

**KIN 530A/B – Directed Studies Contract**

*Handwritten contracts will not be accepted.*

*KIN 530A is the first Directed Studies. Kin 530B is the second Directed Studies.*

*KIN 530A and KIN 530B must be on different topics of studies. MA/MSc may only take Kin 530A.*

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| Student Name: Click here to enter text. | | | | | Kin Supervisor: Click here to enter text. | | | |
| Directed Studies Supervisor and email (if applicable): Click here to enter text. | | | | | | | | |
| Directed Studies Supervisor Organization (if applicable): Click here to enter text. | | | | | | | | |
| **Select a term below (3 credits per course):** | | | | | | | | |
| Fall Term WT1 (Sept – Dec) | | | Winter Term WT2 (Jan – Apr) | | | | Summer Term (May – Aug) | |
| KIN 530A (001) | | | KIN 530A (002) | | | | KIN 530A (941) | |
| KIN 530B (001) | | | KIN 530B (002) | | | | KIN 530B (941) | |
| **Directed Studies Summary:** Provide details which should include:   1. Project description (what will the student be doing, what are their goals and tasks?) 2. Learning objectives (what will the student be learning, how will these objectives be realized and what are the timelines for meeting these objectives?) 3. A short statement/description as to how the KIN 530A differs from the student’s thesis (required for MA/MSc and PhD Research students) | | | | | | | | |
| Click here to enter text. | | | | | | | | |
| **Evaluation Method to be completed by Directed Studies Supervisor and/or Kin Supervisor.**  Provide marking percentage breakdowns out of 100% and a detailed explanation of the grading assessment as related to the project tasks and learning objectives. See next page for more information.  Click here to enter text. | | | | | | | | |
| **Signatures:** | | | | | | | | |
|  | |  | |  | |  | |  |
| Student | | | Kin Supervisor | | | | Directed Studies Supervisor  (if applicable) | |
| Graduate Programs Director: |  | | | | | | | |
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**Evaluation Method to be completed by Directed Studies Supervisor and/or Kin Supervisor.**

Please be as specific as possible so that there is clarity and transparency regarding grading practices for the student and they know what is expected of them in terms of how various aspects of the project will be graded. Below are grading assessment examples and grading for the most part will be project/discipline specific.

**Grading Assessment Examples**

**Example 1: KIN 530A/B Description of Grading Assessment:**

1. **Question Set:** The student will be required to formulate evidence-based answers to a question set that focuses on knowledge translation, the importance of knowledge translation for the clinical setting, and the application of knowledge translation to the student’s specific interests around physical activity in relation to career goals (45% of the student’s final grade).

2. **Knowledge Translation Product:** The student will be required to create 1 knowledge translation product (e.g., infographic, video vignette) as per the guidelines of the XX Journal. The specific topic and type of product will be identified at the start of the experience (via a worksheet and consultation process), and will be compatible with the student’s professional area of interest (45% of the student’s grade).

3. **Presentation:** At the conclusion of the course, the student will give a presentation, which will highlight the underlying processes used in the creation of the knowledge translation product, as well as present the final product to an audience (10% of the student’s final grade).

The project will be assessed using the guidelines for graduate work as detailed at: [www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices](http://www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices)

**Example 2: KIN 530A/B Description of Grading Assessment:**

**Final written paper** consisting of an Introduction (25%), Methods (20%), Results and Discussion (45%). An additional 10% of the grade will be based on the conduct of the student in running the project:

1. **Introduction:** The introduction will need to include evidence of broad reading on the topic as well as depth of reading as the papers/experiments get closer to what the student is doing/has done. Evidence of progression and logical flow is expected, so that the reader is led to the research question and study hypotheses where appropriate. Headings can be used if helpful. The introduction is expected to be ~4-5 pages.
2. **Methods:** In this section, there will need to be attention to detail in order that the methods can be replicated in future work. The methods section will include sections that are typical of journals in the field (e.g., participants, task and design, procedure, analysis). This section is expected to be ~3 pages.
3. **Results and discussion**: This can be a combined section, with the expectation of 1-3 figures and /or tables detailing the main study results. The student is expected to describe what the data means in relation to past research and hypotheses and appropriate statistical analysis is expected for the main study hypotheses. This is expected to be the longest section ~6-10 pages, including figures and tables.
4. **Project conduct**: Engagement with the project in general, including careful and diligent conduct during data collection (appropriate time and care and engagement).

* APA guidelines are expected to be followed in putting together the final written paper.
* The student will get feedback on a draft on each of the sections of the document before final grading

The project will be assessed using the guidelines for graduate work as detailed at: [www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices](http://www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices)

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**Guidelines for Assessment of Graduate Work**

**Grading:** Projects and written paper will be assessed using the guidelines for graduate work at: [www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices](http://www.grad.ubc.ca/faculty-staff/policies-procedures/grading-practices):

A Level - Good to Excellent Work

A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B Level - Adequate Work

B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B- (68-71%) Barely adequate work at the graduate level.

C & D Level - Seriously Flawed Work

C (55-67%) Serious flaws in understanding of the subject material. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D (50-54%)

F level - Failing Work

F (0-49%)

***NOTE:*** *For UBC G+PS, a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a ‘Failing’ mark.*