



Course: Bachelor of Medical Biotechnology (Honours); course code 1781 and Bachelor of Medical Biotechnology (Honours) (Dean's Scholar); course code 1780

Subject: BIOL420 Biotechnology Honours

Honours Guide

Annual 2025
Wollongong

Subject Information

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

The Faculty of Science, Medicine and Health

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program.

As a student of our faculty, you will be actively engaged in learning with extensive clinical experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

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Section A: General Information

Requirements for Admission to Honours

The B. Med Biotech (Hons) is regarded as a professional degree and as such, prospective candidates need to possess a high level of research competency and a strong foundation in theoretical work; they should have a demonstrated ability to focus on a defined topic and to sustain an argument. Only candidates who have completed the requirements for the Bachelor of Medical Biotechnology (144 credit points) will be admitted to the Honours program.

Students should have achieved a Weighted Average mark (WAM) of at least 75% across all subjects undertaken. Students with a WAM below 75% may only progress to the fourth year with the permission of the APD (or their delegate).

Applying for Admission to Honours

300 level candidates enrolled in the B Med Biotech (Hons) at the University of Wollongong wishing to apply for Honours should indicate their intention to the course coordinator and attend an information meeting of prospective Honours candidates usually held in the School of Science in October.

Formal enrolment in the SSCI Honours program is completed through SOLS upon the receipt of a formal University of Wollongong offer. For assistance with enrolment see <http://www.uow.edu.au/student/enrolment/UOW008285.html> or the Honours Coordinator.

For general enquiries please contact Student Central:

Information available online at [Student Central - University of Wollongong – UOW](#)

Telephone: 1300 275 869 (1300 ASK UOW) or 02 4221 3927

Email: askuow@uow.edu.au

Part-time Honours Enrolment

This honours subject cannot be undertaken on a part-time basis. Please contact the honours co-ordinator if you need consideration for flexibility in your honours year.

NB. The compulsory course work component is only offered in Autumn session.

Leave of Absence

Leave of Absence during the course of the B Med Biotech (Hons) program is normally not possible, except under exceptional circumstances, as the availability of supervision cannot be guaranteed.

Research Project Selection Process

Students who have indicated an interest in undertaking a Medical Biotechnology Honours degree, and who meet all criteria, will be asked to complete a project selection form in November/December of the third year of their degree. This form will list all Medical Biotechnology Honours projects offered in the following year. Students will be asked to rank their choices for all projects starting with their first choice and ending with the project they would least like to do.

Students are advised to seek as much background information on their top 3-4 choices as possible; from the supervisors of the projects and members of the supervisor's lab in order to make an informed choice. Students will be given approximately 2 weeks to submit the completed Honours form to the coordinator.

Following this, the coordinator will allocate each student an Honours project. Final allocation of projects will not be undertaken until Spring session marks have been processed (normally around December). Students and supervisors will then be informed of the selection.

Honours Method Used in this Course

The Honours grade for the degree of Bachelor of Medical Biotechnology Honours will be calculated in accordance with Method 1 defined in the General Course Rules Section 8.

The final grade is calculated entirely on the required work completed during the Honours year.

1 for 400 level subjects that constitute the Honours program

Grades of Honours in this Course

Class I:	85% to 100%
Class II, Division 1:	75% to 84%
Class II, Division 2:	65% to 74%
Class III (where awarded):	50% to 64%
Honours not awarded for	0% to less than 0%

Roles & Responsibilities

The University has the responsibility to:

- specify clearly minimum entry standards for each Honours Degree;
- 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;
- maintain policy and procedures by which either the student or the Supervisor may take action as appropriate should significant difficulties arise with respect to the Honours Project;
- 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 end of that academic year.

The Academic Unit has the responsibility to:

- depending on the size of the Honours cohort, appoint an Honours Coordinator(s) to oversee the Honours Degree or, in the case of Embedded Honours, the Honours Projects within the Academic Unit;
- 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;
- ensure that the proposed Honours Project and all other requirements of the Honours Degree are of an appropriate standard for the award having regard to relevant discipline standards and that meets the requirements of the AQF;
- where an Honours Project is undertaken across two disciplines (inter-disciplinary, joint honours), approve the course of study with the head of the other Academic Unit and negotiate the appointment of co-Supervisors and subject requirements before enrolment;
- Provide to each Honours Degree student (in the case of Embedded Honours, no later than the beginning of the session in which the student undertakes an Honours Project) an Honours Guide that sets out all procedures and requirements pertaining to assessment.
- Foster a supportive environment for Honours Degree students and clearly communicate to Honours Degree students the University's expectations of a successful Honours Degree student and a successful Honours Project;
- ensure that reasonable resources are made available to Honours Degree students to support them in undertaking their Honours Project;
- ensure that appropriate provision is made in academic workloads for supervision of Honours Projects;
- ensure that the curriculum for each Honours Degree satisfies the requirements for the Bachelor Honours Degree within the AQF.
- ensure that procedures are in place to select the most appropriate Supervisor(s) or

- Supervisory panel for assessing the Honours Project;
- k. ensure that Supervisors of Honours Degree students have a qualification at Level 9 of the AQF (Masters Degree) or higher (or a lesser qualification combined with experience equivalent to a Level 9 AQF qualification) and that they:
 - a. are currently active researchers, or
 - b. have proven research records, or
 - c. have previous successful experience in supervising Honours Degree students;
- l. ensure that there is no conflict of interest between the Supervisor(s) and Honours Degree student;
- m. ensure that quality supervision is provided throughout the student's candidature or, in the case of Embedded Honours, throughout the period during which the student is undertaking their Honours Project;
- n. ensure that arrangements are made to provide for alternative supervision if a Supervisor is absent for more than two weeks;
- o. ensure that honours examiners have adequate time (generally three weeks) to report before the meeting of the relevant Assessment Committee.

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

The Role of the Honours Coordinator

Students are encouraged to discuss any general problems they may have with the Coordinator. These may include strategy in writing assignments, 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 Supervisor has the responsibility to:

Depending on the project(s) selected, Honours students will be assigned to one or more academic supervisors. The role of the academic supervisor(s) is to provide guidance on the best methods to use to complete the course, to discuss and develop the concepts and conclusions derived during the course and to provide critical evaluation of the research work. Students take responsibility for the quality of their work that is presented for examination by the Assessment Committee. The thesis must reflect the work of the student.

The overriding responsibility of a supervisor is to provide continuing support to students in researching and producing an Honours thesis and/or creative presentation to the best of the student's ability. The supervisor/s must be familiar with the information in this Guide, general rules pertaining to the degree and the Code of Practice–Honours.

In accordance with the Code of Practice - Honours, specific other responsibilities of the Supervisor are 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 this Code (directly or through the Honours Guide);
- c. advise and assist Honours Degree students to comply with workplace health and safety and ethics requirements where relevant;
- d. support Honours Degree students in developing a proposal for their Honours Project within a negotiated time frame;
- 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 planned absences during the candidature and arrangements for supervision during those absences;
- h. provide timely and helpful written feedback to Honours Degree students on any submissions and to assist them to develop solutions as problems are identified;
- i. advise Honours Degree students of inadequate progress or work below the standard

- generally required and to suggest appropriate action;
- j. attend meetings of the Academic Unit Assessment Committee where students' grades are determined;
- k. ensure the Academic Integrity and Plagiarism Policy, the Code of Practice – Research, 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, and the consequences for the candidate's Honours Project of breaching these Policies, are explained carefully to the student.

It is essential that the student's thesis is within the supervisor's field of expertise and that the subject pursued be of interest to the supervisor. Adequate resources for the satisfactory completion of both the research and the thesis must be available.

Supervisors should meet with students on a regular basis – preferably weekly, but not less than fortnightly – to discuss work in progress and to advise on the direction of the work. They should comment critically on any drafts of the thesis (including aspects of referencing, bibliographic work and proofreading). They should provide regular advice and timely feedback necessary to the production of a thesis of merit.

Supervisors must alert the student and the Honours Coordinator(s) of any situation, which indicates that the student might not meet the given deadlines for the thesis or any other assessment task, or appears incapable of attaining appropriate standards.

Honours Degree Students have the responsibility to:

Honours students have the primary responsibility for the timely completion of their Honours submissions and other assessment tasks. They should be familiar with the information in this Guide. In accordance with the Code of Practice – Honours, specific responsibilities are to:

- a. develop an Honours Project proposal and plan for completing the project within a timeframe agreed to by the Supervisor(s) and, where possible, the Honours Coordinator;
- b. maintain regular contact with the Supervisor(s);
- c. discuss any proposed variation of enrolment or leave of absence with their Supervisor(s) and Honours Coordinator/ Head of Academic Unit;
- d. establish with the Supervisor(s) the level of support required for successful completion of the Honours Project;
- e. present required written material to the Supervisor(s) in sufficient time to allow for comments and discussions before scheduled meetings;
- f. undertake additional work towards their Honours Project identified as necessary by the Supervisor(s);
- 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.
- i. ensure they read and understand relevant University policy documents including: Academic Integrity and Plagiarism Policy; Code of Practice – Research; IP Intellectual Property Policy; ,IP Student Assignment of Intellectual Property Policy, IP Student Assignment of Intellectual Property Guidelines; Research Misconduct Policy; and, Authorship Policy.

Students also have a responsibility to:

- a. comply with the requirements of assessment;
- b. comply with the University of Wollongong's policy on plagiarism;
- c. submit for assessment their own individual and unassisted work, except as otherwise permitted;
- d. respect the rights of staff and other students engaged in the teaching process and to conform to the "Code of Practice Students"; and,
- e. comply with all WHS requirements at the university and while working on their projects outside the university (e.g. in the field, at conferences).

Course Learning Outcomes

On completion of BIOL420, students should be able to:
1. design and perform experiments that contribute new information to a scientific area of relevance to medical biotechnology;
2. critically analyse the results of experiments, using a range of statistical approaches;
3. communicate the outcomes of their research project to other medical researchers, both in written and oral formats; and
4. prepare a range of applications relevant to the medical research profession: animal ethics application, grant application, a CV, job application.

Description

This subject deals with biotechnology regulation and the development of skills required to follow a career in research in the biotechnology area. Topics include Australian biotechnology and regulation, ethics, intellectual property and the patent system. Skills development exercises including bioinformatics, patent searching, scientific paper writing and critiquing and the preparation of a CV and job application, applications for animal ethics, grants and use of genetically modified organisms.

The Bachelor of Medical Biotechnology (Honours) and Bachelor of Medical Biotechnology (Honours) (Dean's Scholar) are four year professional qualifications awarded with Honours. In the fourth or Honours year, students are able to select a research area of choice from a wide range of research options, located both on and off campus. In this year, many students will get their first real taste of research, which will provide them with the much sort after skills required to explore the diverse areas open to them and enable them to embark on a fulfilling career.

Readings, References and Materials

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

Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys.

Key Dates

Formal Start	<u>Welcome to Honours - Meeting with Coordinator</u> Monday 10 Feb 2025
Oral Presentation – Introductory Seminar	Thursday 3 Apr 2025
Literature Review	Thursday 1 May 2025
Written Applications Relevant to Research Programme	Various – throughout Autumn semester
Scientific Paper	Thursday 24 Jul 2025
Submission of Final Written Project (Thesis)	Thursday 9 Oct 2025
Oral Presentation - Final Seminar	Thursday 23 Oct 2025
Viva voce	Friday 24 Oct 2025
Assessment Committee meeting	November 2025

Coursework Requirements

Students are not required to complete coursework in their Honours year. The subjects required for Honours are stipulated below.

Subject Code	Subject name	Session	Credit Points
BIOL420	Biotechnology Honours	SMAH Annual	48

Students in the Bachelor of Medical Biotechnology (Honours) degree, or Bachelor of Medical Biotechnology (Honours) (Dean's Scholar) degree must complete the subjects required for the first 3 years of their program before proceeding into this fourth year.

The research component of the Medical Biotechnology Honours degree takes place throughout the Honours year in the laboratory facilities within the School of Science from February through October. Students are encouraged to further develop abilities in both research and scientific communication skills during this course.

Section B: Assessment of Honours Project

Assessment Summary

Assessment Type	Date for Submission	Weighting in Determining Final Mark
Introductory Seminar	3 Apr 2025	N/A
Literature Review	1 May 2025	10%
Written Applications Relevant to Research Program	Throughout program in Autumn session only	10%
Scientific Paper	24 Jul 2025	15%
Research Report (Thesis)	9 Oct 2025	55%
Final Seminar	23 Oct 2025	10%
Viva Voce	24 Oct 2025	N/A

Details of Assessment Tasks

Assessment tasks will be marked using explicit criteria that will be provided to students prior to submission. Additionally, to the information below, please refer to detailed information regarding submission of assessments on the subject's Moodle site. All written assessments are **due by 4 pm** on the due date.

Name	Introductory Seminar
Type	Presentation
Date for Submission	3 April 2025
Weighting	N/A; Formative assessment to provide feedback (marked as satisfactory/unsatisfactory)
Length	15 Minutes (10 minute presentation plus 5 minute question time)
Details	This introductory seminar should outline the project background and rationale and briefly discuss the intended methodologies and directions.
Style and format	Powerpoint presentation (in person or via webex depending on COVID safe requirements)
Subject Learning Outcomes	2,3
Marking Criteria	See appendices

Name	Literature Review
Type	Report
Date for Submission	4pm 1 May 2025
Weighting	10%
Length	Maximum 20 pages (excluding title page and references), double spaced, minimum 12 point font size, 2 cm page margins
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 <u>critical</u> evaluation of the literature to date. The review should show individual logical thought, and a synthesis and interpretation of the literature. You should assess the validity of the literature in terms of experimental design and the conclusions that are drawn. Your supervisor can read TWO drafts of this review to help in the development of a critical writing style.</p>
Style and format	Word document using standard referencing style for the field and written in a scholarly manner and supported by figures where appropriate.
Subject Learning Outcomes	2,3
Marking Criteria	See appendices

Name	Written Applications Relevant to Research Programme
Type	Portfolio
Date for Submission	Various – throughout Autumn semester and subject to change
Weighting	10%
Length	Various
Details	Details are provided in Appendix 10
Style and format	Various
Subject Learning Outcomes	4
Marking Criteria	See Appendix 10

Name	Scientific Paper
Type	Report
Date for Submission	4pm 24 July 2025
Weighting	15%
Length	Up to 5,000 words of text (excluding title page, figures, tables and references).
Details	<p>Aim: To develop a high standard of scientific writing to facilitate the publication of the research.</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. Your supervisor/s can read TWO drafts only of this paper. See Appendix 5 for general guidelines.</p>
Style and format	Word document using standard referencing style for the field and written in a scholarly manner and supported by figures where appropriate.
Subject Learning Outcomes	1, 2, 3
Marking Criteria	See appendices

Name	Research Report (Thesis)
Type	Thesis
Date for Submission	4pm 9 October 2025
Weighting	55%
Length	Maximum length: 25,000 words (approximately 60 pages excluding title page, prefix pages, references and appendices).
Details	The number of draft circulations to be reviewed by supervisors is restricted to TWO drafts only. To clarify, if you have several supervisors, you cannot submit each version to each supervisor twice, but the total number of supervisor reviews is restricted to two. This will be closely monitored by your supervisors. See BIOL420 Moodle site for Honours thesis template to follow.
Style and format	See the subject Moodle for detailed instructions on thesis preparation.
Subject Learning Outcomes	1, 2, 3
Marking Criteria	<p>1. Overall presentation</p> <p>1 Presentation refined and scholarly with relatively little editing required.</p> <p>2.I Very good, mostly clear and concise throughout. The item would require more editing to bring it to first class standard.</p> <p>2.II Adequate explanations, but expression throughout may be awkward, unrefined, verbose or ungrammatical; inconsistencies in layout and style throughout.</p> <p>3 Poor, consistently unclear expression; basic presentation.</p> <p>2. Grasp of the literature/context</p> <p>1 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>2.I Somewhat less comprehensive and thoughtful, but nonetheless very good.</p> <p>2.II Rather shallow and selective in scope.</p> <p>3 A minimal effort to source suitable publications.</p> <p>3. Understanding and explanation of study design and implementation of approach</p> <p>1 Excellent, with flair and marked aptitude displayed in understanding the design and technical details.</p> <p>2.I Very good experimentally, but may show rather less imagination and care in design.</p> <p>2.II Adequate, but limited in scope; may have some flaws.</p> <p>3 Unimaginative and fundamentally flawed.</p> <p>4. Interpretation and analysis of the data</p> <p>1 Sophisticated, complete and insightful; maximum information yielded from the data.</p> <p>2.I Thorough analysis of the majority of presented data, although underlying assumptions may not be always fully understood; data interpretation mostly solid.</p> <p>2.II Analysis rather basic throughout; some statistical tests inappropriate; data may be misinterpreted.</p> <p>3 Analysis fundamentally flawed to some degree; interpretation seriously limited or lacking.</p>

	<p>5. Justification given for conclusions</p> <ol style="list-style-type: none"> 1 Careful and exhaustive, with some arguments that are advanced or complex. 2.I Good critique of data; discussion may be more narrow in focus. 2.II Adequate, but arguments are shallow and unsophisticated. 3 Conclusions with very little, poor or limited explanation. <p>In summary, we consider each assessment grade and corresponding mark to have the following general characteristics:</p> <p>Class 1</p> <p>95 – 100%: A truly outstanding piece of work. The quality of research and communication is highly professional with the majority of the work of a standard suitable for publication with very little further editing.</p> <p>90 - 95%: The quality of research and communication is very professional. The majority of the work is of a standard suitable for publication with some further data and/or editing.</p> <p>85 - 90%: Very good quality of research and communication with no substantive problems in the analysis and/or interpretation of the results or in the conclusions. The writing is of very good quality. At least some of the work is publishable with some further data and/or editing.</p> <p>Class 2, Division I</p> <p>80 – 85%: The item is still of high quality, but there may be some problems or inadequacies in the analysis and/or interpretation of the results or in the discussion and conclusions. The writing is not quite of the quality of a Class I item, requiring some further editing to clarify some points.</p> <p>75 – 80%: The item is of good quality, but there may be some flaws in the data analysis, interpretation or conclusions. The writing quality is less than that of a Class 2, Division I item, and would require major editing to improve quality.</p> <p>Class 2, Division II</p> <p>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 may hamper the reader’s understanding of the research.</p> <p>Class 3 / Pass</p> <p>An item of this standard is generally unsound with multiple serious flaws in experimental design, analysis and interpretation, and the writing is poor and difficult to understand.</p>
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Name	Final Seminar
Type	Presentation
Date for Submission	23 October 2025
Weighting	10%
Length	15 minutes (12 minute presentation plus 3 min question time)
Style and format	Powerpoint Presentation (in person or via webex depending on COVID safe requirements)
Subject Learning Outcomes	1, 2, 3
Details	See appendices
Marking Criteria	See appendices

Name	Viva voce
Type	Assignment
Date for Submission	24 October 2025
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 thesis before marks are assigned. It is not a formal thesis defence.</p> <p>The process should be seen as an opportunity for markers to seek clarification from the student directly, eliminating the need for direct discussion with supervisors.</p> <p>The panel will consist of: Thesis markers (x2) and a panel chair. Supervisors are present during the viva voce to provide support for students but are not allowed to answer questions.</p> <p>Under normal circumstances, the viva voce (oral exam) is held the day following the final seminar and is the final assessment procedure for the student. The viva format will be provided to students via email and the Moodle site.</p>
Marking Criteria	The viva voce is not formally marked.

Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

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:

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

Attendance at relevant School of Science seminars is strongly recommended. Seminars will be advertised via the 'SSCI 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 attend a series of Honours Study Support sessions during the subject. These sessions will provide learning that will be useful to honours students as well as provide an opportunity to obtain current honours information, meet with fellow students and ask questions of academics in attendance. The Honours Study Support Sessions Schedule will be included on the subject Moodle site.

Minimum Attendance Requirements

Students should expect to be in attendance at University at least between the hours of 9am to 5pm Monday to Friday. Obviously, there will be times when this is inappropriate, for example prior to handing in assessment items. Correspondingly, there will also be times when your research may require you to work outside these times. If this is the case, you must always inform someone of your whereabouts and the duration of time, you will be spending in the department. Laboratory space is provided in the supervisor's lab. Attendance at lectures as a part of the Autumn portfolio component is required.

Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays.

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

Academic Consideration

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

Assessment Criteria

In recommending the final class of “Honours” awarded, the Academic Program Committee will utilise the following criteria as a guide:

Honours Class I

Demonstrates excellence in approach to the research area in:

- i) Possessing a clear understanding of the research question and its relationship to the current body of knowledge (i.e. relevant literature) in the area.
- ii) Mastery of experimental procedure, design and data collection, or in the case of non-experimental theses, techniques of gathering information appropriate to the problem.
- iii) Use of the appropriate statistical analysis, and facility in interpreting the results in terms of the thesis topic, or in the case of non-experimental theses, facility in interpreting the information derived in terms of the thesis topic.
- iv) Clear and concise presentation and organisation of all aspects within the thesis.

Honours Class II, Division 1

The student satisfies all but one of the former criteria.

Honours Class II, Division 2

The student satisfies the following criteria:

- i) Demonstrates competence in carrying out experimental work, or in the case of a non-experimental thesis, proficiency in surveying sources but lacks complete insight in the research area.
- ii) Shows an adequate knowledge of the conceptual framework of the thesis area.

Honours Class III

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

Scaling

No formal scaling is applied to assessments.

Supplementary Assessments

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#).

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.

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 Thesis, 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 all).

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

Erzinclioglu, 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:

<http://public01.library.uow.edu.au/refcite/style-guides/html/>

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:

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

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>.

Length, Style and Format of Honours Project

The literature review, scientific manuscript and final thesis should follow the format set by previous B. Med Biotech (Hons) years. For typing normal text, you must use at least 12 point font size, double space between lines (except for Figure Legends and References), and 20mm margins. The recommended length for the final thesis (excluding figures, references and appendices) is 25,000 words (approximately 60 pages) and should be submitted electronically as per instruction by the Honours coordinator. Under no circumstances should the thesis exceed 65 pages (excluding references and appendices). You should also provide copies for your supervisor/s.

One other important issue you should always bear in mind when preparing presentations, whether written or oral, is to clearly indicate what your own work is and what is other people's work, and acknowledge other people correctly.

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. This should be done in the hard-backed book provided by the School. Your notebook should be structured into brief aims, detailed methods and results (original data) and a brief discussion.

A copy of raw data should also be supplied electronically.

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 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 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.

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.

Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically (Student Conduct Rules).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face or online.

For more information on appropriate communication and etiquette online, please refer to the guide [Online and Email Etiquette](#).

Guiding Communication Principles for Students

Moodle Announcements

Moodle Announcements will be the primary platform for communication of general information to students

- Students should ensure they regularly check the main announcements forum at the top of each subject's Moodle site. Information distributed via a Moodle Announcement MAY not be duplicated on any other forum on the Moodle site.
- It is the student's responsibility to check all subject Moodle sites regularly for information and notifications.

SOLS messages

SOLS messages will be used for all central communication relating to the following:

- Administrative matters relating to student enrolment
- Critical information relating to course or subject eg policy updates, academic progress
- Security and emergency information

SOLS and Moodle announcements can NOT be responded to.

Email

Communication to UOW staff by students should only be via a UOW email account

Remember to use the same principles when communicating online as you would face-to-face. Be clear and respectful and communicate with the same consideration you would expect from others.

Learning Platform (Moodle) Subject Site

The University's Learning Platform uses [Moodle](#) as its Learning Management System, providing access to course materials, activities, and other Learning Platform systems. The Learning Platform (Moodle) subject site can be accessed via your SOLS page.

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.

Using Generative Artificial Intelligence (GenAI)

GenAI technology (such as ChatGPT or Microsoft Co-pilot) is reshaping the University experience worldwide. UOW is committed to embracing GenAI as a tool to enhance learning experiences and develop vital work-readiness skills. However, misuse or use of GenAI in assessments where prohibited constitutes academic misconduct (as specified by [University Policy](#)).

It is important that students check if GenAI is permitted for each assessment task and how it is to be used and acknowledged. Please read the [student guidance](#) available on how to use GenAI ethically and critically, equally recognising its capabilities and limitations.

For example:

1. **Generative AI is not a substitute for decision-making:** GenAI should complement, not replace, your critical thinking and decision-making skills.
2. **Output quality depends on prompts:** The quality of GenAI outputs is influenced by prompting. Poorly constructed or unclear prompts may generate outputs that are incorrect.
3. **Fact verification is essential:** GenAI outputs can be fabricated, presenting inaccurate information or contain harmful bias. Verify all GenAI outputs against reliable sources.
4. **Protect data and copyright:** Many GenAI technologies collect information in ways that breach privacy and data protection provisions, particularly where the source material is confidential or subject to copyright. Please check the Terms and Conditions of GenAI technologies and if unsure, refer to [UOW Copyright Guidance](#). Learn more about how to access UOW secured tools [here](#).
5. **Transparency in use:** Where required, you must acknowledge GenAI use, including providing prompt histories and detailing how GenAI was utilised.
6. **Thoughtful and appropriate application:** Be mindful of when and how to use GenAI tools. Assess its appropriateness for each use, and refrain from use when not suitable.

If you have any questions, please contact your Subject Coordinator.

Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. In some cases, a recording may be made of a seminar presented by a student, in order to allow examiners or another relevant person, who cannot attend the seminar in person or online, to view the recorded version of the presentation. Recordings can only be made with the explicit permission from the supervisor, subject coordinator and the student being recorded.

Recordings will be temporarily stored by the subject coordinator and, after viewing by the examiner or other relevant person, will be permanently deleted.

Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Your Privacy – Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement the University may collect your personal information. This collection may occur incidentally during the recording of seminars or other activities in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion). Therefore the University further advises students that:

- Seminar and other recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

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/>

Reasonable Adjustments

Students with a disability, illness, or medical condition who need assistance with their studies can register with the UOW Student Accessibility and Inclusion (SA&I) Team for support via the website <https://www.uow.edu.au/student/support-services/sai/>.

The team offers confidential advice and resources, and communicates appropriate reasonable adjustments to academics, ensuring the right support is in place throughout the academic journey.

Students are encouraged to revisit any existing Reasonable Adjust Plans and/or Access Plans with their assigned SA&I specialist to ensure their needs are met whilst undertaking honours.

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 (including some invertebrates) or their parts, staff and students of the University are required to submit a research ethics application to either the Animal Research Ethics Committee or the Human Research Ethics Committee and obtain approval, to ensure that all statutory requirements are met.

Any questions or requests for further information should be directed to the Ethics Officer, Phone 4221 3386 – Research Services Office.

Human Research Ethics: <http://www.uow.edu.au/research/ethics/human/index.html>

Animal Research Ethics: <http://www.uow.edu.au/research/ethics/animal/UOW108401.html>

Workplace Health and Safety Requirements

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

The University's Workplace Health and Safety Policy can be found at:

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

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

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 General WHS Induction.
3. Completion of the SMAH Training Needs Analysis. *The training which needs to be completed within this document will be identified in consultation with your supervisor.*
4. Attendance at the bi-annual Working Safely in SMAH session, or equivalent.

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 the Biosafety and GMO Training (TRNG023_23); Module 1 Biosafety and Module 2 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.

All honours students are 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. Your Supervisor will cover the cost of the TOD *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 Support Team.

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 (SWP's)

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

Fieldwork Safety

The Faculty 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 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. [Unpaid Work Engagement Form](#) (for all staff and students on the field trip - uploaded to your FESS trip)
3. [Volunteer Acknowledgement 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

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 Field Support Team sci-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. 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 Faculty 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.

Second, the coursework components of the B. Med Biotech Honours are marked inside the School. All current Honours Supervisors are part of the pool of examiners. The assessment scheme for which is determined by the Coordinator at the commencement of each year. For this degree, the thesis is examined by a panel of two assessors (excluding the supervisor), one of whom may be external to the School of Science.

You will meet with a panel consisting of the two examiners, a moderator (usually the course or Honours co-ordinator), and your Supervisor for a "viva voce". The viva voce is not assessed; however, it provides you with the opportunity to answer specific questions relating to the technical aspects of your thesis, and to clarify any points of confusion examiners may have, prior to your final thesis mark being assigned.

Third, A SSCI Honours Assessment Committee may be convened to deliberate on the final marks for students. The Supervisor is given an opportunity to interpret, defend, or rebut the comments of the examiners at the Honours Assessment Committee meeting if held, or at the School Assessment Panel meeting. The School Assessment Committee is responsible for recommending the overall Honours mark to the Faculty Assessment Committee. In all cases, the Faculty Assessment Committee declares the final mark.

The Honours Assessment Committee and the School Assessment Committee 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.

Guidelines for Honours Examiners:

In considering your marks for the research manuscript (thesis) 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. Students spend approximately nine months on the project, although due to substantial other coursework in this Honours degree the student has approximately 66 - 75% of the time available to a "normal" BSc Honours student.

When making your assessment, please comment on each of the following marking criteria outlined above under B2 (research manuscript or thesis). The criteria accompanying each grade and divisions are provided solely as a guide, as their relative weighting may vary according to the project.

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.

Please note that every effort is taken to ensure that the two-person assessment panel assigned to you is unchanged throughout the course of the subject. However, circumstances may mean that a change is unavoidable and this may occur at short notice. Any new examiners will be assigned by the Honours Coordinator, ideally with input from your Supervisor and will satisfy the suitability criteria above. Students and Supervisors will be notified of any changes to the assessment panel as soon as it is reasonable to do so.

Honours Exam Meeting Policy

1. A student's final mark for BIOL420 is allocated based on weightings from the following components:
 - a. Introductory Seminar: N/A
 - b. Literature Review: 10%
 - c. Portfolio: 10%
 - d. Scientific Manuscript: 15%
 - e. Thesis: 55%
 - f. Final Seminar: 10%

Marks representing the separate components of the Honours assessment for each student shall be tabulated and presented to the Honours Assessment Committee (if one is convened) or to the School Assessment Committee.

All marks must be given to a single decimal place. The overall final mark is rounded up or down to the nearest whole number for the purposes of submission to the University administration.

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 Assessment 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.

The grades for Bachelor of Medical Biotechnology Honours are as follows:

Class 1:	85–100%
Class 2, division I:	75–84%
Class 2, division II:	65–74%
Class 3:	50–64%
Fail:	<50%

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 assessment 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 by the Honours Coordinator, in consultation with the Supervisor.

Resolving grades when a third examiner is used will be discussed by the SSCI Honours Assessment Committee (if one is convened) and a recommendation made to the SSCI School Assessment Committee.

Resolving grades when a third examiner is used for Assessment 1 will be discussed by the SSCI Honours Assessment Committee (if one is convened) and a recommendation made to the SSCI School Assessment Committee.

The School Assessment Committee is responsible for recommending the overall Honours mark to the Faculty Assessment Committee in all cases, the Faculty Assessment Committee declares the final mark.

Resources Available to Honours Students

Inductions for Laboratory and Office areas

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

Equipment

Field Work Equipment

Equipment for field work is available from the Field Equipment support/FESS team and should be booked two weeks in advance. Please contact ssci-fieldequipment@uow.edu.au to request a booking.

Damage to Equipment

Repairs are costly and damage caused by negligence may 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.

Honours Funding

No purchases related to your project should be completed without the knowledge and prior approval of your Supervisor.

Work Station

Honours students will be provided with a workstation during the onboarding process, which will be within their supervisors student office (where possible), or a hot desk within a designated School Honours location.

These are quiet working areas, and all noise must be kept to a minimum.

Lockers

Honours room keys and locker keys can be requested from the School Admin Assistant ssci-admin@uow.edu.au after you have completed the necessary WHS inductions and associated paperwork.

Printing/Photocopying Access

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

Stationary

The School will provide Honours students with basic stationary and lab books which can be accessed via the central stationary stores. Please contact ssci-admin@uow.edu.au should you need assistance locating a store or if items need restocking.

Computer Use

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

Students may also access the computers in the 4th Year Computer Lab in Building 41 Room 101. If you would like to access this space to use the computers, please contact ssci-admin@uow.edu.au. Please note, this is a shared Faculty computer lab and operates as a 'drop in' principle and as such, all noise must be kept to a minimum. Please do not save your work to the desktop, always use a USB.

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

Email Use

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

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

Statistical Consulting Service

If your project has a statistical design or analysis that your supervisor is unable to assist with you may 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/>

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 with the approval of your supervisor(s).

Administrative Tasks on Completion of Research Project

Honours students are required to complete a Project Completion Form at the end of their honours. This form requires at least one Supervisor signature to indicate satisfactory completion. The Project Completion form lists a variety of tasks the student must 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/>

Student Services and Support

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

Services available include:

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

Student Support Coordinators

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

The Learning Co-Op

Provides online resources, access to Peer Coaches and Academic Consultants to support your learning at UOW. <https://www.uow.edu.au/student/learning-co-op/>

Student Advocacy Service

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

Library Services

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

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

Financial or Material Assistance Available

Each student will be given a budget of around \$500 (this amount will be confirmed at the beginning of each year) from the Faculty. Additional monetary requirements will need to be discussed with the Supervisor, who should have limited money allocated to the project.

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 HD	85-100	A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable): <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 • use of quantitative analysis 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 answers correct, very few or none incorrect
Distinction D	75-84	A distinction grade (D) 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): <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 answers correct, few incorrect
Credit C	65-74	A credit grade (C) 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): <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 • many answers correct, some incorrect
Pass P	50-64	A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable): <ul style="list-style-type: none"> • knowledge, understanding and application of fundamental concepts of the field of study • use of routine arguments with acceptable reasoning • adequate communication of information and ideas in terms of the conventions of the discipline • ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy • a combination of correct and incorrect answers
Fail F	<50	A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.
Technical Fail TF		A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes.
Satisfactory S		A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.
Unsatisfactory U		An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.
Excellent E		An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the Graduate Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject.

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>

Academic Integrity Policy

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

Authorship Policy

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

Code of Practice – Research

This Code mandates the current policy and best practice relating to procedures for responsible research: <http://www.uow.edu.au/about/policy/UOW058663.html>

Honours Policy

This Code sets out the responsibilities of all parties involved in managing students undertaking Honours Programs:

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

Human Research and Ethics Forms and Policies

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

Inclusive Language Guidelines

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

Intellectual Property Policy

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

Teaching and Assessment: Assessment and Feedback Policy

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

Teaching and Assessment: Code of Practice - Teaching

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

Teaching and Assessment: Subject Delivery Policy

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

Student Academic Consideration Policy

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

The Student Charter – Your Rights and Responsibilities

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

Student Conduct Rules

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

<https://documents.uow.edu.au/about/policy/rules/UOW060095.html>

Workplace Health & Safety Policy

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

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

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	19112024	Kristy Blackburn		

Appendix 1: How to Avoid Plagiarism

Please also refer to Method for Submitting Written Materials for Assessment.

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

“The University’s Academic Integrity and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement.

Plagiarism can be detected and has led to students being expelled from the University. The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University.”

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

Acknowledgement Practice

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

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

“fairness to authors and other students, the responsibility of students to do independent work, and respect for ownership rights.”¹

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

- unfair to the author who wrote the passage in the book;
- unfair to other students who do their own work without copying;
- failure to do independent work as expected in a university; and breach of copyright.

Plagiarism

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

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

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

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

Acknowledging Sources of Quotations

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

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

Correct

The bibliography should then include:

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

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

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

Correct - see the footnote (reference at bottom)

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

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

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

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

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

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

Wrong: the quote is inaccurate in several places.

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

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

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

Correct

Acknowledging Sources of Ideas

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

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

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

Paraphrasing

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

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

Correct

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

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

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

Wrong: there is no citation of Pollak

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

Common Knowledge

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

Example 10: Defamation laws are quite severe in Australia.

Correct: this is common knowledge. No citation is needed.

How to Avoid Plagiarism

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

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

Academic Unit Procedures for Investigating Plagiarism and other forms of Cheating

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

List of References

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

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

or

as reference number 2 in the List of References at the end of the essay or report. Further information on 'Plagiarism and Turnitin' can also be found at:

<http://www.uow.edu.au/student/services/ld/students/UOW021315.html>

Appendix 2: INTRODUCTORY SEMINAR

FORMATIVE ASSESSMENT TO PROVIDE FEEDBACK

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

STUDENT: _____

Introduction

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

Aims

- Clearly stated aims/hypotheses (justification of what is to be done and why)

Methods

- Brief, concise description of how experiments will be performed

Results

- Potential Results summarised in a meaningful fashion

Conclusions

- Validity of conclusions drawn

Handling of questions

- Concise and valid answers provided

Presentation

- Fluency (flow) of seminar
- Structure & organisation of seminar
- Illustration
- Demonstrated “critical” scientific approach

Comments:

ASSESSMENT

Please circle: Satisfactory / Not satisfactory

Assessor:

Appendix 3: Assessment Proforma: LITERATURE REVIEW

School of Science
University of Wollongong
WOLLONGONG NSW 2522
AUSTRALIA
Phone: (02)42213100
Fax: (02)42214135
Email: kara@uow.edu.au
Date

To the examiner,

Thank you for agreeing to be an examiner of a Bachelor of Medical Biotechnology Honours Literature Review. When making your assessment of this review, please comment on the following major aspects; overall style/presentation and the student's grasp of the literature and its context.

Please note that gradings for BIOL420 literature reviews are as follows:

1st Class	greater than or equal to 85%
2.I Class	75-84%
2.II Class	65-74%
3rd Class	50-64%

Accompanying this letter is an assessment sheet, which further outlines criteria which you should use when assessing this review.

We would appreciate your critique of the review being completed **within two weeks** of receipt. Please forward the literature review (with any corrections) to me, along with your comments and mark on the separate assessment sheet.

Thanks for your assistance.

Kara Vine Perrow
Coordinator

Appendix 4: Literature Review Assessment

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. This will be closely monitored by your supervisors.

Student: _____

CRITERIA	poor	fair	OK	v.good	excellent
TITLE					
Accurate & informative					
INTRODUCTION					
Effective introductory paragraph					
Describes rationale for review					
BODY OF REVIEW					
Structure & organisation					
Ease of understanding					
Fluency					
Grammar & spelling					
Use of own tables/diagrams					
Length (20 pages excluding title page and references)					
Evidence of thorough literature research					
Critical analysis of literature					
Effective conclusions					
REFERENCES					
Comprehensive list					
Correct format (Author-date)					

ASSESSMENT

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

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

FINAL MARK (OUT OF 100%):

Assessor:

Appendix 5: Scientific Paper Formatting Guidelines

Word limit: 5000 words (excluding title page, figures, tables, and references). Figures and Tables should be embedded in the text. Limit of 5 figures and 2 tables.

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. This will be closely monitored by your supervisors.

Title page: This should be a separate page and include the following details; The Subject code and assessment item, your name, student number and degree, title of manuscript, names of your supervisors and co-supervisors.

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.

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/>.

2. References cited in the text. 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.

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

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

5. 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.}

Appendix 6: Scientific Paper Assessment

School of Science
University of Wollongong
WOLLONGONG NSW 2522
AUSTRALIA
Phone:
(02)42213291
Email:
Date:

Dear Examiner,

Thank you for agreeing to assess a Bachelor of Medical Biotechnology Honours Scientific Report, a short research paper written in a style suitable for publication. Please base your mark on the quality in terms of writing style, logical arguments and format, rather than on the quantity of the results.

The full guidelines for this assessment are in Appendix 5 of the BIOL420 subject outline available on Moodle.

Please note that grading for BIOL420 Scientific Reports are as follows:

1st Class	greater than or equal to 85%
2.I Class	75-84%
2.II Class	65-74%
3rd Class	50-64%

Accompanying this letter is an assessment sheet. This further outlines criteria which you should use when assessing this work.

I require receipt of your critique of the manuscript **within two weeks from today (ie by date TBD)**. Please return your assessment to email address TBD.

Thanks for your assistance.

BIOL420 coordinator

BIOL420: Scientific Paper Assessment

STUDENT NAME\ : _____

CRITERIA	poor	fair	OK	v.good	excellent
SUMMARY/ABSTRACT					
Informative introductory remarks and rationale for study					
Summarises the main methods and findings of study					
INTRODUCTION					
Clear explanation of the background					
Clearly stated rationale, aims/hypotheses for the study					
METHODOLOGY					
Written in enough detail and/or to references which can be followed by colleagues					
RESULTS					
Clear description and interpretation of results obtained					
Quality of assisting tables and figures					
DISCUSSION					
Invention/improvement in methodology, if any					
Reason for failed experiments if unsuccessful					
Significance of the results in relation to the research direction					
Other people/group's work - relevance and criticism					
Future work					
Concluding remarks					
REFERENCES					
Adequate citations and correct format					
FORMATING AND NEATNESS					
Length (5000 WORDS excluding title page, figures, tables and references)					
Maximum of 5 figures and 2 tables					

ASSESSMENT

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

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

BIOL420: Scientific Report Assessment (cont'd)

FINAL MARK (OUT OF 100%):

Assessor: _____

Add written assessment here.

Appendix 7: Template Letter to Thesis Examiner

School of Science
University of Wollongong
WOLLONGONG NSW 2522
AUSTRALIA
Phone: (02)42213100
Fax: (02)42214135
Email:
Date:

To the examiner,

Thank you for agreeing to be an examiner of a Bachelor of Medical Biotechnology Honours thesis. In considering your marks please remember that this thesis *represents the first attempt* at a major research project for the candidate. In addition, Medical Biotechnology Hons students, due to a substantial coursework component in the final year, have approximately 66-75% of the time available to a BSc (Hons) candidate to spend on their research project.

Please note that gradings for BIOL420 theses are as follows:

1st Class	greater than or equal to 85%
2 I Class	75-84%
2 II Class	65-74%
3rd Class	50-64%

When making your assessment of this thesis, please comment on each of the following major aspects; overall style/presentation, the student's grasp of the literature/context, their understanding and explanation of study design and implementation of approach, the interpretation and analysis of the data, and the justification given for conclusions. Please be aware that there is a recommended text limit of 25000 words (excluding title and prefix pages, figures, references and appendices; approximately 60 pages) in place for this thesis. The following criteria accompanying each grade and divisions are provided solely as a guide, as their relative weighting may vary according to the project:

1. Overall presentation

- 1 Presentation refined and scholarly with relatively little editing required.
- 2.I Very good, mostly clear and concise throughout. The thesis would require more editing to bring it to first class standard.
- 2.II Adequate explanations, but expression throughout may be awkward, unrefined, verbose or ungrammatical; inconsistencies in layout and style throughout.
- 3 Poor, consistently unclear expression; basic presentation.

2. Grasp of the literature/context

- 1 Shows evidence of critical thought and thorough knowledge of the literature. Criticism should be reflected in analysis of individual studies and the overall field.
- 2.I Somewhat less comprehensive and thoughtful, but nonetheless very good.
- 2.II Rather shallow and selective in scope.
- 3 A minimal effort to source suitable publications.

3. Understanding and explanation of study design and implementation of approach

- 1 Excellent, with flair and marked aptitude displayed in understanding the design and technical details.
- 2.I Very good experimentally, but may show rather less imagination and care in design.
- 2.II Adequate, but limited in scope; may have some flaws.
- 3 Unimaginative and fundamentally flawed.

4. Interpretation and analysis of the data

- 1 Sophisticated, complete and insightful; maximum information yielded from the data.
- 2.I Thorough analysis of the majority of presented data, although underlying assumptions may not be always fully understood; data interpretation mostly solid.
- 2.II Analysis rather basic throughout; some statistical tests inappropriate; data may be misinterpreted.
- 3 Analysis fundamentally flawed to some degree; interpretation seriously limited or lacking.

5. Justification given for conclusions

- 1 Careful and exhaustive, with some arguments that are advanced or complex.
- 2.I Good critique of data; discussion may be more narrow in focus.
- 2.II Adequate, but arguments are shallow and unsophisticated.
- 3 Conclusions with very little, poor or limited explanation.

In summary, we consider each assessment grade and corresponding mark to have the following general characteristics:

Class 1

95 – 100%: A truly outstanding piece of work. The quality of research and communication is highly professional with the majority of the work of a standard suitable for publication with very little further editing.

90 - 95%: The quality of research and communication is very professional. The majority of the work is of a standard suitable for publication with some further data and/or editing.

85 - 90%: Very good quality of research and communication with no substantive problems in the analysis and/or interpretation of the results or in the conclusions. The writing is of very good quality with very good use of citations and references. At least some of the work is publishable with some further data and/or editing.

Class 2, Division I

80 – 85%: The thesis is still of high quality, but there may be some problems or inadequacies in the analysis and/or interpretation of the results or in the discussion and conclusions. The writing and use of references are not quite of the quality of a Class I thesis, requiring some further editing to clarify some points.

75 – 80%: The thesis is of good quality, but there may be some flaws in the data analysis, interpretation or conclusions. The writing quality is less than that of a Class 2, Division I thesis, and would require major editing to improve quality.

Class 2, Division II

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 may hamper the reader's understanding of the research.

Class 3

A thesis of this standard is generally unsound with multiple serious flaws in experimental design, analysis and interpretation, and the writing is poor and difficult to understand.

I trust this will help you in your evaluation. **We require you to have critiqued the thesis** in preparation for the student's viva voce. After the viva please return your comments and numerical mark on an assessment letter.

Thanks for your assistance.

BIOL420 Coordinator

Appendix 8: BIOL420 - FINAL SEMINAR

Note: 12 minute seminar followed by 3 minutes for questions

BIOL420 STUDENT: _____

CRITERIA	fair	good	v.good	excellent
INTRODUCTION				
Demonstrated sound knowledge of research area				
AIMS				
Clearly stated aims/hypotheses				
METHODS				
Brief, concise description of how experiments were performed				
Knowledge of advantages and shortcomings of methodologies				
RESULTS/DISCUSSION				
Summarised in a meaningful & comprehensive fashion				
Clearly indicated own results/Other people's work – relevance and criticism				
Validity of conclusions from results obtained				
Outline of further studies to address hypothesis				
HANDLING OF QUESTIONS				
Concise and valid answers to questions				
PRESENTATION				
Clarity, Structure & organisation				
Use of effective audio/visual aids				
Demonstrated "critical" scientific approach				

ASSESSMENT

Examiners please select the HONOURS grade first by circling one category and then record a final mark within that prescribed range. Please return constructive comments for the student in the spaces provided.

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

FINAL MARK (OUT OF 100%):

Assessor:

Please return this sheet to name kara@uow.edu.au for collating

Appendix 9: PORTFOLIO ASSESSMENT - Written Applications Relevant to Research Program

This assignment will be worth 10% of your final Honours marks. It is based on a portfolio that you will put together and submit over the session. The assignment is designed to provide you with skills and a portfolio that will be useful when you graduation and enter the workforce.

Relevant Academics will circulate Assessment proformas for the portfolio items during BIOL420 tutorials. Assessment due dates are indicative and subject to change.

Appendix 10: Professional Skills in Biotechnology Timetable

This intensive modular-style lecture/tutorial-component course caters for B. Med Biotech students. Lectures and tutorials will be held in the autumn session on Friday mornings 9.30 – 2.30 in Building 1.G02.

NOTE: Endnote guide: <https://uow.libguides.com/endnote/learn-to-use>.

Once you have viewed these videos (and any other resources on the guide eg search engine guides), and still require help with Endnote you can book a Research Consultations with the library staff through this form: <https://uow.libwizard.com/consultation>

PORTFOLIO ASSESSMENT (Written Applications Relevant to Research Programme) **ITEMS** (10% of total final mark). **Note: submission dates may be subject to change at the discretion of the Lecturer.**

Appendix 11: Recommended Dates for Draft Written Assessment Items

It is the responsibility of each student to organise their time appropriately. However, to help with this, a suggested schedule for submission of draft copies of written assessment items has been provided. It is particularly important to allow enough time to have your work proofread by a member of staff. It is highly recommended that you arrange for at least one person to proofread your work. It is your responsibility to organise practice seminar presentations ahead of time with your Supervisor.

		Autumn intake 2025
Literature Review	Outline	Mid March
	Draft 1	Late March
	Draft 2	Mid April
	Due	1 May
Scientific Paper	Outline	Mid June
	Draft 1	Late June
	Draft 2	Mid July
	Due	24 July
Thesis	Draft 1	Early – mid September
	Final Draft	Late September
	Due	9 October