ASSESSMENT CRITERIA FOR CRA/EDCS

The assessment consists of two parts: (1) research proposal, and (2) statement (This is part of the application on EUCLID). **The scoring is for your internal using. All you need to share at this stage with Dario Banegas, PGR Director, is just the names of the one or two applicants you are shortlisting.**

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| **1 RESEARCH PROPOSAL**  The proposal must not exceed 5 A4 pages (excluding references and timetable). Applicants are asked to use Calibri size 11 font size and refrain from changing the paragraph spacing (single, with 6pt after each paragraph) or the page margins. | | | |
| Score | (10-8) | (7-5) | (4-1) |
| Format | The proposal demonstrates excellent ability to follow with instructions. | The proposal demonstrates ability to follow instructions. | The proposal demonstrates limited awareness of instructions. |
| Background knowledge | The proposal exhibits critical and/or reflexive use of concepts and the literature. | The proposal exhibits satisfactory use of concepts and the literature. | The proposal is mostly descriptive, with little ability to articulate a critical and/or reflexive perspective. |
| Originality | The aims/RQs are extremely original and/or reflexive and have the potential to make an outstanding contribution to the field. The research is underpinned with a clear rationale. | The aims/RQs are original and/or reflexive and have the potential to make a good contribution to the field. The research is underpinned with a rationale, though it may not always be clear. | The aims/RQs offer little originality/reflexivity. The research is not underpinned with a rationale. |
| Planning | The proposal includes a coherent, effective, and doable methodology. | The proposal includes a clear, effective, and doable methodology. | The proposal lacks a methodology that aligns with the aims, RQs; it may prove problematic at the level of implementation. |
| Discourse | The proposal is effectively organised and written. The applicant demonstrates excellent knowledge and use of general and specific academic vocabulary. | The proposal is satisfactorily organised and written. The applicant demonstrates knowledge and use of general and specific academic vocabulary. | The proposal lacks textual organisation. The applicant demonstrates little awareness of general and specific academic vocabulary. |
| SUB TOTAL |  |  |  |
| **2 STATEMENT**  The applicants are expected to answer these four questions: 1. Why have you chosen the Moray House and the supervisors specified above for your application? 2. How will your research project add value to the research being undertaken at Moray House? 3.  Why are you a particularly suitable candidate for a scholarship? 4. What do you expect the impact of your research to be? | | | |
| Score | (5-4) | (3-2) | (1) |
| Discourse | The statement is extremely coherent. | The statement is coherent. | The statement lacks coherence. |
| Impact | The applicant demonstrates excellent awareness of the academic & societal impact of their proposal. | The applicant demonstrates awareness of the academic & societal impact of their proposal. | The applicant demonstrates little awareness of the academic & societal impact of their proposal. |
| SUB TOTAL |  |  |  |
| TOTAL |  | | |