



## Science, Medicine and Health – HONOURS Guide

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**Course:** Bachelor of Nursing (Honours); course code 862

**Subject:** HONS430/431 - Nursing Honours (full time) or (part time)

### Honours Guide

SMAH Annual 2025 or part-time  
Wollongong

### Subject Information

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

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### 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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### Student Support and Advice

Student Central: [askuow@uow.edu.au](mailto:askuow@uow.edu.au)

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## Section A: General Information

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### Requirements for Admission to Honours

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

- have completed a relevant undergraduate degree from the University of Wollongong, or hold an equivalent degree from another institution;
- normally have a Weighted Average Mark (WAM) of at least 75 across all subjects undertaken in previous course.
- acceptance from a potential Supervisor.
- complete a Student Expression of Interest Form; and
- be approved by the APD and relevant Head of School or their delegates.

NOTE: Students with a WAM below 75% may also be accepted by potential Supervisors and admitted into honours with APD and Head of School approval.

### Applying for Admission to Honours

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

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

### Part-time Honours Enrolment

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

Students wishing to change from Full - time to Part-time registration must make application to the Head of School within four weeks of commencement of a session. Where the application is made in the second session of study, a successful applicant will be given an extension of a maximum of 17.5 calendar weeks (or 19.5 weeks if the period includes the Summer Recess) from the initial due date of the thesis for the candidate. Student requests to reduce their study load will be considered on individual circumstances.

### Honours Method Used in this Course

Method 1 will be used to calculate the grade:

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

1 for 400 level subjects that constitute the Honours program

### Grades of Honours possible in this Course

Honours method 1 is used in this course

- |                                     |                     |
|-------------------------------------|---------------------|
| • Honours Class I                   | 85 to 100%          |
| • Honours Class II, Division 1      | 75 to less than 85% |
| • Honours Class II, Division 2      | 65 to less than 75% |
| • Honours Class III (where awarded) | 50 to less than 65% |
| • Honours not awarded for           | 0% to less than 50% |



## Roles and Responsibilities

### The University has the responsibility to:

- a. take measures to protect the intellectual property (IP) arising from the work of its students in accordance with the University's IP Intellectual Property Policy; and
- b. where possible, ensure each student enrolling full time in an End-On Honours Degree and who submits their Honours Project within the required timeframes, specified by the Faculty, is given the opportunity to complete all subjects in time for them to graduate with their cohort at the next possible graduation ceremony.

### The Academic Unit has the responsibility to:

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

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

### The Supervisor has the responsibility to:

- a. advise the head of the Academic Unit of any situation which might lead to a conflict of interest which could unduly advantage or disadvantage a student, e.g. if there is or has been a close personal relationship between a Supervisor and an actual or potential Honours Degree student;
- b. advise Honours Degree students about their procedural and substantive rights and responsibilities contained in the honours Policy (directly or through the Honours Guide or Subject Outline);
- c. advise and assist Honours Degree students to comply with occupational health and safety and ethics requirements where relevant;
- d. in consultation with the Honours Coordinator, support Honours Degree students in developing a suitable proposal for the Honours Project (including, where applicable, a joint proposal involving working with other students on the design and collection of research data) within a negotiated time frame and with negotiated access to resources and support;
- e. assist Honours Degree students to develop a plan for completing the Honours Project within an appropriate time frame;
- f. maintain regular contact with Honours Degree students in order to monitor their progress;
- g. inform Honours Degree students about any expected period(s) during which the Supervisor will be absent and unable to communicate during the period during which they are completing an Honours Project, and arrangements for alternative supervision during that or those periods;
- h. provide timely and helpful written feedback to Honours Degree students on any submissions and to assist



- them to develop solutions as problems in undertaking the Honours Project are identified;
- i. advise Honours Degree students of inadequate progress or work below the standard generally required for an Honours Project and to suggest appropriate corrective action;
  - j. submit marks and grades for Honours Projects for review, acceptance and publication in a timely manner;
  - k. be available to attend meetings of the Academic Unit Assessment Committee where Honours Degree students' grades are determined; and
  - l. ensure the following policies and the consequences for the candidate's Honours Project of breaching these Policies, are explained carefully to the student:
    - Academic Integrity Policy;
    - the Code of Practice – Research, UOW\_COD\_20 Honours Policy October 2020 Page 9 of 17 Hardcopies of this document are considered uncontrolled please refer to the UOW website or intranet for the latest version;
    - the Research Misconduct Policy;
    - the IP Intellectual Property Policy;
    - the IP Student Assignment of Intellectual Property Policy;
    - the IP Student Assignment of Intellectual Property Guidelines and
    - the Authorship Policy

### Student Responsibilities

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

Specific responsibilities are to:

- a. develop an Honours Project proposal and a plan for completing the project within a timeframe and, where applicable, with access to resources and other support agreed to by the Supervisor(s) and, where possible, the Honours Coordinator;
- b. complete the Honours Project in accordance with the approved proposal and within the approved timeframes;
- c. maintain regular contact with the Supervisor(s);
- d. discuss any proposed variation of enrolment or leave of absence with their Supervisor(s), the Honours Coordinator or the Head of Academic Unit;
- e. present required written material to the Supervisor(s) in sufficient time to allow for comments and discussions before scheduled meetings;
- f. undertake any additional work towards their Honours Project identified as necessary by the Supervisor(s) or, where appropriate, the Honours Coordinator;
- g. accept responsibility for the quality and originality of all submitted work;
- h. ensure all research is carried out in accordance with all statutory and other requirements relating to ethical, safe and responsible conduct of research; and
- i. ensure they read and understand relevant University policy documents.

### Course Learning Outcomes

1. Communicate detailed and advanced knowledge and ideas in nursing clearly and coherently to others.
2. Integrate and apply knowledge and skills in nursing together with research principles and methods to plan and execute a substantial scholarly/research activity.
3. Critically review and analyse current literature and data sets.
4. Apply knowledge of research, research integrity, ethics and project management to plan and execute a piece of research.
5. Demonstrate skills in analysing and synthesising evidence to identify and solve problems.
6. Produce a piece of scholarly/research activity in the form of a thesis.



## Description

This subject is for students undertaking Honours in Nursing. The Nursing Honours full-time program gives students the opportunity to undertake a research project under the guidance of academic supervisors. The program is designed to provide students with skills to plan a research project, collect and analyse data, communicate and demonstrate their research with a clear understanding of the research question in relation to current knowledge.

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

## Readings, References and Materials

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

## Recent 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

	<b>Full-time (HONS430)</b>	<b>Part-time (HONS431)</b>
Official commencement date	Monday 10 Feb 2025	Monday 10 Feb 2025
Project Proposal	4pm Thursday 24 Apr 2025	4pm Thursday 10 Jul 2025
Research Report (Thesis)	4pm Thursday 9 Oct 2025	4pm Thursday 8 Oct 2026
Final Seminar/Presentation	Week of 20 Oct 2025	Week of 19 Oct 2026

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



## Section B: Assessment of Honours Project

### Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Dates	Weighting
Assessment 1	Project Proposal	<b>HONS430 (full-time students)</b> 4pm 24 Apr 2025  <b>HONS431 (part-time students)</b> 4pm 10 July 2025	Within 15 working days of the submission	10%
Assessment 2	Research Report (Thesis)	<b>HONS430 (full-time students)</b> Thursday 4pm 9 Oct 2025  <b>HONS431 (part-time students)</b> Thurs 4pm 8 Oct 2026	Release of results	80%
Assessment 3	Final Seminar/Presentation	<b>HONS430 (full-time students)</b> Week of 20 Oct 2025  <b>HONS431 (part-time students)</b> Week of 19 Oct 2026	Release of Results	10%

### Details of Assessment Tasks

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

Name	Project Proposal	
Type	Report	
Due date	<b>HONS430 (full-time students)</b> 4pm 24 April 2025	<b>HONS431 (part-time students)</b> 4pm 10 July 2025
Weighting	10%	
Submission	Submit an electronic copy of your assignment via upload to the Moodle site. Please refer to detailed information regarding submission of assignments on the subject's Moodle site. Part time students receive 2x the full-time allotment.	
Type of Collaboration	Individual Assessment	
Length	1000 words	
Details	<p>A summary outlining the proposed research project will include the following headings:</p> <ul style="list-style-type: none"> <li>- <i>Title</i></li> <li>- <i>Aims, objectives and study design/scope of the project</i></li> <li>- <i>key previous work</i></li> <li>- <i>Methodology and data collection and methods</i></li> <li>- <i>A figure conveying the project process</i></li> <li>- <i>A table demonstrating the timeline of the project</i></li> <li>- <i>References</i></li> </ul> <p>The table and figure will be excluded from the word count</p>	
Style and format	Project Proposal Template is available to download in Moodle site	
Subject Learning Outcomes	1 - 4	
Marking Criteria	<i>The marking criteria for this assessment task are available on the Moodle site</i>	





<b>Name</b>	<b>Research Report (Thesis)</b>	
<b>Type</b>	Thesis	
<b>Due date</b>	<b>HONS430 (full-time students)</b> Thursday, 4pm 9 October 2025	<b>HONS431 (part-time students)</b> 4pm Thursday 8 October 2026
<b>Weighting</b>	80%	
<b>Submission</b>	Submit an electronic copy of your assignment via upload to the Moodle site. Please refer to detailed information regarding submission of assignments on the subject's Moodle site.	
<b>Type of Collaboration</b>	Individual Assessment	
<b>Length</b>	Up to 65 pages (1.5 space) not including tables, references and appendices (Honours Theses that include submitted or accepted manuscripts for publication may require additional pages and this should be discussed with the Honours Coordinator)	
<b>Details</b>	<p>The Research Report (Thesis) must include:</p> <ul style="list-style-type: none"> <li>• A title page containing the title, Author's full name, Degree, University, Month and Year</li> <li>• A page following containing a signed and dated declaration statement. For example: This research report is submitted in accordance with the regulations of the University of Wollongong in partial fulfilment of the degree of BN Hons degree. It does not include any material published by another person without due reference within the text. The work presented in this research report was performed by the author, except where acknowledged. This report has not been submitted for a degree at any other university.</li> </ul> <ul style="list-style-type: none"> <li>- An abstract</li> <li>- Table of Contents</li> <li>- Acknowledgements</li> <li>- Abbreviations</li> <li>- List of Figures / Tables</li> <li>- Main Body</li> <li>- References (formatted appropriately)</li> <li>- Appendices</li> </ul> <p>Work on the project will normally be spread over 36 weeks of the academic year, but care must be taken to allocate sufficient time for the preparation of the final thesis. It is recommended that you begin writing your thesis well in advance and that you submit a thesis outline to your supervisor for comment. Make sure you obtain as much general feedback as possible as the thesis develops and make certain that the thesis is carefully proofread.</p> <p>Part time students receive 74 weeks to submit their thesis (This is 2x the full-time allotment plus an additional 2 weeks for Christmas holidays).</p>	
<b>Style and format</b>	<p>The report is to be prepared in accordance with the following specifications: The document should be 1.5 spaced and 12 point typescript (Times Roman) on size A4 paper. See the Moodle site for further instructions on formatting your thesis.</p> <ul style="list-style-type: none"> <li>• the text of the document (in English) must be 1.5 spaced typescript with the exception of tables, figures and captions which may be prepared in single-spaced typescript;</li> <li>• the print size of the text in the document will be 12 point with the exception of footnotes that may be 10 point font where appropriate;</li> <li>• the margins on each sheet will be 40 mm on the left-hand side, 20 mm on the right hand side, 20 mm at the top and 20 mm at the bottom;</li> <li>• tables and figures must be incorporated into the text and they should be easy to understand without reference to the text and must include an appropriate caption (captions for tables are inserted above the table; captions for figures are inserted below the figure);</li> <li>• the report should be divided into chapters or sections (each of which start on a separate page)</li> <li>• chapters may be presented as papers for publication in the peer-reviewed literature in accordance with the guidelines</li> </ul> <p><b>If the examiners request a hard copy:</b></p> <ul style="list-style-type: none"> <li>- the document is to be printed on standard A4 size (297 x 210 mm) white opaque paper;</li> <li>- the text must be printed single-sided pages numbered sequentially;</li> <li>- the thesis will be 'soft' bound (spiral binding) for the examination.</li> </ul>	
<b>Subject Learning Outcomes</b>	1 - 6	



Marking Criteria	Will be determined by marking rubrics
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<b>Assessment 3</b>	<b>Final Seminar/Presentation</b>	
Due date	<b>HONS430</b> Week of 20 October 2025 (TBA)	<b>HONS431</b> Week of 19 October 2026(TBA)
Weighting	10%	
Submission	Presented on the due date according to the schedule available on the subject Moodle site. Please note date/time subject to change to accommodate room and supervisor/examiner availability. This will be communicated to students.  Part time students receive 78 weeks for this task. (This is 2x the full-time allotment plus an additional 2 weeks for Christmas holidays).	
Type of Collaboration	Individual Assessment	
Length	20 minutes plus 10 minutes of questions	
Details	The final seminar is an overview of the research project with a short introduction but primarily focussed on the results achieved, methods/techniques and problem-solving strategies employed, along with conclusions and future directions. - What problem you are addressing (problem statement) - How you went about solving the problem (project design methodology/ method) - What your project has found (outcomes) - How you will use the finding in practice - Based on the conclusion, what the future directions are	
Style and format	Oral Seminar or Poster Presentation (in person)	
Subject Learning Outcomes	5, 6	
Marking Criteria	Will be determined by marking rubrics <b>Major points to consider:</b> - Was the scope and background of the study clearly presented? - Was there a set of clear testable aims or hypotheses? - Were the methods/approach presented in sufficient detail for the discipline and for a general audience? - Did the talk follow a logical structure? - Were visual aids well prepared? - How clear was speech/use of voice? Were questions handled well?	

## 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 Thesis that is well-organised, logically-structured, grammatically correct and properly formatted and referenced. Supervisors are there to give guidance on writing. To help with this, supervisors will only review drafts of each chapter a maximum of 2 times.

## Minimum Requirements for a Pass in this Subject

The minimum performance requirements for this subject are:

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

Attendance at relevant School of Nursing seminars is strongly recommended. Seminars will be advertised via the 'SON All' email list. Students should also attend and participate in any laboratory discussion groups with which they are associated.

## 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 Online 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

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

## Supplementary Assessments

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

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

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

## 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>.

## **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>



## **Marking Rubrics**

Marking rubrics are attached and on the subject Moodle site.

## **Materials**

To be discussed with your supervisor.



**Assessment 1: Project Proposal (10%)**

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





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





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

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



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

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



**BN Honours Research Report (Thesis)**  
**Examination Report**

Student: \_\_\_\_\_

Thesis Title: \_\_\_\_\_

Examiner: \_\_\_\_\_

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

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

Class Awarded: \_\_\_\_\_

Examiners' Comments:

Signature: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_\_\_



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



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



## Section C: General Advice

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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, 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 one of the bi-annual Working Safely in SMAH sessions or equivalent.

It is important that ALL THREE DOCUMENTS outlined in points 1 to 3 above are forwarded to: [smah-whs@uow.edu.au](mailto: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](mailto:smah-whs@uow.edu.au)

## Nursing Laboratories

There are specific induction and training requirements, as well as procedures which must be adhered to when working in a nursing laboratory. Your Honours Coordinator will discuss these requirements with you. The UOW Working with Sharps Guidelines is also a good resource:

<https://documents.uow.edu.au/content/groups/public/@web/@ohs/documents/doc/uow017005.pdf>

## Risk Assessments (RAs)

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

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

## Safe Work Procedures (SWPs)

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

## Fieldwork Safety

### General

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

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

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

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

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

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

## First Aid Kits and First Aid Training Requirements for Fieldwork

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

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

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

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

### Incident Reporting

Always report an incident whether or not it is the first time it has occurred and regardless of whether you, or property, were injured or not. Hazard and Incident Reports are completed online using SafetyNet;

<https://safetynet.uow.edu.au/uowauth/login>

### Personal Protective Equipment (PPE)

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

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

Please ensure all PPE requirements are adhered to.

### Additional WHS Training

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

### First Aid

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

### Other Important WHS Information

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

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

### Work Integrated Learning (WIL)

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

WIL activities at UOW:

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

WIL is classified into five types: Co-curricular WIL, Foundational WIL, Embedded WIL, Applied WIL and Professional WIL. Honours is considered to be Professional WIL. Find out more about the UOW WIL design principles and the UOW WIL Curriculum Classification Framework at:

<https://www.uow.edu.au/about/learning-teaching/curriculum-transformation/work-integrated-learning/>

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

The 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.

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

A SON 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.

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

### 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.

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

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

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



## Resources Available to Honours Students

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

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

1. **Computer Usage:** You may access the PC's in the 4<sup>th</sup> Year Computer Lab (41.101). Please note, this is a quiet working area and all noise must be kept to a minimum. This is a shared Faculty computer lab and operates on a "drop in" principle. Please do not save your work to the desktop, always use a USB.
2. **Photocopier:** You may use the printer / photocopier in 41.101 Your Dept ID is your student number. You will be prompted to enter this whenever you wish to photocopy. [Login instructions can also be found in the room.](#)

For access to colour printing for your final soft-bound thesis please contact the Honours Supervisor. The lounges and Junction study area on Level 3, Building 41 are available to Honours students.

If you feel access to equipment, study space and computers will impede your progress please raise this with your Supervisor and/or Honours Coordinator as early as possible during your Honours program.

**Telephone:** There is no telephone for use by Honours students. If you require the use of a telephone for your research activities, please discuss access with your Supervisor and/or Honours Coordinator. If you are conducting a telephone survey, you/your Supervisor will be responsible for the costs of the telephone calls. Please use email wherever possible when communicating with other Universities and institutions.

**Common Room:** A fridge, hot water urn, microwave and kitchen facilities are available for use in the Common Room, 41.314.

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

### 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.

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

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

### Administrative Tasks on Completion of Research Project

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

### 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 of Science 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).





## 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	<a href="https://www.uow.edu.au/wic/about1/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/wic/about1/index.html?ssSourceSiteId=getstarted</a>
Careers advice	<a href="https://www.uow.edu.au/careers/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/careers/index.html?ssSourceSiteId=getstarted</a>
Counselling	<a href="https://www.uow.edu.au/student/counselling/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/student/counselling/index.html?ssSourceSiteId=getstarted</a>
Student Accessibility and Inclusion	<a href="https://www.uow.edu.au/student/support-services/sai/">https://www.uow.edu.au/student/support-services/sai/</a>
Information Tech.	<a href="https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted</a>
Heads of Students	<a href="https://www.uow.edu.au/science-medicine-health/contact-us/">https://www.uow.edu.au/science-medicine-health/contact-us/</a>

### Student Support Coordinators

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Advisers may be able to help. There are Student Support

Advisers available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website:

<https://www.uow.edu.au/student/services/SSA/contact/index.html>

### The Learning Co-Op

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

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

### Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students.

The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

### Library Services

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

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



## UOW Grade Descriptors

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

Grade	Mark %	Descriptor
High Distinction	85-100	<p>A High Distinction is awarded for performance that provides evidence of an outstanding level of attainment of the subject learning outcomes, demonstrating the attributes of a Distinction grade plus (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> <li>• consistent evidence of deep and critical understanding</li> <li>• substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches</li> <li>• critical evaluation of problems, their solutions and their implications for future investigation or research</li> <li>• consideration of any shortcomings in methodology or integration of findings, drawing on relevant theories and previous research</li> <li>• use of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work</li> <li>• creativity in application as appropriate to the discipline</li> <li>• eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline</li> <li>• consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy</li> <li>• all or almost all calculation based data is correct, very little or no data is incorrect</li> </ul>
Distinction	75-84	<p>A Distinction grade is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a Credit grade plus (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> <li>• evidence of integration and evaluation of critical ideas, principles, concepts and/or theories</li> <li>• distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts</li> <li>• demonstration of frequent originality in defining and analysing issues or problems and providing solutions</li> <li>• fluent and thorough communication of information and ideas in terms of the conventions of the discipline</li> <li>• frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy</li> <li>• most calculation based data is correct, little or no data is incorrect</li> </ul>
Credit	67-74	<p>A Credit grade is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a Pass grade plus (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> <li>• evidence of learning that goes beyond replication of content knowledge or skills</li> <li>• demonstration of solid understanding of fundamental concepts in the field of study</li> <li>• demonstration of the ability to apply these concepts in a variety of contexts</li> <li>• use of convincing arguments with appropriate coherent and logical reasoning</li> <li>• clear communication of information and ideas in terms of the conventions of the discipline</li> <li>• regular application of appropriate skills, techniques and methods with high levels of precision and accuracy</li> <li>• most calculation based data is correct, some data is incorrect</li> </ul>
Pass	50-64	<p>A Pass grade (where awarded) is awarded for performance that provides evidence of a satisfactory level of attainment of the relevant subject learning outcomes, demonstrating (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> <li>• knowledge, understanding and application of fundamental concepts of the field of study</li> <li>• use of routine arguments with acceptable reasoning</li> <li>• adequate communication of information and ideas in terms of the conventions of the discipline</li> <li>• ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy</li> <li>• a combination of correct and incorrect data is presented</li> </ul>
Fail	>50	<p>A Fail grade is awarded where there is insufficient evidence of a satisfactory level of attainment of attainment of the relevant subject learning outcomes, on the basis of one or more of the following:</p> <ul style="list-style-type: none"> <li>• the project or research goal of the relevant honours project is nullified by major problems in the conceptualisation or execution of the project</li> <li>• the student is unable to present arguments with clarity or coherence</li> <li>• the student is unable to apply appropriate skills, techniques and methods with a satisfactory level of precision and accuracy</li> <li>• data is frequently incorrect</li> <li>• there are issues with adherence to academic integrity principles or practices</li> </ul>

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

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



## University Policies

### Academic Integrity Policy

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

### Authorship Policy

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

### Code of Practice – Research

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

### Honours Policy

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

### Human Research and Ethics Forms and Policies

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

### Inclusive Language Guidelines

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

### Intellectual Property Policy

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

### Teaching and Assessment: Assessment and Feedback Policy

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

### Teaching and Assessment: Code of Practice - Teaching

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

### Teaching and Assessment: Subject Delivery Policy

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

### Student Academic Consideration Policy

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

### The Student Charter – Your Rights and Responsibilities

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

### Student Conduct Rules

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





## Workplace Health & Safety Policy

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

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

## Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	20241911	Kristy Blackburn		HONS430-431 2025 AUTUMN_SON DRAFT 2

**TITLE**

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

BACHELOR OF NURSING (HONOURS)

From

UNIVERSITY OF WOLLONGONG

By

AUTHOR'S NAME, DEGREE(S) HELD

Supervised by:

INSERT SUPERVISORS NAMES

SCHOOL OF NURSING

2024



## Appendix 2: Format of Declaration

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### Sample Declaration for inclusion in thesis:

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#### DECLARATION

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

(Signature)

INSERT STUDENT NAME

**INSERT DATE**

## Appendix 3: Nomination of Examiners Form and Guidance for Examiners

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

Student Name:		
Student No:		
Thesis Title:		
Primary Supervisor:		
Co-Supervisor(s):		
<b>Potential Examiner 1</b>		
Title:	Name:	Position:
Academic Qualifications:		
Has this person been involved / worked with the candidate previously? Yes / No (If Yes please explain)		
Has this person been involved in research / work with any of the supervisors within the last 5 years? Yes / No (If Yes please explain nature of work)		
Please provide information on why the Examiner is suitable to perform the examination		
Please detail the extent of the input the proposed Examiner has had on the current research report (thesis)		
Please detail any relationship between the proposed Examiner and any of the project supervisors		
How many Hons theses has the proposed Examiner marked?		
Is a brief CV attached? Yes / No		
Contact Details:		
<b>Potential Examiner 2</b>		
Title:	Name:	Position:
Academic Qualifications:		
Please provide information on why the Examiner is suitable to perform the examination		
Please detail the extent of the input the proposed Examiner has had on the current research report (thesis)		
Please detail any relationship between the proposed Examiner and any of the project supervisors		
How many Hons theses has the proposed Examiner marked?		
Is a brief CV attached? Yes / No		
Contact Details:		



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

**School of Nursing**  
**Faculty of Science, Medicine and Health**

## Guidance for Examiners

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

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

- This is the usually the first time that the student has been exposed to undertaking a research project and reporting research.
- There is no coursework component of the course, although students are supported by experienced research supervisors who will have provided guidance, support and training.
- The student has approximately nine months full-time to complete the work, including any planning, data collection, analysis and reporting.
- This research report (thesis) is not a mini PhD or MPhil project. It is intended to be the report of a small project demonstrating the students' capacity to;
  - a) demonstrate an understanding of the research process
  - b) convey a critical knowledge of the relevant issues in terms of the literature, methods / methodology and the findings / implications
  - c) communicate effectively about the project
 at a level that can reasonably be expected of an individual who has just completed a Bachelors degree and has had the equivalent of nine months full-time to complete the work.
- The research report (thesis) can be submitted as either formal chapters or contain chapters formatted as a paper submitted for peer-reviewed publication.
- The choice of report presentation is a decision between the student and their supervisors and should not impact the examination process.
- For those who include papers for publication in their research report (thesis), it is expected that all papers included in the report will be presented in the style / format of the target journal and be submitted to the journal prior to the lodgement of the research report (thesis) for examination.
- Due to the tight timeframes for completion of the projects and the time taken for the acceptance of peer-reviewed papers, students are not expected to have papers which are included in their research report (thesis) accepted for publication.

### **Class of 'Honours' Awarded**

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

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



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

### Honours Class I

Demonstrates excellence in approach to the research area in:

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

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

### Honours Class II, Division 1

The student satisfies all but one of the former criteria.

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

### Honours Class II, Division 2

The student satisfies the following criteria:

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

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

### Honours Class III

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

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

### Fail (Pass Degree only)

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

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