**QE score sheet for MINOR topic area**

**Assessment scoring as laid out in OCAV Learning Expectations** (<http://oucqa.ca/framework/appendix-1/>)

**(0) Unacceptable**

**(1) Acceptable**- as expected for a 4th year undergraduate

**(2) Good**- at the level of a MSc student

**(3) Outstanding**- already reaching the standards expected by the end of a PhD

**Note:** If a score of <1 is attained for any one of the following assessment areas, then student is allowed a **second attempt** (for written portion, this may require delaying the oral portion),or **fails** the QE(pertaining second attempt at written and/or oral portion).

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| **MINOR topic area assessment** | **Score** | **Examiner’s comments** |
| -Student’s depth of knowledge and critical understanding of the key concepts, methodologies, theoretical approaches and assumptions in a discipline and area of specialization |  |  |
| -Student’s breadth of understanding of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may overlap with fields in related disciplines |  |  |
| -Student’s ability to gather, review, interpret and critically evaluate information, and apply knowledge gained to generate hypotheses, compare the merits of alternate hypotheses, develop lines of argument, propose solutions, or make sound judgments in accordance with the major theories, concepts and methods of their area of study |  |  |
| -Student’s understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables them to evaluate the appropriateness of different approaches to solving problems |  |  |
| -Student’s understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations |  |  |
| -Student’s ability to communicate information, arguments or analyses accurately and reliably in written and/or oral format to a range of audiences |  |  |
| - Student’s behaviour is consistent with academic integrity and social responsibility |  |  |