-R is to provide a context for the development of “autonomy in negotiating research and language outcomes”, this explicit pedagogy first involves modelling within the IBP-R and then an extrapolation of the skills to the supervision relationship. Extensive reading on the development of student autonomy along with further discussion with students and supervisors on the particular issues related to the demonstration of autonomy resulted in the development of the *Autonomy Web(s)* illustrated in Figure 1.

The autonomy web(s) serve a dual pedagogical role: facilitating the understanding and demonstration of autonomy in IBP-R seminars, and the understanding and demonstration of “competent autonomy” in interactions with their supervisor(s) (Brown & Krager, 1985). The autonomy web(s) are used in the following way: Firstly, the students discuss the role of the IBP-R lecturer as agent under the given headings “encourages”, “elicits”, “teaches” and “gives choices” and suggest other behaviours where the IBP-R lecturer might take agency in the IBP seminar context. Then, they are asked to suggest behaviours for IBP-R student under the

headings “encourages”, “shares”, “explores/ develops”, “makes choices of” which demonstrate that the IBP-R student is taking agency in the IBP-R seminar.

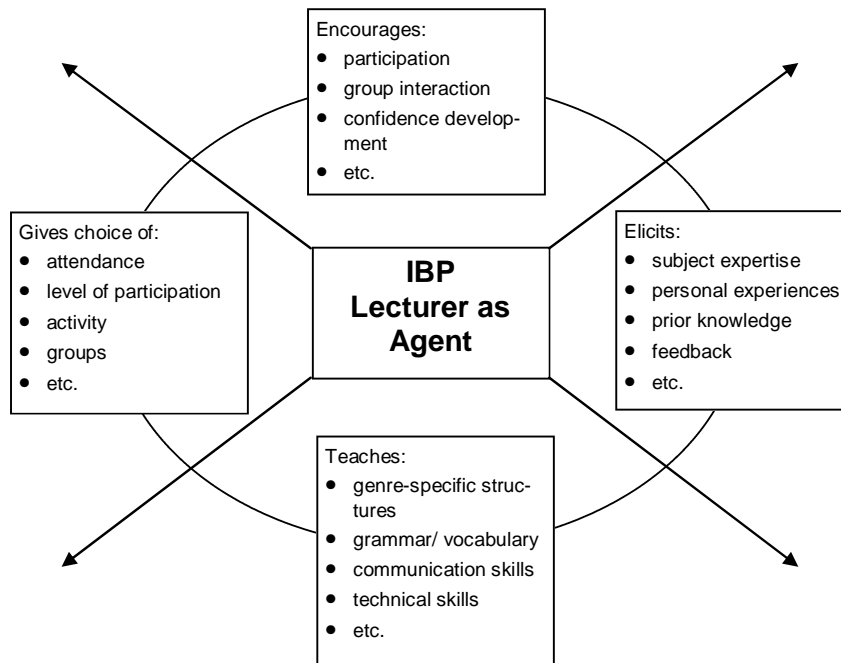


Figure 1: The autonomy web (IBP lecturer as agent).

A number of practical suggestions for the IBP-R course pedagogy and even course structure have arisen from these discussions and analysis of the discussion notes. For example, prior to 2009, students were offered the option to negotiate their level of participation in the program. However, when the IBP-R student participants analysed the intense debate on whether students should be permitted to decide their level of participation in the Program, they identified three major themes. Firstly, the students suggested that at the beginning of the IBP-R, they did not necessarily feel competent to negotiate their participation in the Program since they have usually just started their research work and their research needs gradually unfold. Secondly, the term “negotiated participation” was hazy and did not provide them with a sufficient framework within which they could negotiate. Finally, although they observed real commitment from the IBP-R lecturers to encourage their negotiation of outcomes, they did not always have the confidence to negotiate with the IBP-R lecturers, thus suggesting that negotiation with the IBP-R lecturers as representatives of Western academia and the University hegemony and the resulting unequal power relations can only result in at best a “manufactured” consensus. In order to address these issues, the students suggested that there should be a non-negotiable part to the program. Hence, since semester II 2009, all IBP-R students are expected to complete at least one draft research proposal which is commented on by the IBP-R lecturer and supervisor and followed up by an individual appointment with the IBP-R lecturer. Additionally, they are expected to complete a practice seminar presentation with feedback given by the supervisor, classmates and IBP-R lecturer. These two components form the core non-negotiable part of the Program. Furthermore, it has been decided that students with prior research experience and/or more advanced language skills can formally opt in or out of individual lectures and seminars. This will soon be made simpler by an electronic enrolment system where IBP-R students will be able to enrol in individual lectures and seminars.

The initial *autonomy webs* have since been expanded to include *autonomy webs* exploring the supervision relationship. These webs are left entirely blank with the “supervisor as agent” and the “student as agent” in the centre of the webs. These webs are used as discussion tools in the IBP-R class about the customary ways in which supervisors take agency and potential ways in which HDR students can take agency in this relationship. Different IBP-R groups have

identified a variety of areas where they perceive supervisors take and should take agency and these have in turn lead to class activities and interactions between IBP-R lecturers and supervisors. For example, suggestions from one group that the supervisor should dictate the content and format of supervision meetings led to discussions with individual supervisors who had complained about their student's lack of agency. The supervisors were asked about how they would suggest a student should demonstrate agency in supervision meetings and IBP-R sessions related to setting agendas and taking minutes of supervision meetings resulted. A further action research cycle where HDR students and their supervisors will be asked to use the webs as a focus for their negotiation around their respective roles and responsibilities in the supervision relationship is planned. They will then be asked give feedback on the usefulness of the webs as alignment tools and this will help to further refine the tools themselves and the IBP-R pedagogy around the development of autonomy in general.

HDR students and supervisors at the University of Adelaide are exposed to "alignment" tools such as Gurr's (2001) "supervisor/ student alignment model" and Kiley and Cadman's (1997) "Expectations in Supervision" questionnaire as tools for encouraging discussion, reflection and the development of competent autonomy (Gurr, 2001) in the *Exploring Supervision Program*. Therefore, the *autonomy webs* are a familiar common focus for interaction between faculty academics and IBP-R lecturers within the scholarship of teaching and learning.

6. Research proposal draft assessment matrix

The Research Proposal Draft Assessment Matrix also arose from autonomy issues identified in the IBP-R classroom and in interactions between IBP-R lecturers and supervisors in the faculties. In the supervision *autonomy web* activities, the student participants highlighted the fact that they saw their supervisor as sole arbiter of the quality of research documents. When questioned whether they could take any role in determining document quality, it became clear that they had difficulties "clarifying process and product goals" (Cargill & Cadman, 2007, p. 185) with their supervisors and thus felt ill-equipped to take any quality-control role either in editing their own work, or in negotiating the type of feedback they expected from their supervisors. Supervisors also reflected ambivalence regarding their role as quality control when co-marking draft research proposals with IBP-R lecturers. The supervisors were requested to indicate whether different aspects of the document structure, expression of voice in the document, attribution, language and content were satisfactory for their student's stage of candidature or whether further work was required. Many supervisors were highly critical of their student's writing and indicated that most areas required "further work" in order to be satisfactory. On the other hand, they would insist that their students did not require any further formal help.

This tension between supervisor expectations for the "beautifully crafted document" (Cargill & Cadman, 2007, p. 185) and their understanding of the student's stage as a developing research writer probably emerged as a result of a lack of clarification of "process and product goals" (Cargill & Cadman, 2007, p.185). Cadman and Cargill (2007) suggest that students and supervisors clarify their goals by focussing on what type of feedback is expected. Therefore, they have offered students and supervisors categories in which to request or give feedback and suggest that students provide a cover page for each draft in which they specify the development stage of the document (either early draft which requires only content feedback; near-final draft and/or anything in between) (Cargill & Cadman, 2007). These categories have been incorporated into the IBP-R supervisor feedback sheets for some time, yet despite having clear categories of feedback, many IBP-R students had difficulty in understanding their supervisors' expectations and it became clear to the IBP-R lecturers that some way to facilitate negotiation between supervisors and IPB-R students was needed. In particular, a common understanding of appropriate expectations in language and research development for each stage of candidature was necessary.

In response to the needs identified above, the IBP-R team investigated different ways of conceiving the development of research skills. The *Researcher Skill Development Framework* (RSD7) (Willison, 2008) proved a useful framework since it provides a continuum for even the most advanced researchers to access their research skills. From this framework, an assessment matrix for the research proposal was devised in collaboration with John Willison (the *Research Proposal Draft Assessment Matrix* is provided in the **Addendum**). The matrix was used as a discussion tool in the IBP-R classroom in order to facilitate understanding of the range of expectations supervisors are likely to have for a draft research proposal. The next phase in the action research cycle will involve both IBP-R lecturers and supervisors using the *Research Proposal Draft Assessment Matrix* to mark the HDR students' draft research proposals and then the evaluation of its value as a tool for negotiation and clarification of expectations. As the *Researcher Skill Development Framework* has been extensively used in a number of undergraduate courses and postgraduate coursework programs at the University of Adelaide and has even been extended to the Vocational Education and Training sector, it provides another point of contact between ALL academics in the IBP-R program and academics in the faculties.

7. Supervisor comments and feedback

Although a supervisor may give feedback in the different categories as described by Cargill and Cadman (2007) and clarify the expectations in terms of the stage of the project that is being commented on, little is known about how the students receive this feedback and how the “interpersonal and affective” (Cargill and Cadman, 2007, p. 190) dimensions of this feedback affect them. These dimensions, as Cargill and Cadman rightly comment, are vital to effective feedback. One way of uncovering these dimensions and clarifying goals for both students and supervisors is to examine the discourses underlying supervisor comments and how they are received by students.

ALL academics who teach on the IBP-R have bridged the discipline divide between academic language learning and the discipline of Engineering by conducting research into the prevalent discourses in Engineering and how these discourses are reflected in supervisor comments on student research writing. Based on the theoretical framework proposed by Fairclough (2003), ALL academics in the IBP-R investigated supervisor written comments on 10 Engineering draft research proposals to unpack the values that supervisors attach to their comments on student research writing. This investigation could potentially assist in framing a better match between supervisors' expectations for the research document and the student's actual language and research development stage. As observed by Weaver (2006, p. 381), “if feedback is to be of any use to students, it is important to consider what messages are being conveyed.”

The study conducted by ALL academics within the IBP-R revealed that a number of “big Discourses” (Gee, 2005) were at work in supervisor written comments on student research writing. These “big Discourses” are described by Gee (2005, p. 7) as “ways of being in the world ... ways of acting, interacting, feeling, believing, valuing”. Based on the data and literature, the big Discourses in the discipline of Engineering were identified as follows: collaborative colleague discourse (Gatfield, 2005; Grant, 2003; Grant & Graham, 1999; Kittleson & Southerland, 2004), process driven discourse (Grant, 2005; Henwood, 1998), and gatekeeper or standards discourse (Grant, 2005; Henwood, 1998).

By unpacking these big Discourses, the researchers identified patterns of communication in supervisor comments that were consistent with the norms and practices of their discipline. However, little was known as to how these Discourses were received by HDR students. Feedback from supervisors indicated that they believed that their comments contributed towards refining and developing the subject matter of the research document. Less was known as to how students perceived these comments and more importantly, if these comments motivated students to edit and improve their research document. Knowles (2007) suggests that certain forms of supervisor feedback “make acceptance or resistance [to feedback] more or less likely” (Knowles, 2007, p. iii). However, her study focussed mainly on the macrostructures of supervisor feedback Discourse. This study in contrast focuses on how these Discourses are

realised in specific comments and the effects of these comments on HDR students at an early stage of their candidature. To ascertain these effects, interviews are currently being conducted with these HDR students and the analysis of that data is likely to be beneficial to both ALL academics and their counterparts in the discipline of Engineering.

This study has strong implications for ALL academics in the delivery and implementation of programs for HDR students. Not only will the study provide insights into how HDR students in the discipline view the feedback they have received from their supervisors, it will also pave the way to more effective management and delivery of feedback on HDR student research writing. In keeping with the action research spiral, this research is likely to bring about change and assist in the refinement of the *Research Proposal Draft Assessment Matrix* described above.

The research on supervisor comments also has powerful implications for supervisors as it would help them better understand the types of Discourses/ discourses at work in the feedback that they provide on student research writing. Through this investigative study, ALL academics can build bridges between the field of academic language and learning and supervision pedagogy by formulating better channels of providing feedback on HDR student writing. Consequently, the findings of this action research project will be fed into *The Exploring Supervision Program* for supervisors run by The Researcher Education and Development Unit at The Adelaide Graduate Centre. This will encourage supervisors across disciplines in the university community to offer their insights that will contribute to the discussion and debate in this increasingly important area.

8. Conclusions

In participatory action research, a teaching/ research synergy is achieved where issues are identified through the teaching and the “tripartite” collaboration of ALL academics and disciplinary experts. The ALL academic then provides the theoretical resources to develop potential solutions which are implemented. The solutions are evaluated with all participants playing active roles and the enhanced solutions are implemented. The action research process starts again as further issues arise in discussion with participants. ALL academics can engage the faculties through this “teaching-led” research which is embedded in the scholarship of learning. In the Integrated Bridging Program-Research, ALL academics are particularly fortunate in their ability to engage with early career researchers and build collaboration within both the current and future academy.

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Integrated Bridging Program-Research

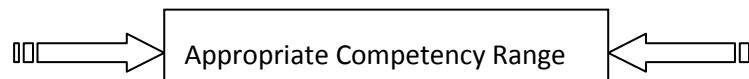
Draft 2 Research Proposal: Assessment Matrix

Student: _____

Assessor: _____

Date: _____

Please tick in the appropriate level box for each component and make any comments you feel are relevant.



Researchers	Level 1: Research is conducted at the level of a closed enquiry and require a high degree of structure/ guidance	Level 2 Research is conducted at the level of a closed enquiry and require some structure/ guidance	Level 3 Research is conducted independently at the level of a closed enquiry	Level 4 Research is conducted at the level of an open enquiry within structured guidelines	Level 5 Research is conducted at the level of an open enquiry within self-determined guidelines in line with the discipline	Level 6 Research informs other's agendas	Level 7 Research enlarges the field of enquiry	Comments
Embark on enquiry and determine a need for knowledge:	Some background to the topic is provided although this can appear tangential or not well linked with the topic at times. Research questions and/or aims and/or objectives are given.	Background to the topic provided that gives some context to the research focus. Research questions and/or aims and/or objectives relate to the research focus.	Background to the topic contextualises the research focus. Research questions and/or aims and/or objectives indicate understanding of purpose of the study.	Background locates the study in the context of recent research in the field and justifies the project in terms of a "gap" or need for extension in existing knowledge. Moves appropriately from a broader to a more specific identification of project purposes and goals Presents clear outcomes.	Background locates the study in the context of recent research in the field and justifies the project in terms of a "gap" or need for extension in existing knowledge. Narrows the research focus effectively and provides realistic research questions and manageable outcomes.	The background given clearly illustrates the projects' position within and contribution to the literature in the field. The research focus is well argued. Realistic research questions and manageable outcomes are presented.	The background given clearly illustrates the projects' prominent position within and significant contribution to the literature of the field. The research focus is compellingly argued. Realistic research questions and manageable outcomes are presented.	
Evaluate and Synthesize in order to justify the project :	Literature related to the project is summarised. The review touches upon some relevant readings in the field.	Literature related to the project is summarised and synthesised. The relationship of the literature to the proposed project is presented. The review touches upon the relevant readings in the field	Literature related to the project is summarised, synthesised and clearly linked to the proposed project Gaps in the literature are described. The review touches upon the most relevant readings related to the project.	The review of the literature logically argues the project as a link in the current literature of the field and/or as arising out of gaps in the literature. The review critically synthesizes and evaluates the most relevant readings related to the project.	The review of the literature logically argues the project as an expansion in the current literature of the field and/or as arising out of gaps in the literature. The review critically synthesizes and evaluates the most relevant readings related to the project.	The review of the literature logically argues the project as a significant expansion in the current literature of the field and/or as arising out of gaps in the literature. The review critically synthesizes and evaluates the most relevant readings related to the project.		
Find/ Generate an appropriate theoretical framework and/ or methodology with:	A methodology and/or theoretical framework is given that relates to the proposed study.	A methodology and/or theoretical framework is given that relates to the research questions and/or objectives of the proposed study.	A methodology and/or theoretical framework is given in some detail that clearly relates to research questions and/or objectives of the proposed study.	The methodology and/or theoretical framework contain sufficient detail to enable an evaluation of the viability of the project. The methodology will answer the questions/ address the objectives.	The methodology and/or theoretical framework contains sufficient detail to enable an evaluation of the viability of the project. The methodology will fully answer the questions/ address the objectives.	The methodology and/or theoretical framework are elaborated and robust. The methodology will completely answer the questions/ address the objectives.		

<p>Oganise information and develop ideas using:</p>	<p>General headings are provided. Some linking devices are used but can often be inconsistent, mechanistic and inappropriate. Document can appear incoherent at times.</p>	<p>Specific headings are provided that reflect a research proposal proforma. Linking devices are used but can occasionally be inconsistent, mechanistic and inappropriate. Document can appear incoherent at times.</p>	<p>Specific headings and subheadings are provided that reflect a research proforma. Linking devices are used in a manner that promotes overall document cohesion. The arguments can be followed without too much strain.</p>	<p>Specific and appropriate headings and subheadings are provided. Appropriate linking devices are used in a manner that promotes document and paragraph cohesion. Ideas are clearly and logically developed.</p>	<p>Specific and appropriate headings and subheadings tell a research story. The research document is fully coherent and the reader is guided through the research document. Ideas are clearly and logically developed.</p>	<p>Specific and appropriate headings and subheadings tell a clear research story. The research document is fully coherent and engages the reader's interest in a sustained manner. Ideas are clearly and logically developed.</p>		
<p>Communicate knowledge effectively & ethically, include appropriate: -Title -Format -Attribution & Citation -Grammar, spelling & punctuation</p>	<p>Title given</p>	<p>Title relates to project</p>	<p>Title summarises project</p>	<p>Title encapsulates full project</p>	<p>Title encapsulates full scope of project</p>	<p>Title encapsulates innovative project</p>		
	<p>Formatting allows readability.</p>	<p>Formatting allows readability and some headings are given.</p>	<p>Appropriate headings, spacing & document formatting following a research proposal proforma.</p>	<p>Appropriate headings, spacing & document formatting following a relevant research proposal proforma (including title page and table of contents).</p>	<p>Appropriate headings, spacing & document formatting following a relevant research proposal proforma (including title page and table of contents).</p>	<p>Appropriate headings, spacing & document formatting reflect an innovative and appropriate project design (including title page and table of content).</p>		
	<p>References list given In-text references given for most information. Some paraphrasing closely resembling the original document can occur. In-text referencing can appear mechanistic and could be poorly integrated into the text.</p>	<p>Reference list mostly consistent In-text references are accurate and given for most information. It is sometimes difficult to distinguish the student's voice from those of the source authors due to language and/ or expression issues.</p>	<p>Reference list is consistent In-text references are consistent and accurate and given for all necessary information. Student's voice can be distinguished from those of source authors.</p>	<p>Reference list follows an appropriate academic convention. In-text references are consistent and accurate. Student's voice and attitude can clearly be distinguished from those of the source authors.</p>	<p>Reference list follows a convention appropriate to the discipline. In-text references are consistent, accurate and show variety of expression. Student's voice is persuasive.</p>	<p>Comprehensive reference list that follows a convention appropriate to the project design. In-text references are consistent, accurate and show a variety of expression. Students' voice is highly persuasive.</p>		
	<p>Although overall meaning is clear and an argument can be discerned. Language errors are frequent and can often impede understanding and affect engagement.</p>	<p>Errors sometimes impede understanding. Errors can on occasion affect the reader's willingness to engage with the arguments presented.</p>	<p>Errors mostly do not impede understanding In most of the document. Errors do not affect the reader's willingness to engage with the arguments presented.</p>	<p>Errors do not impede understanding. Errors do not affect the reader's willingness to engage with the arguments presented.</p>	<p>Some minor systematic language errors may occur, but these could easily be corrected with more careful editing.</p>	<p>A near polished document ready for submission to a disciplinary journal. Very minor errors of language occasionally occur.</p>	<p>A completely polished document that makes use of expressive and persuasive language and is appropriate for submission to an A* ranked journal without further corrections.</p>	
<p>Please tick in the appropriate box to indicate whether your student has reached the appropriate level of researcher skills or requires an IBP extension</p>							<p>IBP Completed</p>	<p>IBP Extension</p>

Based on: Willison, J. and O'Regan, K. (2008). *The Researcher Skill Development Framework*. Accessed from <http://www.adelaide.edu.au/clpd/rsd/rsd7>.