UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Science, Medicine and Health – HONOURS Guide

Course: **Bachelor of Science (Honours - 741)**
Bachelor of Medical and Health Science (Honours - 1831)

Subject: HONS420/421
Honours Guide
Spring commencing 2022/ or part-time
Wollongong

Subject Information
Credit Points: 48 / 24
Pre-requisite(s): Nil
Co-requisite(s): Nil
Restrictions: Honours is restricted to approved applicants
Contact Hours: As per subject database

Contacts
Honours Coordinator

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Table of Contents

Section A: General Information 4
Requirements for Admission to Honours 4
Applying for Admission to Honours 4
Part-time Honours Enrolment 4
Honours Method Used in this Course 4
Grades of Honours possible in this Course 5
Roles and Responsibilities: 5
The University has the responsibility to: 5
The Academic Unit has the responsibility to: 5
Course Learning Outcomes 8
Description 8
Materials 8
Recommended Readings 8
Recent Changes to this Course 8
Key Dates 9
Section B: Assessment of Honours Project 10
Assessment Summary 10
Details of Assessment Tasks 10
Minimum Requirements for a Pass in this Subject 14
Late Submission 14
Late Submission Penalty – at 5% 14
Academic Consideration 15
Supplementary Assessments 15
System of Referencing Used for Written Work 15
Submission of Assessments 15
Assessment Return 15
Retention of Submitted Work 15
Assessment Criteria 16
Marking Rubrics 17
School of Medical, Indigenous and Health Sciences Honours Final Thesis Marking Rubric 19
Section C: General Advice 25
Student Consultation and Communication 25
Student Etiquette 25
eLearning Space 25
Use of Internet Sources 25
Extraordinary Changes for the Subject after Release of the Subject Outline 26
Learning Analytics 26
The Assessment Quality Cycle 26
Academic Integrity Policy 26
Ethics Application Requirements 27
Workplace Health and Safety Requirements ..... **Error! Bookmark not defined.**
Induction ..... **Error! Bookmark not defined.**

Risk Assessments (RAs) ..... **Error! Bookmark not defined.**
Safe Work Procedures (SWPs) ..... **Error! Bookmark not defined.**
Field Work Safety ..... **Error! Bookmark not defined.**
Incident Reporting ..... **Error! Bookmark not defined.**
Personal Protective Clothing & Equipment (PPCE) ..... **Error! Bookmark not defined.**
WHS Training ..... **Error! Bookmark not defined.**
First Aid ..... **Error! Bookmark not defined.**
PC1 and PC2 Laboratory Rules ..... **Error! Bookmark not defined.**
Procedure for Dealing with Discrepancies between Marks Awarded by Different Honours Examiners 30
Equipment, Study Space and Computer/Software Available to Honours Degree Students 31
Student Services and Support 32
UOW Grade Descriptors 33
University Policies 34
Version Control Table 36

Section A: General Information

Requirements for Admission to Honours

Admission into Honours is competitive. To be considered for entry into the Honours programs in the Faculty of Science Medicine and Health, students will:

- have completed a relevant undergraduate degree from the University of Wollongong, or hold an equivalent degree from another institution;
- have completed at least 24 credit points of 300-level subjects relating to the Honours discipline (please contact co-ordinator for clarification);
- normally have a Weighted Average Mark (WAM) of at least 75 for the 24 credit points of 300-level subjects relating to the Honours discipline;
- complete a Project Proposal and Student Expression of Interest Form.
- be approved by the relevant Head of School

Applying for Admission to Honours

An application form (available from Future Student on the Web) needs to completed and lodged with Future Students https://applytouow.uow.edu.au/app/login.jsp

Formal enrolment in the SOM Honours program is completed through SOLS upon the receipt of a formal University of Wollongong offer. For assistance with enrolment see http://www.uow.edu.au/student/enrolment/UOW008285.html or the Honours Coordinator. The School of Medical, Indigenous and Health Sciences Pre Honours Guide contains further information and guidance on enrolment.

For general enquiries please contact StudentHub 41:

Location: Bldg 41 Level 1
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au

Part-time Honours Enrolment

Honours may be undertaken on a part-time basis providing candidates can show to the satisfaction of the Head of School that they have circumstances that prevent them from undertaking full-time enrolment and that the project and supervision is able to be conducted part-time.

Students wishing to change from Full - time to Part-time registration must make application to the Head of School within four weeks of commencement of a session. Where the application is made in the second session of study, a successful applicant will be given an extension of a maximum of 17.5 calendar weeks (or 19.5 weeks if the period includes the Summer Recess) from the initial due date of the thesis for the candidate. Students will only be allowed to transfer registration with academic consideration based on either medical or compassionate grounds.

Honours Method Used in this Course

Method 1 will be used to calculate the grade:
The final grade is calculated entirely on the required work completed during the Honours year.

1 for 400 level subjects that constitute the Honours program

Grades of Honours possible in this Course

Honours method 1 is used in this course

Honours: Class I: 85% to100%
Class II, Division 1: 75% to less than 85%
Class II, Division 2: 65% to less than 75%
Class III (where awarded): 50% to less than 65%
Honours not awarded for 0% to less than 50%

Roles and Responsibilities:

The University has the responsibility to:

a. take measures to protect the intellectual property (IP) arising from the work of its students in accordance with the University's IP Intellectual Property Policy; and

b. where possible, ensure each student enrolling full time in an End-On Honours Degree and who submits their Honours Project within the required timeframes, specified by the Faculty, is given the opportunity to complete all subjects in time for them to graduate with their cohort at the next possible graduation ceremony.

The Academic Unit has the responsibility to:

a. appoint an Honours Coordinator to oversee the progress of students enrolled in the Honours Degree
b. ensure that each Honours Student meets the minimum requirements for admission to the Honours Degree and is capable of undertaking the proposed Honours Project and other requirements of the Honours Degree;
c. ensure that the curriculum for each Honours Degree satisfies the requirements for the Bachelor Honours Degree within the AQF;
d. ensure that each proposed Honours Project is of an appropriate standard for the award having regard to relevant discipline standards and that meets the requirements for a Bachelor Honours Degree within the AQF;
e. provide to each Honours Degree student an Honours Guide or, where permitted, a Subject Outline that sets out all procedures and requirements pertaining to assessment in either physical or electronic form;
f. foster a supportive environment for Honours Degree students;
g. ensure that reasonable resources are made available to Honours Degree students to support them in undertaking their Honours Project;
h. ensure that appropriate provision is made in academic workloads for supervision of Honours Projects;
i. ensure that each Honours Degree student undertaking an Honours Project has a Supervisor, and, where necessary, a co-supervisor;
j. ensure that procedures are in place to select the most appropriate Supervisor(s) for assisting the Honours Degree student to complete their Honours Project;
k. ensure that Supervisors of Honours Degree students are appropriate to undertake those responsibilities (refer to section 12);
l. where an Honours Project is undertaken across two disciplines (inter-disciplinary or joint honours), approve the program of study with the head of the other Academic Unit and negotiate the appointment of co-supervisors and subject requirements prior to enrolment;
m. ensure that there is no conflict of interest between the Supervisor(s) and Honours Degree student;
n. ensure that quality supervision is provided throughout the student's candidature or, in the case of Embedded Honours, throughout the period during which the student is undertaking their Honours Project;
o. ensure that arrangements are made to provide for alternative supervision if a Supervisor is absent for more than two weeks; and
p. ensure that honours examiners have adequate time (generally three weeks) to report before the meeting of the relevant Assessment Committee.

The responsibilities of an Academic Unit are assumed by the head of the Academic Unit but may be delegated by the head of the Academic Unit to the Honours Coordinator where appropriate.

The Supervisor has the responsibility to:

a. advise the head of the Academic Unit of any situation which might lead to a conflict of interest which could unduly advantage or disadvantage a student, e.g. if there is or has been a close personal relationship between a Supervisor and an actual or potential Honours Degree student;
b. advise Honours Degree students about their procedural and substantive rights and responsibilities contained in the honours Policy (directly or through the Honours Guide or Subject Outline);
c. advise and assist Honours Degree students to comply with occupational health and safety and ethics requirements where relevant;
d. in consultation with the Honours Coordinator, support Honours Degree students in developing a suitable proposal for the Honours Project (including, where applicable, a joint proposal involving working with other students on the design and collection of research data) within a negotiated time frame and with negotiated access to resources and support;
e. assist Honours Degree students to develop a plan for completing the Honours Project within an appropriate time frame;
f. maintain regular contact with Honours Degree students in order to monitor their progress;
g. inform Honours Degree students about any expected period(s) during which the Supervisor will be absent and unable to communicate during the period during which they are completing an Honours Project, and arrangements for alternative supervision during that or those periods;
h. provide timely and helpful written feedback to Honours Degree students on any submissions and to assist them to develop solutions as problems in undertaking the Honours Project are identified;
i. advise Honours Degree students of inadequate progress or work below the standard generally required for an Honours Project and to suggest appropriate corrective action;
j. submit marks and grades for Honours Projects for review, acceptance and publication in a timely manner
k. be available to attend meetings of the Academic Unit Assessment Committee where Honours Degree students' grades are determined; and
l. ensure the following policies and the consequences for the candidate's Honours Project of breaching these Policies, are explained carefully to the student:
    - Academic Integrity Policy,
    - the Code of Practice – Research, UOW_COD_20 Honours Policy October 2020 Page 9 of 17 Hardcopies of this document are considered uncontrolled please refer to the UOW website or intranet for the latest version
    - the Research Misconduct Policy,
    - the IP Intellectual Property Policy,
    - the IP Student Assignment of Intellectual Property Policy,
    - the IP Student Assignment of Intellectual Property Guidelines and
    - the Authorship Policy

Student Responsibilities
Honours Degree students have the primary responsibility for the timely completion of the Honours Project and other assessment tasks required in order to meet the requirements for the award of the Honours Degree.

Specific responsibilities are to:

a. develop an Honours Project proposal and a plan for completing the project within a timeframe and, where applicable, with access to resources and other support agreed to by the Supervisor(s) and, where possible, the Honours Coordinator;
b. complete the Honours Project in accordance with the approved proposal and within the approved timeframes;
c. maintain regular contact with the Supervisor(s);

d. discuss any proposed variation of enrolment or leave of absence with their Supervisor(s), the Honours Coordinator or the Head of Academic Unit;
e. present required written material to the Supervisor(s) in sufficient time to allow for comments and discussions before scheduled meetings;
f. undertake any additional work towards their Honours Project identified as necessary by the Supervisor(s) or, where appropriate, the Honours Coordinator;
g. accept responsibility for the quality and originality of all submitted work;
h. ensure all research is carried out in accordance with all statutory and other requirements relating to ethical, safe and responsible conduct of research; and
i. ensure they read and understand relevant University policy documents

Course Learning Outcomes

1. Communicate detailed and advanced knowledge and ideas in a specific discipline area of medical, Indigenous, exercise or nutrition sciences clearly and coherently to others. 2. Integrate and apply knowledge and skills in medical, Indigenous, exercise or nutrition sciences together with research principles and methods to plan and execute a substantial scholarly/research activity. 3. Apply an advanced knowledge of research, research integrity, ethics and project management to plan and execute a substantial piece of research. 4. Demonstrate skills in reviewing, analysing and synthesising new and current evidence to answer research questions**.** 5. Produce a piece of scholarly/research activity in the form of a thesis

Description

This subject is for Students undertaking Honours within the School of Medical, Indigenous and Health Sciences (MIHS). This subject gives students the opportunity to undertake a scientific research project under the guidance of academic supervisors. The program is designed to provide students with skills to plan a research project, collect and analyse data, communicate and demonstrate their research with a clear understanding of the research question in relation to current knowledge.

Materials

Nil

Recommended Readings

The following references complement the prescribed readings and textbooks:

UOW Library Referencing guide

Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

Recent Changes to this Course

2022 changes to End on Honours courses/ subjects to ensure a consistent approach within SMAH faculty.

Key Dates

Honours session commences	18 July 2022
Proposal document due	6 September 2022
Proposal presentation	Week of 19 – 23 September 2022
Final thesis	5pm 15 March 2023
Final seminar	Week of 20 March 2023

Section B: Assessment of Honours Project

Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Dates	Weighting
Assessment 1	Proposal (written document and presentation)	6 September 2022 (written document) / Week of 19 to 23 Sept 2022 (proposal seminar)	Within 21 days	10%
Assessment 2	Final Thesis	15 March 2023	Within 21 days	80%
Assessment 3	Final Seminar	Week of 20 March 2023	Within 21 days	10%
TOTAL				100%

Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission.

Assessment 1	Proposal (written document and presentation)
Due date	Proposal document: 6 September 2022 Presentation: Week of 19 to 23 September 2022
Weighting	Proposal document: 10%, Presentation: Satisfactory / Unsatisfactory
Submission	Proposal document: Submit an electronic copy of your assignment via upload to eLearning and PDF soft copy emailed directly to the honours co-ordinator by 5pm on the due date Please refer to detailed information regarding submission of assignments on the subject's eLearning site. Hard copies may also be requested by assessors. If this is the case you will be advised and asked to provide hard copies. Presentation: to Honours Committee and assessors
Type of Collaboration	Individual Assessment
Length	**Written document:** The proposal document is to be prepared in accordance with the following specifications: • 5000 words excluding title page, abstract, references, figures and tables • the text of the document (in English) must be in double-spaced typescript in 12-point font (Times New Roman font) or similar font; • if printed copy requested, the document is to be printed on standard A4 size (297 x 210 mm) white opaque paper; • the text must be printed single-sided with the pages numbered sequentially; • the document should include the following sections: ○ Title page (title, name, student number and Supervisors)

	○ Introduction (brief literature review, research aim, hypotheses and/or objectives) ○ Materials and Methods (research design, procedures for data collection and analysis, including statistical design) ○ Summary (anticipated outcomes of the project) ○ References & Appendices (as appropriate) **Presentation:** 20 minutes (15 minute oral presentation + 5 minutes questions). The style of presentation will be determined by each student and Supervisor(s) with due consideration to the need to present in a clear and concise a manner to a broad audience.
Details	**Written document:** The research proposal should outline the background and justification of the research through an introduction including a brief literature review, details of the experimental hypotheses, and a clear statement of the research design and proposed procedures for the collection and analysis of the data. Expected outcomes should also be included. A single page outlining the projected roles and responsibilities that the honours student will have throughout the project is also required. **Presentation:** Students are expected to clearly indicate the background and aims/hypotheses of their research project, describe the methods/procedures that will be used to collect and analyse the data, including statistical design, and demonstrate an ability to answer questions using knowledge of the field (at a level relevant to an honours proposal) Data projection facilities will be provided but it is the responsibility of each student to ensure that their presentation functions at the venue/online. A practice set-up will be offered prior (please contact the Coordinator)
Style and format	Written document, see Moodle site for template, Visual presentation: powerpoint or other similar format
Subject Learning Outcomes	1, 2, 3
Marking Criteria	The research proposal is reviewed by two examiners (one of whom may be external to the school) for scientific integrity, project scope and appropriateness of the project for an Honours year. The proposal document is worth 10% of the final grade. The presentation will be marked satisfactory / unsatisfactory and is an important preparation / learning experience for the final presentation. See Rubrics below for marking criteria The presentation will be assessed as an average of at least two markers, the markers may include the assigned assessors and member(s) of the School of Medical, Indigenous and Health Sciences thesis committee (excluding any academics who may be in a supervisory role for the project).

	At the completion of the proposal seminars, the Honours Assessment Committee will meet to discuss the proposals and reflect on the appropriateness of the honours students roles and responsibilities. If the committee highlights any problems with a proposal, the relevant Supervisor(s) and the Examiners will be called into the meeting to discuss the research proposal (in conjunction with the proposal seminar). A pass mark of 60% is required to pass this assessment and continue enrolment into the honours degree. Should a student receive an unsatisfactory mark, remedial action (e.g. resubmitted research proposal) may be necessary to correct any problems identified by the assessors and Committee before the student can continue in the Honours degree.

Assessment 2	Final Report (thesis)
Due date	15 March 2023 1700hrs
Weighting	80%
Submission	An electronic copy must be submitted via Turnitin within the HONS420 e-learning site in PDF format. A copy must also be emailed directly to the honours co-ordinator by 5pm on the due date Hard copies may also be requested by assessors. If this is the case you will be advised and asked to provide hard copies.
Type of Collaboration	Individual Assessment
Length	15,000 words / approx. 60 pages (excluding title page, tables of contents, abstract, references, tables, figures, captions and appendices)
Details	The thesis MUST be a true representation of work produced and written by the student. A recommended structure for the thesis is provided in an electronic template available through the HONS420 e-learning site. While Supervisors are free to request their Honours students present the thesis according to the Supervisor's stylistic preferences, the overall criteria for success is that the thesis must represent a well-written document that is both concise and informative. The short time available for completion of an Honours project often makes the desired end-point of a piece of research difficult to judge and sometimes unachievable. To be awarded a high mark for your Honours year, your research project need not necessarily be a "finished" product. The most important criteria to meet, to achieve an optimal assessment outcome, is that you have demonstrated "excellence" in all facets of your work throughout the year. Remember, the thesis will be examined on the basis of what was done, how it was done and *most importantly* the discussion and understanding of the findings regardless of completion. **Students must ensure they leave sufficient time to evaluate and write-up their work. Importantly, all students must ensure that their Supervisor(s) have enough time (i.e. at least 2 weeks) to read and make suggestions before thesis submission**. It is more important to submit a well-written thesis on incomplete findings than to do that "one final experiment" or seek out another 10 participants in your study, aimed at the desired "end point", and risk submitting a substandard thesis.

Style and format	The thesis is to be prepared in accordance with the following specifications: • the text of the document (in English) must be in double-spaced typescript with the exception of tables, figures and captions which may be prepared in single-spaced typescript; • the print size of the text in the document will be 12 point with the exception of footnotes that may be 10 point font where appropriate and headings, which should be 14 point and bold; • if requested, the document is to be printed on standard A4 size (297 x 210 mm) white opaque paper; • the text must be printed single-sided pages numbered sequentially using Roman numerals for the initial sections and Arabic numerals starting from the first page of the Introduction; • the margins on each sheet will be 30 mm on the left-hand side, 20 mm on the right hand side, 20 mm at the top and 20 mm at the bottom; • if printing is required, the thesis will be "soft" bound (spiral binding); • tables and figures must be incorporated into the text and they should be easy to understand without reference to the text and must include an appropriate caption (captions for tables are inserted above the table; captions for figures are inserted below the figure); and • the thesis should be divided into chapters or sections (each of which start on a separate page)
Subject Learning Outcomes	1, 2, 3, 4, 5
Marking Criteria	The thesis will be evaluated on such points as the clarity, precision and brevity of the reporting, the general arrangement and organisation of the material reported, and the quality and relevance of illustrations and tabulated data *See marking rubric below for details.*

Assessment 3	Seminar/Presentation
Due date	Week of 20th March 2023 (date TBA)
Weighting	10%
Submission	Verbal / visual presentation on the due date. An abstract should be emailed to the coordinator, using the template available on the eLearning site, in PDF format several weeks prior to the presentation date.
Type of Collaboration	Individual Assessment
Length	30 minutes (20 minute oral presentation + 10 minutes questions)
Details	The final seminar will be a PowerPoint presentation presented to academics and students. The style of presentation will be determined by each student and Supervisor(s) with due consideration to the need to present in as clear and concise a manner as possible to a broad audience. Data projection facilities will be provided but it is the responsibility of each student to ensure that all forms of their presentation will function at the venue. A practice set-up will be offered prior (please contact the Coordinator). An abstract should be submitted to the Coordinator several weeks prior to the presentation date. This will be used to advertise your presentation to the School audience and is not graded.

Style and format	The following is a suggested format for your oral presentation: • Title of the project • Introduction to give audience a background and to position the honours project in the context of the existing literature, leading towards highlighting a gap in knowledge • Purpose of the study: state the research questions/hypotheses • Methodology: briefly describe the participants/model, what you measured (variables) and how you measured them (instruments); as well as how you analysed the data (including statistical analysis of the data) • Results: briefly report what you found • Discussion: interpret the meaning of your results, consider your aims and hypotheses in the discussion • Conclusions: briefly summarise what you found, what do the results mean in the context of real-world application. Recommendations: what should be done from here? • Acknowledgements: thanks to supervisors, lab team etc (suggestion only)
Subject Learning Outcomes	1, 2, 3, 4, 5
Marking Criteria	The final seminar will be marked by your assessors and/or, members of the thesis committee, represented by academic staff across various fields of research within the School. The final mark for this assessment will then be awarded as a mark that reflects the average mark given by at least two assessors. You should take care to present your Honours project with regard to general and specific information.

Minimum Requirements for a Pass in this Subject

The minimum performance requirements for this subject are:

- attempt all assessment tasks
- A minimum of 60% pass for the research proposal / and satisfactory presentation.

Late Submission

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Late Submission Penalty – at 5%

Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is the total possible marks x 0.05 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

For example:

- Student A submits an assessment which is marked out of 100. The assessment is submitted 4 days late. This means that a late penalty of 20 marks will apply (100 x 0.05 x 4). The assessment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 65/100 for the assessment (85 (original mark) – 20 marks (late penalty) = 65/100 (final mark)).

- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 15/20, and then the late penalty is applied. The result is that the student receives a final mark of 12/20 for the report (15 (original mark) – 3 marks (late penalty) = 12/20 (final mark)).

No marks will be awarded for work submitted after the assessment has been returned to the students (except where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student). Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

Academic Consideration

If you believe that your submission of, performance in or attendance at an assessment activity, including an examination, has been affected on compassionate grounds, by illness or by other serious extenuating circumstances beyond your control, you can apply for academic consideration in Student On Line Services (SOLS). Do not assume that an application for academic consideration will be automatically granted, particularly when assessments require the collective attendance of academic committees. For more information please refer to the Student Academic Consideration Policy at: http://www.uow.edu.au/about/policy/UOW058721.html

Supplementary Assessments

This subject has been identified as unsuitable for supplementary assessment, and no supplementary assessment will be offered.

System of Referencing Used for Written Work

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://uow.libguides.com/refcite Students and supervisors are free to utilise other systems of referencing, as appropriate for the specific research field; however, **a consistent style must be used throughout an assessment.**

Submission of Assessments

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assessments in the event that re-submission is required.

Assessment Return

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Retention of Submitted Work

The University may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Assessment Criteria

In recommending the final class of “Honours” awarded, the School of Medical, Indigenous and Health Sciences Honours Assessment Committee will utilise the following rubrics as a guide:

School of Medical, Indigenous and Health Sciences Honours Proposal Marking Rubrics

PART 1: PROPOSAL DOCUMENT

Student name:

Marker name:

Instructions to assessors: This assessment is likely to be the first major scientific writing undertaken by students who have recently commenced their honours degree, and should be marked as such.

The purpose of grading proposals is, in part, to fulfil the Roles and Responsibilities of the Academic Unit:

- Ensure the proposed Honours project is appropriate standard for an Honours degree
- Forster a supportive environment for honours students
- Ensure reasonable resources are available to support completion of the proposed project

The proposal document is marked / 10 and is worth 10% of the student's final grade. Please provide a mark against each item, include any comments you might like to convey to the student under each section and a final total. There is additional space to provide further comment / suggestions, as needed.

Coverage of key previous work / literature review (setting the context and identifying gaps in knowledge)	/2
Conceptualisation - Clear articulation of aims / objectives / hypotheses and scope of the project	/2
Details of data collection and methodology (proposal shows that student has entry-level understanding of the methods required for the project)	/1.5
Proposal provided consideration of project management (realistic timeline for the project – ie the project is possible and sufficient for an honours degree)	/0.5
Proposal is coherent: easy to follow, well laid-out, presented in a logical order, grammatically correct, not repetitious	/2
The figures, tables, images are relevant, appropriately described in legend / text and a high standard	/1
References: the proposal is sufficiently and correctly referenced	/1

PROPOSAL DOCUMENT MARK /10

ADDITIONAL COMMENTS / SUGGESTIONS IF NEEDED:

PART 2: PROPOSAL PRESENTATION (SATISFACTORY / UNSATISFACTORY)

Student name:

Marker name:

	Tick
INTRODUCTION	
Accurate and in-depth knowledge of overall research area/content Justification: positions own research in the context of existing literature, identifying gaps Clearly stated aims/hypotheses/predictions	☐
METHODS	
Preliminary understanding of methodological techniques and intended analyses Methods address aims Resources are available	☐
EXPECTED OUTCOMES	
Outcomes address aims Realistic implications of research project to the broader context of human health	☐
OVERALL PRESENTATION	
Logical structure of overall presentation Use of clear language for non-expert Use of images, tables, graphs, animations where relevant Limited use of words on slides	☐

ADDITIONAL COMMENTS / SUGGESTIONS IF NEEDED:

PROPOSAL PRESENTATION MARK (please select): SATISFACTORY / UNSATISFACTORY

Thank you for your time and contributions to the School of Medical, Indigenous and Health Sciences Honours Program

School of Medical, Indigenous and Health Sciences Honours Final Thesis Marking Rubric

Student name:
Examiner name:

Instructions to Assessors: The final thesis is marked /100 and is worth 80% of the student's final grade. In considering their mark, Examiners are asked to remember that the thesis represents the first attempt at a major research project for the student, completed over ~8 months, rather than an assessment of an already established researcher. Please recommend a mark and the reasons for giving this mark, feedback for the student detailing any changes that are required before the thesis is bound, and/or general comments about the thesis and topic area. Errors and corrections can also be marked in the thesis itself (please return edits to Honours Coordinator).

General Guide to Grades:
Honours Class I (85-100). Suggested marking within this range.
Scores should be considered relative to opportunity, i.e. this is the student's first major research project:
→ ***90%-100%:*** Outstanding standard, demonstrating excellence in thought throughout, a flair for the subject, comprehensive knowledge of the subject area and a level of achievement similar to that expected by quality academic journals in the field. This mark reflects an exceptional achievement with a high degree of initiative and self-reliance, may contain considerable student input into the direction of the study. Evidence of critical evaluation of the established work in the area and competency in experimental techniques in the research field. The thesis requires no/minor corrections and the writing standard is consistent with publications in the field.
→ ***85%-89%:*** The student is showing a broad understanding of the field, with the presentation of some novel insights. Student will have shown a solid foundation of conceptual thought and a breadth of factual knowledge of the discipline, familiarity with and ability to use central methodology and experimental practices of the discipline, and evidence of some independence of thought in the subject area. May contain some student input into the direction of the study or development of techniques, and critical discussion of the outcomes. The thesis contains minor errors that are easily corrected.

Honours Class II, Division 1 (75-84)
Student will have shown a very good understanding of the theory and practice of the discipline. They will have demonstrated their ability to conduct work at an independent level and complete tasks in a timely manner, and have an adequate understanding of the background factual basis of the subject. Student shows some initiative in ideas and techniques. The thesis has a high number of typo/formatting errors that can be easily corrected.

Honours Class II, Division 2 (65-74)
The work has some merit. The student demonstrates competence in carrying out experimental work, or in the case of a non-experimental thesis, proficiency in surveying sources but lacks complete insight in the research area. Shows an adequate knowledge of the conceptual framework of the research area.

Honours Class III (50-64)
The work is acceptable, but at a standard that barely meets the criteria for an Honours degree. Student's understanding of the research topic, ability to carry out experimental work, manage timeframes is very limited.

Criteria for Assessing the Honours Project

The thesis is awarded a mark out of 100. Although the criteria for assessing the Honours thesis are provided below, they should be used as a guide only as there may be different weightings according to the project and research area. The Examiners of may deduct marks if the thesis is too long and/or repetitive.

Please provide mark in the relevant box for each section (A-E). The final score is an average of the 5 sections. Scores should be considered relative to opportunity, i.e. this is the student's first major research project.

A. Possess a clear understanding of the research question and its relationship to the current body of knowledge (i.e. relevant literature) in the area:

Assessor's Mark	***Explanation***
	***Class I (85-100)*:** Excellent understanding of the topic and its importance to the field. Evidence of conceptually sophisticated thinking and arguments supported by evidence and examples. Student will have consulted a wide range of appropriate sources and have included the major references in the area. Appropriate referencing in a standard format with minimal errors. Use of original tables and figures to summarise data from multiple sources to support an argument. Appropriate separation of text into sections/sub-sections.
	***Class II, Division 1 (75-84)*:** Student will have demonstrated substantial understanding of the topic area and its place within the specific area of research. Critical evaluation and arguments supported by evidence and examples with some evidence of independent thinking. Evidence of consulting a range of appropriate sources, which are appropriately referenced. No significant errors. Writing is accurate and there is good use of sectioning.
	***Class II, Division 2 (65-74)*:** Understanding of the topic demonstrated, but with limited evaluation of its importance. Restricted use of evidence and examples. Some errors, ambiguities and awkward expression. References in text correctly cited. Writing mostly accurate but shallow and selective in scope.
	***Class III (50-64)*:** Little understanding of the topic area demonstrated, with no attempt to synthesise. A minimal effort to source suitable publications with limited reading and opinions published in reviews or papers likely to be expressed. Occasional errors in facts. In the main, references are correctly cited. Basic use of reproduced figures and tables.
	***Fail (<50)*:** Limited understanding of the topic area. Frequent factual and other errors. Writing has frequent ambiguities, errors of expression, verbose or too brief. Insufficient reading around the topic. Referencing contains errors. Almost no attempt to provide a logical structure. No evidence of independent thought.

B. Design experiments, generate results, collect data or develop novel algorithms/ models using a range of techniques and statistical methods appropriate to the field:

Assessor's Mark	***Explanation***
	***Class I (85-100)*:** Scientific method followed when designing experiments and during data collection. Where appropriate, states the null hypothesis and tests it with an appropriate statistical test. Description of methods is sufficient for the experiment to be repeated. No/minimal irrelevant material. Excellent aptitude displayed in the design and technical details.

	***Class II, Division 1 (75-84)*:** Scientific method adequately followed when designing experiments and during data collection. Uses appropriate statistical tests correctly (as appropriate) or appropriate methods for qualitative information. Description of methods may not be completely clear but no significant errors. Very good experimentally, but may show rather less imagination and care in design.
	***Class II, Division 2 (65-74)*:** Scientific method satisfactorily followed when designing experiments and during data collection. Statistical tests / qualitative methods may be inappropriately applied. Most relevant material described in the methods but mistakes/irrelevant material. Adequate, but limited in scope; may have some flaws
	***Class III (50-64)*:** Scientific method passably followed when designing research and during data collection. Some significant mistakes or irrelevant material in the methods. Research will have some significant structural flaws.
	***Fail (<50)*:** Limited application of the scientific method to design of research and during data collection. Significant proportion of the methods missing or incorrect. Significant structural flaws in the experiments.

C. Display competence in analysing and interpreting results and presenting results in clear, instructive figures and tables with respect to the field of research:

Assessor's Mark	***Explanation***
	***Class I (85-100)*:** Relevant data correctly presented and focussed on question/task with no/minimal irrelevant material included. An analytical/insightful approach to the results/data. Table and figures are of publication quality for a journal appropriate to the field, self-explanatory and no errors/minor errors that are easily fixed (incomplete data sets are acceptable when appropriately explained)
	***Class II, Division 1 (75-84)*:** Appropriate approach to data analysis and interpretation with no significant errors. Table and figures are self-explanatory, contain minor errors.
	***Class II, Division 2 (65-74)*:** Most relevant material stated and focussed on research question with some mistakes/irrelevant material included. Table and figures are not self-explanatory but contain few errors.
	***Class III (50-64)*:** Limited data analysis and poor data presentation. Some significant mistakes or irrelevant material. Table and figures are not self-explanatory and contain errors.
	***Fail (<50)*:** Data are missing or incorrect. Inadequate and/or inappropriate data analysis and interpretation. Table and figures do not adequately represent all the results/data and may be fundamentally flawed.

D. Discussion of the results in the context of the literature of the research area, limitations of the research and the opportunities for further work that it provides:

Assessor's Mark	***Explanation***
	***Class I (85-100)*:** Full understanding of topic within wider context. Full critical evaluation with advanced/complex arguments supported by evidence and examples. Evidence of sophisticated thinking e.g. by including own views; making connections with other subject areas etc. Full understanding of implications and limitations of the data with excellent conclusions drawn.
	***Class II, Division 1 (75-84)*:** Substantial understanding demonstrated. Critical evaluation and arguments supported by evidence and examples. Some substantially correct independent thinking although underlying assumptions may not be fully

	understood. Very good understanding of implications and limitations of data with strong conclusions drawn.
	Class II, Division 2 (65-74)**:** Understanding demonstrated, but with limited evaluation and restricted use of evidence and examples. Appropriate approach to most aspects of data analysis and interpretation but with some errors and poor arguments. Good understanding of implications and limitations of data with conclusions drawn.
	Class III (50-64)**:** Little understanding or individuality demonstrated. Adequate critical evaluation although arguments are not always supported by evidence and examples. Basic understanding of implications and limitations of data, although data limitations may be missing with limited conclusions drawn. Some data may be misinterpreted.
	Fail (<50)**:** Severe lack of understanding demonstrated and only inadequate and/or inappropriate independent thought demonstrated. Lack of conclusions or conclusions included with very little, poor or limited explanation.

E. Clear and concise presentation and organisation of all aspects within the thesis:

Assessor's Mark	***Explanation***
	Class I (85-100)**:** Excellent understanding of topic within wider context, critical evaluation with well-supported arguments. Excellent overall standard of presentation, clarity of expression, layout of material, use of fonts and effects and sections. Pleasure to read with minimal errors. Publication quality with some minor editing (though acknowledging that not all honours projects are suitable for publication).
	Class II, Division 1 (75-84)**:** Substantial understanding demonstrated. Critical evaluation and arguments well-supported arguments. High standard of presentation, clarity of expression, layout of materials, use of fonts and effects and sections. Pleasure to read with no significant errors. Publication quality with some editing (though acknowledging that not all honours projects are suitable for publication)
	Class II, Division 2 (65-74)**:** Understanding demonstrated, but with limited evaluation and restricted use of evidence and examples. Some mistakes. Adequate standard of presentation of material with some attention to layout and formatting. Accurate, but uninteresting and requires re-reading. May be publication quality, but with substantially more editing/re-writing.
	Class III (50-64)**:** Little understanding demonstrated. Some significant mistakes. Basic presentation of material with poor layout and formatting. Generally OK. May be ambiguities. May still be suitable for publication, but with extensive editing.
	Fail (<50)**:** Severe lack of understanding. Frequent mistakes. Inadequate standard of presentation. Poor use of English and inappropriate use of fonts and effects. Frequent ambiguities, errors of expression, verbose or too brief. Poor, consistently unclear expression and some inconsistencies in style and layout.

FINAL THESIS MARK /100

(Please take an average of the scores in the sections A-E above)

ADDITIONAL COMMENTS / SUGGESTIONS TO STUDENT:

Thank you for your time and contributions to the School of Medical, Indigenous and Health Sciences Honours Program

School of Medical, Indigenous and Health Sciences Honours Final Seminar Marking Rubric

Student name:

Examiner name:

Instructions to assessors: This assessment is a showcase of the work undertaken by students through the course of their honours degree (~8 months). It will be the first major scientific presentation conducted by the student and should be marked as such.

The final seminar is marked / 10 and is worth 10% of the student's final grade. The marking rubric below can be used as a guide. Please circle a mark (1-10) for each section and take the average of the sections for the final grade. There is additional space to provide any comments you might like to convey to the student at the end, as needed.

Standard	**Poor**			**Average**				**Excellent**		
Introduction & Background	Topic not introduced with few relevant studies included, inappropriate content and argument.			Topic introduced but not completely supported by literature. Sources not always cited to support specific statements. Significance of subject not entirely clear. Elements of literature critique not thorough or clear.				Topic succinctly introduced & literature supports need for research. Sources are cited when specific statements are made. Significance to the subject is clear. Critique of literature thorough and clear.		
	1	2	3	4	5	6	7	8	9	10
Aims and Hypothesis(es)/ Objective(s)	Aim(s) unclear with relevance of topic and testability of hypothesis(es)/objective(s) not demonstrated.			Aim(s) stated but not entirely clear. Relevance of topic and hypothesis(es)/ objective(s) not entirely clear.				Aim(s) clearly stated, relevance of problem apparent and clear testable hypothesis(es)/objective(s).		
	1	2	3	4	5	6	7	8	9	10
Methods	Methods not replicable with little or no justification to appropriately test hypothesis(es)/ objective(s). Statistics are unclear and/or inappropriate.			Methods are replicable with minor adjustment. Methods justified but may not be entirely appropriate to tightly test hypothesis(es)/ objective(s). Statistics are predominately appropriate and clear.				Methods are clear allowing replication. Methods justified and appropriate to tightly test hypothesis (es)/ objective(s). Statistics appropriate and clear.		
	1	2	3	4	5	6	7	8	9	10
Results	Results are unclear and Inappropriately represented. Results do not specifically address hypothesis (es)/ objective(s).			Results are mostly clear and represented appropriately. Results address the hypothesis(es)/ objective(s), but not in its (their) entirety.				Results are clear and appropriately represented. Results specifically address hypothesis(es)/objective(s).		
	1	2	3	4	5	6	7	8	9	10

Continued on next page….

Standard	Poor			Average				Excellent		
Discussion & Conclusion	Little or no link of discussion back to hypothesis(es)/objective(s). Results are not discussed with relevant literature. Incorrect or poor conclusions made. Little insight shown into opportunities into further research. Limited application to the real world.			Some linking of discussion back to hypothesis(es)/objective(s). Results are mostly discussed with relevant literature. Mostly correct conclusions made. Offers some insight into opportunities into further research. Some discussion of application to the real world.				Discussion relates back to hypothesis and results. Results discussed in relation to relevant literature. Succinct and precise conclusions made. Insights into further research opportunities clear. Conclusions and application to the real world are strongly supported by the study.		
	1	2	3	4	5	6	7	8	9	10
Response to Questions	Fails to address the question offering no support or evidence for any argument. Little substance or evidence of preparation, incomprehensible at times.			Attempts to address questions with some supportive work. Questioning not fully addressed and answers lack substance. May acknowledge but not explain limitations.				Counters arguments, questions offered developing a persuasive argument. Responds readily in a clear, fluent and well supported manner. Addresses all aspects of the question(s)		
	1	2	3	4	5	6	7	8	9	10
Presentation – Visual	Text is unclear with inappropriate use text or images and other media. No or little aesthetic appeal.			Use of text, images and other media is predominately clear with some minor issues present. Aesthetics are mostly good.				Clear and appropriate use of text and images and other media. Aesthetically appealing.		
	1	2	3	4	5	6	7	8	9	10
Presentation – Skills	Presenter does not connect with the topic or audience. Poor speech clarity and body language. Unable to control the flow or timing of presentation.			General presentation skills are good with body language and speech clear and appropriate. Shows confidence in some elements of presentation.				Clarity of speech and body language show understanding and confidence in topic. Able to control pace and flow of presentation. Engaged audience.		
	1	2	3	4	5	6	7	8	9	10

FINAL SEMINAR MARK /10

(Please take an average of the grades in the sections above)

ADDITIONAL COMMENTS / SUGGESTIONS TO STUDENT IF NEEDED:

Thank you for your time and contributions to the School of Medical, Indigenous and Health Sciences Honours Program

Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication.

Please ensure that you include your full name and student number in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about

- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue

- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy

- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid 'text-speak' abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.

Student Etiquette

Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning 'Netiquette' can be found at
https://www.uow.edu.au/student/learningcoop/software/emailetiquette/index.html

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link:
https://www.uow.edu.au/student/elearning/index.html

Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

Extraordinary Changes for the Subject after Release of the Subject Outline

In extraordinary circumstances the provisions stipulated in this Honours Guide/Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics

Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to https://uow.edu.au/dvce/ltc/analytics/

The Assessment Quality Cycle

The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:
a. design of the assessment suite and individual assessment tasks;
b. marking of individual assessment tasks;
c. finalisation of subject marks and grades; and
d. review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Academic Integrity Policy

The University's policy on acknowledgement practice and plagiarism provides detailed information about how to acknowledge the work of others: http://www.uow.edu.au/about/policy/UOW058648.html

"The University's Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University."

Ethics Application Requirements

Before conducting or commencing any research investigation that requires the use of humans or other vertebrate animals or their parts, staff and students of the University are required to submit a research ethics application to either the Animal Research Ethics Committee or the Human Research Ethics Committee and obtain approval, to ensure that all statutory requirements are met.

Any questions or requests for further information should be directed to the Ethics Officer, Phone 4221 3386 – Research Services Office.
Human Research Ethics: http://www.uow.edu.au/research/ethics/human/index.html
Animal Research Ethics: http://www.uow.edu.au/research/ethics/animal/UOW108401.html

Workplace Health and Safety Requirements

It is a requirement of the Work Health &Safety (WHS) Act (2011) and University Policy that all students and staff follow WH&S regulations and procedures.

The University's Workplace Health and Safety Policy can be found at:
http://www.uow.edu.au/about/policy/UOW016894.html

Further guidelines and forms can be found using the quick links on the UOW Safe at work webpage:
https://www.uow.edu.au/about/services/safe-at-work/

For latest UOW COVID response details refer to the UOW COVID-19 response webpage:
https://www.uow.edu.au/coronavirus/

The SMAH Work Health and Safety webpage also has some useful resources:
https://www.uow.edu.au/science-medicine-health/whs/

If the work is being undertaken on the premises of (or under the jurisdiction of) an external organisation or another Faculty of UOW, any additional WHS requirements must also be addressed.

Induction Training

All new staff and students in the Faculty are required to complete induction training prior to commencing any work or research. Induction training for Honours students involves:

1. Completion of any relevant building inductions. This will depend on which buildings you will be working in.
2. Completion of ALL requirements of the SMAH Local WHS Induction.
3. Completion of the SMAH Training Needs Analysis. *The training which needs to be completed within this document will be identified in consultation with your supervisor*.
4. Attendance at the bi-annual Working Safely in SMAH session.

It is important that ALL THREE DOCUMENTS outlined in points 1 to 3 above are forwarded to smah-whs@uow.edu.au once your supervisor has verified that the training has been completed. This information is used to apply for your key/card access.

Accessing the Induction Training Documents

The induction training documents and further instructions, can be found in the SMAH Workplace Health and Safety Induction (TRNG224_14) on Moodle;
https://moodle.uowplatform.edu.au/course/view.php?id=3217.

Some further information about the Induction Training

The completion of the induction training uses a combination of delivery methods; online modules and quizzes, attendance at in-person training sessions and face-to-face instructions.

Some modules will be supplemented with additional practical components, such as Vehicles, Boating and SCUBA Diving. There are also areas that have their own induction processes which can be completed once the minimum requirements of the online inductions have been met, such as a PC2 Laboratory Induction following the completion of Module 4 – Biosafety and GMOs, or the Ecological Research Centre (ERC) Induction, for example.

The Induction documentation provides URL links and contacts for the various training modules. Your supervisor will assist you in identifying your training needs and can assist you in arranging the appropriate training.

If you have any questions regarding the induction process, please email your enquiries to smah-whs@uow.edu.au.

PC1 and PC2 Laboratories

There are specific induction and training requirements, as well as procedures which must be adhered to when working in a PC1 or PC2 laboratory. These requirements are outlined in the UOW Biological Safety Manual and Guidelines. Refer to UOW's Biosafety and Sharps webpage for additional resources: https://www.uow.edu.au/about/services/safe-at-work/safety-topics/biosafety/

Risk Assessments (RAs)

All research work (including fieldwork) shall be assessed for risk prior to commencing any work. For medium and high risk activities, e.g., wet/chemical laboratory work and fieldwork, a documented RA must be completed. The RA requires input from your supervisor and must be discussed with the relevant parties and approved **prior to the commencement** of your laboratory or fieldwork.

All RAs are to be completed in the UOW **SafetyNet** system. This system can be accessed by students here: https://www.uow.edu.au/about/services/safe-at-work/report-an-incident/safetynet/.

Safe Work Procedures (SWPs)

All medium to high risk activities within a laboratory or undertaken in the field should have a documented safe work procedure, which takes the risks identified in the RA into account. If SWPs do not already exist, these must be developed, taking the risks into account. It is the researcher's (ie **your**) responsibility to read these and ensure that they are adequate, and adhere to the various guidelines included.

Fieldwork Safety

General

The University has developed the UOW Fieldwork and Off-Campus Activities Safety Manual and Guidelines to assist in minimising the risks associated with the hazards involved in undertaking hazards in the field.

The following documentation must be completed in consultation with your supervisor, and approved by your supervisor, prior to any fieldwork activities:

1. Fieldwork Risk Assessment Form (completed in SafetyNet)
2. Fieldwork Participant Acknowledgement Form (for all staff and students on the field trip)
3. Volunteer Acknowledgement Form (for those with volunteer help from outside UOW – all volunteers must be approved prior to participation).

Forms 2 and 3 must be taken into the field with you as they contain emergency contact details for all field participants. It is also recommended that copies of the above documents are retained by the student/volunteer for reference purposes.

Personal protective equipment (PPE) and training requirements must also be considered prior to any fieldwork.

The Fieldwork webpage provides quick links to important information and can be accessed using the following link: https://www.uow.edu.au/about/services/safe-at-work/safety-topics/fieldwork/.

First Aid Kits and First Aid Training Requirements for Fieldwork

When planning fieldwork activities, please consider the nature of injuries that could occur whilst undertaking the proposed activity, the number of participants and the distance from immediate emergency assistance. This will assist in determining the type of first aid kit needed and the number of first aiders required.

UOW's best practice guidelines recommends the following minimum First Aid training requirements for fieldwork activities:

- Independent fieldwork, low risk fieldwork – one (1) First Aid trained personnel in attendance.
- General fieldwork – two (2) First Aid trained personnel in attendance.
- Remote fieldwork – two (2) Remote First Aid trained personnel in attendance.

Further guidance for specific activities, larger groups and the requirements for Oxygen Resuscitation First Aiders is available in the UOW Fieldwork and Off-Campus Activities Safety Manual and Guidelines.

Incident Reporting

Always report an incident whether or not it is the first time it has occurred and regardless of whether you, or property, were injured or not. Hazard and Incident Reports are completed online using **SafetyNet;** https://safetynet.uow.edu.au/uowauth/login.

Personal Protective Equipment (PPE)

Lab coats, safety glasses and enclosed shoes (**not** sandals or thongs) are the minimum safety requirements at any time when working in any laboratory within the School. There may be additional requirements depending on the risks associated with the work being carried out in a particular laboratory, if there have been any further PPE requirements determined in a RA, or the type of laboratory (e.g., PC1 or PC2 laboratory). There are signs on the door at the entry to the laboratory which outlines the minimum PPE requirements.

A minimum requirement in the field is generally sturdy shoes with ankle support, long pants and long-sleeved shirt, hat, sunglasses and sunscreen. Any further PPE requirements determined in a fieldwork RA must be worn when working in the field by all involved, including volunteers.

Please ensure all PPE requirements are adhered to.

Additional WHS Training

For some students it may be relevant and very important to undertake additional WHS training before commencing work. Discuss this with your supervisor and see what courses are available by visiting the Safe at Work Training Courses website; https://www.uow.edu.au/about/services/safe-at-work/training-courses/. There are instructions on the webpage regarding how to enrol.

First Aid

If you, or someone you are with, requires first aid, either contact, or ask a staff member to contact, a nominated First Aid Officer. You should make note of the First Aid Officer closest to your work area. Please note that Security staff (ext 21 4900 or via SafeZone app) are first aid trained, and available 24/7.

Other Important WHS Information

Smoke-Free Policy – In 2016 UOW became a cleaner and healthier campus by committing to be smoke free. Please note that smoking is not permitted on all University property, in University vehicles and at all University activities and events, with the exception of designated smoking areas in the UniBar, Student Accommodation Facilities and Innovation Campus. Please refer to UOWs Smoke-free webpage for further details.

Eating or drinking is **not** permitted in any wet, dry or computer laboratory.

Quality Assurance Process to Ensure the Independent, Transparent and Impartial Assessment of all Honours Project(s):

The School developed its procedures to ensure that each student receives the fairest possible treatment in what is a very difficult process of awarding a mark for Honours. Safeguards must be in place to avoid bias and to maintain standards from year to year.

First, we have a set of objectives for each of the Honours programs. These cover both achievement of

generic skills and mastering the knowledge and concepts of a research field, at the forefront of a particular field. The assessment in Honours is designed to test the level of achievement against these objectives.

All current Honours Supervisors are part of the pool of examiners. For this degree, the Major Project is examined by a panel of two assessors (excluding the supervisor), one of whom may be external, nominated by the supervisor.

- Proposal document– average of at least two markers (excluding supervisor) + proposal presentation (average of at least two members of the thesis committee, and assigned assessors; excluding supervisor)
- Thesis seminar - average of at least two members of the thesis committee, and assigned assessors; excluding supervisor)
- Thesis - average of at least two assigned assessors (excluding supervisor)

The School Honours Assessment Committee will deliberate on the final marks for students. The supervisor is given an opportunity to interpret, defend, or rebut the comments of the examiners at the final Honours Assessment Committee meeting. At the School's Examination Committee (comprising all available academic staff), all collated marks are presented and discussed. The Examination Committee then comes to a resolution on the final mark and grade of Honours to be forwarded to the University. It reserves the right to apply the above policies flexibly, on a case-by-case basis, or develop new policies as it sees fit to deal with unexpected circumstances.

Method for choosing Honours Examiners

1. Honours examiners shall be assigned by the Honours Coordinator.
2. A Supervisor cannot examine an Honours Project with a weighting of 24cp or more that they have supervised.
3. To be suitable for the role, an honours examiner must be familiar with the expectations and requirements of an Honours Degree course. They must also:
    a. hold an AQF Level 9 qualification or higher, or equivalent; and
    b. be an active researcher or have a proven research record; or
    c. have previous successful experience in supervision or examination of Honours Degree students; or
    d. have some research experience and have substantial specialised knowledge in the subject matter of the Honours Project.
    e. The examiner must have an understanding of how to assess an honours research project fairly, with recognition of the honours degree being an initial research experience for students (ie mark relative to opportunity), and an understanding of the roles of the supervisor compared to the student in the project design and methodology.

Procedure for Dealing with Discrepancies between Marks Awarded by Different Honours Examiners

Where there is a discrepancy of more than ten percentage points between the marks determined by any two honours examiners, and the discrepancy cannot be resolved by discussion between the honours examiners, an additional marker shall be appointed by the head of the Academic Unit to assess the Honours Project. When this delays the assessment process, the Honours Degree student should be notified that further advice has been sought.

The third Examiner shall be normally selected from the Nomination of Examiners Form by the Honours Coordinator, in consultation with the Supervisor. The third Examiner will be provided with a clean copy of the Honours thesis. The third Examiner will then determine a mark for the student and write a brief report explaining the basis for determining this mark. This mark will then be forwarded to the Honours Assessment Committee for discussion. **The Assessment Committee may then decide to either: (a) simply take an average of the three marks, or (b) disregard the mark of one examiner where the mark of this examiner is more than 10 percentage points above or below the average of those of the other two examiners.**

The Academic Unit Assessment Committee (where appropriate) is responsible for recommending the overall Honours mark to the Faculty Assessment Committee but, in all cases, the Faculty Assessment Committee declares the final mark.

Equipment, Study Space and Computer/Software Available to Honours Degree Students

Equipment: Access to specific equipment items, study space and computers should be discussed with your Supervisor.

Study Space & Computer Access: The SMAH Honours room (41.101) is available for your use.

1. **Computer Usage:** You may access the PC's in the 4th Year Computer Lab 41.101). Please note, this is a quiet working area and all noise must be kept to a minimum. This is a shared Faculty computer lab and operates on a "drop in" principle. Please do not save your work to the desktop, always use a USB.

2. **Photocopier:** You may use the printer / photocopier in 41.101 and have been given an allowance of 1000 pages. Your Dept ID is your student number. You will be prompted to enter this whenever you wish to photocopy. Log in instructions can also be found in the room.

For access to colour printing for your final soft-bound thesis please contact the Honours Supervisor. The lounges and Junction study area on Level 3, Building 41 are available to Honours students.
If you feel access to equipment, study space and computers will impede your progress please raise this with your Supervisor and/or Honours Coordinator as early as possible during your Honours program.

Telephone: There is no telephone for use by Honours students. If you require the use of a telephone for your research activities, please discuss access with your Supervisor and/or Honours Coordinator. If you are conducting a telephone survey, you/your Supervisor will be responsible for the costs of the telephone calls. Please use email wherever possible when communicating with other Universities and institutions.
Common Room: A fridge, hot water urn, microwave and kitchen facilities are available for use in the Common Room, 41.314.

Mail: Outgoing mail should be placed in the mail bag in 41.260. There is an Honours group pigeon hole for incoming mail in 41.314 (for students with Supervisors housed on Level 3) and in 41.227 (for students with Supervisors housed on Level 2).

Lockers: Lockers are available for Honours students on Level 3, Building 41. If you wish to be assigned a locker, please contact the Honours Coordinator. For use, you will need to supply your own lock and key.

Key/Swipe Card Access: If you require access to buildings and laboratories, key and swipe card request forms can be requested. Please complete these forms, have your Supervisor sign them and then submit for the Head of School's signature. You will then be notified when your key and/or swipe card is available to be picked up from Buildings & Grounds.

Statistical Consulting Service: You are entitled to consult staff in the Statistical Consulting Service in the School of Mathematics and Applied Statistics about your research. Further information can be obtained by visiting the web site
http://www.uow.edu.au/informatics/maths/scs/index.html.

Student Services and Support

There are a range of services available to students that are provided free of charge.
A good place to get to know services that may be of use to you is the Get Started @ UOW web page, accessed here https://getstarted.uow.edu.au/index.html or search for "*Get Started @ UOW*".
Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/wic/about1/index.html?ssSourceSiteId=getstarted
Careers advice	https://www.uow.edu.au/careers/index.html?ssSourceSiteId=getstarted
Counselling	https://www.uow.edu.au/student/counselling/index.html?ssSourceSiteId=getstarted
Student Accessibility and Inclusion	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/learningcoop/index.html?ssSourceSiteId=getstarted
Heads of Students	https://www.uow.edu.au/science-medicine-health/contact-us/

Student Support Adviser (SSA)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Advisers may be able to help. There are Student Support Advisers available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website:
https://www.uow.edu.au/student/services/SSA/contact/index.html

The Learning Co-Op

Provides online resources, access to Peer Coaches and Academic Consultants to support your learning at UOW.

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students.
The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: https://www.uow.edu.au/student/support-services/advocacy/
https://www.uow.edu.au/student/learning-co-op/

Library Services

To save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere via Ask Us: https://www.library.uow.edu.au/ask/index.html or *Google* "UOW library ask us".

Online – Ask a Librarian	Ask questions and receive a response within 1 business day (Wollongong time)
In person – Book a Librarian	30-minute appointment with an Librarian
Research Consultation Service	1 hour appointment with an information specialist. Available to UOW academics, HDRs, Postgraduate Coursework, Honours and Masters students.
By phone	+61 2 4221 3548

UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University's grade levels.

Grade	Mark %	Descriptor
High Distinction		A High Distinction is awarded for performance that provides evidence of an outstanding level of attainment of the subject learning outcomes, demonstrating the attributes of a Distinction grade plus (as applicable) one or more of the following: • consistent evidence of deep and critical understanding • substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches • critical evaluation of problems, their solutions and their implications for future investigation or research • consideration of any shortcomings in methodology or integration of findings, drawing on relevant theories and previous research • use of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work • creativity in application as appropriate to the discipline • eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline • consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy • all or almost all calculation based data is correct, very little or no data is incorrect
Distinction		A Distinction grade is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a Credit grade plus (as applicable) one or more of the following: • evidence of integration and evaluation of critical ideas, principles, concepts and/or theories • distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts • demonstration of frequent originality in defining and analysing issues or problems and providing solutions • fluent and thorough communication of information and ideas in terms of the conventions of the discipline • frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy • most calculation based data is correct, little or no data is incorrect
Credit		A Credit grade is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a Pass grade plus (as applicable) one or more of the following: • evidence of learning that goes beyond replication of content knowledge or skills demonstration of solid understanding of fundamental concepts in the field of study • demonstration of the ability to apply these concepts in a variety of contexts • use of convincing arguments with appropriate coherent and logical reasoning • clear communication of information and ideas in terms of the conventions of the discipline • regular application of appropriate skills, techniques and methods with high levels of precision and accuracy • most calculation based data is correct, some data is incorrect
Pass		A Pass grade (where awarded) is awarded for performance that provides evidence of a satisfactory level of attainment of the relevant subject learning outcomes, demonstrating (as applicable) one or more of the following: • knowledge, understanding and application of fundamental concepts of the field of study • use of routine arguments with acceptable reasoning • adequate communication of information and ideas in terms of the conventions of the discipline • ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy • a combination of correct and incorrect data is presented.
		A Fail grade is awarded where there is insufficient evidence of a satisfactory level of attainment of attainment of the relevant subject learning outcomes, on the basis of one or more of the following: • the project or research goal of the relevant honours project is nullified by major problems in the conceptualisation or execution of the project • the student is unable to present arguments with clarity or coherence • the student is unable to apply appropriate skills, techniques and methods with a satisfactory level of precision and accuracy • data is frequently incorrect • there are issues with adherence to academic integrity principles or practices

More details on UOW Grade descriptors can be found on the following link
http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf

University Policies

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:
http://www.uow.edu.au/about/policy/UOW058648.html

Authorship Policy

This policy outline the principles for determining authorship of publications that are a result of research undertaken at UOW
https://documents.uow.edu.au/about/policy/uow058654.html

Code of Practice – Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at:
http://www.uow.edu.au/about/policy/UOW058663.html

Honours Policy

This Code sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at:
https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058661.pdf

Human Research and Ethics Forms and Policies

https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from:
http://www.uow.edu.au/about/policy/alphalisting/UOW140611.html

Intellectual Property Policy

UOW's Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at http://www.uow.edu.au/about/policy/UOW058689.html

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice. The Policy can be found at:
http://www.uow.edu.au/about/policy/alphalisting/UOW222905.html

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at:
http://www.uow.edu.au/about/policy/UOW058666.html

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at: http://www.uow.edu.au/about/policy/alphalisting/UOW222906.html

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. The Policy can be found at:
http://www.uow.edu.au/about/policy/UOW058721.html

The Student Charter – Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community.
http://www.uow.edu.au/student/charter/index.html

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here:
http://www.uow.edu.au/about/policy/UOW058690.html

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.
http://www.uow.edu.au/about/policy/UOW058723.html

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:
https://www.uow.edu.au/about/policy/alphalisting/UOW016894.html

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	20220225	Katrina Green	Sonia Lanzi	FINAL HONS420_421 Autumn 2021 guide
2	20220214	Katrina Green	Jodie Douglas	FINAL HONS420_421 Autumn 2022 guide
3	20220719	Katrina Green	Jodie Douglas	FINAL_HONS420_421 Midyear 2022