



Science, Medicine and Health – HONOURS Guide

Course: Bachelor of Conservation Biology Honours, Bachelor of Conservation Biology Honours (Deans Scholar)

Subject: BIOL410/416: SMAH Annual 2024 Honours

Honours Guide

SMAH Annual 2024 / or part-time
Wollongong

Subject Information

Credit Points: 48 / 24

Pre-requisite(s): Nil

Co-requisite(s): Nil

Restrictions: Honours is restricted to approved applicants – See Section A

Contact Hours: As per subject database

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Section A: General Information

Requirements for Admission to Honours

To be considered for entry into the Honours programs in the School of Earth, Atmospheric and Life Sciences, students will:

- normally have completed at least 24 credit points of 300-level subjects including both core and elective subjects as defined in the Conservation Biology course outline;
- normally have a Weighted Average Mark (WAM) of at least 70 for the 24 credit points of 300-level subjects relating to the Honours discipline;
- have an academic who is willing to supervise them.
- be approved by the Honours Coordinator.

Applying for Admission to Honours

To enrol, you need to complete a 'Subject Management Form' requesting enrolment into the honours subject. This is BIOL410 for full time study or BIOL416 for part time study. The form is online and you can find it at: [Student forms & applications - University of Wollongong – UOW](#)

Once you have submitted the form, Student Central will send it to the Subject Coordinator for their consideration.

If/ when the Subject Coordinator has approved the enrolment, it will be processed by Student Central. Once this occurs, you will receive notification of your successful subject enrolment, the subject should appear in SOLS and you should have access to the SEALS Honours Autumn 2024 Moodle site.

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 an application to the Head of School within four weeks of the start of the honours subject. 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
- 0 for 300 level
- 0 for 200 level
- 0 for 100 level

Grades of Honours in this Course

The approved ranges of marks for the award of Honours grades are:

Honours: Class I: 85% to 100%

Class II, Division 1: 75% to less than 85%

Class II, Division 2: 65% to less than 75%

Class III (where awarded): 50% to less than 65%

Honours not awarded for 0% to less than 50%

Roles & 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
- 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. n. ensure that quality supervision is provided throughout the student's candidature or, in the case of Embedded Honours, throughout the period during which the student is undertaking their Honours Project;
- o. ensure that arrangements are made to provide for alternative supervision if a Supervisor is absent for more than two weeks; and
- p. ensure that honours examiners have adequate time (generally three weeks) to report before the meeting of the relevant Assessment Committee.

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

Students are encouraged to discuss any general problems they may have with the relevant major Coordinator or Professional Officer. These may include strategic planning of their time leading to timely submission of their thesis, availability or otherwise of the facilities needed for their research, and personal difficulties or personality problems with other students or staff that may impede their work.

The Professional Officer is responsible for the smooth running of the program, including reminding students, supervisors and examiners and academic staff of events and deadlines in the program. The Professional Officer will invite all students to a "Welcome to Honours" information session in the first week of the program 11.30am – 1pm Monday 5 Feb 2024 which will ensure that students are aware of how to get maximum benefit from their Honours experience. Students are encouraged to meet regularly, as a group, with the Professional Officer to discuss general administrative issues.

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. Access a range of campus resources relating to research;
2. Comprehensively review the scientific literature on a topic relevant to their Honours research project;
3. Develop an Honours project proposal;
4. Design and perform experiments that contribute new information to a scientific area of relevance to conservation biology;
5. Critically analyse the results of their experiments, interrogating their data using a range of statistical approaches;
6. Communicate the outcomes of their research project to other conservation biologists, both in written and oral form.

Description

The Bachelor of Conservation Biology (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

Textbooks

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

Recent Changes to this Course

2024 changes to Honours courses/ subjects to ensure a consistent approach within SMAH.

Key Dates

Submission of ethics application (where applicable)	Deadlines for the submission of animal ethics applications can be located at: http://www.uow.edu.au/research/ethics/UOW009369.html
Official commencement date	5 Feb 2024
Welcome to Honours info session	11.30am – 1pm Monday 5 Feb 2024
Working Safely in SMAH Workshop	Fri 23 Feb 2024
Assessment 1 - Oral Project Proposal	18 March 2024 (exact time to be advised)
Assessment 2 – Literature Review	5pm 11 April 2024
Assessment 3 – Scientific Paper	5pm 27 June 2024
Assessment 4 - Research Report (Thesis)	5pm 3 Oct 2024
Assessment 5 – Final Seminar	10 Oct 2024 (exact time to be advised)
Assessment 6 – Viva voca	week starting 14 Oct 2024 (exact time to be advised)

Section B: Assessment of Honours Project

For this degree, assessment items (excluding the oral project proposal and the final seminar) are examined by a panel of two assessors, one of whom may be external. The oral project proposal is not formally marked although students will receive feedback. The final seminar will be marked by academics within the School of Earth, Atmospheric and Life Sciences.

Honours students will meet with a panel consisting of their two examiners, a moderator (usually the course coordinator), and their Supervisor(s) for a “viva voce”. The viva voce is not assessed; however, it provides students with the opportunity to answer specific questions relating to the technical aspects of their research report, and to clarify any points of confusion examiners may have, prior to the final mark being assigned.

Due dates of assessment items are below.

Assessment Summary

Assessment Type	Date for Submission	Return/ Feedback Due Dates	Weighting in Determining Final Mark
Oral Project Proposal	18 March 2024	As soon as possible	No Weighting Assigned
Literature Review	5pm 11 April 2024	Up to 21 days later	10%
Scientific Paper	5pm 27 June 2024	Up to 21 days later	10%
Research Report (Thesis)	5pm 3 Oct 2024	Up to 28 days later and after the School Assessment Committee meeting	70%
Final Seminar	10 Oct 2024 (time TBA)	As soon as possible	10%
Viva voce	Week starting 14 Oct (time TBA)	No feedback provided	No Weighting Assigned

Details of Assessment Tasks

Assessment 1	Oral Project Proposal
Due date	18 March 2024
Weighting	No Weighting Assigned
Submission	Oral proposal (in person or via webex depending on COVID safe requirements and any extenuating circumstances). Exact timing TBA and will be based on room and academic availability
Type of Collaboration	Individual Assessment
Length	15 minutes (10 minutes presentation plus 5 minutes questions)
Details	<p>Outlines the “Project Proposal”, background to the project and intended directions. This oral project proposal is not assessed, but students will be provided with feedback on their performance.</p> <p>Major points to consider:</p> <ul style="list-style-type: none"> • Demonstrated knowledge of research area, introduction to literature review and knowledge gaps, accurate and easy to understand. • Clearly stated aims/hypothesis (justification of what is planned to be done and why). • Comprehension of study/ experiments/ critical scientific approach that will be undertaken. Use of figures/ visuals. • Expected outcomes/ potential results summarised in a meaningful fashion. Timeline clearly established. • Clear and sufficient use of references. • Concise and valid answers. • Well-rehearsed, good timing, confident, enthusiastic, stimulating, easy to understand, appropriate use of figures/ tables/ photos.
Style and format	Powerpoint presentation (in person – preferred or via WebEx)

Subject Learning Outcomes	1,2,3,6
Marking Criteria	The Oral Project Proposal is not formally marked.

Assessment 2	Literature Review
Due date	5pm 11 April 2024
Weighting	10%
Length	Up to 10,000 words of text (excluding figures, tables and references). The document should be single sided.
Details	<p>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.</p> <p>This literature review should cover the major area of your research topic and include a critical 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.</p> <p>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.</p>
Submission	<p>One (1) copy to be emailed as a pdf doc to the Professional Officer by 5pm on the due date.</p> <p>In addition, submit an electronic copy of your assessment via upload to the subject Moodle site. 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.</p>
Type of Collaboration	Individual Assessment
Subject Learning Outcomes	1,2,6
Marking Criteria	<p>The literature review should be awarded a mark 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. It would be helpful if you would comment on 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 obviously 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 another important aspect of this exercise. The format suggested in this Honours Manual is that used by CSIRO journals.</p> <p>Class I (85-100%) – extensive literature search and thoughtful use of citations; excellent organisation with excellent flow of thoughts between sections; critical and insightful analysis and evaluation of source material; approaching a style and clarity acceptable for publication; references consistent in style throughout, with correspondence between citations in the text and references given at the end of the review.</p> <p>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.</p> <p>Class II.2 (65-74%) – a weaker review based on a rather limited literature</p>

	<p>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.</p> <p>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.</p> <p>Fail (< 50%) – not of the standard expected from an Honours student.</p> <p>Major points to consider:</p> <ul style="list-style-type: none"> • Accurate & informative title. • Demonstrated sound knowledge of research area. • Identification of the scope and rationale of the review by placing it within a broad field of research. • Effective structure and organization of body of review • Summarisation of the key points of the review. • Synthesis of the elements of the overall argument/ field. • Evidence of thorough literature research. • Critical analysis of literature. • Effective conclusions. • Large sets of literature for a topic should be well summarised. • Clear and sufficient use of references. • Correct spelling, grammar, common and consistent formatting of citations and references as well as appropriate use of tables/ diagrams. • Effective paragraph structuring which promotes ease of understanding and fluency.
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Assessment 3	Scientific Paper
Due date	5pm 27 June 2024
Weighting	10%
Length	Up to 5,000 words of text (excluding figures, tables and references). The document should be single sided.
Details	<p>Aim: To develop a high standard of scientific writing to facilitate the publication of the research. Formatting Guidelines are at Attachment 1.</p> <p>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.</p> <p>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.</p>
Type of Collaboration	Individual Assessment
Subject Learning Outcomes	1-6
Submission	One (1) copy to be emailed as a pdf doc to the Professional Officer by 5pm on the due date. In addition, submit an electronic copy of your assessment via upload to the

	<p>subject Moodle site. 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.</p>
<p>Marking Criteria</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Fail (< 50%) – not of the standard expected from an Honours student.</p> <p>Major points to consider:</p> <ul style="list-style-type: none"> • Demonstrated sound knowledge of research area background, literature review and knowledge gap. • Accurate and easy to understand. • Has included clear aims/hypothesise or predictions. • All methods are detailed adequately and could be repeated by a colleague. • The relationship with the questions posed in the introduction should be clear. • Quality of assisting tables and figures. • The results are presented in a clear manner and have been adequately and correctly analysed. • Informative tables and figures, correctly referred to in the text and set out well. • Statistical treatments should be presented. • Significance of the results in relation to the research direction outlined. Key results should be highlighted and connected to the current literature. • Reason for any failed experiments if any with consideration of invention/ improvement in methodology. • The use of the literature to back the interpretation of the results. Identification of any future work. • Effective conclusion emphasising the key messages from the study.

	<ul style="list-style-type: none"> • Adequate citations and correct formatting of references. • Correct grammar and good paragraph structuring, setting out of citations, references. <p>A guide to Scientific Paper formatting is at Appendix 1</p>
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Assessment 4	Research Report (Thesis)
Due date	5pm 3 Oct 2024
Weighting	70%
Submission	<p>Submit an electronic copy of your research report via upload to Turnitin via Moodle by 5pm 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.</p> <p>In addition, submit one (1) electronic copy via email OR via OneDrive (make sure anyone has permission to view the file) to the Professional Officer by 5pm on the due date</p>
Type of Collaboration	Individual Assessment
Length	Up to 25, 000 words of text (excluding, figures, tables, references, title page, and appendices). The document should be single sided.
Details	<p>Aim: To develop research skills in one area of biology using a logical scientific approach to the testing of hypotheses.</p> <p>Previous research reports are a guide to standard formats. Previous honours research reports can be found on UOW Research Online or via your supervisor.</p> <p>This project will be conducted under the supervision of at least one member of the academic staff. The topic and aims of the project must be finalised as soon as possible (in consultation with the supervisor and supervisory committee).</p>
Style and format	<p>The research report must include:</p> <ul style="list-style-type: none"> • A title page containing the Report title, Author's full name, Degree, University, Month and Year. • A page following containing a signed and dated declaration statement. For example: This research report is submitted in accordance with the regulations of the University of Wollongong in partial fulfilment of the degree of Bcons Biol Hons, or Bcons Biol Advanced Hons. It does not include any material published by another person without due reference within the text. The field and laboratory work presented in this research report was performed by the author, except where acknowledged. This research report has not been submitted for a degree at any other university. • An abstract. • Table of Contents. • Acknowledgements. • Abbreviations. • List of Figures. • List of Tables. • Main Body • References (formatted appropriately). • Appendices. <p>Work on the project will normally be spread over 35 weeks (full time) or 70 weeks (part-time), but care must be taken to allocate sufficient time for the preparation of seminars and the completion of the scientific paper and literature review. All Spring start students are granted two weeks holidays over the Christmas/ New Year period.</p> <p>It is recommended that you begin writing your report well in advance and</p>

	that you submit an outline to your supervisory committee for comment. Make sure you obtain as much general feedback as possible as the report develops and make certain that it is carefully proofread.
Subject Learning Outcomes	1-6
Marking Criteria	<p>There will be two examiners of the research report; your assigned committee who mark the literature review and scientific paper. Following receipt of the examiners comments on the report, there will be an oral examination (viva voce) of approximately 30 minutes based on the report and the examiners' comments.</p> <p>Please award the research report a mark out of 100. In considering your marks please remember that this research represents the first attempt at a major research project for the candidate, rather than an assessment of an already established researcher.</p> <p>BConsBiol Students spend nine months on the project. Please note the percentage contribution of the report component to the overall assessment of the Honours degree varies for each degree. When making your assessment, please comment on each of the following major aspects of the report. The criteria accompanying each grade are provided solely as a guide, as their relative weighting may vary according to the project:</p> <p>1. Overall presentation</p> <p>I Potentially suitable for publication with relatively little editing; presentation refined and scholarly.</p> <p>II.1 May still be suitable for publication, but with more editing; mostly clear and concise.</p> <p>II.2 Adequate explanations, but expression may be awkward, unrefined, verbose or ungrammatical; some inconsistencies in layout and style.</p> <p>III Poor, consistently unclear expression; basic presentation.</p> <p>2. Grasp of the literature/context</p> <p>I Shows evidence of critical thought and thorough knowledge of the literature. Criticism should be reflected in analysis of individual studies and the overall field.</p> <p>II.1 Somewhat less comprehensive and thoughtful, but nonetheless very good.</p> <p>II.2 Rather shallow and selective in scope.</p> <p>III A minimal effort to source suitable publications.</p> <p>3. Appropriateness of approach</p> <p>I Excellent, with flair and marked aptitude displayed in the design and technical details.</p> <p>II.1 Very good experimentally, but may show rather less imagination and care in design.</p> <p>II.2 Adequate, but limited in scope; may have some flaws.</p> <p>III Unimaginative and fundamentally flawed.</p> <p>4. Interpretation and analysis of the data</p> <p>I Sophisticated, complete and insightful; maximum information yielded from the data.</p> <p>II.1 Thorough analysis, although underlying assumptions may not be fully understood; data interpretation solid.</p> <p>II.2 Analysis rather basic; some statistical tests inappropriate; data may be misinterpreted.</p> <p>III Analysis fundamentally flawed to some degree; interpretation seriously limited or lacking.</p> <p>5. Justification given for conclusions</p> <p>I Careful and exhaustive, with some arguments that are advanced or complex.</p> <p>II.1 Good critique of data; discussion may be more narrow in focus.</p>

	<p>II.2 Adequate, but arguments are shallow and unsophisticated. III Conclusions with very little, poor or limited explanation.</p> <p>In summary, we consider each assessment grade to have the following general characteristics:</p> <p>Class I (85-100%) The quality of research and communication is highly professional. There may be a few minor inadequacies but at least some of the work is of a standard suitable for publication.</p> <p>Class II.1 (75-84%) The thesis is still of high quality, but there may be some problems in the analysis and/or interpretation of the results or in the conclusions. The writing style is not quite of the quality of a Class I thesis.</p> <p>Class II.2 (65-74%) A less sound piece of work; there are several serious flaws in the data analysis, interpretation or conclusions. This grade is also appropriate if the amount of work done appears markedly less than expected of a nine-month period. The writing style may hamper the reader's interpretation of the research.</p> <p>Class III (50-64%) A thesis of this standard is generally unsound in some fundamental way. There are abundant serious flaws in design, analysis and/or interpretation, and the writing style is poor.</p>
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Assessment 5	Final Seminar
Due date	10 October 2024
Weighting	10%
Submission	The Final Seminar (in person or via webex depending on COVID safe requirements and any extenuating circumstances). Exact timing TBA and will be based on room and academic availability
Type of Collaboration	Individual Assessment
Length	20 minutes (15 minutes presentation plus 5 minutes questions)
Details	The purpose of the seminar is to provide students with practise and opportunity to deliver the results of their honours degree in an oral presentation format and to receive feedback from academics in attendance. It must be pitched to a general audience. Students will develop their presentation skills and oral communication skills and learn how to handle questions from the audience live. Your supervisor can view TWO versions of your seminar presentation to help in the development of a clear communication style. The exact time and location of the presentation will be organised by the professional officer (subject to room availability) and you will be notified in advance via email.
Style and format	Powerpoint slide presentation
Subject Learning Outcomes	1-6
Marking Criteria	<p>Marking of the final seminar will be conducted by academics within SEALS and is aimed at assessing the <i>overall</i> quality of the presentation and the student's ability to answer questions.</p> <p>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.</p> <p>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.</p> <p>Class II.2 (65-74%) – presentation uninspiring; adequate use of visual aids, but with less preparation and care in layout; monotonous and</p>

	<p>unenthusiastic presentation; difficulty distinguishing main points; mostly correct, but minimal responses to questions.</p> <p>Class III (50-64%) – information not presented clearly; inaudible voice; failure to keep to time; frequently halts or loses place; visual aids hard to interpret or obscure in some fundamental way; answers to questions betray poor familiarity with material.</p> <p>Fail (< 50%) – not of the standard expected from an Honours student.</p> <p>Major points to consider:</p> <ul style="list-style-type: none"> • Demonstrated sound knowledge of research area, literature review, knowledge gap, accurate and easy to understand. • Clearly stated aims/hypothesis. • Comprehension of technology/experiment/scientific approach performed, use of figures/ visuals to illustrate. • Meaningful and comprehensible summary, validity of conclusions. • Demonstrated critical thinking regarding results, ability to put findings in context of other research, limitations of project, suggested further work. • Clear and sufficient use of references. • Concise and valid answers to questions. • Well-rehearsed, good timing, confident, enthusiastic, stimulating, easy to understand, appropriate use of figures/ tables/ photos.
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Assessment 6	Viva voce
Due date	Week starting 14 October 2024
Weighting	No Weighting Assigned
Length	30 minutes
Details	<p>The purpose of the Viva voce is to provide students with the opportunity to address specific questions regarding their research report before marks are assigned. It is not intended to be an interrogation of students, or a formal thesis defence.</p> <p>The viva format will be provided to students via email and the Moodle site.</p>
Marking Criteria	The Viva voce is not formally marked.

Corrections / Feedback of Research Report (Thesis) Drafts by Supervisors

Scholarly writing is an integral part of a research project, as there is a need not only to undertake research in a competent fashion, but also to communicate the results. This communication must be tailored with the audience in mind. In the case of the Honours Research Report (Thesis), the audience is specialist researchers in the same field (initially your supervisor(s) and the examiners).

By Honours level, students are expected to be proficient in all aspects of scholarly writing. Therefore it is the primary responsibility of the student to write a research report that is well-organised, logically-structured, grammatically correct and properly formatted and referenced. Supervisors are there to give guidance on writing. To help with this, supervisors will only review drafts of each chapter a maximum of 2 times.

Minimum Requirements for a Pass in this Subject

The minimum performance requirements for this subject are:

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

Attendance at all School of Earth, Atmospheric and Life Sciences seminars is strongly recommended. Seminars will be advertised via the 'SEALS All' email list. Students should also attend and participate in the Research Institute or laboratory discussion groups with which they are associated.

Honours students are encouraged to meet, as a group, on average, once each month with the Professional Officer. These meetings are an excellent way of obtaining current information, discussing upcoming assignments and meeting with fellow students to discuss common concerns. Students should let the Professional Officer know if they are unable to attend.

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 ($100 \times 0.05 \times 4$). 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 ($(20 \times 0.05 \times 3)$). 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, 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>

Scaling

Scaling of students' marks is not used to adjust Honours marks. A student's final, rounded, Honours mark is only adjusted, if at all, after consideration by the Honours Examination Committee on a case-by-case basis. The mark a student has earned in their Honours year will only be changed following a majority vote to do so by the Committee. In the case of a 50:50 vote, the Chairperson of the committee meeting will have the casting vote.

Supplementary Assessments

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

Marking Rubrics

Marking rubrics are on the SEALS Autumn 2024 Honours Moodle site.

Honours Report Preparation Guidelines

Length, Style and Format of Honours Project

Maximum length of the research report is 25,000 words of text (excluding figures, tables and references) (approximately 60 pages). The document should be single sided. A single electronic copy (PDF) of the research report with figures must be provided to the Professional Officer.

The research report must have:

- (a) A title page, containing the title, author's name and the relevant alternative of the following statements in the lower part of the page: A research report submitted in part fulfilment of the requirements of the Bachelor of Conservation Biology (Honours), or Bachelor of Conservation Biology (Honours) (Dean's Scholar) in the School of Earth, Atmospheric and Life Sciences, Faculty of Science, Medicine and Health, University of Wollongong (year)".
- (b) A page containing the statement: "The information in this report is entirely the result of investigations conducted by the author, unless otherwise acknowledged, and has not been submitted in part, or otherwise, for any other degree or qualification." This statement must be signed and dated in writing by the candidate.
- (c) A copyright page (if required).
- (d) An abstract succinctly stating findings (maximum length one page).
- (e) A table of contents listing chapter headings, appendices, etc. and appropriate page numbers.
- (f) Acknowledgements.
- (g) The main body of the report.
- (h) A list of cited references written out in full and following the format outlined in this guide.
- (i) There may be appendices (e.g. tables of basic data, questionnaires, field data).

The text must be typed with one-and-a-half line spacing on A4 size paper with at least 28 mm left and right-hand margins and copied single sided. Tables should, if possible, have the same maximum dimensions, but may be in single line spacing. Plain type such as Times Roman, Geneva, Helvetica or Arial (12 point) should be used wherever possible.

All students are encouraged to have sections of the report proofread by relevant staff members before submission. Remember that presentation of research work requires careful writing, good editing and the use of a spelling checker - this all takes time. Students should use the most recent available version of Word on the School's computers unless specific approval to use another word processor has been given by the student's supervisor.

Figures, maps and photographs should all provide significant information. They should be completed during the writing process, not at the end of thesis production. Figures and maps should be drafted by the student and have appropriate scales and legends. Maps should be produced at an appropriate scale with a suggested maximum size of 1 by 1.5 m. Local areas with detailed information should be produced as separate maps or figures.

All new data must be clearly identified in the report. Data must be separated from interpretations and inferences. Present as much data as possible in tabular or diagrammatic form. In many cases, large data sets are best presented in appendices. All work carried out by other persons (e.g. analyses) must be acknowledged in the text. In assessment, considerable importance is assigned to your ability to organise and interpret data, not just its collection. Students are advised to consult the University of Wollongong web site on Academic Integrity: <http://www.uow.edu.au/about/policy/UOW058648.html>.

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>

System of Referencing to be Used in Honours Project

Systems of referencing vary across disciplines and also across publications. When submitting papers to particular journals you must ensure that you conform to the instructions to authors of that particular journal. For the purpose of your literature review and research report, referencing should follow the system used, for example, by CSIRO publications. The examples given below are from the instructions to authors submitting to a CSIRO journal.

In the text:

- References are cited chronologically by the author and date and are not numbered.
- Names of two co-authors are linked by 'and'; for three or more, the first author's name is followed by '*et al.*' (note italics and the full stop after al).

In Reference list:

- All references cited must be listed alphabetically at the end of the paper; all entries in this list must correspond to references in the text. Titles must be included for all references.
- Titles of periodicals must not be abbreviated. References should be in the following format:

For a book

Haswell, W. A. (1882). 'Catalogue of the Australian Stalk- and Sessile-eyed Crustacea.' (Australian Museum: Sydney.)

For a Journal article

Sluys, R., and Ball, I. R. (1988). A synopsis of the marine triclads of Australia and New Zealand (Platyhelminthes : Tricladida : Maricola). *Invertebrate Taxonomy* 2, 915-959.

For a Chapter in an edited book

Voss, G. L. (1988). Evolution and phylogenetic relationships of deep-sea octopods (Cirrata and Incirrata). In 'The Mollusca. Vol. 12. Palaeontology and Neontology of Cephalopods'. (Eds M. R. Clarke and E. R. Trueman.) pp. 253-276. (Academic Press: London, UK.)

For web-based material

Goudet, J. (2001). 'FSTAT', a program to estimate and test genetic diversities and fixation indices (Version 2.9.3) Available at <http://www2.unil.ch/popgen/softwares/fstat.htm>

For a Thesis

Erzincioğlu, Y. Z. (1984). Studies on the Morphology and Taxonomy of the Immature Stages of Calliphoridae, with Analysis of Phylogenetic Relationships within the Family, and Between It and other Groups in the Cyclorrhapha (Diptera). PhD thesis, University of Durham, UK.

A learning support product which provides a structured framework to guide students through citing and referencing protocols across a range of styles including AGLC, Harvard, APA6, Oxford, Chicago and MLA is available from the library website:

<https://www.uow.edu.au/student/learning-co-op/referencing-and-citing/>

If you are unsure how to reference a particular item check with your supervisor.

Endnote

Students are strongly encouraged to use EndNote (a bibliographic software package, Copies are available from the Library to load onto your personal computer. The Library also provides online tutorials: <http://uow.libguides.com/endnote>.

Appointments can also be made with specialised librarians: <https://www.uow.edu.au/library/>

Students should be familiar with the university's policy on academic integrity and plagiarism available at: <http://www.uow.edu.au/about/policy/UOW058648.html>

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.

Research Responsibilities and Data Management

Student Lab Book

It is important to always maintain a NEAT, WELL ORGANISED and ACCURATE record of your research. A laboratory notebook is a complete legal document recording your research work, be it in the lab or the field. Your notebook should be structured into brief aims, detailed methods and results (original data) and a brief discussion.

A copy of raw data may also be supplied electronically.

Research Responsibilities and Retention of Data

A copy of the original data should be retained in the department or research unit in which they were generated. On completion of your honours project and before your final mark can be released, your laboratory notebook and any data or analysis stored electronically need to be given to your supervisor.

Ownership of Data

The University's Intellectual Property Policy covers the management of intellectual property rights at the University and covers all staff and students of the University:

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

Materials

To be discussed with your supervisor.

Administrative Tasks on Completion of Research Project

Honours students are required to complete a Project Completion Form at the end of their project and a Thesis Upload Declaration form. Both forms require at least one Supervisor signature to indicate satisfactory completion. The Project Completion form lists a variety of tasks the student must complete 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/>

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 and Safety (WHS) Act (2011) and University Policy that all students and staff follow WHS 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 one of the bi-annual Working Safely in SMAH sessions.

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.

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.

Additional WHS Training

For some students it may be relevant and very important to undertake additional WHS training before commencing work.

SEALS Honours students will be required to complete an accredited, nationally recognised, approved First Aid training course prior to conducting any field work. Direction is provided by the UOW Fieldwork and Off-Campus Activities Safety Manual and Guidelines. The School will cover the cost of the PODS *Apply First Aid* course or an equivalent run by an external provider. Please discuss your first aid training needs with your supervisor and seek advice from the Field Staff team regarding available courses

Discuss any additional WHS training needs, such as *Apply First Aid in a Remote or Isolated Area*, 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.

Risk Assessments (RAs)

Research Activities

All research work shall be assessed for risk prior to commencing any work. For medium and high risk activities, e.g., wet/chemical laboratory work, 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 work.

Fieldwork and Off-Campus Activities

It is a requirement for Fieldwork Leaders to conduct a risk assessment for all fieldwork and off-campus activities, including medium and high risk activities.

The risk assessment should list all potential fieldwork hazards and risk controls that can be put in place to minimize the risks. The risk assessment will need to be submitted to your supervisor for review and approval and then uploaded to the Field Equipment and Safety System (FESS). FESS will be discussed in further detail in the Fieldwork Safety section.

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 (SWPs)

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

Field Work Safety

The School of Earth, Atmospheric and Life Sciences (SEALS) has an online Field Equipment & Safety System (FESS) program which is used for all planning and approvals for field work in addition to hiring school equipment. The SEALS Field Support Team provide FESS training workshops at the start of each session to assist new staff and students with using FESS and to cover the universities expectations of students when conducting field work.

You can access FESS here, using your UOW student username and password to login:

<https://fess.uow.edu.au>

The FESS Resources page has a range of documents to assist staff and students with using FESS. We recommend reading the FESS User and Supervisor guide and the: [UOW Fieldwork and Off-Campus Activities Safety Manual and Guidelines](#).

The following is a brief list of some of the essential documents that must be completed in consultation with your supervisor prior to any field work activities:

1. Fieldwork Risk Assessment Form (completed in [SafetyNet](#) and uploaded to your FESS trip).
2. [Fieldwork Participant Acknowledgement Form](#) (for all staff and students on the field trip - uploaded to your FESS trip).
3. [Unpaid Work Engagement Form](#) (for those with volunteer help - uploaded to your FESS trip).

Forms 2 and 3 must be taken into the field with you as they contain emergency contact details for all field participants.

The Fieldwork webpage also 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 Activities

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](#)

If a Risk Assessment has determined the fieldwork to be low risk, then one First Aid trained personnel is acceptable. For example, the fieldwork may be medium risk by definition, but implemented controls will reduce the risk to a low level.

Honours students are encouraged to support each other to meet the recommended minimum First Aid training requirements for fieldwork activities. By accompanying other students during fieldwork, you will obtain additional skills and experience in the field through being exposed to different techniques, geographical areas and/or environments.

For additional assistance with field work planning please contact the SEALS Field Support Team:

seals-fieldequipment@uow.edu.au

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 SEALS. 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.

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.

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 research report, and to clarify any points of confusion examiners may have, prior to your final mark being assigned.

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

Access to specific items, study space, computers and budget should be discussed with your Supervisor. You should not spend any funds on your project without the knowledge of your Supervisor as they are responsible for your budget.

There is a standard procedure for placing University purchase orders. Ensure you have all the correct information (including account number) before you fill out a requisition form and have it co-signed by your supervisor.

Equipment for field work is available from SEALS Field Equipment support/FESS team and should be booked two weeks in advance.

Equipment in laboratories can be used after induction and arrangement with the appropriate Laboratory Manager (see sign on door of Laboratory) in consultation with your supervisor. Strict rules apply in regard to laboratory procedures.

All Honours students may be able to access shared desk space in one of the School's Honours rooms 41.101 or 35.G06 and a storage locker (in 41.101 only). Shared general purpose computers and software are available in the Honours rooms. Please do not save your work to the desktop, always use a USB. These are quiet working areas, and all noise must be kept to a minimum. Honours room keys and locker keys can be requested from the Professional Officer after you have participated in the tour of honours facilities.

There are also kitchenette facilities for honours student use, in the corridor near 41.165 and in room 35.111.

If your project will require the use of spatial technologies such as GIS, Remote Sensing, aerial imagery or spatial data (whether hardcopy or digital), you will need access to the Schools Spatial Analysis Laboratories (SAL). For initial information about the SAL, please email: sal_techstaff@uow.edu.au

You must seek advice from someone who has experience before using unfamiliar equipment. Repairs are costly and damage caused by negligence will be charged to the user. Some items of equipment have lists of registered users (e.g. centrifuges, counter). Permission and training must be sought before using these pieces of equipment.

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/>

School of Earth, Atmospheric & Life Sciences Technical Services Staff

School support staff are very willing and able to provide advice and training in a wide range of technical tasks and procedures necessary for the successful completion of a research project. All requests for work to be completed by support staff must be made via your supervisor(s).

The appropriate support and research staff and their current major area(s) of expertise in the Earth and Environmental Sciences discipline are listed below:

<p>Jose Abrantes – 41.G60 ph 4221 3596 jose@uow.edu.au Geoanalytical Lab (XRD/XRF). Thin sections and Biosecurity</p>
<p>Amanda Guy-Chresby – 70.G01 ph 4221 5279 aguy@uow.edu.au Animal Facility Technical Coordinator ERC.</p>
<p>Shona Rankin (Team leader) and Josh Snow 43.G03D seals-fieldequipment@uow.edu.au Fieldwork Technical Officers Equipment, vehicles and field work training requirements</p>
<p>Irene Backen, 43-G03B Building 35 Consumable store enquiries</p>
<p>Lili Yu 41.272 ph 4252 8735 lyu@uow.edu.au Inductions into the:</p> <ul style="list-style-type: none"> • Optically Stimulated Luminescence (OSL) Dating Lab 41.267. • Amino Acid Racemisation (AAR) Lab 41.273. • MicroTrace lab 41.161. • Scanning electron microscope (SEM) lab 41.170. <p>Biosecurity contact</p>
<p>Vanessa Baxendale 18.102B and 35.G04 ph 4239 4398 vbaxendale@uow.edu.au Inductions for Building 15, 18 (including chemistry labs), 35 and 41 SEALS/SCMB Infrastructure support-Equipment Maintenance, Research Support. (SCMB/SEALS staff member)</p>
<p>Daniel Colella 70.G01 ph 4221 4443 dcolella@uow.edu.au Inductions into the Ecological Research Centre (ERC) Building 70</p>
<p>Josh Snow (Interim) 43.G03D ph 4221 4022 snowj@uow.edu.au Geological specimen cataloguing, photography.</p>

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/student/careers/
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 an Librarian
Research Consultation Service	1 hour appointment with an information specialist. Available to UOW academics, HDRs, Postgraduate Coursework, Honours and Masters students.
By phone	+61 2 4221 3548

UOW Grade Descriptors

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

Grade	Mark %	Descriptor
High Distinction	85-100	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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	65-74	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • knowledge, understanding and application of fundamental concepts of the field of study

		<ul style="list-style-type: none"> • 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.
	<50	<p>A Fail grade is awarded where there is insufficient evidence of a satisfactory level of attainment of the relevant subject learning outcomes, on the basis of one or more of the following:</p> <ul style="list-style-type: none"> • the project or research goal of the relevant honours project is nullified by major problems in the conceptualisation or execution of the project • the student is unable to present arguments with clarity or coherence • the student is unable to apply appropriate skills, techniques and methods with a satisfactory level of precision and accuracy • data is frequently incorrect • there are issues with adherence to academic integrity principles or practices

More details on UOW Grade descriptors can be found on the following link

<http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf>

University Policies

Academic Integrity Policy

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

<http://www.uow.edu.au/about/policy/UOW058648.html>

Authorship Policy

This policy outline the principles for determining authorship of publications that are a result of research undertaken at UOW:

<https://documents.uow.edu.au/about/policy/uow058654.html>

Code of Practice – Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at:

<http://www.uow.edu.au/about/policy/UOW058663.html>

Honours Policy

This Code sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at:

<https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058661.pdf>

Human Research and Ethics Forms and Policies

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

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from:

<http://www.uow.edu.au/about/policy/alphalisting/UOW140611.html>

Intellectual Property Policy

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

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice. The Policy can be found at:

<http://www.uow.edu.au/about/policy/alphalisting/UOW222905.html>

Teaching and Assessment: Code of Practice - Teaching

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

<http://www.uow.edu.au/about/policy/UOW058666.html>

Teaching and Assessment: Subject Delivery Policy

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

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. The Policy can be found at:

<http://www.uow.edu.au/about/policy/UOW058721.html>

The Student Charter – Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community.

<http://www.uow.edu.au/student/charter/index.html>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<http://www.uow.edu.au/about/policy/UOW058723.html>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://www.uow.edu.au/about/policy/alphalisting/UOW016894.html>

School Specific (if not covered elsewhere)

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1		Kristy Blackburn		Draft BIOL410/416 Honours Guide Annual 2024

Appendix 1: Scientific Paper Formatting Guidelines

Word limit: 5000 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 should be 10 point, Times New Roman. Page numbers must be included on all pages. Page 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 250-300 words (approximately ½ page to 1 page) 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 approximately 1,250 words (approximately 4 pages). 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 (approximately 3 pages). 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: Limit the results section to approximately 1,000 words (approximately 3 pages). 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.**

Discussion: Limit the Discussion section to approximately 1,450 words (approximately 4-5 pages). 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 the Author-Date style (e.g. Smith et al. 2009; Smith and Jones, 2009). 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). Arrange the citations in **alphabetical order** by first-author surname. 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/>

Follow the styles shown in the examples below for print references.

1. **Alexander, T. W.** 2008. Effect of subtherapeutic administration of antibiotics on the prevalence of antibiotic-resistant *Escherichia coli* bacteria in feedlot cattle. *Appl. Environ. Microbiol.* **74**:4405-4416.
2. **da Costa, M. S., M. F. Nobre, and F. A. Rainey.** 2001. Genus I. *Thermus* Brock and Freeze 1969, 295,AL emend. Nobre, Trüper and da Costa 1996b, 605, p. 404-414. *In* D. R. Boone, R. W. Castenholz, and G. M. Garrity (ed.), *Bergey's manual of systematic bacteriology*, 2nd ed., vol. 1. Springer, New York, NY.

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. Some examples follow.

1. **Charlier, D., and N. Glansdorff.** September 2004, posting date. Chapter 3.6.1.10, Biosynthesis of arginine and polyamines. *In* R. Curtiss III et al. (ed.), *EcoSal— Escherichia coli and Salmonella: cellular and molecular biology*. ASM Press, Washington, DC. <http://www.ecosal.org/>.

References to unpublished data, manuscripts submitted for publication, unpublished conference presentations (e.g., a report or poster that has not appeared in published conference proceedings), personal communications, patent applications and patents pending, computer software, databases, and websites should be made parenthetically in the text as follows.

similar results (R. B. Layton and C. C. Weathers, unpublished data).

system was used (J. L. McInerney, A. F. Holden, and P. N. Brighton, submitted for publication).

as described previously (M. G. Gordon and F. L. Rattner, presented at the Fourth Symposium on Food Microbiology, Overton, IL, 13 to 15 June 1989).

{For nonpublished abstracts and posters, etc.}
