



THE UNIVERSITY OF THE WEST INDIES CAVE HILL CAMPUS

School for Graduate Studies and Research

SEMINAR EVALUATION TOOL FOR MPhil/PHD STUDENTS

Faculty:

Department:

Student name:

Seminar date:

Student ID no.:

Seminar location:

Programme name:

Seminar chair:

Enrolment:

Supervisor present:

Degree:

Co-Supervisor present (if app):

Degree start:

Advisor(s) present:

Seminar number:

Advisor(s) present:

Working title of thesis:

Seminar title:

ADMINISTRATIVE REQUIREMENTS FOR THE CONDUCT OF SEMINARS:

1. Both students and supervisor should agree on seminar presentation date.
2. At minimum, the main supervisor should be present at the seminar.
3. Except in extenuating circumstances, one seminar should be done a semester. Where two semesters are conducted in one semester the content should be substantially different from each other.
4. An assessment committee should be convened by the Deputy Dean, Research or equivalent to assess the presentation and provide feedback.
5. The assessment tool should be made available to the student and assessment committee 5-7 days prior to the seminar.



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INSTRUCTIONS TO ASSESSORS:

This is a mandatory, non-credit research seminar for MPhil, PhD and other research students. **All criteria may not apply for Seminars 1 & 2.** Please select which holistic assessment best reflects your evaluation of the student's presentation. In your assessment for each criterion, you will tick the appropriate performance level box, and enter the actual score/mark (e.g. if you select the 'Weak' tick box, you should enter the actual mark from 0-9). Once completed, an overall average score will be automatically computed at the bottom of table.

SEMINAR 1:

Students must achieve Performance level 2 and above (overall average) to satisfactorily pass Seminar 1.

SEMINAR 2 & 3:

Students must satisfactorily achieve Performance levels 3 and above (overall average) to satisfactorily pass Seminars 2 & 3.

Criteria for assessing Seminar	19-20	16-18	13-15	10-12	0-9
	<i>Performance level 5</i>	<i>Performance level 4</i>	<i>Performance level 3</i>	<i>Performance level 2</i>	<i>Performance level 1</i>
	Excellent	Very Good	Good	Satisfactory	Weak

Appropriateness of introduction:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Introduction clearly articulates the research problem, the gap in the literature, the research question or hypothesis and the objectives of the research.

Review of literature:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Shows a comprehensive understanding of relevant current and seminal literature and demonstrates competence in critically interrogating and appraising the literature to identify relevant gaps.

Methodology:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Provides a sound and thoughtful discussion of the methodology to be applied to the research with proper justification of the methods and consideration of ethical concerns. Methods are appropriate to answer the research questions or hypotheses. *If applicable, student is ready to request IRB approval and to proceed with research.*

Discussion of results and findings:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Provides a critical evaluation and application (rather than mere description) of the interpretation of results and justifiable conclusions and recommendations for policy and future research. There is recognition of limitations of research. *(This criterion is not applicable to seminar 1; Supervisor(s) and advisory committee can determine if applicable for seminar 2 or only 3)*

Structure of presentation:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Well-organised demonstrating a clear and cohesive discussion where the arguments and conclusion are easy to follow.

Communication:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Presentation includes appropriate and easily understood visual and other aids. The presenter speaks clearly, making eye contact with the audience and uses slides for reference rather than reading entirely off of them.

Responsiveness to audience:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Presenter is able to answer questions posed by the audience and clarify any ambiguity raised.

Total:

<input type="text"/>



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RUBRIC DESCRIPTOR:

*Excellent-Performance
Level 5:*

Presenter demonstrates excellence in breadth of knowledge and evidences original thought, strong analytical and critical abilities and excellent organisational and presentation skills. The research reflects a well-woven symmetry between the research question or hypothesis, literature, methods and (where applicable) findings.

*Very Good-Performance
Level 4:*

Presenter demonstrates critical and analytical thinking in most aspects of the research, utilising a very good range of appropriate sources. The discussion is largely coherent and reflects strong organisational and presentations skills.

*Good-Performance
Level 3:*

Presenter demonstrates competence in terms of critical and analytical thinking utilises a range of relevant sources to support arguments. The discussion is coherent and well-presented and in general the connections between the research question/hypothesis, literature and methods are well established.

*Satisfactory- Performance
Level 2:*

Presenter demonstrates adequate knowledge of the topic through citing of a reasonable number of relevant sources. However, the theoretical insights are not always clearly linked to the research question and the discussion can sometimes be more descriptive than analytical. The presentation could be improved by better organisation and preparation. Overall, more time needs to be spent in clarifying the research questions, the best theoretical/conceptual framework and the research design.

*Weak or Unsatisfactory-Performance
Level 1:*

Presenter demonstrates minimal evidence of knowledge and understanding of the tenets of research or the research process. The literature is not always relevant, the argument presented is weak and overall, there is a disconnect between the ideas presented.

OVERALL ASSESSMENT:

Please Indicate:

SATISFACTORY/PASS

UNSATISFACTORY/FAIL

ASSESSOR'S COMMENTS:



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OFFICIAL USE ONLY:

Report submitted to the School for Graduate Studies and Research

Head of Department:
(PLEASE SIGN)

Date:

Supervisor:
(PLEASE SIGN)

Date:

Co-Supervisor (if
app):(PLEASE SIGN)

Date:

Note on Digital Signatures:

If you wish to create or add a digital signature certificate, you can follow this quick video tutorial:
<https://www.youtube.com/watch?v=z8lSCq6TX7o>

Alternatively, you may insert your saved signature as an image directly into the signature field. Once you place the image in the signature box, simply press the Escape key on your keyboard to move to the date field.

(This method is usually quicker and easier.)