



Postgraduate Studies

Mini Proposal

Christian Life Training

The Mini Proposal

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CLT Post-graduate Mentoring Classes

Post-Graduate: Monthly meeting, middle Friday, Feb-Nov, 9-12:00am

Who may attend: Applicant students who have completed a suitable entrance level qualification for the Masters or Doctorate studies and who contemplate to becoming candidates, are registered at **CU**, and are enrolled for mentoring by CLT whilst utilizing the advanced e-learning technology of **Calvary Academics**. Only one visit is allowed.

Our Aim: To assist candidates to determine their focus of research in a specific field of expertise, completing the planning of life long learning in one field, laying the foundation of an advanced and specialist knowledge base for their research through a selection of courses, mastering the precise requirements of structuring research through a written proposal, and completing a dissertation in its various stages of academic writing.

Objectives: Use appropriate strategies to write in an expository format employing supporting evidence. Understand and use research methodologies. Formulate research questions, refine topics, develop a plan for research and organize what is known about the topic. Use research to support and develop your own opinion. Collect information to develop a topic and support a thesis.

Find a variety of sources such as books, magazines, newspapers, journals, periodicals and the Internet and use them properly. Understand the concept of plagiarism and how to avoid it. Understand rules for paraphrasing, summarizing and quoting sources.

Evaluate sources critically, discerning the quality of the materials, qualifying the strength of the evidence and arguments, determining their credibility, identifying bias and perspective of the author. Select relevant sources, appropriately include information; logically introduce and incorporate quotations; synthesize information in a logical sequence; identify different perspectives; identify complexities and discrepancies in information; and offer support for conclusions.

CLT and CA have no Higher Education programmes and **issue no qualification certificates**, but mentor students who have registered somewhere. We do this through **advanced e-learning technology** and **personal contact** to complete their chosen studies within a **Christian context**.

The Academic World

An overview of what a CU Post-Graduate student will experience.

Life-Long Learning

Learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations. Constant scientific and technological innovation and change has a profound effect on learning needs and styles. Formal learning, as in the earlier stages of life, can no longer sustain an individual throughout their life. The motto is now: "It's never too late to learn." A postgraduate candidate therefore expects to enjoy an experience which will be life enriching. Maturity brings new insights. Progression in a profession brings new challenges which must be met. This often demands new skills, deeper knowledge, more related fields to investigate and different attitudes.

Advanced Research

Research is that human activity where we apply the intellect to investigating a specific field. Through research we discover, interpret, and then develop methods and systems to advance knowledge. Scientific research applies the scientific method to harness curiosity. This provides scientific information and theories about nature and makes practical applications possible.

New Level of Standards

Candidates will apply academic honesty, using a rigorous technique of investigation of facts, logical thinking, academic writing, sorting facts, methods, fields and disciplines, applying the scientific method and proposing new models. We will devote a page to the expected standards on postgraduate levels (p6).

Appropriate Behaviour

The candidate who is studying at a higher level should also display decent, polite, respectful, thoughtful, and civilized behaviour. We will focus on this.

Critical Thinking

Thinking for the postgraduate becomes more independent, responsible and structured. We may call this characteristic of critical thinking.

Critical thinking consists of mental processes of discernment, analysis and evaluation. It includes possible processes of reflecting upon a tangible or intangible item in order to form a solid judgment that reconciles **scientific evidence** with **common sense**. We may also use the term "analytical thinking". It clearly involves synthesis, evaluation, and reconstruction of thinking, in addition to analysis.

Critical thinkers gather information from all senses, verbal and/or written expressions, reflection, observation, experience and reasoning. Critical thinking has its basis in intellectual criteria that go beyond subject-matter divisions and which include: clarity, credibility, accuracy, precision, relevance, depth, breadth, logic, significance and fairness.

Professional Vocabulary

Doing research involves a lot of reading of existing literature in a specific field. Studying for a Masters is sometimes referred to as "reading towards a Masters". One of the several reasons why readers make better writers is that they simply know more words, and likely, know the correct one for the task at hand.

Good readers, in the elementary years, increase their "word banks" by more than 3,000 words a year, primarily through incidental learning in their reading activities. This increase can provide students with a substantial and useful vocabulary as they enter their upper-level educational years.

Practical Leadership

A candidate discovering and describing a new model or theory should be encouraged to demonstrate its implementation as well. This will take leadership of a very practical kind. Leadership is the social process where one person enlists the aid and support of others to accomplish a common task. It creates a way for people to contribute to making something extraordinary happen.

The leader does not follow the norm of the group. A group wants to conform and a leader intrinsically acts differently because he or she has the insight and the will to act differently from the group. Innovation therefore comes from leaders.

We increase leadership abilities through an ongoing cycle of practice, feedback and reflection. The leader accepts the responsibilities of leading, discerns the readiness level of people and teams to know how to lead effectively in a variety of situations. A new concept needs leadership to be implemented.

Kingdom Vision

The Kingdom of God is within (or among) people, is approached through understanding, and entered through acceptance like a child, spiritual rebirth, and doing the will of God. Those who wish to exercise their theories to the benefit of others and to the glory of God should develop vision for what they want to achieve.

A description or statement of such vision is a short, succinct, and inspiring statement of what the candidate intends to become and to achieve at some point in the future, often stated in terms of change and success. Vision refers to the category of intentions that are broad, all-inclusive and forward-thinking. It is the image that you must have of your goals before you set out to reach them. It describes aspirations for the future, without specifying the means that will be used to achieve those desired ends. An executive must have developed a mental image of the possibilities. This image, which we call a vision, may be as vague as a dream or as precise as a goal or a mission statement.

Expected Standards

An overview of the standards a candidate may expect to be evaluated by.

ACADEMIC STUDIES – Bachelor through PhD.

In the land of "Academia" we learn about a field of knowledge through writing about it. This form of writing usually has a serious style, intended for a critical and informed audience, based on closely-investigated knowledge, and puts forward or suggests ideas or arguments. It has a high standard.

Writing is a process of reading and organising, planning and researching, using a range of sources, giving attention to style, grammar and punctuation.

Objectives for Bachelor Students

Research – Use appropriate strategies to write in an **expository format** employing supporting evidence. Understand and use research methodologies. Formulate research questions, refine topics, develop a plan for research and organize what is known about the topic. Use research to support and develop your own opinion. Collect information to develop a topic and support a thesis. Find a variety of sources such as books, magazines, newspapers, journals, periodicals and the Internet and use them properly.

Organizing – Understand the concept of plagiarism and how to avoid it. Understand rules for paraphrasing, summarizing and quoting sources. Evaluate sources critically, discerning the quality of the materials, qualifying the strength of the evidence and arguments, determining their credibility, identifying bias and perspective of the author. Select relevant sources, appropriately include information.

Writing – Logically introduce and incorporate quotations; identify and describe different perspectives; synthesize information in a logical sequence; identify complexities and discrepancies in information; and offer support for conclusions.

Our Aim for Postgraduate Candidates

To assist candidates to determine their focus of research in a specific field of expertise, completing the planning of life long learning in one field, laying the foundation of an advanced and specialist knowledge base for their research through a selection of courses, mastering the precise requirements of structuring research through a written proposal, and completing a dissertation in its various stages of academic writing.

First Steps to a Mini Proposal

A step by step guide for PostGrad candidates to Express their Interest

1

Explanation:
Dissertation Stages

The stages to be followed by M & D candidates are explained in more detail. More detail can be found in our various hand-outs. Hand in an **Academic CV** and a page on your **Research Intent**.



2

Checklist:
Stages Complete

Take note of what must still be done to finish the **12 stages** of the programme. The **Leader's Report** records your completed work.



3

Prepare: (get data)
CV of Experience

First get the facts down before writing a CV. Three **Evidence pages** record your Previous Qualifications, Informal Learning and History of Employment.



4

Write:
Curriculum Vitae

Every professional should have an academic CV. A record of your qualification is needed to decide if you will be allowed to do a postgraduate degree.



5

1 Page:
Research Intent

Give an outline of your proposed thesis, giving the questions, value, type of data and methods you intend using. State if you have done some work on it.



6

Explanation:
Why you qualify

Write a Personal Essay about your **Prior Learning** (experience) that qualifies you in a few paragraphs. Give also a **list of basic resources** to show your awareness and access to literature.



7

Next Stage:
Order Form

To understand what is involved, study the evaluation sheets and the point weights allocated to each requirement. Read also **Expected Standards**.

Starting to Write

An overview of what a CU Post-Graduate student will experience.

The Mini Proposal follows soon after you have submitted your registration documents. See the separate document "Postgraduate Registration Guide" compiled to explain each of the documents with instructions for their completion.

Please make sure that you have submitted all these documents:

- Internet Registration: Postgrad
- Postgrad Candidate Agreement
- Study Leader Registration (This form is seldom needed)
- Course Material Order (To get the handouts and make course payments)
- Calvary University Registration (To apply for your qualification)

Writing Skills

We expect you to master the skills needed for academic writing. An article appears on page 12 of the Postgraduate Study Guide entitled **Good Writing**. This may start to prepare you for writing to a higher standard as is required for postgraduate research. Now you have three documents to write (p 18-24):

Curriculum Vitae

A curriculum vitae, commonly referred to as **CV**, is a longer (about two pages), more detailed synopsis than a **resume**. It includes a summary of your educational and academic background, as well as teaching and research experience, publications, presentations, awards, honours, affiliations, and other details. We provide **three fact pages** to prepare for the CV from which you can write the CV.

Statement of Research Intent

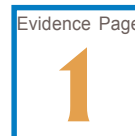
The academic Statement of Research should be of your plans for graduate study, your career goals, and how the postgraduate programme will help you meet your career and educational objectives. The guidelines will help you outline the intended topic. This should be no more than **one and a half** pages.

Proof of Academic Competence

The Proof of Academic Competence is a personal statement about **how** your background and life experiences, including social, economic, cultural, familial, educational, or other opportunities or challenges motivated your decision to pursue a postgraduate degree. From the information you provide in the format of a short essay, it should be evident that, in the light of your experience, interest, courses and extra-curricular reading over time, you will be able to undertake the proposed research in. This should be no more than **one** page.

Previous Qualifications

(A Short Summary of your Life Studies)



Note: This is one of the most important sections of this report. Arrange the qualifications from the most RECENT to the oldest. The last one should be your high school qualification.

If you run out of space, please copy one of these three pages before you complete them.

If you later want to refer to a qualification or a specific major just quote the page and line number: e.g. 3/17.

EDUCATION (Your Qualifications, Dates and Institutions)

1.

Qualification _____	1
Year of Study (dates): from _____ to _____	2
Mode of study: Full Time ☐ Part Time ☐ Corresp/On-line ☐	3
Institution (College) _____	4
Location (Place) _____	5
Major(s) if any _____	6
Degree received on _____ (Date)	7
If incomplete: Units completed ____ of total units _____	8
Comments _____	9
_____	10
_____	11

2.

Qualification _____	12
Year of Study (dates): from _____ to _____	13
Mode of study: Full Time ☐ Part Time ☐ Corresp/On-line ☐	14
Institution (College) _____	15
Location (Place) _____	16
Major(s) if any _____	17
Degree received on _____ (Date)	18
If incomplete: Units completed ____ of total units _____	19
Comments _____	20
_____	21
_____	22

Note: Describe here any relevant training that did not lead to a qualification. Study dates should give an indication of the duration of the course.

Arrange the courses from the most RECENT to the oldest.

If you run out of space, please copy one of these three pages before you complete it.

If you later want to refer to a course or a specific skill just quote the page and line number: e.g. 2/14.

COURSES (Short Courses or Partial Programmes)

1.

Course Name _____ 1

Study dates: from _____ **to** _____ 2

Mode of study: Full Time ☐ **Part Time** ☐ **Corresp/On-line** ☐ 3

Institution (College) _____ 4

Location (Place) _____ 5

Skills Included _____ 6

_____ 7

2.

Course Name _____ 8

Study dates: from _____ **to** _____ 9

Mode of study: Full Time ☐ **Part Time** ☐ **Corresp/On-line** ☐ 10

Institution (College) _____ 11

Location (Place) _____ 12

Skills Included _____ 13

_____ 14

3.

Course Name _____ 15

Study dates: from _____ **to** _____ 16

Mode of study: Full Time ☐ **Part Time** ☐ **Corresp/On-line** ☐ 17

Institution (College) _____ 18

Location (Place) _____ 19

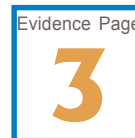
Skills Included _____ 20

_____ 21

Calvary University

History of Employment

(A Short Summary of your Life Activities)



Organisation: List the place of work from the most RECENT or CURRENT to the FORMER. Include only the ones that may have had an influence on your experience related to the qualification you pursue.

Dates: e.g. 1994-2001.

Include also under achievements experiences that do not relate to a position in a company such as inventions, excursions, projects and entrepreneurial initiatives.

Other: Quote books you read (academic, informative or technical); **Research** on a topic you did to write a report or to give a seminar; refer to a major **project** you lead or were part of which required specialist knowledge; Attest to the existence of important **documents** you created such as a book you wrote or seminar presented or report you wrote (mentioning number of pages it consists of).

WORK AND EXPERIENCE (Where you work and your roles)

Dates	Organisation 1	Town & Country	
_____	_____	_____	1
Current Position _____			2
1. Achievements: _____			3
_____			4
2. _____			5
_____			6
3. _____			7
_____			8
4. Other _____			9
_____			10
_____			11
Dates	Organisation 2	Town & Country	
_____	_____	_____	12
Previous Position _____			13
1. Experience: _____			14
_____			15
2. _____			16
_____			17
3. _____			18
_____			19
4. Other _____			20
_____			21

How to Write a Curriculum Vitae (CV.)

There is no single way to construct a CV. It is your document and can be structured as you wish within the basic framework set out below.

1. What information should a CV include?

- **Personal details.** Most CV's start with these but take care to avoid superfluous details, such as children's names and so on.
- **Education and qualifications.** Take care to include the names of institutions and dates in reverse order: university before school results.
- **Work experience.** The most widely accepted style of employment record is the chronological CV. Career history is presented in reverse date order starting with most recent. Achievements and responsibilities are listed against each role. More information should be given for more recent jobs.

A functional CV can sometimes be more appropriate, for example if you have held a number of unrelated jobs. This presentation emphasises key skills which can be grouped together under suitable headings. However, career progression and the nature of jobs held can be unclear with this type of CV.

- **Skills.** Include computer skills and foreign language skills and any other recent training or development that is relevant to your study background.
- **Hobbies and Interests.** Keep this section short.
- **Referees.** These can simply be 'Available on request'.

The order in which you present these, and the emphasis which you give to each one will depend on what these contributed to your academic knowledge.

2. General Tips

- Your CV should be laser-printed in black ink using a plain typeface, on good quality A4 white/cream paper. Decorative borders are not necessary. You may include a photograph of yourself.
- Your CV should ideally cover no more than two pages and never more than three. Aim to ensure the content is clear, structured, concise and relevant. Using bullet points rather than full sentences can help.
- The completed CV needs to be checked carefully for grammatical errors and spelling mistakes and to ensure that it makes sense. Ask an 'independent' party to review the whole document before it is sent out.
- Remember when writing and structuring your CV that it is essentially reporting on who you are and that a study leader or professor will use the details provided to form an impression of your person and academic skills. It should be clear and easy to read. Gaps in career history should be explained and falsehoods and inaccuracies avoided at all costs.

There is no reason to include your reasons for leaving each job on your CV. Be prepared to answer any kind of question, prompted by the CV, in your interview.

Sample Academic Curriculum Vitae

CONTACT INFORMATION

Name
Address
City/Town, State/Province, Zip/Code
Telephone No
Cell Phone No
Email address

SUMMARY STATEMENT (Optional)

Include a brief list of the highlights of your academic career.

EDUCATION

List your academic background, including high school, undergraduate (college) and graduate institutions (Universities) attended.

Graduate Institution, City, State or Country
Degree, Major
Date of Graduation
Thesis Statement

Graduate Institution, City, State or Country
Degree, Major
Date of Graduation
Dissertation Title

Undergraduate Institution, City, State or Country
Degree, Major
Date of Graduation

EMPLOYMENT HISTORY

List in chronological order, include position details and dates.

OTHER COURSE TRAINING

List your postdoctoral experiences, if applicable.

PROFESSIONAL MEMBERSHIPS

List memberships of councils etc., including organization, title and dates.

LICENSES / CERTIFICATION

List type of license, certification or accreditation and date received.

PUBLICATIONS: ARTICLES / BOOKS

PROFESSIONAL SPEECH DELIVERIES / SEMINARS

SKILLS: IT, ETC.

INTERESTS: SPORTS, HOBBIES, BOOKS READ ETC.

How to Write a Statement of Research Intent

As part of the University's masters/doctoral evaluation process we now invite you to draw up a Statement of Research Intent. Through this one (or almost two) pages you show your research interests and the reasons why you are applying to do the research. It is part of the **Mini Proposal** which will allow us to pre-assess your eligibility for postgraduate study. The information you provide will be used to facilitate our initial discussions and to appoint a suitable Study Leader.

What About a Thesis Topic?

You are not expected to have a **thesis topic** in hand, but you should give some clear idea of your topical interests and possible topics you might be interested in that will be of interest to that particular faculty.

1. General Guidelines

Please give an outline of your intended topic and areas of interest for Masters or Doctoral study.

When you detail your research interest, please ensure you succinctly record:

- the area of research which particularly interests you
- why you have chosen this area, and
- what you hope to achieve during your studies

Faculties differ in their requirements for your **Statement of Research Intent**. For guidance on individual faculty requirements please refer to the specific faculty.

2. Suggested Outline

Introduction or Background

- briefly summarise current research in your area of interest
- provide a brief outline of the area which you plan to cover in your thesis

Aims and objectives of the Research

- what question(s) or problem is your research seeking to answer?
- why do you think this research is worth doing?

Research Design:

- what data is required?
- what methods or procedures will be used to collect and analyse the data?

Note: An outline is a hierarchical way to display related items of text to graphically depict their relationships. They are often used by students for research papers. Outlines provide a summary showing the logical flow of an essay or report.

3. A Current Project

If you do have access to data or a project for use in a dissertation, mention this. Briefly describe the nature of the data, who collected it and what you want to do with it. If you are involved in a project that will provide material, give information on who is running the project, what the material is or what you expect to find.

How to give Proof of Academic Competence

This **Personal Essay** as part of your **application package** will represent who "you" are to people whom you will most likely not know personally. The written expression of your qualities as an applicant will often be a very important way for committee members to get to know why you are an acceptable candidate for their postgraduate programme. Thus, it is essential to take great care in preparing this part of your application. Because the heads of departments and faculties make important selection decisions that are partly based on what you say in this essay, the writing of it can be an intimidating prospect.

To begin your essay, brainstorm using **the following questions**:

- What might help the evaluating committee better understand you? What sets you apart from other applicants?
- **Why** are you interested in this academic field? What things and experiences of the past have stimulated and reinforced your interest?
- How did you learn about this field (courses, seminars, books, work experience)?
- What are your **career aspirations**?
- Are there any gaps or discrepancies in your academic record on your CV that need to be explained?
- What **skills** or **personal characteristics** do you possess that would enhance your chances for success in this field?
- Why should an **admissions committee** be interested in you?

Write the first draft from this, then try to find an angle or a hook which can sink into the admissions committee; a good place to start is with an original and provoking **opening paragraph**. One of the worst things you can do with your personal statement is to bore the admissions committee, yet that is exactly what most applicants do. Admissions committees see many "I have always wanted to be a ..." opening paragraphs, so a good way to make the essay more interesting is to write about an **anecdote** or **memorable incident** that led you to choose the particular profession. This can help add **drama**, **vitality**, and **originality** to the statement. It is important, however, that the anecdote is related to the questions asked and not just a retelling of a catchy life drama.

After you have written the first, second, or third draft, there are another set of evaluative questions that you can work through to help you revise your essay.

- Does the opening paragraph grab your attention?
- Is the statement interesting or does it put you to sleep?
- Is it a positive portrayal? Is it upbeat and confident?
- Is it an honest portrayal?
- Have you answered all the questions thoroughly?
- Has anything relevant been omitted? Work or academic experience?
- Does the statement provide insight into your character?
- Is it well-written? Is the grammar, tone, and verb agreement perfect?
- Are there any typos?

For your final draft, be sure to avoid sloppiness, poor English, spelling errors, whining, manufacturing a personality, avoiding the questions that are asked on the application, high school experiences, personal biases about religion, ethnicity, politics, sexist language, revealing of character weaknesses, and arrogance.

The personal statement is extremely important in gaining admittance to doing postgraduate research. Although it can be frustrating to write an original and well-devised statement, through **time** and **drafts** it will be written. The ones that are good take time. The ones that are bad can sabotage your chances for success. It is also important that you show your drafts to a mentor (tutor), your academic advisor, Career Planning advisor, or friends; because they know you they will help you write an essay that reveals the right balance of personal and academic characteristics and specifics.

Once you have developed a sense of the faculty's interests and the department's special focus area, you can make it clear in your application exactly why you want to attend that particular school. What is it about the department's curriculum structure or general approach to the field that makes you interested in being a student there? Don't waste your valuable essay space, or your reader's valuable time, telling the reader how wonderful or prestigious their institution is; people on the admissions committee already know this. They want to know **about you**.

Nonetheless, if there are special programmes or institutes at the University that seem appealing to you, briefly mention that you are interested in becoming part of them. For example, state that you "want to be a member of the XYZ Group for So and So Studies because ...", but don't tell them how great, well respected, and world-renowned this part of the school is.

If, during your research on the department's faculty, a faculty member strikes you as someone whom you might be interested in working with, indicate this in your essay; be concise and specific about why you want to work with this person in particular. A word of caution here: Do not try to use this as a way to "butter up" the admissions committee, because if there is any reason to believe that you are not **sincere**, your application may be adversely affected. Again, mention the person and how their work relates to your interest, but don't load this statement with what might be interpreted as false or superfluous praise.

Personal Information

In your application you may give a personal history, telling about experiences that you have undergone which have led you to decide to pursue graduate education in a certain field of study. If you do not want to give this sort of personal information, remember that you are under no obligation to provide it.

The information that could be included in a personal-type statement is limited only by your own imagination and life history, but you should be highly selective about what you include. There are **two things** to watch out for:

- saying too much and/or
- not saying enough.

Some applicants may ramble on about themselves in a manner that may appear self-indulgent and not very appealing to the committee. Remember, this is an **application essay**, not an autobiography. Conversely, some applicants tend to say too little, perhaps hesitating to promote themselves too explicitly or not knowing what about themselves would be interesting to people whom they don't know. In such cases, perhaps focusing more on **what you want to do** than on what you have already done (let your record speak for itself) may help in getting beyond self-inhibition.

Generally, keep in mind that the points about your life that you highlight should be somehow relevant to both your own interest in the field of study, as well as to the

concerns of the admissions committee. In judging what information to include or exclude from your essay, try to balance academic, work-related, and personal information in a manner appropriate to your situation, goals, and the application requirements.

Additional Considerations

If you have additional, relevant information about yourself that does not easily fit into the essay, or into any other section of the university's application, you may want to include it in a condensed way in the curriculum vitae which must go with your application package. This is especially applicable to those who have worked professionally since having graduated from University. Relevant items here might include work experience, publications, and presentations, as well as language and computer **skills**.

Also, if you have experienced times of great hardship or extenuating circumstances that have negatively affected your academic performance at any time, provide a short explanatory statement. This is another one of those places where caution should be exercised: you want to explain the cause of your poor grades, etc. without alienating the reader by overdoing it. Once again, be specific and concise.

Tips for Writing a Proof of Academic Competence

- **Do start early.** Leave plenty of time to revise, record, and rewrite. You can improve on your presentation.
- **Do read the directions carefully.** You will want to answer any specific questions posed as directly as possible, and you'll want to follow word limits exactly. Express yourself as briefly and as clearly as you can.
- **Do tell the truth about yourself.** The admission committee is anonymous to you; you are completely unknown to it. Even if you run into a committee member in the future, he will have no way of connecting your essay (out of the dozens he has read) to you.
- **Do focus on an aspect of yourself that will show your best side.** You might have overcome some adversity, worked through a difficult project, or profited from a specific incident. A narrow focus is more interesting than broad-based generalizations.
- **Do feel comfortable in expressing anxieties.** Everybody has them, and it's good to know that an applicant can see them and face them.
- **Do tie yourself to the college.** Be specific about what this particular school can do for you. Your essay can have different slants for different colleges.
- **Do speak positively.** Negatives tend to turn people off.
- **Do write about your greatest assets and achievements.** Be proud of them!

But on the other hand...

- **Don't repeat information given elsewhere on your application.** The committee has already seen it – and it looks as though you have nothing better to say.
- **Don't write on general, impersonal topics** – like the nuclear arms race or the importance of good management in business. The college wants to know about you.
- **Don't use the personal statement to excuse your shortcomings.** It would give them additional attention.
- **Don't use clichés.**
- **Don't go to extremes:** too witty, too opinionated, or too "intellectual."

Calvary University

Post-graduate Research

The Process of

Dissertation Writing

1. 12 Stages

2. Checklist

3. Evaluation

12 Stages of a CU Post-graduate Programme

Explanation

1. Preliminary Discussion

The candidate has a first initial visit or other type of interview (even e-mail) during which an informal discussion takes place, exploring a few basic points:

- general intentions & expectations (of the faculty and the candidate)
- current qualifications
- experience in the specific academic field
- process of studies (this document)

2. Candidate Portfolio

A set of documents must be handed in which contain the following:

- Curriculum Vitae (2 to 3 pages)
- copy of qualification certificates (only the highest and relevant ones)
- copy of transcripts indicating subjects taken for bachelor and honours)
- description of experience in the academic field (one page max)
- motivation of intention (unstructured one/two page document)

3. Follow-up Discussion

A second meeting will be held when the candidate has supplied these required documents in an organised way in order to finalise acceptance:

- questions about the portfolio if any
- discussion of the motivation of intention (the most important part of preliminary discussions – this may take a while, candidate should be prepared)
- placement in faculty, for qualification/endorsement and study leader

4. Registration

The candidate now officially becomes a Calvary University student for the purpose of a post-graduate qualification: M- or D- (or may not be accepted)

- complete registration forms and pay the \$85 registration fee
- receive CU student number (or keeps previous CU number)
- receives invoice for tuition fees and arranges for a payment schedule
- arrangements are made as to where candidate may attend a study group and who will be the academic tutor if the candidate lives far from the study leader (someone with a doctorate or masters to support the candidate in studies and research but who is not the study leader)

5. Research Proposal

A formal document must be compiled in preparation to writing the dissertation (M) or thesis (D) (in the USA these terms are reversed)

- Motivation for the research study (the formal format of what was submitted)
- Formulation of the problem (the background description for the thesis)
- Aims of the research
- The “Thesis” or hypothesis and antithesis (a sentence stating what you want to prove. This is the most difficult part and may change as you do research)
- Scope of: Data sampling or Literature study (what you will include in your research)
- Methods of research
- Method of data collection (this depends on the type of research you will do)
- Methods of data analysis (this could include statistical analysis)
- Limitation or delineation of the study (an outline, a planning or descriptive index)
- Collection of information
- Method and terms of reference (how you will refer to your resources – citation)
- Terminology (any specific set of terms you will be using)
- Contents of the dissertation

6. Commencing Research

The candidate now uses scientific sources that are academically acceptable:

- published
- academically criticised and standing up to scrutiny

7. Required Reading & Oral Examination

The study leader, having insight into the portfolio of the candidate's prior learning and life experience, now determines, in the light of the candidate's proposal, which books and other documents the candidate must read. An informal oral exam with the study leader or tutor will follow on the reading of these books to ensure the candidate's intimate knowledge of them.

- selection of required reading (dependent of the candidate's selection of the thesis)
- oral exam

8. Writing the Dissertation — Review, Editing

This is the hard, precise and lengthy part of the study (see CU web articles)

- writing
- review by own proofreaders
- editing

- handing in chapter by chapter for review
- rewriting, editing and re-submission

9. Copies of Proofs for Review to Committee

The dissertation must be given to all the members who will take part in the defence of the thesis. This defence may actually change some aspects of the approach the candidate has taken to prove the thesis. Give copies to:

- the study leader
- members of the Review Committee

10. Defence: Colloquium Doctum — Approval

The duration of this rigorous examination will be determined by the study leader in collaboration with the other committee members. The agenda may vary:

- Introduction of the thesis by the candidate
- Present an article on the outcomes of your research
- The candidate is challenged by the committee members on the findings
- The committee meets in private and grants/refuses approval

11. Final Binding of Thesis Copies

The candidate should make any adjustments needed after the defence in consultation with the study leader. Copies should then be prepared for:

- the CU archive
- the local study group library
- the study leader
- candidate's own copy(ies)

12. Graduation

The certificate of qualification – admission to status of Master or Doctor of the field – will be issued and submitted to the candidate without delay by CU. The candidate has the option to attend one of the graduation ceremonies arranged by local study groups on a yearly/semester basis.

Note: This is a guideline only. CU has the right to amend this outline at any time. Each study leader will follow his/her own order or interpret the stages in different ways. The candidate is obliged to follow the directions of the appointed study leader. A study leader may decide whether any of the stages is applicable to a specific student in view of the chosen research question or the candidate's prior experience as documented in the provided portfolio.

M & D Dissertation: 12 Stages Checklist

Name of Candidate: _____

CU Student Number:

Name of Leader: _____

Date Enrolled: _____

1. Preliminary Discussion

General intentions & expectations ☐ determining current qualifications ☐
verbalisation of posed question in field ☐ experience in the specific academic field ☐

2. Candidate Portfolio

Curriculum Vitae (2 to 3 pages) ☐ copy of qualification certificates ☐
Copy of transcripts indicating subjects taken for bachelor and honours ☐
Description of experience in the academic field (one page max) ☐ (why you are qualified)
Motivation of intention (unstructured one/two page document) ☐ (what you want to write about)

3. Follow-up Discussion

Dealing with questions about the portfolio ☐
Discussion of the candidate's motivation of intention ☐
Placement in faculty, for qualification & endorsement ☐ _____
Appointing of Study Leader ☐ _____

Checklist

4. Registration

Completion of registration forms ☐ Payment to CU of the \$85 registration fee ☐
Allocation of CU student number (always keeps previous CU number) ☐ _____
Invoice for tuition fees ☐ Arrangement for payment schedule ☐ Deposit: **R** _____
4x ☐ 10x ☐ Cheques ☐ Debit Order ☐ Cash ☐ Transfer ☐
Allocated Study Group ☐ _____ (where)
Allocated Second Leader (if complex field) ☐ _____

5. Research Proposal

Motivation for the research study (the formal format) ☐ Formulation of the problem ☐
Aims of the research ☐
The "**Thesis**" or hypothesis (aim for 16 words) _____

_____ Word count:

Scope (what you will include in your research) ☐ **Limitation** (what to exclude) ☐

Methods of research: **Literature Study** ☐ Questionnaires ☐ Interviews ☐

Method of data collection (description) _____

Methods of data analysis (statistical analysis) _____

Delineation (an outline/description) of research ☐ Collection of information ☐

Choice of Citation style: Harvard ☐ Footnotes ☐ MLA ☐

Special **Terminology** to be used ☐ Planned **Contents** of the Dissertation ☐

6. Research

Checklist

Commenced ☐ Completed ☐ Academic Critique ☐ Article Published ☐

7. Required Reading & Oral Examination

Selection of works for required reading

_____	_____
_____	_____
_____	_____
_____	_____

Preparatory **Oral Exam** by Study Leader ☐ Attended Study Group Classes ☐

8. Writing the Dissertation — Progress

Chapter 2 ☐ Chapter 3 ☐ Chapter 4 ☐ Chapter 5 ☐ Chapter 1 ☐
Correct citation ☐ Grammar checked ☐ Proofreading (own) ☐ Edited ☐
Improved style ☐ Handed in for Chapter review ☐ Editing Completed ☐

9. Copies of Proofs for Review to Committee (unbound)

Given copies to: Study leader ☐ External Moderator ☐

10. Defence: Colloquium Doctum — Approval

Verbal Assessment	mark (10%)	Written Assessment	mark (10%)
Introduction of Thesis	_____	Conceptualization (idea)	_____
Presentation of Problem	_____	Originality & Usefulness	_____
Overview of Chapters	_____	Logical Presentation	_____
Conclusion of Thesis	_____	Professional Format	_____
Answering of Questions	_____	Academic Writing Style	_____

11. Final Binding of Thesis Copies

Total: %

Study Leader ☐ Study group library ☐ Calvary Univ. ☐ Candidate's copy ☐

12. Graduation

Certificate of qualification requested ☐ Graduation Celebration date: _____

Dissertation: (The Dissertation is evaluated by a committee or panel of evaluators. Concise remarks are required)

External Moderator remarks: _____

_____ Mark:

Declaration: I had sessions (state number) with the candidate as Study Leader. (Please sign when final.)
I hereby confirm that the dissertation is the work of the candidate. I understand the principles according to which the above marking is performed. I have been in contact with the learner for sufficient time to make the above judgements.

Leader Sig:..... **Mod Sig:**..... **Date:**/...../..... **Final Mark: F P C**

Calvary University

Post-graduate Research

Evaluation:

Dissertation or Thesis

1. Marking Schedule

2. Leader's Report

POSTGRADUATE EVALUATION SCHEDULE

Example

CANDIDATE: _____ DEGREE: _____

TITLE: _____

1. TOPIC

Mark out of

- | | | |
|---|---|----|
| a) Actuality, suitability | 7 | 10 |
| b) Delineation and demarcation | 7 | 10 |
| c) Does the title describe the content? | 8 | 10 |

2. PROBLEM FORMULATION

- | | | |
|--|----|----|
| a) Is the problem formulation original? | 8 | 10 |
| b) Is the problem formulation clear and unambiguous? | 15 | 20 |
| c) Has the problem area clearly been demarcated? | 12 | 15 |
| d) Do the research aims connect to the problem exposition? | 12 | 15 |

RESEARCH METHODS: 3 and/or 4

3. Literature Study

- | | | |
|--|----|----|
| a) Is a literature study applicable for this research? | 7 | 10 |
| b) Were the most important basic resources for the topic consulted? | 15 | 20 |
| c) Are the resources of recent date? | 15 | 20 |
| d) Were sufficient resources used? | 16 | 20 |
| e) Is the research theoretically well founded? | 16 | 20 |
| f) Was other research in this field reported on in a meaningful way? | 7 | 10 |

4. Empirical Research

- | | | |
|---|----|----|
| a) Is an empirical study appropriate for this research? | 15 | 20 |
| b) Has the empirical data been scientifically and reliably collected, processed and reported on? (e.g. sampling, correct statistical methods) | 32 | 40 |
| c) Was the choice of measuring instruments well justified? | 15 | 20 |
| d) Were the findings placed in the context of the underlying theory? | 7 | 10 |
| e) Were the findings associated with results of previous studies? | 7 | 10 |

5. CHAPTER DIVISION

- | | | |
|---|---|----|
| a) Is the index comprehensive enough? | 8 | 10 |
| b) Does the content display a logical progression, development and balance? | 7 | 10 |
| c) Does the content form a logical and well rounded whole? | 7 | 10 |

6. THE CONTENT (SCIENTIFIC PROCESSING)

- | | | |
|--|----|----|
| a) Are the aims of the study achieved? | 25 | 30 |
| b) Was the processing of the content done professionally? | 15 | 20 |
| c) Are the interpretations scientifically valid? | 15 | 20 |
| d) Are the statements justified? | 15 | 20 |
| e) Do the conclusions and recommendations flow logically from the study? | 25 | 30 |

7. TECHNICAL COMPOSITION AND FINNISHING

Example

a) Was the contents drawn up correctly?	5	10
b) Was the resource list compiled correctly?	5	10
c) Was the documentation (referencing, footnotes) done correctly?	10	15
d) Is the use of language and style satisfactory?	6	10
e) Does the summary contain the core of the research?	3	5
f) Is the layout done professionally?	8	10

Comments:

375

500

TOTAL FOR DISSERTATION/THESIS

75%

7. PUBLISHABILITY

Is it your opinion that the dissertation/thesis or parts thereof in an edited format would be suitable for publication as a manual or scientific article? Please specify.

E.g.: *Should the dissertation be edited it could make a scientific contribution within the context of the research.*

8. FINDINGS & OVERALL IMPRESSION

E.g.: *The candidate proves that he (she) knows the field of study well and is confident with the relevant literature. The use of language and editing is satisfactory. The study was well demarkated, integrated, and the conclusions are acceptably argued.*

9. RECOMMENDATION (mark one)

- | | |
|---|--------------------------|
| 1. Accept without changes | ☐ |
| 2. Accept but request minor changes | ☐ |
| 3. Refer back for review and reallocation | ☐ |
| 4. Do not accept the dissertation/thesis | ☐ |

SIGNATURE OF STUDY LEADER

DATE

Postgraduate – 2-6 Courses: Leader's Report

Name of Candidate: _____ CA Internet User Number:

Name of Leader: _____ Reg. Date: _____

Prior learning: Qualifications: (List only qualifications, courses and skills with elements relevant to the research)

- | | |
|----------|--|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | Note: This becomes a record of the basis of your expertise. |

Most important Basic Resources (Identify and list these reference and standard works early on and augment throughout.)

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

..... Cr
 Tests:
 Assignments:
 Tasks:
 Group Work: Completed: /
 Workfile: Average:

..... Cr
 Tests:
 Assignments:
 Tasks:
 Group Work: Completed: /
 Workfile: Average:

..... Cr
 Tests:
 Assignments:
 Tasks:
 Group Work: Completed: /
 Workfile: Average:

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 Group Work: Completed: /
 Workfile: Average:

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 Tests:
 Assignments:
 Tasks:
 Group Work: Completed: /
 Workfile: Average:

..... Cr
 Tests:
 Assignments:
 Tasks:
 Group Work: Completed: /
 Workfile: Average:

Study Group: (Participation in group context trains academic reasoning, shows theoretical insight, improves social behaviour.)

Your remarks: _____
 _____ Mark: %

Project: (The candidate must do a project befitting the subject of research to show practical competence.)

Your remarks: _____
 _____ Mark: %

Declaration: I had sessions (state number) with the candidate as Study Leader. (Please sign when final.)

I hereby confirm that the dissertation/thesis and research is the work of the candidate. I understand the principles according to which the above mentoring is performed. I have been in contact with the candidate for sufficient time to make the above judgements.

Leader Sig: **Mod Sig:** **Date:**/...../..... **Final Mark** %

The Masters- Doctoral- Programme

Month 1	Skills	Combined M
→ Mini Proposal MPR	Sharpen your Thinking STH	Marketing Management MKM7
Month 2		
Research Proposal RPR	Scientific Method SCM	Organisational Behaviour ORB7
		Research Methodology REM7
Month 3		
Elements of Research ELR	You, the Postgraduate YPG	
	Improve Personal Relations IPR	Human Resource Man. HRM7
		Strategic Management STM7
Month 4		
Research Design RDS	Research Writing Guide RWG	
	Increase your Self-confidence ISC	Admin. & Stewardship AST7
		Financial Management FNM7
Month 5		
Organising Research Data ORD	Academic Lists ADL	
	Microsoft PowerPoint MPT	Public Relations PRL7
		Leadership Skills in Africa LSA7
Month 6		
Qolloquium Doctum QLD		
Month 7	Handling an Audience HDA	
Dissertation and Thesis DST		

At Registration: The applicant will receive:

Postgraduate Registration Guide

Postgraduate Study Guide

Your Resolve:

You have 2 weeks!

Put yourself under pressure. Work to a time-table. Complete these three documents in 2 weeks.

Read this Mini Proposal guide in conjunction with the Postgrad Study Guide. Now, get going!

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