



## Science, Medicine and Health – HONOURS Guide

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

**Subject: BIOL410 – School of Science**

### Honours Guide

SMAH Annual 2026

Wollongong

### Subject Information

Credit Points: 48

Pre-requisite(s): Nil

Co-requisite(s): Nil

Restrictions: Honours is restricted to approved applicants

Contact Hours: As per subject database

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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 experience, 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/>

## Contacts

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Consultation mode and times:	Email for time

## Student Support and Advice

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

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## Table of Contents

The Faculty of Science, Medicine and Health .....	1
Section A: General Information .....	4
Requirements for Admission to Honours.....	4
Applying for Admission to Honours .....	4
Part-time Honours Enrolment.....	4
Honours Method Used in this Course .....	4
Grades of Honours possible in this Course .....	4
Course Learning Outcomes .....	7
Description .....	7
Readings, References and Materials .....	7
Recent Improvements to Subject .....	7
Key Dates .....	7
Section B: Assessment of Honours Project.....	8
Acknowledgement of GenAI.....	8
Assessment Summary .....	8
Details of Assessment Tasks .....	9
Hurdle Assessment.....	17
Minimum Requirements for a Pass in this Subject.....	18
Late Submission of Assessment Tasks and Penalties .....	18
Academic Consideration .....	18
Assessment Criteria .....	18
Scaling .....	19
Supplementary Assessments.....	19
Submission of Assessments .....	19
Assessment Return.....	19
System of Referencing Used for Written Work.....	19
System of Referencing to be Used in Honours Project.....	19
Retention of Submitted Work .....	20
Research Responsibilities and Retention of Data .....	20
Ownership of Data .....	21
Marking Rubrics .....	21
Materials .....	21
To be discussed with your supervisor. ....	21
Section C: General Advice .....	22
Expectations of Students .....	22
Appropriate Online Behaviour .....	22
Guiding Communication Principles for Students .....	22
Learning Platform (Moodle) Subject Site.....	22
Use of Internet Sources .....	22
Using Generative Artificial Intelligence (GenAI) .....	23
Recording of Teaching and Learning Activities .....	23
Your Privacy – Recording of Teaching and Learning.....	23
Extraordinary Changes for the Subject after Release of the Subject Outline .....	24



Learning Analytics.....	24
Reasonable Adjustments .....	24
The Assessment Quality Cycle .....	24
Academic Integrity Policy .....	24
Ethics Application Requirements .....	25
Workplace Health and Safety Requirements .....	25
Induction Training.....	25
Additional WHS Training .....	26
Risk Assessment.....	26
Safe Work Procedures (SWP's).....	26
Fieldwork Safety.....	26
Incident Reporting.....	27
Personal Protective Equipment (PPE) .....	27
Work Integrated Learning (WIL).....	28
Method for choosing Honours Examiners .....	29
Procedure for Dealing with Discrepancies between Marks Awarded by Different Honours Examiners .....	29
Resources Available to Honours Students.....	30
Statistical Consulting Service.....	31
Technical Services Staff.....	31
Administrative Tasks on Completion of Research Project.....	32
Student Services and Support .....	32
UOW Grade Descriptors .....	33
University Policies .....	34
Version Control Table .....	35



## Section A: General Information

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### Requirements for Admission to Honours

To be considered for entry into the fourth year of the BConsBio (HONS) degree in the School of Science, students will:

- normally have completed at least 24 credit points of 300-level subjects including both core and elective subjects as defined in the Conservation Biology course outline;
- normally have a Weighted Average Mark (WAM) of at least 75% across all subjects undertaken. Students with a WAM below 75% may only progress to the fourth year with the permission of the APD (or their delegate).
- have an academic who is willing to supervise them;
- be approved by the Honours Coordinator.

### Applying for Admission to Honours

Formal enrolment in the Honours program is completed through SOLS upon the receipt of a formal University of Wollongong offer. For assistance with enrolment see:

<http://www.uow.edu.au/student/enrolment/UOW008285.html> or the Honours Coordinator.

For enrolment enquiries please contact Student Central.

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

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

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

### Part-time Honours Enrolment

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

### 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

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

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



### **Roles 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 in an Honours Degree and who submits their Honours Project within the required timeframes, specified by the Faculty, is given the opportunity to complete all subjects in time for them to graduate with their cohort at the next possible graduation ceremony.

#### **The Academic Unit has the responsibility to:**

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

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

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

#### **The Supervisor has the responsibility to:**

- 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
  - 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
  - the Authorship Policy

### **Student Responsibilities**

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

Specific responsibilities are to:

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



## Course Learning Outcomes

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

## Description

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

## Readings, References and Materials

Some readings, references and materials will be provided by project supervisors; however most readings, references and materials are expected to be sourced by the student during the course of their honours year.

## 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

Task	HONS410 deadline
Submission of ethics application (where applicable to human or animal research)	For more information about the Compliance and Research Ethics System (CaRES) at UOW: <a href="#">CaRES Moodle page</a>
Official commencement date	Monday, 9 February 2026
Welcome to Honours Information Session	From 10.30 am, Monday 9 February 2026
Assessment 1 - Oral Project Proposal	Monday, 23 March 2026
Assessment 2 – Literature Review	Thurs 5 pm, 16 April 2026
Assessment 3 - Research Report (Thesis)	Thurs 5 pm, 8 October 2026
Assessment 4 – Final Seminar	Monday, 19 October 2026
Assessment 5 – Viva voce	Wednesday, 21 Oct 2026



## Section B: Assessment of Honours Project

### Acknowledgement of GenAI

You must acknowledge GenAI use via a declaration (see example below) and outline GenAI prompt histories in an appendix to your proposal.

Declaration example: "In preparing this assessment, I used *[Copilot]* for *[insert purpose e.g. formatting]*. The intellectual content, data analysis, and interpretation presented in this work are entirely my own. Any text generated with the assistance of artificial intelligence was critically reviewed, edited and verified by me to ensure accuracy and integrity. This declaration is made in accordance with the University of Wollongong's Academic Integrity Policy, which requires transparency in the use of generative AI tools. I take full responsibility for the originality and scholarly integrity of the submitted work. My GenAI prompt histories.

Please read the [student guidance](#) available on how to use GenAI ethically and critically, equally recognising its capabilities and limitations. Note: 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.

Unacknowledged GenAI use and/or unethical GenAI use is considered academic misconduct which can result in severe penalties. More information about how UOW manages academic misconduct can be found here: <https://www.uow.edu.au/about/governance/academic-integrity/students/misconduct/>.

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

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

Due dates of assessment items are below.

### Assessment Summary

Form of Assessment	HONS410 Due Date	Return/Feedback Due Dates	Weighting
Oral Project Proposal	23 March 2026 (time TBC)	Up to 15 working days after submission	No Weighting Assigned
Literature Review	Thurs 5 pm, 16 April 2026	Up to 15 working days after submission	10%
Research Report (Thesis)	Thurs 5 pm, 8 October 2026	Up to 15 working days later <i>and</i> after the School Assessment Committee meeting	80%
Final Seminar	19 October 2026 (time TBC)	Up to 15 working days after submission	10%
Viva voce	21 October 2026 (time TBC)	No feedback provided	No weighting assigned



## Details of Assessment Tasks

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

<b>Name</b>	<b>Oral Project Proposal</b>
Type	Presentation
Due date	23 March 2026 (time TBC)
Weighting	No Weighting assigned
Submission	Oral project proposal will be held in person or via webex (depending on COVID safe requirements and any extenuating circumstances). Exact timing TBC and will be based on room and academic availability. Slides must be submitted to Moodle by 5 pm on the due date.
Type of Collaboration	Individual Assessment
Length	15 minutes (10 minutes presentation plus 5 minutes questions); After 15 minutes total, students will be cut off and any component (including questions) that are not completed will not receive a grade.
GenAI Use	<p>Yes, the use of GenAI is permitted to complete this assessment task if a student wishes to use it. Honours is an excellent opportunity to learn new skills and receive valuable feedback so consider how using AI might impact your learning.</p> <p>Generative AI may be used to improve language fluency, proofreading, formatting, assist with design layouts, to assist with drafting speaker notes for rehearsal purposes, to support the development of plain language explanations of complex concepts and to generate graphics (note that real graphics tend to be better received). Students are reminded that GenAI outputs may be incomplete, inaccurate, or oversimplified and must be verified using discipline-appropriate sources.</p> <p>Students remain fully responsible for the accuracy, integrity and understanding of all submitted work.</p> <p>You may be asked during the question-and-answer component of this assessment what GenAI tools were used in the completion of this task. You must also provide a Generative AI use declaration slide at the end of your slide deck (see Thesis example).</p>
Details	Outlines the "Project Proposal", background to the project and intended directions. Your supervisor can view TWO versions of your oral presentation to help in the development of a clear communication style. The exact time and location of the presentation will be organised subject to room availability and you will be notified in advance via email.
Style and format	Powerpoint presentation
Subject Learning Outcomes	1, 2, 3, 5
Marking Criteria	<p>Marking of the oral project proposal will be conducted by academics within The School of Science (SSCI) and is aimed at assessing the <i>overall</i> quality of the presentation and the student's ability to answer questions. Any comments will be passed on to the student as soon as possible to assist in the development of the written project proposal.</p> <p>(85-100%) – well rehearsed and very clear presentation with professional delivery; close attention to timing; excellent use of visual aids; voice modulation and enthusiasm holds audience's interest; stimulating and incisive response to questions.</p> <p>(75-84%) – well presented, but less polished overall; visual aids a little unclear (e.g. too much text); voice needs more volume or clarity; somewhat less thorough responses to questions.</p> <p>(65-74%) – presentation uninspiring; adequate use of visual aids, but with less preparation and care in layout; monotonous and unenthusiastic presentation; difficulty distinguishing main points; mostly correct, but minimal responses to questions.</p>



	<p>(50-64%) – information not presented clearly; inaudible voice; failure to keep to time; frequently halts or loses place; visual aids hard to interpret or obscure in some fundamental way; answers to questions betray poor familiarity with material.</p> <p><b>Fail (&lt; 50%)</b> – not of the standard expected from an Honours student.</p> <p><b>Major points to consider:</b></p> <ul style="list-style-type: none"> <li>• Demonstrated knowledge of research area, intro to literature review and knowledge gap, accurate and easy to understand.</li> <li>• Clearly stated aims/hypothesis (justification of what is planned to be done and why).</li> <li>• Comprehension of study/ experiments/ critical scientific approach that will be undertaken. Use of figures/ visuals.</li> <li>• Expected outcomes/ potential results summarised in a meaningful fashion. Timeline clearly established.</li> <li>• Explain a very short plan-b in case the proposed project doesn't work</li> <li>• Clear and sufficient use of references — see “System of Referencing to be Used in Honours Project” below and note that DOIs must be included.</li> <li>• Concise and valid answers.</li> <li>• Well-rehearsed, good timing, confident, enthusiastic, stimulating, easy to understand, appropriate use of figures/ tables/ photos.</li> </ul>
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<b>Name</b>	<b>Literature Review</b>
Type	Report
Due date	Thursday 5 pm, 16 April 2026
Weighting	10%
Submission	<p>Submit an electronic copy of your assignment via upload to Turnitin via Moodle by 5pm on the due date. This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.”</p> <p>In addition, submit one (1) copy via email to the supervisor and honours coordinator by 5pm on the due date.</p>
Type of Collaboration	Individual Assessment
Length	Between 3,500–5,000 words of text (excluding figures, tables and references).
GenAI Use	<p>Yes, a limited use of Generative AI is permitted to complete this assessment task if a student wishes to use it.</p> <p>Generative AI may be used to develop literature search strategies, to query for knowledge gaps, and to bounce ideas Generative AI is not to be used to generate text/figures/references/tables/etc. for this assignment because it is a valuable opportunity to gain writing and critical thinking skills with the aid of your academic mentor(s). Students are reminded that GenAI outputs may be incomplete, inaccurate, or oversimplified and must be verified using discipline-appropriate sources.</p> <p>Students remain fully responsible for the accuracy, integrity and understanding of all submitted work.</p>
Details	Aim: To develop a detailed understanding of the literature in your chosen field of research, be able to critically assess the quality of this research and its contribution to the field.



	<p>This literature review should cover the major area of your research topic and include a critical evaluation of the literature to date. The review should show individual logical thought, and a synthesis and interpretation of the literature. You should assess the validity of the literature in terms of experimental design and the conclusions that are drawn.</p> <p><b>The number of draft circulations to be reviewed by supervisors is restricted so as to be fair (equity) to all students. Each assessment item can only be reviewed twice by a supervisor.</b> N.B. If you have more than one supervisor, you cannot submit each version to each supervisor twice – the total number of supervisor reviews is restricted to two.</p>
Subject Learning Outcomes	1, 2, 3, 5
Marking Criteria	<p>The literature review should be awarded a mark out of 100. The aim of this assessment item is to give the students practical experience in the synthesis of the literature relevant to their area of study, and to critically evaluate it. It would be helpful if you would comment on the overall style and presentation of the review and the student's grasp of the literature and its context. The size of the body of literature surveyed by each student will obviously depend on the topic, but, regardless, there is an expectation that they will introduce and thoroughly present their research topic and will meet the prescribed word limit. The adoption of a common and consistent format for each reference is another important aspect of this exercise. The format suggested in this Honours Manual is that used by CSIRO journals.</p> <p><b>Class I (85-100%)</b> – extensive literature search and thoughtful use of citations; excellent organisation with excellent flow of thoughts between sections; critical and insightful analysis and evaluation of source material; approaching a style and clarity acceptable for publication; references consistent in style throughout, with correspondence between citations in the text and references given at the end of the review.</p> <p><b>Class II.1 (75-84%)</b> – a somewhat less extensive scope to the literature reviewed; well organised with a good effort at criticism and evaluation of the material; grammar largely correct, with a clear style and relatively few typographical errors; referencing with only minor inconsistencies.</p> <p><b>Class II.2 (65-74%)</b> – a weaker review based on a rather limited literature search; inclusion of some less relevant material; less of an attempt at critical evaluation, with little originality; persistent errors in grammar, uninspiring in style, with evidence of inadequate proofreading; prominent mistakes in reference citation and formatting.</p> <p><b>Class III (50-64%)</b> – a poor review based on a shallow literature search and without a clear structure; no critical evaluation; verbose, unclear or ungrammatical prose; numerous typographical and spelling errors with careless illogical or inconsistent formatting; major inconsistencies throughout in the style of references and/or in correspondence between text and reference list.</p> <p><b>Fail (&lt; 50%)</b> – not of the standard expected from an Honours student.</p> <p>The Literature review should include at least the following:</p> <ul style="list-style-type: none"> <li>• An accurate &amp; informative title.</li> <li>• An introduction that demonstrates a sound knowledge of the research area, identifies the scope of the review, and places it in the broader field of research.</li> <li>• A body of the review that is well structured with excellent use of subheadings and connectivity between sections. Conceptual diagrams may be used.</li> <li>• The review should finish with a clear knowledge gap, explicit</li> </ul>



	<p>aims and/or hypotheses, and a short outline/proposal of your Honours project (decide the length with your supervisor as appropriate but 250–500 words is a rough guide).</p> <ul style="list-style-type: none"> <li>• A “<b>Generative AI use declaration</b>” heading after your main text (not included in word count) that outlines your use (or lack of use) and a reference to a generative AI prompt history as an appendix (after the references). For example: “In preparing this assessment, I used [insert AI tool name and version e.g. GPT-5, Microsoft Copilot, etc] for [insert purpose e.g. improving language fluency, proofreading, formatting]. The intellectual content, data analysis, and interpretation presented in this work are entirely my own. Any text generated with the assistance of artificial intelligence was critically reviewed, edited and verified by me to ensure accuracy and integrity. This declaration is made in accordance with the University of Wollongong’s Academic Integrity Policy, which requires transparency in the use of generative AI tools. I take full responsibility for the originality and scholarly integrity of the submitted work. See here for further information — <a href="https://www.uow.edu.au/research/graduate-research/current-students/generative-ai-in-hdr/">https://www.uow.edu.au/research/graduate-research/current-students/generative-ai-in-hdr/</a>”</li> <li>• At least 50 references that are consistent both within text and in the bibliography, including species italics, capitalisation, journal abbreviations (or not), etc.</li> <li>• See assessment template for more information.</li> </ul> <p><b>Major points to consider:</b></p> <ul style="list-style-type: none"> <li>• Accurate &amp; informative title.</li> <li>• Demonstrated sound knowledge of research area.</li> <li>• Identification of the scope and rationale of the review by placing it within a broad field of research.</li> <li>• Effective structure and organization of body of review</li> <li>• Summarisation of the key points of the review.</li> <li>• Synthesis of the elements of the overall argument/ field.</li> <li>• Evidence of thorough literature research.</li> <li>• Critical analysis of literature.</li> <li>• Effective conclusions.</li> <li>• Explicit aims and/or hypothesis with a short outline of the proposed Honours project</li> <li>• Large sets of literature for a topic should be well summarised.</li> <li>• Clear and sufficient use of references — see “System of Referencing to be Used in Honours Project” below and note that DOIs must be included.</li> <li>• Correct spelling, grammar, common and consistent formatting of citations and references as well as appropriate use of tables/ diagrams.</li> </ul> <p>Effective paragraph structuring which promotes ease of understanding and fluency.</p>
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<b>Name</b>	<b>Research Report (Thesis)</b>
Type	Thesis
Due date	Thursday 5pm, 8 October 2026
Weighting	80%
Submission	<p>Submit an electronic copy of your research report via upload to Turnitin via Moodle by 5pm on the due date. This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p> <p>In addition, submit one (1) electronic copy via email OR via OneDrive (make sure anyone has permission to view the file) to the Honours</p>



	Coordinator and Supervisor by 5pm on the due date.
Type of Collaboration	Individual Assessment
Length	Up to 25,000 words of text (excluding, figures, tables, references, title page, and appendices). The document should be single sided.
GenAI Use	<p>Yes, a limited use of Generative AI is permitted to complete this assessment task if a student wishes to use it.</p> <p>Generative AI may be used to develop literature search strategies, to query for knowledge gaps, to bounce ideas, and for help with technical skills like coding and queries around statistics. Generative AI is not to be used to generate text/figures/references/tables/etc. for this assignment because it is a valuable opportunity to gain writing and critical thinking skills with the aid of your academic mentor(s). Students are reminded that GenAI outputs may be incomplete, inaccurate, or oversimplified and must be verified using discipline-appropriate sources.</p> <p>Students remain fully responsible for the accuracy, integrity and understanding of all submitted work.</p>
Details	<p>Research Report (Thesis).</p> <p>Previous research reports are a guide to standard formats.</p> <p>This project will be conducted under the supervision of at least one member of the academic staff. The topic and aims of the project must be finalised as soon as possible (in consultation with the supervisor and supervisory committee i.e. panel members).</p>
Style and format	<p>The research report 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 BSc Hons degree. It does not include any material published by another person without due reference within the text. The field and laboratory work presented in this report was performed by the author, except where acknowledged. This report has not been submitted for a degree at any other university.</li> <li>• An author contributions statement. The expectation is that the student has completed the vast majority of the work. However, it is recognised that research is collaborative and a short author contributions statement <i>may</i> be provided and written in consultation with the supervisor(s), preferably using a CRedit format <a href="https://www.elsevier.com/en-au/researcher/author/policies-and-guidelines/credit-author-statement">https://www.elsevier.com/en-au/researcher/author/policies-and-guidelines/credit-author-statement</a>.</li> <li>• A generative AI use declaration that outlines your use (or lack of use) and a reference to a generative AI prompt history as an appendix. For example: "In preparing this assessment, I used [insert AI tool name and version e.g. GPT-5, Microsoft Copilot, etc] for [insert purpose e.g. improving language fluency, proofreading, formatting]. The intellectual content, data analysis, and interpretation presented in this work are entirely my own. Any text generated with the assistance of artificial intelligence was critically reviewed, edited and verified by me to ensure accuracy and integrity. This declaration is made in accordance with the University of Wollongong's Academic Integrity Policy, which requires transparency in the use of generative AI tools. I take full responsibility for the originality and scholarly integrity of the submitted work." See here for further information — <a href="https://www.uow.edu.au/research/graduate-research/current-students/generative-ai-in-hdr/">https://www.uow.edu.au/research/graduate-research/current-students/generative-ai-in-hdr/</a></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.</li> <li>• List of Tables.</li> <li>• Main Body</li> <li>• Clear and sufficient use of references — see “System of Referencing to be Used in Honours Project” below and note that DOIs must be included.</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 seminars and other assessment tasks.</p> <p>It is recommended that you begin writing your research report well in advance and that you submit an outline to your supervisory committee for comment. Make sure you obtain as much general feedback as possible as the report develops and make certain that it is carefully proofread.</p>
Subject Learning Outcomes	1-6
Marking Criteria	<p>There will be two examiners of the research report (i.e. your panel members), <u>one</u> of whom may be external to the School of Science.</p> <p>The written research report should be awarded a mark out of 100. The aim of this assessment item is to stimulate the students to frame their questions, explain the rationale and methodology, results and discussion of their project in written form that would be fit for publication.</p> <p><b>Expectations for Honours grades (I, II.1, II.2 and III)</b></p> <p><b>1. Overall presentation</b></p> <ul style="list-style-type: none"> <li>I Potentially suitable for publication with relatively little editing; presentation refined and scholarly.</li> <li>II.1 May still be suitable for publication, but with more editing; mostly clear and concise.</li> <li>II.2 Adequate explanations, but expression may be awkward, unrefined, verbose or ungrammatical; some inconsistencies in layout and style.</li> <li>III Poor, consistently unclear expression; basic presentation.</li> </ul> <p><b>2. Grasp of the literature/context</b></p> <ul style="list-style-type: none"> <li>I Shows evidence of critical thought and thorough knowledge of the literature. Criticism should be reflected in analysis of individual studies and the overall field.</li> <li>II.1 Somewhat less comprehensive and thoughtful, but nonetheless very good.</li> <li>II.2 Rather shallow and selective in scope.</li> <li>III A minimal effort to source suitable publications.</li> </ul> <p><b>3. Appropriateness of approach</b></p> <ul style="list-style-type: none"> <li>I Excellent, with flair and marked aptitude displayed in the design and technical details.</li> <li>II.1 Very good experimentally but may show rather less imagination and care in design.</li> <li>II.2 Adequate but limited in scope; may have some flaws.</li> <li>III Unimaginative and fundamentally flawed.</li> </ul> <p><b>4. Interpretation and analysis of the data</b></p> <ul style="list-style-type: none"> <li>I Sophisticated, complete and insightful; maximum information yielded from the data.</li> <li>II.1 Thorough analysis, although underlying assumptions may not be fully understood; data interpretation solid.</li> <li>II.2 Analysis rather basic; some statistical tests inappropriate; data</li> </ul>



	<p>may be misinterpreted.</p> <p>III Analysis fundamentally flawed to some degree; interpretation seriously limited or lacking.</p> <p><b>5. Justification given for conclusions</b></p> <p>I Careful and exhaustive, with some arguments that are advanced or complex.</p> <p>II.1 Good critique of data; discussion may be more narrow in focus.</p> <p>II.2 Adequate, but arguments are shallow and unsophisticated.</p> <p>III Conclusions with very little, poor or limited explanation.</p> <p>In summary, each assessment grade is said to have the following general characteristics:</p> <p>(85-100%) The quality of research and communication is highly professional. There may be a few minor inadequacies but at least some of the work is of a standard suitable for publication.</p> <p>(75-84%) The thesis is still of high quality, but there may be some problems in the analysis and/or interpretation of the results or in the conclusions. The writing style is not quite of the quality of a Class I thesis.</p> <p>(65-74%) A less sound piece of work; there are several serious flaws in the data analysis, interpretation or conclusions. This grade is also appropriate if the amount of work done appears markedly less than expected of a nine-month period. The writing style may hamper the reader's interpretation of the research.</p> <p>(50-64%) A thesis of this standard is generally unsound in some fundamental way. There are abundant serious flaws in design, analysis and/or interpretation, and the writing style is poor.</p>
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<b>Name</b>	<b>Final Seminar</b>
Type	Presentation
Due date	19 October 2026
Weighting	10%
Submission	The Final Seminar will be held in person or via webex (depending on COVID safe requirements). Exact timing TBA and will be based on room and academic availability. Slides must be submitted to Moodle by 5 pm on the due date.
Type of Collaboration	Individual Assessment
Length	20 minutes (15 minutes presentation plus 5 minutes questions); after the 20 minutes total, students will be cut off and any component (including questions) that are not completed will not receive a grade.
GenAI Use	<p>Yes, the use of GenAI is permitted to complete this assessment task if a student wishes to use it. Honours is an excellent opportunity to learn new skills and receive valuable feedback so consider how using AI might impact your learning.</p> <p>Generative AI may be used to improve language fluency, proofreading, formatting, assist with design layouts, to assist with drafting speaker notes for rehearsal purposes, to support the development of plain language explanations of complex concepts and to generate graphics (note that real graphics tend to be better received). Students are reminded that GenAI outputs may be incomplete, inaccurate, or oversimplified and must be verified using discipline-appropriate sources.</p>



	<p>Students remain fully responsible for the accuracy, integrity and understanding of all submitted work.</p> <p>You may be asked during the question-and-answer component of this assessment what GenAI tools were used in the completion of this task. You must also provide a Generative AI use declaration slide at the end of your slide deck (see Thesis example).</p>
Details	<p>The purpose of the final seminar is to provide students with practise and opportunity to deliver the results of their honours degree in an oral presentation format and to receive feedback from academics in attendance. It must be pitched to a general audience. Students will develop their presentation skills and oral communication skills and learn how to handle questions from the audience live. Your supervisor can view TWO versions of your seminar presentation to help in the development of a clear communication style. The exact time and location of the presentation will be organised subject to room availability and you will be notified in advance via email.</p>
Style and format	PowerPoint slide presentation
Subject Learning Outcomes	1-5
Marking Criteria	<p>Marking of the final seminar will be conducted by academics within The School of Science (SSCI) and is aimed at assessing the <i>overall</i> quality of the presentation and the student’s ability to answer questions.</p> <p>(85-100%) – well rehearsed and very clear presentation with professional delivery; close attention to timing; excellent use of visual aids; voice modulation and enthusiasm holds audience’s interest; stimulating and incisive response to questions.</p> <p>(75-84%) – well presented, but less polished overall; visual aids a little unclear (e.g. too much text); voice needs more volume or clarity; somewhat less thorough responses to questions.</p> <p>(65-74%) – presentation uninspiring; adequate use of visual aids, but with less preparation and care in layout; monotonous and unenthusiastic presentation; difficulty distinguishing main points; mostly correct, but minimal responses to questions.</p> <p>(50-64%) – information not presented clearly; inaudible voice; failure to keep to time; frequently halts or loses place; visual aids hard to interpret or obscure in some fundamental way; answers to questions betray poor familiarity with material.</p> <p><b>Fail (&lt; 50%)</b> – not of the standard expected from an Honours student.</p> <p><b>Major points to consider:</b></p> <ul style="list-style-type: none"> <li>• Demonstrated sound knowledge of research area, literature review, knowledge gap, accurate and easy to understand.</li> <li>• Clearly stated aims/hypothesis.</li> <li>• Comprehension of technology/experiment/scientific approach performed, use of figures/ visuals to illustrate.</li> <li>• Meaningful and comprehensible summary, validity of conclusions.</li> <li>• Demonstrated critical thinking regarding results, ability to put findings in context of other research, limitations of project, suggested further work.</li> <li>• Clear and sufficient use of references — see “System of Referencing to be Used in Honours Project” below and note that DOIs must be included.</li> <li>• Concise and valid answers to questions.</li> <li>• Well-rehearsed, good timing, confident, enthusiastic, stimulating, easy to understand, appropriate use of figures/ tables/ photos.</li> </ul>



<b>Name</b>	<b>Viva voce</b>
Type	Assignment
Date for Submission	21 October 2026
Weighting	No Weighting Assigned
Length	30 minutes
GenAI Use	<p>Yes, the use of GenAI is permitted to complete this assessment task if a student wishes to use it.</p> <p>Generative AI may be used to generate indicative study questions. However, it cannot be used during the actual Viva Voce. Students are reminded that GenAI outputs may be incomplete, inaccurate, or oversimplified and must be verified using discipline-appropriate sources.</p> <p>Students remain fully responsible for the accuracy, integrity and understanding of all submitted work.</p> <p>You may be asked what GenAI tools were used in your preparation for this task during the viva.</p>
Details	<p>The purpose of the Viva voce is to provide students with the opportunity to address specific questions regarding their research report before marks are assigned. It is not intended to be an interrogation of students, or a formal thesis defence.</p> <p>The viva format will be provided to students via email and the Moodle site.</p> <p>The primary supervisor and assessors must attend the viva to ensure fair assessment. Exceptions must be sought from the Subject Coordinator and then approved by the Head of School.</p>
Style and format	Oral exam with an assessment panel
Subject Learning Outcomes	1 - 6
Marking Criteria	The viva voce is not formally marked

## Hurdle Assessment

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

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

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

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

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

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



## Minimum Requirements for a Pass in this Subject

The minimum performance requirements for this subject are:

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

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

Honours students are encouraged to attend a series of Honours Study Support sessions during the subject. These sessions will provide learning that will be useful to honours students as well as provide an opportunity to obtain current honours information, meet with fellow students and ask questions of academics in attendance. The Honours Study Support Sessions Schedule will be included on the subject Moodle site.

## Late Submission of Assessment Tasks and Penalties

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

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

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

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

## Academic Consideration

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

## 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

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

## System of Referencing to be Used in Honours Project

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

An appropriate EndNote style with doi included can be [downloaded from here](#).

### 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. <https://doi.org/10.1071/IT9880915>

### 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

Erzincliglu, 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:

[Referencing & citing - University of Wollongong – UOW](#)

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>.

An appropriate EndNote style with doi included can be [downloaded from here](#).

## 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:

[IP Intellectual Property Policy / Document / Policy Directory](#)

## **Marking Rubrics**

Marking rubrics are on the subject Moodle site.

## **Materials**

To be discussed with your supervisor.



## 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 or online.

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

### Guiding Communication Principles for Students

#### Moodle Announcements

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

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

#### SOLS messages

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

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

SOLS and Moodle announcements can NOT be responded to.

#### Email

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

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

#### Learning Platform (Moodle) Subject Site

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

#### Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.



## Using Generative Artificial Intelligence (GenAI)

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the: [Using Generative Artificial Intelligence in Assessment website](#).

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#)

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 ensure that all statutory requirements are met.

For more information about the Compliance and Research Ethics System (CaRES) at UOW:  
[CaRES Moodle page](#).

## 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:  
<https://policies.uow.edu.au/document/view-current.php?id=177>

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

The SMAH Work Health and Safety webpage also has some useful resources:  
<https://www.uow.edu.au/science-medicine-health/whs/>

If the work is being undertaken on the premises of (or under the jurisdiction of) an external organisation or another Faculty of UOW, any additional WHS requirements must also be addressed.

## Induction Training

All new staff and students in the Faculty are required to complete induction training prior to commencing any work or research. Induction training for Honours students involves:

1. Completion of any relevant building inductions. This will depend on which buildings you will be working in.
2. Completion of ALL requirements of the SMAH General WHS Induction.
3. Completion of the SMAH Training Needs Analysis. *The training which needs to be completed within this document will be identified in consultation with your supervisor.*
4. Attendance at the bi-annual Working Safely in SMAH session or equivalent.

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



### **Additional WHS Training**

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

All honours students are required to complete an accredited, nationally recognised, approved First Aid training course prior to conducting any field work. Direction is provided by the UOW Fieldwork and Off-Campus Activities Safety Manual and Guidelines. Your Supervisor will cover the cost of the TOD *Apply First Aid* course or an equivalent run by an external provider. Please discuss your first aid training needs with your supervisor and seek advice from the Field Support Team.

Discuss any additional WHS training needs, such as *Apply First Aid in a Remote or Isolated Area*, with your supervisor and see what courses are available by visiting the Safe at Work Training Courses website: <https://www.uow.edu.au/about/services/safe-at-work/training-courses/>. There are instructions on the webpage regarding how to enrol.

### **Risk Assessment**

#### **Research Activities**

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

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

#### **Fieldwork and Off-Campus Activities**

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

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

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

#### **Safe Work Procedures (SWP's)**

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

#### **Fieldwork Safety**

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

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

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

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



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

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

For additional assistance with field work planning please contact the Field Support Team [ssci-fieldequipment@uow.edu.au](mailto:ssci-fieldequipment@uow.edu.au)

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

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

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

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

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

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

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

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

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

For additional assistance with field work planning please contact the Field Support Team: [seals-fieldequipment@uow.edu.au](mailto:seals-fieldequipment@uow.edu.au).

### **Incident Reporting**

Always report an incident whether or not it is the first time it has occurred and regardless of whether you, or property, were injured or not. Hazard and Incident Reports are completed online using SafetyNet; <https://safetynet.uow.edu.au/uowauth/login>.

### **Personal Protective Equipment (PPE)**

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

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

Please ensure all PPE requirements are adhered to.



### **Additional WHS Training**

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

### **First Aid**

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

### **Other Important WHS Information**

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

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

### **Work Integrated Learning (WIL)**

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

WIL activities at UOW:

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

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

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

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

The 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.

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 Science.

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



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

The Honours Assessment Committee and the School Assessment Committee reserves the right to apply the above policies flexibly, on a case-by-case basis, or develop new policies as it sees fit to deal with unexpected circumstances.

### **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**

If the difference between the two examiners' marks is more than 10, the Honours Co-ordinator organises a meeting with the two examiners and attempts to mediate. If the examiners are unable to resolve their different views and bring their marks to within 10 marks of each other, a clean copy of the thesis is sent to a third examiner, who is asked to provide a mark and brief justification. The Honours Co-ordinator will then average the two closest marks. If the three marks are separated by the same difference (e.g. marks of 70, 80 and 90), the Honours Co-ordinator averages all three marks. When this delays the assessment process, the Honours Degree student should be notified that further advice has been sought.

The third Examiner shall be normally selected by the Honours Coordinator, in consultation with the Supervisor.

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

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

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



## Resources Available to Honours Students

### Inductions for Laboratory and Office areas

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

### Equipment

#### Field Work Equipment

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

### Damage to Equipment

Repairs are costly and damage caused by negligence may be charged to the user. Some items of equipment have lists of registered users (e.g. centrifuges, counter). Permission and training must be sought before using these pieces of equipment.

### Honours Funding

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

### Work Station

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

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

### Lockers and Room Keys

Lockers can be accessed in Building 35 outside room G06, or in Building 42 on Level 2 opposite the lifts.

All Honours students may be able to access shared desk space in one of the designated Honours rooms 41.101 or 35.G06 and a storage locker (outside of 35.G06 only). These are quiet working areas, and all noise must be kept to a minimum.

Honours room keys and locker keys can be requested from the School Admin Assistant after you have completed the necessary WHS inductions and associated paperwork. Please contact [ssci-admin@uow.edu.au](mailto:ssci-admin@uow.edu.au) if you have questions about locker access and use.

### Printing/Photocopying Access

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

### Stationary

The School will provide Honours students with basic stationary and lab books which can be accessed via the central stationary stores in Building 18, Building 32 and Building 42. Please contact [ssci-admin@uow.edu.au](mailto:ssci-admin@uow.edu.au) should you need assistance locating a store or if items need restocking.

### Computer Use

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

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

Shared general purpose computers and Arc Map and Arc Pro software are also available in the building 35:G06 Honours room. Please do not save your work to the desktop, always use a USB.



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

### Email Use

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

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

### Statistical Consulting Service

If your project has a statistical design or analysis that your supervisor is unable to assist with then they will explore other statistical consulting opportunities with you.

### 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).

The appropriate support and research staff and their current major area(s) of expertise are listed below:

FACILITY/CONTACT	BUILDING	PHONE	EMAIL
Animal Facility Technical Staff	42.430	0417 931 418	<a href="mailto:animalresearch-training@uow.edu.au">animalresearch-training@uow.edu.au</a>
Ecological Research Centre Technical Staff	70.G01		<a href="mailto:ecological-researchcentre@uow.edu.au">ecological-researchcentre@uow.edu.au</a>
Hrushu Kommula <ul style="list-style-type: none"> <li>• Inductions into the TOL (41.G03)</li> <li>• GIS software training and tech support</li> <li>• Geospatial tools, techniques and methods</li> <li>• Data acquisition for research needs</li> </ul>	43.G03C	4221 3160	<a href="mailto:hkommula@uow.edu.au">hkommula@uow.edu.au</a>
Technical Staff – B32 and B42 <ul style="list-style-type: none"> <li>• Consumables store enquiries</li> </ul>	32 and 42		<a href="mailto:b32-b42techstaff@uow.edu.au">b32-b42techstaff@uow.edu.au</a>
Jose Abrantes <ul style="list-style-type: none"> <li>• Geoanalytical Lab (XRD/XRF)</li> <li>• Thin sections and Biosecurity</li> </ul>	41.G60	4221 3596	<a href="mailto:jose@uow.edu.au">jose@uow.edu.au</a>
Lili Yu <ul style="list-style-type: none"> <li>• Biosecurity contact</li> </ul> <p>Inductions into the:</p> <ul style="list-style-type: none"> <li>• Optically Stimulated Luminescence (OSL) Dating Lab 41.267</li> <li>• Amino Acid Racemisation (AAR) Lab 41.273</li> <li>• MicroTrace lab 41.161</li> <li>• Scanning electron microscope (SEM) lab 41.170</li> </ul>	41.272	4252 8735	<a href="mailto:lyu@uow.edu.au">lyu@uow.edu.au</a>
Fieldwork Technical Officers	43.G03D		<a href="mailto:ssci-fieldequipment@uow.edu.au">ssci-fieldequipment@uow.edu.au</a>
Vanessa Baxendale <ul style="list-style-type: none"> <li>• Inductions for Building 15,18 (including chemistry labs), 35 and 41</li> <li>• Infrastructure support-Equipment, Maintenance, Research Support</li> </ul> <p>Backup contact - Katie Cicero, Research Infrastructure Support Manager</p>	18.102B and 35.G04	4239 4398	<a href="mailto:vbaxendale@uow.edu.au">vbaxendale@uow.edu.au</a>  <a href="mailto:katieh@uow.edu.au">katieh@uow.edu.au</a>



## Administrative Tasks on Completion of Research Project

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

## Student Services and Support

There are a range of services available to students that are provided free of charge.

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

Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	<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/student/careers/">https://www.uow.edu.au/student/careers/</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 Coordinators may be able to help. There are Student Support Coordinators 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	65-74	<p>A Credit grade is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a Pass grade plus (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> <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>
	<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. The Policy can be found at: <http://www.uow.edu.au/about/policy/UOW058648.html>

### Authorship Policy

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

### Code of Practice – Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at:  
[Code of Practice - Responsible Conduct of Research / Document / Policy Directory](#)

### Honours Policy

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

### Human Research and Ethics Forms and Policies

Further information about the management of human and animal ethics in research is available on the [Compliance and Research Ethics System \(CaRES\) Moodle page](#):  
[CaRES Moodle page](#)

### Inclusive Language Guidelines

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

### Intellectual Property Policy

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

### Managing and Investigating Potential Breaches of the Research Code Policy

This Policy outlines the principles for handling any concerns, complaints or allegations about the conduct or practice of research at the University of Wollongong ('the University'). [Managing and Investigating Potential Breaches of the Research Code Policy](#)

### Teaching and Assessment: Assessment and Feedback Policy

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

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

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

### Teaching and Assessment: Subject Delivery Policy

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



### **Student Academic Consideration Policy**

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

[Academic Integrity Policy](#)

### **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.

[Student Conduct Rules / Document / Policy Directory](#)

### **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