Science, Medicine and Health – HONOURS Guide

Course: Honours in Chemistry & Molecular Bioscience; course code 741

Subject: HONS400/HONS401

Honours Guide
Annual 2024 or part-time
Wollongong

Subject Information
Credit Points: HONS400 – 48cp/ HONS401 – 24cp
Pre-requisite(s): Nil
Co-requisite(s): Nil
Restrictions: Honours is restricted to approved applicants
Contact Hours: As per subject database

Contacts
Honours Coordinator

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Consultation mode and times:	Email for time

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 subjects 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 or the Web) needs to completed and lodged with Future Students.

Formal enrolment in the SCMB 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.

For general enquiries please contact Student Central:

Information available online at Student Central - University of Wollongong – UOW
Telephone: 1300 275 869 (1300 ASK UOW) or 02 4221 3927
Email: askuow@uow.edu.au

Part-time Honours Enrolment

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

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

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 84%
Class II, Division 2: 65% to less than 74%
Class III (where awarded): 50% to less than 64%
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 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 chemistry and molecular bioscience clearly and coherently to others.
2. Integrate and apply knowledge and skills in chemistry and molecular bioscience 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

The Bachelor of Science (Honours) provides exceptional science students with the opportunity to extend their knowledge and skills to a higher level. There is an increasing need for graduates to develop more advanced and extensive knowledge in the discipline than can be attained in a pass degree.

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

Official commencement date	Monday 12th February 2024
Project proposal	Thursday 21st March 2024
Literature Review	Thursday 9th May 2024
Introductory seminar	Thursday 6th June 2024
Scientific Paper	Thursday 25th July 2024
Research Report (Thesis)	Thursday 3rd October 2024
Final seminar	Thursday 17th October 2024
Viva voce	Friday 18th October 2024
Assessment committee meeting	November 2024

Section B: Assessment of Honours Project

Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Dates	Weighting
1	Project Proposal	21/3/2024	Up to 3 wks later	Formative
2	Literature Review	09/05/2024	Up to 3 wks later	5%
3	Introductory Seminar	06/06/2024	Up to 3 wks later	Formative
4	Scientific paper	25/07/2024	Up to 3 wks later	5%
5	Research Report (Thesis)	03/10/2024	2 wks later at viva	80%
6	Final Seminar	17/10/2024	Next day at viva	10%
7	Viva Voce	18/10/2023	No feedback provided	No weighting

Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission. Additionally to the information below, please refer to detailed information regarding submission of assessments on the subject's eLearning site.

All written assessments are **due by 4 pm** on the due date

Assessment 1	Project Proposal
Due date	21/03/24
Weighting	Satisfactory / Unsatisfactory
Submission	Submit an electronic copy of your proposal via upload to the subject Moodle site by 4pm on the due date.
Type of Collaboration	Individual Assessment
Length	4 pages
Details	A summary outlining the proposed research project submitted approximately one month after commencement. This report is not formally assessed, but is a compulsory submission, intended to clarify the proposed research activities of each student. Please use current literature and referencing to support your document, and define your research aims and provide a project timeline and resource statement. This should be prepared as a formal document.
Style and format	Word document using standard referencing style for the field and written in a scholarly manner and supported by figures where appropriate.
Subject Learning Outcomes	1- 4
Marking Criteria	Formative assessment, feedback provided

Assessment 2	Literature Review
Due date	09/05/24
Weighting	5%
Submission	Submit an electronic copy to the subject Moodle site by 4pm on the due date. This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Type of Collaboration	Individual Assessment
Length	Up to 8,000 words of text (excluding figures, tables and references). The document should be single sided.
Details	Aim: To develop a detailed understanding of the literature in your chosen field of research, be able to critically assess the quality of this research and its contribution to the field. This literature review should cover the major area of your research topic and include a <u>critical</u> evaluation of the literature to date. The review should show individual logical thought, and a synthesis and interpretation of the literature. You should assess the validity of the literature in terms of experimental design and the conclusions that are drawn. Your supervisor can read **TWO** drafts of this review to help in the development of a critical writing style.
Style and format	Word document using standard referencing style for the field and written in a scholarly manner and supported by figures where appropriate.
Subject Learning Outcomes	1, 3, 5
Marking Criteria	The literature review is marked out of 100. The aim of this assessment item is to give the students practical experience in the synthesis of the literature relevant to their area of study, and to critically evaluate it. Examiners will assess the overall style and presentation of the review and the student's grasp of the literature and its context. The size of the body of literature surveyed by each student will depend on the topic, but, regardless, there is an expectation that they will introduce and thoroughly present their research topic and will meet the prescribed word limit. The adoption of a common and consistent format for each reference is an important aspect of this exercise. The format suggested in this Honours Manual is that used by CSIRO journals. • **Class I** (85-100%) – extensive literature search and thoughtful use of citations; excellent organisation and flow of thoughts between sections; critical and insightful analysis and evaluation of source material; approaching a style and clarity acceptable for publication; consistent references style throughout with correspondence between citations in the text and references given at the end of the review. • **Class II.1** (75-84%) – a somewhat less extensive scope to the literature reviewed; well organised with a good effort at criticism and evaluation of the material; grammar largely correct, with a clear style and relatively few typographical errors; referencing with only minor inconsistencies. • **Class II.2** (65-74%) – a weaker review based on a rather limited literature search; inclusion of some less relevant material; less of an attempt at critical evaluation, with little originality; persistent errors in grammar, uninspiring in style, with evidence of inadequate proofreading; prominent mistakes in reference citation and formatting. • **Class III** (50-64%) – a poor review based on a shallow literature search and without a clear structure; no critical evaluation; verbose, unclear or ungrammatical prose; numerous typographical and spelling errors with careless illogical or inconsistent formatting; major inconsistencies throughout in the style of references and/or in correspondence between text and reference list. • **Fail** (< 50%) – not of the standard expected from an Honours student.

Assessment 3	Introductory Seminar
Due date	06/06/24
Weighting	Satisfactory / unsatisfactory
Submission	Presented on the due date according to the schedule available on the subject eLearning site.
Type of Collaboration	Individual Assessment
Length	10 minutes plus 5 mins of questions & feedback

Details	The introductory seminar should outline the background to the project and intended directions.
	
	Some tips on giving seminars:
	• give a concise overview of the project
	  - background, context and project aims
	  - preliminary results are permitted
	  - conclusions
	
	• pitch your talk to an audience of "general" chemists or biologists depending on your discipline, *not* your supervisor and immediate lab companions
	
	• be engaging and tell a good story, don't just recite facts.
	
	• general rule: 1 overhead takes ~1.5 minutes on average. Therefore, for a 10-min seminar, expect to use 6-8 slides.
	
	• have clear and clean slides
	PRACTICE with your supervisor and research group beforehand.

Style and format	Powerpoint presentation (in person or via webex depending on COVID safe requirements)
Subject Learning Outcomes	1 - 5
Marking Criteria	This is a formative assessment for the purposes of providing feedback. It is not formally marked. For an example of general marking criteria for an oral presentation see Assessment item #6 – Final Seminar.

Assessment 4	Scientific Paper
Due date	25/07/24
Weighting	5%
Submission	Submit an electronic copy of your paper via upload to the subject Moodle site by 4pm on the due date. This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Type of Collaboration	Individual Assessment
Length	Up to 3000 words of text (excluding figures, tables and references). The document should be single-sided.
Details	Aim: To develop a high standard of scientific writing to facilitate the publication of the research. A short paper suitable for publication in a journal is to be submitted, based on data collected to date in your Honours year. For many students, results at this stage will be preliminary and not to publication standard. Therefore, marks will be based on the suitability of the work for publication in terms of writing style, logical arguments and format, rather than on the quantity or quality of the results. The journal on which you are basing the style of your paper should be clearly identified. Your supervisor can read TWO drafts only of this paper to help in the development of a scientific writing style.
Style and format	Word document using standard referencing style for the field and written in a scholarly manner and supported by figures where appropriate.
Subject Learning Outcomes	1 3, 5
Marking Criteria	The scientific paper should be awarded a mark out of 100. The aim of this assessment item is to stimulate the students to begin the process of writing up, and therefore begin to address the issues of how they will finally frame their questions, explain the rationale and methodology for their project and begin to describe and interpret their results. The assignment takes the form of a scientific paper, to provide practice in the process of publication after honours, but more importantly because it requires them to present what is essentially a progress report in a concise and professional manner. Many students will not have complete data sets that are appropriate for publication at this stage; hence your assessment should be based on the quality of this article in terms of writing style, format, presentation of results and the development of clear, logical arguments, rather than on the quantity or quality of the results. • **Class I** (85-100%) – the expectations of a paper awarded a first class mark would be that, to the extent to which this is possible (i.e. taking into account the stage of data collection, see above), it was of a professional, scholarly standard suitable for publication in a journal with only minor changes. The paper should show evidence of critical thought and present logical arguments supported by appropriate figures and/or analyses. • **Class II.1** (75-84%) – a good paper but one which would likely require revision of one or more sections, e.g. to tighten arguments, broaden contexts or improve analysis and the interpretation of data. • **Class II.2** (65-74%) – a weaker paper clearly in need of major revision to improve aspects such as layout, appropriate presentation • of the data, writing style, or the use of literature. The paper may contain some serious flaws in the analysis or interpretation of results. • **Class III** (50-64%) – a poorly written paper, lacking critical thought and logical argument, with inappropriate presentation of results, and numerous serious flaws in the analysis and interpretation of the results. • **Fail** (< 50%) – not of the standard expected from an Honours student.

Assessment 5	Research Report (Thesis)
Due date	03/10/24
Weighting	80%
Submission	Submit an electronic copy of your Research Report (Thesis) via upload to eLearning by 4 pm on the due date. 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 excluding references and appendices. The document should be 1.5 spaced and 12 point typescript (Times Roman) on size A4 paper. The 65 pages is counted from the start of the introduction to the end of the conclusion (and does not include references). The margins on each page should not be less than 2 cm on all sides. See the eLearning site for further instructions on formatting your thesis.
Details	The report 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 (thesis) is submitted in accordance with the regulations of the University of Wollongong in partial fulfilment of the degree of **BSc Hons degree**. It does not include any material published by another person without due reference within the text. The field and laboratory work presented in thisreport 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 report will normally be spread over 35 weeks of the academic year, but care must be taken to allocate sufficient time for the preparation of seminars and the completion of the scientific paper and literature review and 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	See the subject Moodle for detailed instructions on thesis preparation.
Subject Learning Outcomes	1, 2, 3, 4, 5 & 6
Marking Criteria	The research report (thesis) is examined by two markers as the assessment panel. An oral exam by the panel, attended by the supervisor and chaired by the Honours coordinator is held normally within 2 weeks of the submission date and after the final seminar. The attached pro forma (see Appendix section) provides a template of factors to consider in assessing the thesis. This document should be completed, including written comments on the second page, signed and submitted to the Honours Coordinator during the oral exam. The supervisor cannot contribute a formal mark to the research project assessment. The supervisor may submit a notional mark or comments on the student and the work during discussion following the oral exam, and/or during the meeting of the SCMB Examination Committee. The marking criteria for this assessment task are available in eLearning.

Assessment 6	Final Seminar/Presentation
Due date	17/10/24
Weighting	10%
Submission	Presented on the due date according to the schedule available on the subject eLearning site.
Type of Collaboration	Individual Assessment
Length	12 minutes plus 3 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. Talks should be rehearsed within research groups and must keep to time.
Style and format	Powerpoint Presentation (in person or via WebEx/Zoom depending on COVID safe requirements)
Subject Learning Outcomes	1, 2, 3, 4 & 5
Marking Criteria	Marking of the seminar will be conducted by academics within SCMB and the average mark awarded based on the *overall* quality of the presentation and the student's ability to answer questions. Any comments will be passed on to the student. • **Class I** (85-100%) – well rehearsed and very clear presentation with professional delivery; close attention to timing; excellent use of visual aids; voice modulation and enthusiasm holds audience's interest; stimulating and incisive response to questions. • **Class II.1** (75-84%) – well presented, but less polished overall; visual aids a little unclear (e.g. too much text); voice needs more volume or clarity; somewhat less thorough responses to questions. • **Class II.2** (65-74%) – presentation uninspiring; adequate use of visual aids, but with less preparation and care in layout; monotonous and unenthusiastic presentation; difficulty distinguishing main points; mostly correct, but minimal responses to questions. • **Class III** (50-64%) – information not presented clearly; inaudible voice; failure to keep to time; frequently halters or loses place; visual aids hard to interpret or obscure in some fundamental way; answers to questions betray poor familiarity with material. • **Fail** (< 50%) – not of the standard expected from an Honours student. **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 <u>questions</u> handled well?

Assessment 7	Viva voce
Due date	18/10/23
Weighting	No weighting assigned
Submission	Oral exam on the due date according to the schedule available on the subject eLearning site.
Type of Collaboration	Individual Assessment
Length	30 minutes
Details	The purpose of the viva voce is to provide students with the opportunity to address specific questions regarding their thesis before marks are assigned. It is not a formal thesis defence. The process should be seen as an opportunity for markers to seek clarification from the student directly, eliminating the need for direct discussion with supervisors. The panel will consist of: Thesis markers (x2) and a panel chair. Supervisors are present during the viva voce to provide support for students but are not allowed to answer questions. Under normal circumstances, the viva voce (oral exam) is held the day following the final seminar and is the final assessment procedure for the student. The viva format will be provided to students via email and the Moodle site.
Style and format	Oral exam with an assessment panel
Subject Learning Outcomes	1, 2, 5
Marking Criteria	The viva voce is not formally marked.

Minimum Requirements for a Pass in this Subject

The minimum performance requirements for this subject are:

- students must present the Introductory and Final Seminars as a minimum attendance requirement
- attempt all assessment tasks
- a minimum of 50% Pass grade for all summative assessments and Satisfactory Completion for all formative assessment tasks.

Additionally, attendance at all School of Chemistry and Molecular Bioscience seminars is strongly recommended. Seminars will be advertised via the 'SCMB All' email list. Students should also attend and participate in any Molecular Horizons or laboratory discussion groups with which they are associated.

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

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://uow.libguides.com/refcite

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.

Marking Rubrics

Rubric 1: Project Proposal (formative assessment)

HONS400/401 PROJECT PROPOSAL RUBRIC AND MARKING GUIDE

Place constructive comments below and provide a mark for each category. Detailed comments/suggestions/corrections can be provided on the following sheet or on the proposal itself.

Formative assessment only - please provide feedback in terms of satisfactory (S) / not satisfactory (NS)

Student name: _____

Assessor name: _____

Please mark off each section as S – satisfactory or NS – not satisfactory	(S) / (NS)
Conceptualisation - Clear articulation of aims, objectives and scope of the project (bearing in mind time and resources available)	
Coverage of key previous work / literature review (the context and feasibility)	
Data collection and methodology: How well is data acquisition organised and relevant	
How well is the timeline of the project organised ('project management')	
Is the proposal coherent (easy to follow, well laid-out, presented in a logical order, grammatically correct and not repetitious)?	
Do figures, tables and any images convey the project well? Is any drafting of high standard (i.e. not simply a copy and paste from the internet)?	
References: Is the proposal sufficiently and correctly referenced?	

ADDITIONAL COMMENTS:

Rubric 2: Literature review assessment (5% of overall mark)

The number of draft circulations to be reviewed by supervisors is restricted so as to be fair to all students. Each assessment item can only be reviewed twice by a supervisor.

N.B. If you have more than one supervisor, you cannot submit each version to each supervisor twice - the total number of supervisor reviews is restricted to two.

Student:

CRITERIA	poor	fair	OK	v.good	excellent	
TITLE						
Accurate & informative						
INTRODUCTION						
Effective introductory paragraph						
Describes rationale for review						
BODY OF REVIEW						
Structure & organisation						
Ease of understanding						
Fluency						
Grammar & spelling						
Use of own tables/diagrams						
Length (**8,000 words**)						
Evidence of thorough literature research						
Critical analysis of literature						
Effective conclusions						
REFERENCES						
Comprehensive list						
Correct format						

ASSESSMENT

Examiners please select the HONOURS grade first by circling one category and then record a final mark within that prescribed range

Honours Class 1	Mark >85%
Honours Class 2.I	Mark 75-84%
Honours Class 2.II	Mark 65-74%
Pass	Mark 50-64%

FINAL MARK (OUT OF 100%):   *Assessor:*

Rubric 3: Introductory seminar (formative assessment)

Note: Attendance is compulsory for all students at all times
10 minute talk followed by 5 minute question and discussion time

STUDENT: _____

Introduction
- Demonstrated sound knowledge of research area
- Presented in an accurate and easy-to-understand fashion

Aims
- Clearly stated aims/hypotheses (justification of what is being done and why)

Methods
- Brief, concise description of how experiments will be performed

Results
- Potential results summarised in a meaningful fashion

Conclusions
- Validity of conclusions drawn

Handling of questions
- Concise and valid answers provided

Presentation
- Fluency (flow) of seminar
- Structure & organisation of seminar
- Illustration
- Demonstrated "critical" scientific approach

Comments: *Assessor*

Rubric 4: Scientific Paper assessment (5%)

*Student:*_____

SUMMARY/ABSTRACT
- Informative introductory remarks and rationale for study
- Summarises the main methods and findings of the study

INTRODUCTION
- Clear explanation of the background
- Clearly stated aims/hypotheses

MATERIALS AND METHODS
- Written in enough detail and/or to references which can be followed by colleagues

RESULTS
- Clear description of results obtained
- Quality of assisting tables and figures

DISCUSSION
- Invention/improvement in methodology, if any
- Reason for failed experiments if unsuccessful
- Significance of the results in relation to the research direction
- Other people/group's work - relevance and criticism
- Future work
- Concluding remarks

REFERENCES
- Adequate citations and correct format

FORMATTING (*as per attached guidelines*)

Any further comments are encouraged.

ASSESSMENT
Examiners please select the HONOURS grade first by circling one category and then record a final mark within that prescribed range.

Honours Class 1	Mark >85%
Honours Class 2.I	Mark 75-84%
Honours Class 2.II	Mark 65-74%
Pass	Mark 50-64%

FINAL MARK (OUT OF 100%):   *Assessor*

Hardcopies of this document are considered uncontrolled please refer to UOW website or eLearning for the latest version

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Rubric 5: Final seminar assessment (10% of overall mark)

HONS400/401 FINAL SEMINAR RUBRIC AND MARKING GUIDE

NAME OF STUDENT:

NAME OF MARKER:

INTRODUCTION
- Accurate and in-depth knowledge of overall research area/content
- Clearly stated aims/hypotheses/predictions

METHODS
- Good comprehension of methodological techniques
- Acknowledgement of methodological shortcomings/limitations

RESULTS
- Results summarized meaningfully and comprehensibly
- Figures/tables well-presented and clearly described

DICSUSSION
- Reference to wider literature
- Valid conclusions drawn from results
- Suggests limitations of current work
- Suggests future studies

OVERALL PRESENTATION
- Use of relevant diagrams/maps/tables/photos
- Logical structure of overall presentation
- Use of animations where relevant
- Limited use of words on slides

HANDLING OF QUESTIONS
- Ability to reason logically / critically evaluate question
- Concise and valid answers provided

OTHER COMMENTS
- Please write any further constructive comments on the other side of the page

FINAL MARK (/100):

ADDITIONAL COMMENTS HERE:

Rubric 6: Honours research report (thesis) assessment (80% of overall mark)

The Honours research report (thesis) should be graded as normal for an individual subject:

85% - 100%: High Distinction
Suggested marking within this range:

90%-100%: Outstanding standard, demonstrating independent thought throughout, a flair for the subject, comprehensive knowledge of the subject area and a level of achievement similar to that expected by first rate academic journals. This mark reflects an exceptional achievement with a high degree of initiative and self-reliance, considerable student input into the direction of the study, critical evaluation of the established work in the area and competency in experimental/computational techniques in the discipline. The thesis requires minor corrections and the writing standard is of publishable quality.

85%-89%: The student is showing a command of the field both broad and deep, with the presentation of some novel insights. Student will have shown a solid foundation of conceptual thought and a breadth of factual knowledge of the discipline, clear familiarity with and ability to use central methodology and experimental practices of the discipline, and clear evidence of some independence of thought in the subject area. Some student input into the direction of the study or development of techniques, and critical discussion of the outcomes. The thesis contains minor errors that are easily corrected.

75% - 84%: Distinction
Student will have shown a command of the theory and practice of the discipline. They will have demonstrated their ability to conduct work at an independent level and complete tasks in a timely manner, and have an adequate understanding of the background factual basis of the subject. Student shows some initiative but is more reliant on other people for ideas and techniques and project is dependent on supervisor's suggestions. The thesis has a high number of typo/formatting errors that can be easily corrected.

65% - 74%: Credit
The work has merit. The student is proficient in the theory and practice of their discipline but has not developed complete independence of thought, practical mastery or clarity of presentation. Student showed adequate but limited understanding of the topic and has largely followed the direction of the supervisor. Errors in thesis require significant effort to rectify.

50% - 64%: Pass
The work is acceptable. The student has successfully completed the work, but at a standard barely meeting Honours criteria. The student's understanding of the topic is extremely limited and they have shown little or no independence of thought or performance.

<50%: Fail)
The work is of unacceptable quality.

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.

Risk Assessment

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 risk assessment must be completed. The risk assessment 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 risk assessments 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 (SWP's)

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 SWP's 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. Unpaid Work Engagement 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 Risk Assessment, 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.

Once Major Project marks are returned, you will meet with a panel consisting of the two examiners, a moderator (usually the course co-ordinator), and your Supervisor for a "viva voce". The viva voce is not assessed; however, it provides you with the opportunity to answer specific questions relating to the technical aspects of your thesis, and to clarify any points of confusion examiners may have, prior to your final mark being assigned.
- Thesis seminar - average of departmental staff and external supervisors
- Thesis - average of at least two markers (excluding supervisor)

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

If the difference between the two examiners' marks is more than 10, the Honours Co-ordinator organises a meeting with the two examiners and attempts to mediate. If the examiners are unable to resolve their different views and bring their marks to within 10 marks of each other, a clean copy of the thesis is sent to a third examiner, who is asked to provide a mark and brief justification. The Honours Co-ordinator will then average the two closest marks. If the three marks are separated by the same difference (e.g. marks of 70, 80 and 90), the Honours Co-ordinator averages all three marks. 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 Academic Unit Assessment Committee (where appropriate) is responsible for recommending the overall Honours mark to the Faculty Assessment Committee in all cases, the Faculty Assessment Committee declares the final mark.

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

Inductions for Laboratory and Office areas:
All students must complete an induction within the first two weeks of arrival and prior to commencing any lab work. Induction information and resources will be administered via your School Administration Office and signed off by your supervisor. Once complete, you will be provided with access to any laboratories/specialised areas as requested on the induction form.

Work Station:
Honours students will be provided with a workstation during the onboarding process, which will be within their supervisors student office (where possible) or delegated by the School Administration Office if in an open/shared space.

Printing/Photocopying Access
Honours students will be provided with an access card as part of their onboarding, that will provide access to print and photocopying facilities around campus.

Stationary:
SCMB will provide Honours students with basic stationary and lab books which can be accessed via the central stationary stores in Building 18 and Building 42. Please contact scmb-admin@uow.edu.au should you need assistance locating a store or if items need restocking.

Computer Use
Honours students are expected to bring their own device to work from for their Honours project.

Students may also access the computers in the 4th Year Computer Lab in Building 41 Room 101. Please note, this is a shared Faculty computer lab and operates as a 'drop in' principle and as such, all noise must be kept to a minimum. Please do not save your work to the desktop, always use a USB.

If you do not have your own device or are concerned that the device you own is not satisfactory to carry out your studies, please notify your supervisor who will work with the School Administration Office to explore alternate arrangements.

Email Use:
All email communication will be sent to your UOW Student email address so please ensure this is checked regularly. You will also be added to a SCMB Honours mailing list for the duration of your program to keep in the loop with general School updates and information regarding the program.

If you have any concerns about the above, please raise this with your Supervisor and/or Honours Coordinator as early as possible during your Honours program.

Administrative Tasks on Completion of Research Project
Honours students are required to complete a Project Completion Form at the end of their honours. This 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

Statistical Consulting Service

You are entitled to consult staff in the Statistical Consulting Service in the School of Mathematics and Applied Statistics about your research. Further information can be obtained by visiting the web site:
https://www.uow.edu.au/niasra/our-research/statistical-consulting-centre/

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	85-100	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	75-84	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	85-74	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	50-64	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.
Fail	<50	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: 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. 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:
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:
https://documents.uow.edu.au/about/policy/rules/UOW060095.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:
https://www.uow.edu.au/about/policy/alphalisting/UOW016894.html

Appendix 1: Acknowledgement of University Conditions for Honours

As an Honours student of the University of Wollongong I acknowledge that I have read and understood the relevant University Policies and student handbook listed below. I agree to undertake the duties listed over, on completion of my research and prior to my departure from the University.

Please tick the ones you have read

☐   Code of Practice – Honours
http://www.uow.edu.au/about/policy/UOW058661.html

☐   Code of Practice – Research
http://www.uow.edu.au/about/policy/UOW058663.html

☐   Intellectual Property Policy

http://www.uow.edu.au/about/policy/UOW058689.html

☐   Code of Practice – Plagiarism
http://www.uow.edu.au/about/policy/UOW058648.html

☐   Policy on authorship

http://www.uow.edu.au/about/policy/UOW058654.html

☐   School of Chemistry & Molecular Biosciences Honours Handbook

Name: _____

Student No.: _____

Signature: _____

Date: _____

Return this form to the School of Chemistry & Molecular Bioscience Front Office.

This form will be retained by the School and returned to you for use at the completion of your research.

Appendix 2: How to avoid plagiarism

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website:
http://www.uow.edu.au/about/policy/UOW058648.html

"The University's Academic Integrity and Plagiarism 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.

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. This is considered academic misconduct and students place themselves at risk of being expelled from the University."

The below information on avoiding plagiarism has been sourced from the 'Academic Integrity and Plagiarism Policy'

Acknowledgement Practice
In a university, ideas are important, and it is also important to give people appropriate credit for having ideas.

There are several reasons why you should give people credit when using their ideas;
three of the more important of those reasons are:

"Fairness to authors and other students, the responsibility of students to do independent work, and respect for ownership rights."[1]

If, in writing an essay or report, you copy a passage from a book word-for-word and don't give a reference to the book, this is:

Unfair to the author who wrote the passage in the book;

Unfair to other students who do their own work without copying; failure to do independent work as expected in a university; and breach of copyright.

Plagiarism
Giving and gaining credit for ideas is so important that a violation of established procedures has a special name: plagiarism. Plagiarism means using the ideas of someone else without giving them proper credit. That someone else may be an author, critic, journalist, artist, composer, lecturer, tutor or another student. Intentional plagiarism is a serious form of cheating. Unintentional plagiarism can result if you don't understand and use the acceptable scholarly methods of acknowledgment. In either case, the University may impose penalties, which can be very severe.

Over many years, procedures have been developed for acknowledging ideas in all forms of expression. In published writings, for example, authors are expected to give
references to articles and books on which they have relied, and to give written thanks to people who have helped them in preparing their work.

There are several methods for giving credit in written work and the lecturers and tutors in the academic units in which you study should inform you about methods that are acceptable to them. A good way to gain a better understanding of those methods in a particular discipline is to read articles published in academic journals of that discipline.

The following examples will help you understand some of the common methods for acknowledging your sources. If you have any questions about these methods, check with your lecturer or tutor.

Acknowledging Sources of Quotations

If you copy part of a sentence, whole sentence(s) or paragraph(s) from an article, a book, lecture notes, an essay, report or any other source, it should be put in quotation marks and the article, book or other source should be referenced using an appropriate method.

Example 1: "The subjugation of thought in Australia through stringent censorship and draconian defamation laws has existed throughout the 200 years of white settlement" (Pollak, 1990, p 7).

Correct.

The bibliography should then include:

Pollak, Michael. Sense and Censorship: Commentaries on Censorship Violence in Australia (Sydney: Reed Books, 1990).

Example 1 is presented using the author-date system in which the author of the work and the date the work was published are listed in brackets.

Example 2: "The subjugation of thought in Australia through stringent censorship and draconian defamation laws has existed throughout the 200 years of white settlement."[2]

Correct - see the footnote (reference at bottom).

Example 2 is presented using the footnote system in which the full reference is given as a footnote. You should be aware that, depending on the system your lecturer or tutor prefers, you may use either footnotes at the foot of the page or endnotes at the end of the text.

Example 3: The subjugation of thought in Australia through stringent censorship and draconian defamation laws has existed throughout the 200 years of white settlement.

Wrong and very bad: this is a direct quote from Pollak and therefore should be placed in quotation marks followed by a reference using the author-date system or the footnote or endnote system.

If you use a quote, the words in quotation marks must be copied exactly as they are in the original source.

Example 4: "In Australia, stringent censorship and draconian defamation laws have existed throughout the two hundred years of White settlement" (Pollak, 1990, p.7).

Wrong: the quote is inaccurate in several places.

If you change or add anything, use square brackets [ ] to indicate the place where the alteration is located.

If you omit something from the quote, use a line of dots .... to indicate the location of the omission.

Example 5: Pollak claims that censorship and defamation law have been the means for "[t]he subjugation of thought in Australia .... throughout the 200 years of white settlement" (Pollak, 1990, p.7).

Acknowledging Sources of Ideas

Even if you are not using the exact words of somebody else, it is wrong to use their ideas unless you give appropriate credit. For example, if you write an essay or paper on the censorship of the press and you structure it using the same set of topics as Pollak uses
in his book Sense and Censorship, you should say this in a sentence or note and thus give credit to Pollak.

Example 6: In this essay, the use of censorship against Dorothy Hewett, Terry Hayes, Chris Masters and Brian Toohey will be described.

Wrong: the last four chapters of Pollak's book are on these individuals, so you should give Pollak credit for having picked them out – and more credit if you used his book for your analysis.

Paraphrasing

This means taking the ideas of somebody else and expressing them with different words. Since you are using your own words, you do not need to use quotation marks. However, you must make enough changes so that what you have written is distinctly different, and you must acknowledge your source.

Example 7: Stringent defamation laws combined with tight censorship practices have meant that independent thought has been under attack since white settlement began in Australia (Pollak, 1990, p.7). Correct.

Example 8: In Australia, stringent censorship and draconian defamation laws have led to the subjugation of thought in Australia throughout the 200 years of White settlement (Pollak, 1990, p 7).

Wrong: this is too close to Pollak's original wording.

Example 9: Stringent defamation laws combined with tight censorship practices have meant that independent thought has been under attack since white settlement began in Australia.

Wrong: there is no citation of Pollak.

It is often better to avoid paraphrasing altogether and write things in your own words. One good way to do this is to first read the book or article and make brief notes. Then close the book or turn over the article and write what you want to say without looking at the source. In other words, don't refer to the source material while you are writing, unless you are transcribing a direct quote. Then, afterwards, put in the citations, in the appropriate form and at the appropriate places.

Common Knowledge

It is unnecessary to give a citation to something that is common knowledge. Common knowledge is what 'everyone knows' about a particular subject, or which can be found in many sources such as newspapers, magazines, popular journals and radio and television reports.

Example 10: Defamation laws are quite severe in Australia. Correct: this is common knowledge. No citation is needed.

How to Avoid Plagiarism

Unwitting plagiarism is often the result of poor study methods. The habit of copying verbatim (word-for-word) from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. The only material you should write verbatim are those absolutely delightful, pithy, witty or incisive phrases which you need to make a special point in your essay or report

The distinction between what needs to be acknowledged and what is common knowledge is not always clear. As you gain experience in expressing yourself, you will learn to discriminate and you will learn the acceptable practices for acknowledgment in the disciplines in which you study. But while you are learning, always play safe and acknowledge, acknowledge, acknowledge.

Academic Unit Procedures for Investigating Plagiarism and other forms of Cheating

These are detailed in Section 3 of the Code of Practice -Teaching and Assessment. Also, refer to

Plagiarism and Cheating Procedures Flowchart.

List of References:

1. Barry M Kroll, "How college freshmen view plagiarism", Written Communication, Voc 5, No 2, April 1998, pp 203-221 (quote from p 203).

2. Pollak, Michael. Sense and Censorship: Commentaries on Censorship Violence in Australia (Sydney: Reed books, 1990), p7.

Or as reference number 2 in the List of References at the end of the essay or report. Further information on 'Plagiarism and Turnitin' can also be found at:
http://www.uow.edu.au/student/services/ld/students/UOW021315.html

Appendix 3: Detailed Instructions for the Literature Review

Structure

A literature review must have an introduction, body, and conclusion. Some very general tips are below, but try starting broad to provide a good over-view to the topic, then become more specific with the text to steer the reader towards your specific research question. By the end of the review, you want the reader to feel educated about the research field, understand the context of <u>your research</u> <u>question</u> within that field, and feel that you have justified the need to undertake your research.

The **introduction** should include:

- the nature of the topic under discussion (relate it to the topic of your thesis)
- the parameters of the topic (what does it include and exclude)?
- the basis for your selection of the literature

The **body paragraphs** could include relevant paragraphs on:
- historical background, including classic articles;
- current mainstream versus alternative theoretical paradigms, including differing theoretical assumptions, differing experimental approaches, and other conflicts;
- possible approaches to the subject (experimental, theoretical, etc);
- definitions in use (define all acronyms – but avoid as many acronyms as possible);
- current research studies;
- recent discoveries about the topic;
- principal questions that are being asked;
- general conclusions that are being drawn;
- methodologies and methods in use;
- etc

The **conclusion** should include:
- A summary of major agreements and disagreements in the literature
- A summary of general conclusions that are being drawn.
- A summary of where your thesis sits in the literature (Could you answer the question – how will your proposed research outcomes contribute to this field of research?)

Referencing

This is discussed in more detail below. How many references should you use? That will depend on your field of research, and you should consult with your supervisor as to what is relevant here. If unsure, for a 15 page literature review, aim for 20-40 references, acknowledging the first articles in the field through to the latest articles released in the last 12 months.

Appendix 4: Scientific Paper formatting guidelines

Word limit: 3000 words (excluding figures, tables, and references).

General Formatting: Manuscript text should be double spaced and minimum font size should be 12 point, Times New Roman. Figure legends and references should be single spaced and minimum font size of 10 point, Times New Roman. Page numbers must be included on all pages and margins should be set to 2 cm.

The number of draft circulations to be reviewed by supervisors is restricted so as to be fair to all students. Each assessment item can only be reviewed twice by a supervisor. N.B. If you have more than one supervisor, you cannot submit each version to each supervisor twice - the total number of supervisor reviews is restricted to two.

Abstract: Limit the abstract to approximately 250 words and concisely summarize the basic content of the paper without presenting extensive experimental details. Avoid abbreviations and references, and do not include diagrams.

Introduction: Limit the introduction to ~750 words. The introduction should supply sufficient background information to allow the reader to understand and evaluate the results of the study without referring to previous publications on the topic. The introduction should also provide the hypothesis that was addressed or the rationale for the present study. Choose references carefully to provide the most salient background rather than an exhaustive review of the topic.

Materials and Methods: Limit the Materials and Methods section to approximately 1,000 words. This section should include sufficient technical information to allow the experiments to be repeated. For commonly used materials and methods (e.g., media and protein concentration determinations), a simple reference is sufficient, for example "cells were broken by ultrasonic treatment as previously described (Smith, 2009). Describe new methods completely, and give sources of unusual chemicals, equipment, cell lines or microbial strains.

Results & Discussion: Limit the results and discussion section to approximately 1,000 words. In the Results section, include the rationale or design of the experiments as well as the results; reserve extensive interpretation of the results for the Discussion section. Present the results as concisely as possible in one of the following: text, table(s), or figure(s). Number figures and tables in the order in which they are cited in the text, and be sure to cite all figures and tables. **Limit of 5 figures and 2 tables.**

The Discussion should provide an interpretation of the results in relation to previously published work and to the experimental system at hand and should not contain extensive repetition of the Results section or reiteration of the introduction.

References listed in the References section: Throughout the text, references should be given in a consistent citation style relevant to your discipline. The References section must include all journal articles (both print and online), books and book chapters (both print and online), patents, theses and dissertations, published conference proceedings, meeting abstracts from published abstract books or journal supplements, letters (to the editor), and company publications, as well as in- press journal articles, book chapters, and books (publication title must be given). Provide the names of all the authors for each reference. Abbreviate journal names according to the ISI journal abbreviations index:

http://library.caltech.edu/reference/abbreviations/

Online references must provide essentially the same information that print references do. For online journal articles, posting or revision dates may replace the year of publication, and a DOI or URL may be provided in addition to or in lieu of volume and page numbers.

Appendix 5: Detailed instructions for research report (thesis) preparation

The research report (thesis) **must be less than 65 pages** and 1.5 spaced 12 point typescript (Times Roman) on size A4 paper. The 65 pages is counted from the start of the introduction through to the end of the conclusion (and so does not include references). All margins should be a minimum of 2 cm.

The research report should include the following sections:

(a) Title Sheet, format as follows:

TITLE

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

BACHELOR OF SCIENCE
with Honours

from

The University of Wollongong

by

(AUTHOR'S NAME, DEGREE(S) HELD)

Supervisor

(NAME OF SCHOOL)
(MONTH, YEAR)

(b) Table of Contents
(c) Abstract: A summary which states the results achieved, normally less than 200 words.
(d) Introduction (10-15 pages): which describes published work relevant to the thesis and forms the foundation of the thesis research.
(e) Experimental – Methods and Materials: Methods and procedures used, in sufficient detail for a trained scientist to repeat your work. Specific representative procedures should be given when appropriate, rather than repetitive individual descriptions.
(f) Results and Discussion: The main body of the thesis describing your work sub-divided into headings according to the custom of refereed publications in the actual area of your research program. Tabulation of experimental results or data is encouraged when this leads to more effective presentation or more economical use of space. Use appendices *only* for repetitive data or figures which are not needed to follow the main thrust of the description.
(g) Conclusions: a succinct 1-2 page summary of the outcomes of the project.
(h) Acknowledgments
(i) References: References and in-text citations should follow the normal practice in the journals you most commonly use – numbered or author-date citations are acceptable. Other formats acceptable in consultation with supervisor.
(j) Appendix (if required)

The table of contents and abstract pages may be numbered separately with small Roman numerals. The order of chapters may be varied to suit the requirements and customs of individual research areas.

A **SINGLE PDF file** of the reaesrch report (thesis) is to be submitted online for assessment. The electronic copy will be submitted to the turn-it-in software to evaluate plagiarism.

One electronic copy of the final corrected research report (thesis), one hard bound copy (for your supervisor if requested*) must be submitted no more than 3 weeks after the oral examination. *Submission of the final thesis is a prerequisite for graduation.*

*You should discuss the production of a hard bound copy with your supervisor, however this is no longer a requirement for the University.

Some tips on thesis writing:
- be clear and concise - you will normally find that you want to write more than the allowed 65 page limit.
- don't use jargon - imagine you are writing your thesis to a scientist in another sub-discipline (not to your supervisor or lab colleagues).
- you must balance two essential attributes of a good thesis
    1. to tell a good story which flows and has good logical structure
    2. to provide enough detail that a competent scientist in your discipline could repeat your work by following your descriptions.
- use an appendix for large volumes of detailed data or description which are necessary for their detail but would detract from the flow of the thesis.
- pictures and tables can save pages of written description, (and are usually more entertaining!)

It may also be helpful to consult books on the subject of report writing. Some suggestions:

- *A Guide to Scientific Writing* by David Lindsay, 2nd Ed., Longmans 1995

- *How to Write and Publish a Scientific Paper* by R.A. Day, ISI Press 1979

- *Style Manual for Authors Editors and Printers* (Australian Government Publishing Service, 1972).

- *The Complete Plain Words* . A Guide to the Use of English by Sir Ernest Gowers (Pelican, 1963).

- *The Use of English*. By A.G. Mitchell (Angus & Robertson, 1954).

Appendix 6: Checklist for Supervisors & Assessors

This section outlines Honours supervisors' and assessors' responsibilities towards their students, the School/university, and the assessment process. They should be read in conjunction with the sections above, and the timetable of relevant dates. Responsibilities are set out roughly in the order they will arise through the Honours year.

Research Project – getting started

- ❑ Determine suitable research project (normally well before start of year).
- ❑ Convene an initial meeting of the assessment panel and student. You can also ask the student to convene it.
- ❑ Set out year plan (see project management below).
- ❑ Ensure student makes good early progress on background literature review.

Generic skills

OH&S

- ❑ Ensure student attends OH&S induction.
- ❑ Ensure student completes written tasks (risk assessments).
- ❑ Confirm that above satisfactorily are completed to Hons Coordinator (Email).

Library Skills

- ❑ Ensure student attends library skills course (endnote and data base searching).
- ❑ Confirm attendance to Hons Coordinator.

Research project and thesis

- ❑ Provide guidance throughout the year on all aspects of the research project and thesis writing.
- ❑ Convene mid year meeting with assessment panel and student to discuss Literature review and project progress.
- ❑ Ensure the student makes steady progress and doesn't get bogged down or lost in dead ends.
- ❑ Ensure a suitable time to stop lab work and start writing up.
- ❑ Provide a forum for practice and fine tuning of seminar presentations.

Appendix 7: Important Dates

Key Dates

Official commencement date	Monday 12th February 2024 (Hons wk1) Library workshops. Faculty, School & building safety inductions Working Safely in SMAH (compulsory attendance)
Project proposal	Thursday 21st March 2024 (Hons wk 6)
Literature Review	Thursday 9th May 2024 (Hons wk 13)
Introductory seminar	Thursday 6th June 2024 (Hons wk 17)
Scientific Paper	Thursday 25th July 2024 (Hons wk 24)
Final written project (thesis)	Thursday 3rd October 2024 (Hons wk 34)
Final seminar	Thursday 17th October 2024 (Hons wk 36)
Viva voce	Friday 18th October 2023 (Hons wk 36)
Assessment committee meeting	November 2024

Upon completion of your project please fill out a project completion form available from the SMAH website.

*Electronic versions (as a single PDF document) are to be submitted via Moodle (for plagiarism software submission "TurnItIn"). Please see the subject outline for details of submission late penalties.

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	20243001	Kristy Blackburn/Kara Perrow		