Science, Medicine and Health – HONOURS Guide

Course: Bachelor of Nursing Honours; course code 862

Subject: HONS430/431

Honours Guide
SMAH Annual 2024 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

Name:	Professor Lorna Moxham
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Consultation mode and times:	By email

Student Support and Advice
Student Central: askuow@uow.edu.au

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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 at least 24 credit points of 300-level subjects relating to the Honours discipline;
- normally have a Weighted Average Mark (WAM) of at least 75 for the 24 credit points of 300-level subject relating to the Honours discipline;
- complete an Expression of Interest form for *Consideration of Honours.*
- be approved by the relevant Head of School and Honours Coordinator

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 SON 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.

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.

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. Student requests to reduce their study load will be considered on individual circumstances.

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;
n. ensure that arrangements are made to provide for alternative supervision if a Supervisor is absent for more than two weeks; and
o. 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 nursing clearly and coherently to others.
2. Integrate and apply knowledge and skills in nursing together with research principles and methods to plan and execute a substantial scholarly/research activity.
3. Critically review and analyse current literature and data sets.
4. Apply knowledge of research, research integrity, ethics and project management to plan and execute a piece of research**.**
5. Demonstrate skills in analysing and synthesising evidence to identify and solve problems.
6. Produce a piece of scholarly/research activity in the form of a thesis.

Description

This subject is for students undertaking Honours in Nursing. The Nursing Honours full-time program gives students the opportunity to undertake a 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.

The School of Nursing End-on Honours course provides interested students with the opportunity to develop skills in research, research integrity, research ethics and project management. The nominated research supervisors and the BN Honours Coordinator scaffold the learning for students. Support includes workshops introducing what a BN Honours consists of and development of skills in project planning, completing a literature review, research ethics and integrity and data collection and analysis relevant to the research methods being used in the student project.

Readings, References and Materials

Readings, references and materials will be provided by project supervisors.

Recent Changes to this Course

2024 changes to end on honours courses/ subjects to ensure a consistent approach within SMAH.

Key Dates

	Full-time (HONS430)	Part-time (HONS431)
Official commencement date	Monday 12 Feb 2024	Monday 12 Feb 2024
Project Proposal	4pm Friday 26 April 2024	4pm Thursday 12 September 2024
Research Report (Thesis)	4pm Thursday 10 October 2024	4pm Monday 9 June 2025
Final Seminar/Presentation	Week of 21 October 2024	Week of 8 July 2025

*Dates for task submission for part-time students are approximate and may be subject to change.

Section B: Assessment of Honours Project

Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Dates	Weighting
Assessment 1	Project Proposal	**HONS430 (full-time students)** 4pm 26 April 2024 **HONS431 (part-time students)** 4pm 12 September 2024	Within 15 working days of the submission	10%
Assessment 2	Research Report (Thesis)	**HONS430 (full-time students)** Thursday 4pm 10 October 2024 **HONS431 (part-time students**) 4pm Monday 9 June 2025	Release of results	80%
Assessment 3	Final Seminar/Presentation	**HONS430 (full-time students)** Week of 21 October 2024 **HONS431 (part-time students)** Week of 8 July 2025	Release of Results	10%

Details of Assessment Tasks

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

Assessment 1	Project Proposal	
Due date	**HONS430 (full-time students)** 4pm 26 April 2024	**HONS431 (part-time students)** 4pm 12 September 2024
Weighting	10%	
Submission	Submit an electronic copy of your assignment via upload to eLearning. Please refer to detailed information regarding submission of assignments on the subject's eLearning site.	
Type of Collaboration	Individual Assessment	
Length	1000 words	
Details	A summary outlining the proposed research project will include the following headings: - *Title* - *Aims, objectives and study design/scope of the project* - *key previous work* - *Data collection and methodology* - *A figure conveying the project process* - *A table demonstrating the timeline of the project* - *References* The table and figure will be excluded from the word count	
Style and format	Project Proposal Template is available to download in eLearning site.	
Subject Learning Outcomes	1 - 4	
Marking Criteria	*The marking criteria for this assessment task are available in eLearning*	

Assessment 2	Research Report (Thesis)	
Due date	**HONS430 (full-time students)** Thursday, 4pm 10 October 2024	**HONS431 (part-time students)** 4pm Monday, 9 June 2025
Weighting	80%	
Submission	Submit an electronic copy of your assignment via upload to eLearning. Please refer to detailed information regarding submission of assignments on the subject's eLearning site.	
Type of Collaboration	Individual Assessment	
Length	Up to 65 pages (1.5 space) not including tables, references and appendices (Honours Theses that include submitted or accepted manuscripts for publication may require additional pages and this should be discussed with the Honours Coordinator)	

Details	The Research Report (Thesis) must include:
	• A title page containing the title, Author's full name, Degree, University, Month and Year
	• A page following containing a signed and dated declaration statement. For example:
	    This research report is submitted in accordance with the regulations of the University of Wollongong in partial fulfilment of the degree of BN Hons degree. It does not include any material published by another person without due reference within the text. The work presented in this research report was performed by the author, except where acknowledged. This report has not been submitted for a degree at any other university.
	    - An abstract
	    - Table of Contents
	    - Acknowledgements
	    - Abbreviations
	    - List of Figures / Tables
	    - Main Body
	    - References (formatted appropriately)
	    - Appendices
	Work on the project will normally be spread over 35 weeks of the academic year, but care must be taken to allocate sufficient time for the preparation of the final thesis. It is recommended that you begin writing your thesis well in advance and that you submit a thesis outline to your supervisor for comment. Make sure you obtain as much general feedback as possible as the thesis develops and make certain that the thesis is carefully proofread.	

Style and format	The report is to be prepared in accordance with the following specifications: The document should be 1.5 spaced and 12 point typescript (Times Roman) on size A4 paper. See the eLearning site for further instructions on formatting your thesis. • the text of the document (in English) must be 1.5 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; • the margins on each sheet will be 40 mm on the left-hand side, 20 mm on the right hand side, 20 mm at the top and 20 mm at the bottom; • 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); • the report should be divided into chapters or sections (each of which start on a separate page) • chapters may be presented as papers for publication in the peer-reviewed literature in accordance with the guidelines **If the examiners request a hard copy:** - 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; - the thesis will be 'soft' bound (spiral binding) for the examination.	
Subject Learning Outcomes	1 - 6	
Marking Criteria	Will be determined by marking rubrics	

Assessment 3	Final Seminar/Presentation	
Due date	**HONS430** Week of 21 October 2024 (TBA)	**HONS431** Week of 8 July 2025 (TBA)
Weighting	10%	
Submission	Presented on the due date according to the schedule available on the subject eLearning site.	
Type of Collaboration	Individual Assessment	
Length	20 minutes plus 10 minutes of questions	
Details	The final seminar is an overview of the research project with a short introduction but primarily focussed on the results achieved, methods/techniques and problem-solving strategies employed, along with conclusions and future directions. - What problem you are addressing (problem statement) - How you went about solving the problem (project design methodology/ method) - What your project has found (outcomes) - How you will use the finding in practice - Based on the conclusion, what the future directions are	
Style and format	Oral Seminar or Poster Presentation (in person or via WebEx/Zoom depending on COVID safe requirements)	
Subject Learning Outcomes	5, 6	
Marking Criteria	Will be determined by marking rubrics **Major points to consider:** - Was the scope and background of the study clearly presented? - Was there a set of clear testable aims or hypotheses? - Were the methods/approach presented in sufficient detail for the discipline and for a general audience? - Did the talk follow a logical structure? - Were visual aids well prepared? - How clear was speech/use of voice? - Were questions handled well?	

Minimum Requirements for a Pass in this Subject

The minimum performance requirements for this subject are:

- attempt all assessment tasks
- a minimum of 50% Pass grade for all summative assessments and Satisfactory Completion for all formative assessment tasks.

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. 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

Referencing of material used in the thesis is a formal mechanism for giving appropriate acknowledgment of the work of others. A reference must be cited every time it is used in the main body of text but it is listed only once in the reference list, no matter how many times you cite it in the text. The School of Nursing generally uses the APA system of referencing (available on Endnote®) however different types of projects may require other referencing systems such as numbering to improve the readability of the text. The referencing system must be consistent and accurate. It is strongly encouraged that you use reference management software to assist in the referencing process.

A summary of the APA system can be accessed on the Library website at: http://uow.libguides.com/refcite
Resources on how to use Endnote can be located on the Research Training Moodle site and workshops run by the library

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 Academic Program Committee will utilise the following criteria as a guide:

Honours Class I

Demonstrates excellence in approach to the research area in:

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

ii) Mastery of experimental procedure, design and data collection, or in the case of non-experimental theses, techniques of gathering information appropriate to the problem.

iii) Use of the appropriate statistical analysis, and facility in interpreting the results in terms of the thesis topic, or in the case of non-experimental theses, facility in interpreting the information derived in terms of the thesis topic.

iv) Clear and concise presentation and organisation of all aspects within the thesis.

Honours Class II, Division 1

The student satisfies all but one of the former criteria.

Honours Class II, Division 2

The student satisfies the following criteria:

i) 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.

ii) Shows an adequate knowledge of the conceptual framework of the thesis area.

Honours Class III

The student satisfies either (i) OR (ii) criteria listed for Honours Class II Division 2.

Assessment 1: Project Proposal (10%)

Criteria	High Distinction 100%	High Distinction 90%	Distinction 80%	Credit 70%	Pass 55%	Fail 49%	Fail 25%	Fail 0%
Introduction / Background (20%)	Provides a robust critical review of the literature that informs the proposed research. The text follows a logical sequence, synthesises what is known about the topic & demonstrates how the proposed research can fill a gap.	Provides a critical review of relevant literature that informs the proposed research. The text follows a logical sequence, reveals what is known about the topic & identifies how the proposed research can fill a gap.	Provides a thorough review of relevant literature that informs the proposed research. Critical evaluation may be inconsistent in parts. The text follows a logical sequence & reveals what is known about the topic. May not be clear how the proposed research can enhance knowledge.	Provides an overview of relevant literature. The text is largely well sequenced & supports the need for the proposed study.	Limited evidence of critical thinking. Over-reliance on description rather than analysis & critique. The text does not fully reveal what is known about the topic, nor clearly identify the gaps in knowledge that support the need for the proposed study.	Little evidence of relevant literature. May contain errors of fact. Very limited or no critical review or synthesis of essential issues. Little attempt to link issues raised in the literature to the proposed research.	Little evidence of relevant literature. Contains errors of fact. No critical review or synthesis of essential issues. Little attempt to link issues raised in the literature to the proposed research.	Minimal reference to relevant literature. No critical review or synthesis of essential issues.
Problem Statement & Research Question (10%)	The problem statement is succinctly and clearly expressed and flows into a concise, correctly stated research question.	The problem statement is succinctly and clearly expressed. The research question(s) are concisely & correctly stated.	The problem statement is clearly expressed. The research question(s) are correctly stated.	The problem statement & research question are expressed but incomplete due to minor omissions.	The problem statement is expressed but lacks adequate detail. The research question is included but poorly expressed.	The problem statement lacks adequate detail. The research question is incomplete or does not match the problem statement.	The problem statement lacks detail. The research question is incomplete or does not match the problem statement.	Absent research question or problem statement.
Methodology / Research Design (20%)	The chosen methodology / design is appropriate, & the choice is justified by a strong, well-structured argument. The essential elements of the methodology & design are well synthesised & related to the research.	The chosen methodology & design is appropriate, & the choice is justified by a well-presented argument. The essential elements of the methodology & design are discussed in full & related to the research.	The chosen methodology & design is appropriate & the choice is justified by a sound argument. Most relevant concepts & principles are discussed & related to the research focus.	The chosen methodology & design is appropriate & the choice is justified, though there may be some omissions from the argument. Most relevant concepts & principles are discussed & related to the research focus.	The chosen methodology & design is appropriate & explored, but the argument for the choice may be inconsistently substantiated. Several relevant concepts & principles are identified.	The chosen methodology & design is unclear, or not related to the research question or hypotheses. Some essential elements & limitations of the chosen methodology & design may be identified but not explored.	The chosen methodology & design is unclear, or not related to the research question or hypotheses.	The chosen methodology & design is not identified or not related to the research question or hypotheses.

Criteria	High Distinction 100%	High Distinction 90%	Distinction 80%	Credit 70%	Pass 55%	Fail 49%	Fail 25%	Fail 0%
Sampling / Data Collection (20%)	The sampling & data collection methods are congruent with the chosen methodology & research questions. The choice of methods is well justified.	The sampling & data collection methods are congruent with the chosen methodology & research questions. The choice of methods is explained.	The data collection methods are congruent with the chosen methodology/design & research questions & are fully explained.	The data collection methods are congruent with the chosen methodology/design & research questions & are explained.	The data collection methods are congruent with the chosen methodology/design & research questions & are in the main explained.	The data collection methods are neither adequately justified nor explained. They may be unrelated to the chosen methodology/design and/or research questions & aims.	The data collection methods are identified but are unrelated to the chosen methodology/design and/or research questions & aims.	The data collection methods are not described or are unrelated to the chosen methodology/design and/or research questions & aims.
Ethical Issues (10%)	Ethical issues relating to participants and data management are well described.	Ethical issues relating to participants and data management are discussed.	Ethical issues relating to participants and data management are identified and there is some discussion.	Ethical issues relating to participants and data management are identified and discussed but there may be some omissions.	Ethical issues relating to participants and data management are identified and discussed but there are some key omissions.	Ethical issues are identified and discussed but either those issues relating to participants or data management may be missing.	Not all relevant ethical issues are identified or discussed.	There are significant omissions in the identification and discussion of ethical issues.
Timeline (10%)	The timeline of the proposed research is well described and logical. It is highly feasible and achievable.	The timeline of the proposed research is described and logical. It is feasible and achievable.	The timeline of the proposed research is described and appears logical. It is likely feasible and achievable.	A timeline provides an overview of the planned work but may be missing some aspects. It is likely feasible and achievable.	A timeline provides an overview of the planned work but is missing some aspects. It is likely to have some areas that are not feasible or achievable.	The timeline is missing key aspects or is not feasible or achievable.	Key aspects are missing for the timeline or there is no clear plan for the work.	The timeline is absent or is disorganised and lacks a plan for progress.
Academic Writing (10%)	Exemplary academic writing. Subject matter is developed within each paragraph. No errors in spelling, grammar & syntax. All discussion well synthesised. Meets all style requirements. No referencing errors.	Outstanding academic writing. Subject matter is developed within each paragraph. Exemplary spelling, grammar & syntax with no errors. Meets all style requirements. No referencing errors.	Evidence of superior academic writing skills. Correct use of paragraphs. Discussion in each paragraph provides sufficient depth to demonstrate understanding. Superior spelling, grammar, & syntax < 5 minor errors. Meets all style requirements. <5 minor referencing errors.	Evidence of sound academic writing. Paragraphs are 5-7 sentences in length and sentences are clear & concise. Minor errors only in syntax, spelling & grammar. Meets all style requirements. Some referencing errors in in-text and/or referencing list (5-7).	Adequate communication of information. Attempts to use paragraphs. Some sentences may be too long/short. Meets almost all style requirements including spacing, page numbers, font, headings. Some errors in in-text and/or referencing list (8-10).	Language hinders the effective flow of ideas & meaning. Sentences lack structure & are consistently too short or too long. Multiple errors in spelling, grammar and style. Not structured as per UOW Assessment Handbook. In-text referencing and/or reference list contains major errors (>10).	Language hinders the effective flow of ideas and meaning. Sentences lack structure and are difficult to follow. Multiple errors in spelling, grammar and style. Not structured as per UOW Assessment Handbook. In-text referencing may be absent and/or reference list and contains major errors (>10).	Disorganised and lacks any sense of cohesion and alignment. Multiple errors in spelling, grammar and style. Not structured as per UOW Assessment Handbook. Absent in-text referencing and/or reference list.

Assignment 2 Rubric: Research Report (Thesis) (80% weight); HONS430/431

Criteria	14-16	12-13	10-11	8-9	<8
Abstract & Introduction / Background	The research problem is clearly expressed. The background to the study is clearly established with reference to relevant literature. Relevant issues are critically synthesized. The research question(s) or aims are concisely & correctly stated.	The research problem is expressed. The background to the study is described with reference to some relevant literature to provide a context. There is an attempt to synthesise key issues. The research question(s) or aims are concisely & correctly stated.	The research problem is identified. The background to the study is presented but there are omissions or a lack of clarity in the arguments. There is limited synthesis of key issues. The research question(s) or aims are stated but may be incomplete.	The research problem and background are identified but lack adequate detail. The research question(s) or aim is included but poorly expressed.	Little evidence of understanding of the background to the project. May contain serious errors of fact. The range of literature sources used is insufficient and there is a lack of synthesis of essential issues.
Review of relevant literature	Provides a critical review of relevant literature that informs the proposed research. Includes mostly primary sources. The text follows a logical sequence & reveals what is known about the topic & in what ways the proposed research can enhance knowledge	Provides a thorough review of relevant literature that informs the research. Critical evaluation may be inconsistent in parts. Includes mostly primary sources. The text follows a logical sequence & reveals what is known about the topic. May not be clear in what ways the proposed research can enhance knowledge.	Provides an overview of some relevant literature. Includes mostly primary sources. The text identifies what is known about the topic, the existing gaps in knowledge & supports the need for the proposed study.	Little evidence of critical thinking. Over- reliance on description of research reports rather than analysis & critique. The text does not fully reveal what is known about the topic, nor clearly identify the gaps in knowledge that support the need for the proposed study.	Little evidence of understanding of the purpose or structure of a literature review. May contain serious errors of fact. Insufficient range of literature sources used. Insufficient evidence of critical review or synthesis of essential issues. Little attempt to link issues raised in the review of literature to the proposed research.
Description of methodology and methods	The methodology & design is appropriate, & the choice is justified by a sound argument. The essential elements of the design & methodology are discussed in full & related to the research. Sufficient detail is provided for the study to be repeated by the reader. Appropriate options for analysis of the collected data are correctly & comprehensively described. Possible threats to validity, reliability or rigor & trustworthiness are accurately identified & fully discussed. Strategies to overcome threats to validity & reliability / rigor & trustworthiness are appropriate & fully explained. Ethical issues that may arise	The methodology & design is appropriate & justified by a sound argument. Most relevant concepts are discussed & related to the research. The description of all aspects of the method / methodology may not be sufficient for replication but there are no significant errors or omissions. Appropriate options for analysis of the collected data are correctly identified & described. Possible threats to validity, reliability or rigor & trustworthiness are identified & discussed. Strategies to overcome threats to validity & reliability / rigor & trustworthiness are appropriate & explained. Ethical issues that may arise	The methodology & design is appropriate & the choice is justified, though there may be some omissions from the argument. Most relevant concepts are discussed & related to the research but there may be some errors or omissions. Appropriate options for analysis of the collected data are correctly identified & in the main described. Possible threats to validity, reliability or rigor & trustworthiness are accurately identified. Strategies to overcome threats to validity & reliability / rigor & trustworthiness are appropriate & identified. Ethical issues that may arise are identified & reflect the principles	The methodology & design is explored. Several relevant concepts & principles are discussed & related to the research. Scientific method passably followed when designing research. Some significant mistakes or irrelevant material. Research will has some significant flaws. Appropriate options for analysis of the collected data are correctly identified but lack a full description. The majority of possible threats to validity, reliability / rigor & trust-worthiness are accurately identified. Strategies to overcome threats are mostly identified & appropriate. Ethical issues that may arise &	The chosen methodology & design is unclear, or not related to the research question or hypotheses. Some essential elements & limitations of the chosen methodology & design may be identified but not explored. Data analysis options either inappropriate or not identified or not described. Possible threats to validity, reliability or rigor & trustworthiness are not accurately identified. Strategies to overcome threats to validity & reliability / rigor & trustworthiness may not be appropriate or identified. Not all ethical issues are identified or there are significant gaps in the exploration of the

Criteria	14-16	12-13	10-11	8-9	<8
	are comprehensively & fluently explored & reflect the principles of ethical research.	are described & reflect the principles of ethical research.	of ethical research tends to be more descriptive than exploratory.	reflect the principles of ethical research. There are some gaps or confusion in the exploration.	relationship of ethical principles in the study.
Analysis and presentation of results	All relevant data correctly presented and focused on the research question. An analytical/insightful approach to the results/data. Presentation of data is of publication quality for a journal appropriate to the field, self-explanatory and without errors.	Appropriate approach to data analysis and interpretation with no significant errors. Data mostly focused on the research question. Presentation of data is largely self-explanatory but may contain minor errors	Most relevant material stated and focused on research question with some mistakes/irrelevant material included. Presentation of data is not self-explanatory although only contains a few errors	Limited data analysis and poor data presentation. Some significant mistakes or irrelevant material. Presentation of data is not self-explanatory and contains errors.	Data are missing or incorrect. Inadequate and/or inappropriate data analysis and interpretation. Presentation does not adequately represent all the results/data and may be fundamentally flawed.
Discussion of results & conclusions	Full understanding of topic within wider context. Full critical evaluation with advanced/complex arguments supported by evidence and examples. Evidence of substantial conceptually sophisticated thinking. Full understanding of implications and limitations of the data with excellent conclusions drawn	Substantial understanding demonstrated. Critical evaluation and arguments supported by evidence and examples. Very good understanding of implications and limitations of data with strong conclusions drawn.	Understanding demonstrated, but with limited critical evaluation and restricted use of evidence. Appropriate approach to most aspects of discussion and interpretation but with some errors and poor arguments. Good understanding of implications and limitations of data with conclusions drawn.	Little understanding or individuality demonstrated. Little critical evaluation. 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.	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.
	9-10	**7-8**	**5-6**	**4-3**	**<3**
Clarity of expression / arguments	Evidence of critical discussion, linkage and integration of information. Assignment is easy to read and logical flow is evident. Authentic writing style. All technical terms explained where necessary.	Evidence of critical discussion and integration of information. Assignment is easy to read. Authentic writing style. Vocabulary and grammar correct. Technical terms explained where necessary	Attempts at critical discussion and integration of information. Writing style is mostly articulate, vocabulary and grammar enhance argument flow, although there may be some areas for improvement.	Little evidence of critical thinking or analysis and an over reliance on description and/or unsubstantiated generalizations. Meaning is apparent but language and/or ideas may be clumsy or difficult to follow.	Arguments supporting the proposed study are absent or illogical. Expression difficult to follow.
Presentation of thesis	Comprehensively acknowledges sources, supports assertions from the literature and cites using a consistent referencing style. Syntax, grammar, punctuation and spelling are largely correct. Excellent formatting and layout of document	Carefully acknowledges sources, supports assertions from the literature and cites using a consistent referencing style. Syntax, grammar, punctuation and spelling are mainly correct. Very good formatting and layout of document	Satisfactorily acknowledges sources, supports assertions from the literature and cites in-text appropriately. Acceptable referencing using a consistent referencing style. Grammar and spelling contain some errors. Good formatting and layout of document.	Acknowledges some sources, supports most assertions from the literature. Mostly cites in-text appropriately. Referencing style inconsistent. Grammar and spelling contain multiple errors. The formatting and layout of document are poor.	Unsatisfactorily acknowledges sources and/or fails to support assertions from the literature. Inaccurate referencing or inconsistent referencing style. Frequent errors in spelling, grammar and/or writing style detract from reading

UNIVERSITY
OF WOLLONGONG
AUSTRALIA

BN Honours Research Report (Thesis)
Examination Report

Student: _____

Thesis Title: _____

_____

Examiner: _____

Criteria	Mark
Abstract & Introduction or Background	/16
Review of relevant literature	/16
Description of methodology and methods	/16
Analysis and presentation of results	/16
Discussion of results & conclusions	/16
Clarity of expression / arguments	/10
Presentation of thesis (including spelling, grammar and referencing)	/10
Total Mark	/100

See clarifying statements around "Class of 'Honours' Awarded"

Class Awarded: _____

Examiners' Comments:

Signature:_____   Date: __ /__ / ____

Assignment 3 Rubric: Final Seminar/Presentation (10% weight); HONS430/431					
Criteria	**17-20**	**13-16**	**9-12**	**6-9**	**<6**
Introduction/ Background (20%)	Provides a critical, clear and concise background on the importance and relevance of the problem to nursing and health care based critical review of the peer-reviewed literature.	Provides a clear description of the importance and relevance of the problem based on some review of the peer-reviewed literature.	Provides brief statements on the relevance of the problem, may not include relevant literature.	Although an issue is identified, the statement is too broad, or the description fails to establish the importance.	The description of the problem is not clear.
Study Design (methods/ methodology) (20%)	Provides a critical, clear and concise description of the methodology, project design and associated methods.	The methodology, project design and associated methods are all described and coherent.	The methodology, project design and associated methods have been identified and described although may be missing some details.	The description of the methodology, project design and associated methods is confusing or incomplete.	AI element of the methodology, project design and associated methods is not described or is inconsistent with the study aims.
Findings (20%)	All relevant data are correctly presented and focused on answering the research question. An analytical/insightful approach to the results/data is taken. Presentation of data is of publication quality for a journal appropriate to the field, self-explanatory and without errors.	There is an appropriate approach to data analysis and interpretation with no significant errors. Data mostly focused on the research question. Presentation of data is largely self-explanatory but may contain minor errors.	Most relevant material are stated and focused on research question with some mistakes or irrelevant material included. Presentation of data is not self-explanatory and may contain a few errors.	There is limited analysis of the data and poor data presentation. Some significant mistakes or irrelevant material present. Presentation of data is not self-explanatory and contains errors.	The data are inadequate or there is inappropriate data analysis and interpretation. Presentation does not adequately represent all the results/data and may be fundamentally flawed.
	9-10	**7-8**	**5-6**	**3-4**	**<3**
Discussion & Conclusion (10%)	Critically synthesises the key points of the project in a way that is easy to follow and understand. Excellent evidence of the impact of the work and recommendations for practice or future research.	Clearly and succinctly describes the key points of the project. Relevant suggestion for practice and future studies are made.	Highlights most of the key points of the project. Suggestion for practice and future studies are presented but they may not be clear.	Some demonstration of the key points of the project. Little suggestion for practice or future research.	Overlooks or omits key points of the project by going into details that aren't as relevant. No relevant suggestions for practice or future studies.
Response to Questions (10%)	Responds to questions in a confident, clear, and articulate manner. Addresses all aspects of the question(s).	Responds to questions in a confident, clear, and fluent manner. Addresses most aspects of the question(s).	Questioning is mainly addressed but lacks cohesion or clear communication. May not be able to answer some questions.	Questions not fully addressed and responses lack substance.	Answers are not complete and may not be well related to the question posed.

Presentation Visual (10%)	The presentation is logically structured and flows well. Excellent and appropriate use of slides and graphics to convey ideas. The presentation is aesthetically appealing.	The presentation is logically structured and flows well. Good use of slides and graphics to convey ideas. The presentation is appealing but may have some minor limitations.	The presentation largely flows logically. Use of text, images and other media is mostly clear with some issues present that detract from the presentation.	The flow of the presentation may not be logical. Significant issues are present in the slides / graphics. The presentation is difficult to follow.	The structure of the overall presentation is poor. The visual presentation hinders comprehension.
Presentation Skills (10%)	There is outstanding clarity of speech and body language demonstrates confidence. Speaks with expression. Engages with the audience very well.	Clarity of speech and body language shows good understanding and confidence in the topic. Uses some expression to maintain interest. Engages with the audience well.	Presentation skills are good with positive body language and speech is clear and appropriate. Shows confidence in many elements but may not engage with the audience.	Some attempts are made to hold the attention of the audience. There may be some aspects of presentation that make it difficult to follow the speaker (e.g. rapid pace, lack of eye contact).	Limited eye contact with audience. Hard to hear or understand speaker. Speaks too fast/slow to allow listeners to follow.

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 and identify your practical class or tutorial group 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://www.uow.edu.au/about/learning-teaching/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

Nursing Laboratories
There are specific induction and training requirements, as well as procedures which must be adhered to when working in a nursing laboratory. Your Honours Coordinator will discuss these requirements with you. The UOW Working with Sharps Guidelines is also a good resource:
https://documents.uow.edu.au/content/groups/public/@web/@ohs/documents/doc/uow017005.pdf

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.

Work Integrated Learning (WIL)
Work Integrated Learning describes activities that integrate work practices with learning in an academic institution. Through WIL, students undertake authentic, experiential learning relevant to their program of study. WIL may occur in person or remotely, in a physical or simulated workplace, or in the classroom. It includes practicums, placements, internships, service learning, industry projects and experience, workplace simulations and professional activities.

WIL activities at UOW:
- are purposefully designed
- are informed by design principles
- draw on industry expertise, where relevant
- foster opportunities for reflection and engaged feedback
- shape and support students' career goals through alignment of activity with career development frameworks.

WIL is classified into five types: Co-curricular WIL, Foundational WIL, Embedded WIL, Applied WIL and Professional WIL. Honours is considered to be Professional WIL. Find out more about the UOW WIL design principles and the UOW WIL Curriculum Classification Framework at:
https://www.uow.edu.au/about/learning-teaching/curriculum-transformation/work-integrated-learning/

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.

- Project Proposal – assessed by course lecturers
- Research Report (Thesis) - average of at least two markers (excluding supervisor)
- Final Seminar/ Presentation - average of departmental staff and external supervisors

At the School's Examination Committee (comprising all available academic staff), all collated marks are presented and discussed. The examiners' reports are available to all the staff, with a copy of the Major Report. The supervisor is given an opportunity to interpret, defend, or rebut the comments of the examiners. 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.

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 website: http://www.uow.edu.au/informatics/maths/scs/index.html.

Administrative Tasks on Completion of Research Project

Honours students are required to complete a Project Completion Form at the end of their project. The form requires at least one Supervisor signature to indicate satisfactory completion. The Project Completion form lists a variety of tasks the student must compete prior to the official completion of the Honours project such as returning keys, cleaning lab spaces, archiving data etc. It is available in the Off-boarding section of the SMAH WHS Website: https://www.uow.edu.au/science-medicine-health/whs/

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
Heads of Students	https://www.uow.edu.au/science-medicine-health/contact-us/

Student Support Coordinators

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:
https://www.uow.edu.au/student/learning-co-op/

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/

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 a 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: 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. 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: 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: 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: 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: 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 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	20230512	Kristy Blackburn		HONS430-431 2024 AUTUMN_SON DRAFT 2

Appendix 1: Format of Title Page

TITLE

*A research report (thesis) submitted in
fulfilment of the requirements for the award
of the degree

BACHELOR OF NURSING (HONOURS)

From

UNIVERSITY OF WOLLONGONG

By

AUTHOR'S NAME, DEGREE(S) HELD

Supervised by:

INSERT SUPERVISORS NAMES

SCHOOL OF NURSING

2024

Appendix 2: Format of Declaration

Sample Declaration for inclusion in thesis:

DECLARATION

I, INSERT STUDENT NAME, declare that this research report (thesis), submitted in (partial) fulfilment of the requirements for the award of Bachelor of Nursing (Honours) in the School of Nursing at the University of Wollongong, is wholly my own work unless otherwise referenced or acknowledged. This document has not been submitted for qualifications at any other academic institution.

(Signature)
INSERT STUDENT NAME
INSERT DATE

Appendix 3: Nomination of Examiners Form and Guidance for Examiners

School of Nursing
Nomination of Examiners Form for BN Honours Research Report (Thesis)

Student Name:	
Student No:	
Thesis Title:	
Primary Supervisor:	
Co-Supervisor(s):	

Potential Examiner 1

Title:	Name:		Position:

Academic Qualifications:
Has this person been involved / worked with the candidate previously? Yes / No (If Yes please explain)
Has this person been involved in research / work with any of the supervisors within the last 5 years? Yes / No (If Yes please explain nature of work)
Please provide information on why the Examiner is suitable to perform the examination
Please detail the extent of the input the proposed Examiner has had on the current research report (thesis)
Please detail any relationship between the proposed Examiner and any of the project supervisors
How many Hons theses has the proposed Examiner marked?
Is a brief CV attached? Yes / No
Contact Details:

Potential Examiner 2

Title:	Name:		Position:

Academic Qualifications:
Please provide information on why the Examiner is suitable to perform the examination
Please detail the extent of the input the proposed Examiner has had on the current research report (thesis)
Please detail any relationship between the proposed Examiner and any of the project supervisors
How many Hons theses has the proposed Examiner marked?
Is a brief CV attached? Yes / No
Contact Details:

Potential Examiner 3		
Title:	Name:	Position:
Academic Qualifications:		
Please provide information on why the Examiner is suitable to perform the examination		
Please detail the extent of the input the proposed Examiner has had on the current research report (thesis)		
Please detail any relationship between the proposed Examiner and any of the project supervisors		
How many Hons theses has the proposed Examiner marked?		
Is a brief CV attached? Yes / No		
Contact Details:		

School of Nursing

Faculty of Science, Medicine and Health

Guidance for Examiners

The BN (Honours) provides exceptional students with the opportunity to extend their knowledge and skills to a higher level by completing a small research project under supervision. This may be a project of the students own choice or be a small component of a larger project.

When examining the research report (thesis) Examiners are asked to consider the following;

–   This is the usually the first time that the student has been exposed to undertaking a research project and reporting research.

–   There is no coursework component of the course, although students are supported by experienced research supervisors who will have provided guidance, support and training.

–   The student has only approximately nine months full-time to complete the work, including any planning, data collection, analysis and reporting.

–   This research report (thesis) is not a mini PhD or MPhil project. It is intended to be the report of a small project demonstrating the students' capacity to;

    a)   demonstrate an understanding of the research process
    b)   convey a critical knowledge of the relevant issues in terms of the literature, methods / methodology and the findings / implications
    c)   communicate effectively about the project

at a level that can reasonably be expected of an individual who has just completed a Bachelors degree and has had the equivalent of nine months full-time to complete the work.

–   The research report (thesis) can be submitted as either formal chapters or contain chapters formatted as a paper submitted for peer-reviewed publication.

–   The choice of report presentation is a decision between the student and their supervisors and should not impact the examination process.

–   For those who include papers for publication in their research report (thesis), it is expected that all papers included in the report would be presented in the style / format of the target journal and be submitted to the journal prior to the lodgement of the research report (thesis) for examination.

–   Due to the tight timeframes for completion of the projects and the time taken for the acceptance of peer-reviewed papers, students are not expected to have papers which are included in their research report (thesis) accepted for publication.

Class of 'Honours' Awarded
The following table demonstrates the Honours Class and mark cut-offs.

Honours Class	Final Mark
Class I	85 - 100%
Class II, Division 1	75 - 84%
Class II, Division 2	65 - 74%
Class III	50 - 64%
Fail (Award of Pass Degree only)	0 - 49%

To assist in ensuring that each research report (thesis) receives an appropriate Honours Class the following criteria should be used as a guide:

Honours Class I

Demonstrates excellence in approach to the research area in:

   i)   Possessing a clear understanding of the research question and its relationship to the current body of knowledge (ie. relevant literature) in the area.

   ii) Mastery of experimental procedure, design and data collection, or in the case of non-experimental theses, techniques of gathering information appropriate to the problem.

   iii) Use of the appropriate statistical analysis, and facility in interpreting the results in terms of the thesis topic, or in the case of non-experimental theses, facility in interpreting the information derived in terms of the thesis topic.

   iv) Clear and concise presentation and organisation of all aspects within the thesis.

Mark	Criteria
≥ 95	An exceptional thesis in all respects. The work is very highly significant and original, as well as being exceptionally presented.
90 –94	An outstanding thesis showing significant evidence of originality and insight, along with a wide knowledge of the subject area. Presented in a logical, accurate and concise manner. The work is significant or original and could be part of a published manuscript.
85 - 89	An outstanding thesis showing evidence of insight and critical thinking. There is attention to the layout and details, but maybe falling short on excellent presentation. There is evidence that the work is thoroughly understood by the candidate and its implications appreciated. The thesis is of sufficient quality to submit for peer-reviewed publication.

Honours Class II, Division 1

The student satisfies all but one of the former criteria.

Mark	Criteria
80-84	A very good comprehensive thesis showing good understanding of the work. There is reference to all of the relevant topic and methodology literature. The thesis shows some insight or originality. The work is mostly accurate and logical. Presentation very good.
75-79	A very good thesis showing good understanding of the work with reference to most of the relevant topic and methodology literature. The thesis is mostly accurate and logical. The organisation and presentation of the thesis is good.

Honours Class II, Division 2

The student satisfies the following criteria:

i) 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.

ii) Shows an adequate knowledge of the conceptual framework of the thesis area.

Mark	Criteria
70-74	A good comprehensive thesis showing clear understanding of the work, but probably more notable for its content and organisation rather insight and originality. The work cites most of the relevant topic and methodology literature. The thesis is mostly accurate and logical. The organisation and presentation of the thesis is good.
65-69	A good thesis with reference to most of the relevant topic and methodology literature. Whilst the thesis is mostly accurate and logical, it lacks synthesis of information and ideas. The organisation and presentation of the thesis is satisfactory.

Honours Class III

The student satisfies either (i) OR (ii) criteria listed for Honours Class II Division 2.

Mark	Criteria
60-64	A thesis showing little or no evidence of original thought, and poor coverage of the relevant literature. The analysis mostly accurate and logical and the presentation is adequate.
50-59	A thesis containing the basic relevant information, but with lapses in accuracy and may be somewhat illogical, or maybe a thesis showing satisfactory knowledge, but badly organized and/or presented.

Fail (Pass Degree only)

The student fails to meet the criteria for 'Honours' and is awarded a 'Pass' degree only.

Mark	Criteria
≤49	The thesis does not meet the minimum requirements for the Award of the degree.