



Science, Medicine and Health – HONOURS Guide

Course: Bachelor of Medical and Health Sciences (Honours); course code – 1831
Bachelor of Medical and Health Sciences (Honours) (Dean's Scholar); course code – 1702
Bachelor of Public Health (Honours) - 1834

Subject: HONS420

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

The Faculty of Science, Medicine and Health

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

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

Contacts

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Student Support and Advice

Student Central: askuow@uow.edu.au

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Section A: General Information

Requirements for Admission to Honours

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

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

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

Applying for Admission to Honours

An application form (available from the MIHS Pre-honours Information site on Moodle) needs to be completed and lodged with Future Students <https://applytouow.uow.edu.au/app/login.jsp>. Formal enrolment in the MIHS 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. The School of Medical, Indigenous and Health Sciences Pre Honours Guide contains further information and guidance on enrolment.

The Project Proposal and Student EOI should be completed with the proposed supervisor and emailed to the coordinator.

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

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

Email: askuow@uow.edu.au

Part-time Honours Enrolment

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

Honours Method Used in this Course

Method 1 will be used to calculate the grade:

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

- 1 for 400 level subjects that constitute the Honours program

Grades of Honours possible in this Course

Honours method 1 is used in this course Honours: Class I: 85% to 100%

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; k
- f. foster a supportive environment for Honours Degree students;
- g. ensure that reasonable resources are made available to Honours Degree students to support them in undertaking their Honours Project;
- h. ensure that appropriate provision is made in academic workloads for supervision of Honours Projects;
- i. ensure that each Honours Degree student undertaking an Honours Project has a Supervisor, and, where necessary, a co-supervisor;
- j. ensure that procedures are in place to select the most appropriate Supervisor(s) for assisting the Honours Degree student to complete their Honours Project;
- k. ensure that Supervisors of Honours Degree students are appropriate to undertake those responsibilities (refer to section 12);
- l. where an Honours Project is undertaken across two disciplines (inter-disciplinary or joint honours), approve the program of study with the head of the other Academic Unit and negotiate the appointment of co-supervisors and subject requirements prior to enrolment;
- m. ensure that there is no conflict of interest between the Supervisor(s) and Honours Degree student;
- n. ensure that quality supervision is provided throughout the student's candidature or, in the case of Embedded Honours, throughout the period during which the student is undertaking their Honours Project;
- o. ensure that arrangements are made to provide for alternative supervision if a Supervisor is absent for more than two weeks; and
- p. ensure that honours examiners have adequate time (generally three weeks) to report before the meeting of the relevant Assessment Committee.

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



The Supervisor has the responsibility to:

- a. advise the head of the Academic Unit of any situation which might lead to a conflict of interest which could unduly advantage or disadvantage a student, e.g. if there is or has been a close personal relationship between a Supervisor and an actual or potential Honours Degree student;
- b. advise Honours Degree students about their procedural and substantive rights and responsibilities contained in the honours Policy (directly or through the Honours Guide or Subject Outline);
- c. advise and assist Honours Degree students to comply with occupational health and safety and ethics requirements where relevant;
- d. in consultation with the Honours Coordinator, support Honours Degree students in developing a suitable proposal for the Honours Project (including, where applicable, a joint proposal involving working with other students on the design and collection of research data) within a negotiated time frame and with negotiated access to resources and support;
- e. assist Honours Degree students to develop a plan for completing the Honours Project within an appropriate time frame;
- f. maintain regular contact with Honours Degree students in order to monitor their progress;
- g. inform Honours Degree students about any expected period(s) during which the Supervisor will be absent and unable to communicate during the period during which they are completing an Honours Project, and arrangements for alternative supervision during that or those periods;
- h. provide timely and helpful written feedback to Honours Degree students on any submissions and to assist them to develop solutions as problems in undertaking the Honours Project are identified;
- i. advise Honours Degree students of inadequate progress or work below the standard generally required for an Honours Project and to suggest appropriate corrective action;
- j. submit marks and grades for Honours Projects for review, acceptance and publication in a timely manner
- k. be available to attend meetings of the Academic Unit Assessment Committee where Honours Degree students' grades are determined; and
- l. ensure the following policies and the consequences for the candidate's Honours Project of breaching these Policies, are explained carefully to the student:
 - Academic Integrity Policy
 - the Code of Practice – Research, UOW
 - 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. Communicate detailed and advanced knowledge and ideas in a specific discipline area of medical, Indigenous, exercise or nutrition sciences clearly and coherently to others.
2. Integrate and apply knowledge and skills in medical, Indigenous, exercise or nutrition sciences together with research principles and methods to plan and execute a substantial scholarly/research activity.
3. Apply an advanced knowledge of research, research integrity, ethics and project management to plan and execute a substantial piece of research.
4. Demonstrate skills in reviewing, analysing and synthesising new and current evidence to answer research questions.
5. Produce a piece of scholarly/research activity in the form of a thesis.

Description

This subject is for Students undertaking Honours within the School of Medical, Indigenous and Health Sciences (MIHS). This subject gives students the opportunity to undertake a scientific research project under the guidance of academic supervisors. The program is designed to provide students with skills to plan a research project, collect and analyse data, communicate and demonstrate their research with a clear understanding of the research question in relation to current knowledge.

Readings, References and Materials

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

Recent Improvements to Subject

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

Key Dates

TASK	HONS420
Honours session commences	Monday, 9 February 2026
Welcome to Honours info session	From 10.30am Monday, 9 February 2026
Proposal document	Thursday, 5pm 2 April 2026
Proposal presentation	Tuesday, 28 April 2026 (time TBC)
Final thesis	Tuesday, 5pm 6th October 2026
Final seminar	Thursday, 22 October 2026 (time TBC)



Section B: Assessment of Honours Project

Acknowledgement of GenAI

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

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. <https://www.uow.edu.au/about/governance/academic-integrity/students/genai-in-assessment/>.

To protect your data and the ethics requirements you may only upload data to the UOW approved version of Copilot. This tool is covered by commercial data protection and is not sharing the data more widely, which would breach ethics requirements and publication rights. The UOW version of Copilot can be accessed via: <https://uow.libguides.com/microsoft-copilot-for-study-and-research/using-microsoft-copilot>.

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/>.

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.

Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Dates	Weighting
Assessment 1	Proposal (written document and presentation)	Written document: Thursday, 5pm 2 April 2026 Proposal presentation: Tuesday, 28 April 2026 (time TBC)	Up to 15 working days after submission	10%
Assessment 2	Final Thesis	Tuesday, 5pm 6 Oct 2026		80%
Assessment 3	Final Seminar	Thursday, 22 Oct 2026 (time TBC)		10%

Details of Assessment Tasks

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

Name	Proposal (written document and presentation)
Type	Proposal
Due date	Proposal document: Thursday, 5pm, 2 April 2026 Presentation: Tuesday, 28 April 2026 (time TBC)
Weighting	Proposal document: 10%, Presentation: Satisfactory / Unsatisfactory
Submission	Proposal document: Submit an electronic copy of your assignment via upload to Moodle site and PDF soft copy emailed directly to the honours co-ordinator by 5pm on the due date. Please refer to detailed information regarding submission of assignments on



	<p>the subject's Moodle site.</p> <p>Hard copies may also be requested by assessors. If this is the case, you will be advised and asked to provide hard copies.</p> <p>Presentation: to MIHS Honours Assessment Committee, assessors and broader school audience. This is an on campus activity.</p>
Type of Collaboration	Individual Assessment
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 improve language fluency, proofreading, formatting, topic scoping and project familiarisation, supporting development of literature search strategies and summarising background literature. 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>Students should refer to the "Note regarding the use of GenAI in Honours" and "Using Generative Artificial Intelligence (GenAI)" sections of this handbook and/or discuss with subject co-ordinator for further details.</p>
Length	<p>Written document: The proposal document is to be prepared in accordance with the following specifications:</p> <ul style="list-style-type: none"> • Maximum of 5000 words excluding title page, abstract, references, figures and tables; • the text of the document (in English) must be in double-spaced typescript in 12-point font (Times New Roman font) or similar font; • if printed copy requested, the document is to be printed on standard A4 size (297 x 210 mm) white opaque paper; • the text must be printed single-sided with the pages numbered sequentially; • the document should include the following sections: <ul style="list-style-type: none"> ○ Title page (title, name, student number and Supervisors) ○ Introduction (brief literature review, research aim, hypotheses and/or objectives); ○ Materials and Methods (research design, procedures for data collection and analysis, including statistical design); ○ Summary (anticipated outcomes of the project); and ○ References & Appendices (as appropriate). <p>Presentation: 17 minutes (12 minute oral presentation + 5 minutes questions).</p> <p>The style of presentation will be determined by each student and Supervisor(s) with due consideration to the need to present in a clear and concise a manner to a broad audience.</p>
Details	<p>Written document: The research proposal should outline the background and justification of the research through an introduction including a brief literature review, details of the experimental hypotheses, and a clear statement of the research design and proposed procedures for the collection and analysis of the data. Expected outcomes should also be included. A single page outlining the projected roles and responsibilities that the honours student will have throughout the project is also required.</p>



	<p>Presentation: Students are expected to clearly indicate the background and aims/hypotheses of their research project, describe the methods/procedures that will be used to collect and analyse the data, including statistical design, and demonstrate an ability to answer questions using knowledge of the field (at a level relevant to an honours proposal).</p> <p>Data projection facilities will be provided but it is the responsibility of each student to ensure that their presentation functions at the venue/online. A practice set-up will be offered prior (please contact the Coordinator).</p>
Style and format	Written document, see Moodle site for template, Visual presentation: PowerPoint or other similar format
Subject Learning Outcomes	1, 2, 3
Marking Criteria	<p>The research proposal is reviewed by two examiners (one of whom may be external to the school) for scientific integrity, project scope and appropriateness of the project for an Honours year.</p> <p>The proposal document is worth 10% of the final grade.</p> <p>The presentation will be marked satisfactory / unsatisfactory and is an important preparation / learning experience for the final presentation.</p> <p>See Rubrics below for marking criteria.</p> <p>The presentation will be assessed as an average of at least two markers, which may include the assigned assessors and member(s) of the MIHS Honours Assessment Committee (excluding any academics who may be in a supervisory role for the project).</p> <p>At the completion of the proposal seminars, the Honours Assessment Committee will meet to discuss the proposals and reflect on the appropriateness of the honours students roles and responsibilities. If the committee highlights any problems with a proposal, the relevant Supervisor(s) and the Examiners will be called into the meeting to discuss the proposal.</p>

Name	Final Report (Thesis)
Type	Thesis
Due date	Full-time: Tuesday, 5pm, 6 October 2026
Weighting	80%
Submission	<p>An electronic copy must be submitted via Turnitin within the HONS420 e-learning site in PDF format.</p> <p>A copy must also be emailed directly to the honours co-ordinator by 5pm on the due date.</p> <p>Hard copies may also be requested by assessors. If this is the case you will be advised and asked to provide hard copies.</p>
Type of Collaboration	Individual Assessment
Length	Maximum of 15,000 words / approx. 60 pages (excluding title page, tables of contents, abstract, references, tables, figures, captions and appendices).
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 improve language fluency, proofreading, formatting, topic scoping and project familiarisation, supporting development of literature search strategies and summarising background literature. Students are reminded that GenAI outputs may be incomplete,</p>



	<p>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>Students should refer to the “Note regarding the use of GenAI in Honours” and “Using Generative Artificial Intelligence (GenAI)” sections of this handbook and/or discuss with subject co-ordinator for further details.</p>
<p>Details</p>	<p>The thesis MUST be a true representation of work produced and written by the student. A recommended structure for the thesis is provided in an electronic template available through the HONS420 e-learning site. While Supervisors are free to request their Honours students present the thesis according to the Supervisor’s stylistic preferences, the overall criteria for success is that the thesis must represent a well-written document that is both concise and informative.</p> <p>The short time available for completion of an Honours project often makes the desired end-point of a piece of research difficult to judge and sometimes unachievable. To be awarded a high mark for your Honours year, your research project need not necessarily be a “finished” product. The most important criteria to meet, to achieve an optimal assessment outcome, is that you have demonstrated “excellence” in all facets of your work throughout the year. Remember, the thesis will be examined on the basis of what was done, how it was done and <i>most importantly</i> the discussion and understanding of the findings regardless of completion.</p> <p>Students must ensure they leave sufficient time to evaluate and write-up their work. Importantly, all students must ensure that their Supervisor(s) have enough time (within 15 working days) to read and make suggestions before thesis submission.</p> <p>It is more important to submit a well-written thesis on incomplete findings than to do that “one final experiment” or seek out another 10 participants in your study, aimed at the desired "end point", and risk submitting a substandard thesis.</p>
<p>Style and format</p>	<p>The thesis is to be prepared in accordance with the following specifications:</p> <ul style="list-style-type: none"> • the text of the document (in English) must be in double-spaced typescript with the exception of tables, figures and captions which may be prepared in single-spaced typescript; • the print size of the text in the document will be 12 point with the exception of footnotes that may be 10 point font where appropriate and headings, which should be 14 point and bold; • if requested, the document is to be printed on standard A4 size (297 x 210 mm) white opaque paper; • the text must be printed single-sided pages numbered sequentially using Roman numerals for the initial sections and Arabic numerals starting from the first page of the Introduction; • the margins on each sheet will be 30 mm on the left-hand side, 20 mm on the right hand side, 20 mm at the top and 20 mm at the bottom; • if printing is required, the thesis will be “soft” bound (spiral binding); • tables and figures must be incorporated into the text and they should be easy to understand without reference to the text and must include an appropriate caption (captions for tables are inserted above the table; captions for figures are inserted below the figure); and • the thesis should be divided into chapters or sections (each of which start on a separate page).
<p>Subject Learning</p>	<p>1, 2, 3, 4, 5</p>



Outcomes	
Marking Criteria	<p>The thesis will be evaluated on such points as the clarity, precision and brevity of the reporting, the general arrangement and organisation of the material reported, and the quality and relevance of illustrations and tabulated data.</p> <p><i>See marking rubric below for details.</i></p>

Name	Seminar
Type	Presentation
Due date	Full-time: Thursday, 22nd October 2026 (time TBC)
Weighting	10%
Submission	Verbal / visual presentation on the due date. An abstract should be emailed to the coordinator, using the template available on the Moodle site, in PDF format several weeks prior to the presentation date. This is an on campus activity.
Type of Collaboration	Individual Assessment
Length	25 minutes (17 minute oral presentation + 8 minutes questions)
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 improve language fluency, proofreading, formatting, topic scoping and project familiarisation, supporting development of literature search strategies and summarising background literature. 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>Students should refer to the “Note regarding the use of GenAI in Honours” and “Using Generative Artificial Intelligence (GenAI)” sections of this handbook and/or discuss with subject co-ordinator for further details.</p>
Details	The final seminar will be a PowerPoint presentation presented to academics and students. The style of presentation will be determined by each student and Supervisor(s) with due consideration to the need to present in as clear and concise a manner as possible to a broad audience. Data projection facilities will be provided but it is the responsibility of each student to ensure that all forms of their presentation will function at the venue.
Style and format	<p>The following is a suggested format for your final seminar:</p> <ul style="list-style-type: none"> • Title of the project; • Introduction to give audience a background and to position the honours project in the context of the existing literature, leading towards highlighting a gap in knowledge; • Purpose of the study: state the research questions/hypotheses; • Methodology: briefly describe the participants/model, what you measured (variables) and how you measured them (instruments); as well as how you analysed the data (including statistical analysis of the data); • Results: briefly report what you found; • Discussion: interpret the meaning of your results, consider your aims and hypotheses in the discussion; • Conclusions: briefly summarise what you found, what do the results mean in the context of real-world application? Recommendations: what should be done from here?; and • Acknowledgements: thanks to supervisors, lab team etc (suggestion only).



Subject Learning Outcomes	1, 2, 3, 4, 5
Marking Criteria	The final seminar will be marked by your assessors and/or, members of the thesis committee, represented by academic staff across various fields of research within the School. The final mark for this assessment will then be awarded as a mark that reflects the average mark given by at least two assessors. You should take care to present your Honours project with regard to general and specific information.

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:

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

Attendance at the MIHS Honours proposal and final seminars is compulsory. All students are required to attend for the full duration of these seminar days. Any absences or part absences will need to be approved via the Academic Consideration process. Attendance at all MIHS seminars is strongly recommended. Seminars will be advertised via the 'MIHS 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 Online Services (SOLS). Do not assume that an application for academic consideration will be automatically granted, particularly when assessments require the collective attendance of academic committees. 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 School of Medical, Indigenous and Health Sciences Honours Assessment Committee will utilise the attached rubrics as a guide:

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> Students and supervisors are free to utilise other systems of referencing, as appropriate for the specific research field; however, **a consistent style must be used throughout an assessment.**



System of Referencing to be Used in Honours Project

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

In the text:

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

In Reference list:

All references cited must be listed alphabetically at the end of the paper; all entries in this list must correspond to references in the text. Titles must be included for all references.

- Titles of periodicals must not be abbreviated. References should be in the following format:

For a book

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

For a Journal article

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

For a Chapter in an edited book

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

For web-based material

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

For a Thesis

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

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

[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: [Academic integrity - University of Wollongong – UOW](#)



Retention of Submitted Work

The University may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Research Responsibilities and Retention of Data

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

Ownership of Data

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

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

Marking Rubrics

Marking rubrics are on the subject Moodle site.

Materials

To be discussed with your supervisor.



Marking Rubrics

School of Medical, Indigenous and Health Sciences Honours Proposal Marking Rubrics

PART 1: PROPOSAL DOCUMENT

Student name:

Marker name:

Instructions to assessors: This assessment is likely to be the first major scientific writing undertaken by students who have recently commenced their honours degree and should be marked as such.

The purpose of grading proposals is, in part, to fulfil the Roles and Responsibilities of the Academic Unit:

- Ensure the proposed Honours project is appropriate standard for an Honours degree
- Forster a supportive environment for honours students
- Ensure reasonable resources are available to support completion of the proposed project

The proposal document is marked / 10 and is worth 10% of the student's final grade. Please provide a mark against each item, include any comments you might like to convey to the student under each section and a final total. For the purposes of student development, please use the additional space to provide further comment / suggestions, as needed.

Coverage of key previous work / literature review (setting the context and identifying gaps in knowledge)	/2
Conceptualisation - Clear articulation of aims / objectives / hypotheses and scope of the project	/2
Details of data collection and methodology (proposal shows that student has entry-level understanding of the methods required for the project)	/1.5
Proposal provided consideration of project management (realistic timeline for the project – ie the project is possible and sufficient for an honours degree)	/0.5
Proposal is coherent: easy to follow, well laid-out, presented in a logical order, grammatically correct, not repetitious	/2
The figures, tables, images are relevant, appropriately described in legend / text and a high standard	/1
References: the proposal is sufficiently and correctly referenced	/1

PROPOSAL DOCUMENT MARK /10

ADDITIONAL COMMENTS / SUGGESTIONS IF NEEDED:



PART 2: PROPOSAL PRESENTATION (SATISFACTORY / UNSATISFACTORY)

Student name:

Marker name:

Tick

INTRODUCTION

Accurate and in-depth knowledge of overall research area/content

Justification: positions own research in the context of existing literature, identifying gaps

Clearly stated aims/hypotheses/predictions

METHODS

Preliminary understanding of methodological techniques and intended analyses

Methods address aims

Resources are available

EXPECTED OUTCOMES

Outcomes address aims

Realistic implications of research project to the broader context of human health

OVERALL PRESENTATION

Logical structure of overall presentation

Use of clear language for non-expert

Use of images, tables, graphs, animations where relevant

Limited use of words on slides

ADDITIONAL COMMENTS / SUGGESTIONS IF NEEDED:

PROPOSAL PRESENTATION MARK (please select):

SATISFACTORY / UNSATISFACTORY

Thank you for your time and contributions to the School of Medical, Indigenous and Health Sciences Honours Program



School of Medical, Indigenous and Health Sciences Honours Final Thesis Marking Rubric

Student name:

Examiner name:

Instructions to Assessors

The final thesis is marked /100 and is worth 80% of the student's final grade. In considering their mark, Examiners are asked to remember that the thesis represents the first attempt at a major research project for the student, completed over ~8 months, rather than an assessment of an already established researcher. Please recommend a mark and the reasons for giving this mark, feedback for the student detailing any changes that are required before the thesis is bound, and/or general comments about the thesis and topic area. Errors and corrections can also be marked in the thesis itself (please return edits to Honours Coordinator).

General Guide to Grades:

Honours Class I (85-100). Suggested marking within this range.

Scores should be considered relative to opportunity, i.e. this is the student's first major research project:

→ **90%-100%:** Outstanding standard, demonstrating excellence in thought throughout, a flair for the subject, comprehensive knowledge of the subject area and a level of achievement similar to that expected by quality academic journals in the field. This mark reflects an exceptional achievement with a high degree of initiative and self-reliance, may contain considerable student input into the direction of the study. Evidence of critical evaluation of the established work in the area and competency in experimental techniques in the research field. The thesis requires no/minor corrections and the writing standard is consistent with publications in the field.

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

Honours Class II, Division 1 (75-84)

Student will have shown a very good understanding of the theory and practice of the discipline. They will have demonstrated their ability to conduct work at an independent level and complete tasks in a timely manner, and have an adequate understanding of the background factual basis of the subject. Student shows some initiative in ideas and techniques. The thesis has a high number of typo/formatting errors that can be easily corrected.

Honours Class II, Division 2 (65-74)

The work has some merit. The student 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. Shows an adequate knowledge of the conceptual framework of the research area.

Honours Class III (50-64)

The work is acceptable, but at a standard that barely meets the criteria for an Honours degree. Student's understanding of the research topic, ability to carry out experimental work, manage timeframes is very limited.

Criteria for Assessing the Honours Project

The thesis is awarded a mark out of 100. Although the criteria for assessing the Honours thesis are provided below, they should be used as a guide only as there may be different weightings according to the project and research area. The Examiners may deduct marks if the thesis is too long and/or repetitive.



Please provide mark in the relevant box for each section (A-E). The final score is an average of the 5 sections. Scores should be considered relative to opportunity, i.e. this is the student's first major research project.

A. Possess a clear understanding of the research question and its relationship to the current body of knowledge (i.e. relevant literature) in the area:

Assessor's Mark	Explanation
	Class I (85-100): Excellent understanding of the topic and its importance to the field. Evidence of conceptually sophisticated thinking and arguments supported by evidence and examples. Student will have consulted a wide range of appropriate sources and have included the major references in the area. Appropriate referencing in a standard format with minimal errors. Use of original tables and figures to summarise data from multiple sources to support an argument. Appropriate separation of text into sections/sub-sections.
	Class II, Division 1 (75-84): Student will have demonstrated substantial understanding of the topic area and its place within the specific area of research. Critical evaluation and arguments supported by evidence and examples with some evidence of independent thinking. Evidence of consulting a range of appropriate sources, which are appropriately referenced. No significant errors. Writing is accurate and there is good use of sectioning.
	Class II, Division 2 (65-74): Understanding of the topic demonstrated, but with limited evaluation of its importance. Restricted use of evidence and examples. Some errors, ambiguities and awkward expression. References in text correctly cited. Writing mostly accurate but shallow and selective in scope.
	Class III (50-45): Little understanding of the topic area demonstrated, with no attempt to synthesise. A minimal effort to source suitable publications with limited reading and opinions published in reviews or papers likely to be expressed. Occasional errors in facts. In the main, references are correctly cited. Basic use of reproduced figures and tables.
	Fail (<50): Limited understanding of the topic area. Frequent factual and other errors. Writing has frequent ambiguities, errors of expression, verbose or too brief. Insufficient reading around the topic. Referencing contains errors. Almost no attempt to provide a logical structure. No evidence of independent thought.

B. Design experiments, generate results, collect data or develop novel algorithms/ models using a range of techniques and statistical methods appropriate to the field:

Assessor's Mark	Explanation
	Class I (85-100): Scientific method followed when designing experiments and during data collection. Where appropriate, states the null hypothesis and tests it with an appropriate statistical test. Description of methods is sufficient for the experiment to be repeated. No/minimal irrelevant material. Excellent aptitude displayed in the design and technical details.
	Class II, Division 1 (75-84): Scientific method adequately followed when designing experiments and during data collection. Uses appropriate statistical tests correctly (as appropriate) or appropriate methods for qualitative information. Description of methods may not be completely clear but no significant errors. Very good experimentally but may show rather less imagination and care in design.
	Class II, Division 2 (65-74): Scientific method satisfactorily followed when designing experiments and during data collection. Statistical tests / qualitative methods may be inappropriately applied. Most relevant material described in the methods but mistakes/irrelevant material. Adequate, but limited in scope; may have some flaws
	Class III (50-64): Scientific method passably followed when designing research and during data collection. Some significant mistakes or irrelevant material in the methods. Research will have some significant structural flaws.
	Fail (<50): Limited application of the scientific method to design of research and during data collection. Significant proportion of the methods missing or incorrect. Significant structural flaws in the experiments.



C. Display competence in analysing and interpreting results and presenting results in clear, instructive figures and tables with respect to the field of research:

Assessor's Mark	Explanation
	Class I (85-100): Relevant data correctly presented and focussed on question/task with no/minimal irrelevant material included. An analytical/insightful approach to the results/data. Table and figures are of publication quality for a journal appropriate to the field, self-explanatory and no errors/minor errors that are easily fixed (incomplete data sets are acceptable when appropriately explained)
	Class II, Division 1 (75-84): Appropriate approach to data analysis and interpretation with no significant errors. Table and figures are self-explanatory, contain minor errors.
	Class II, Division 2 (65-74): Most relevant material stated and focussed on research question with some mistakes/irrelevant material included. Table and figures are not self-explanatory but contain few errors.
	Class III (50-64): Limited data analysis and poor data presentation. Some significant mistakes or irrelevant material. Table and figures are not self-explanatory and contain errors.
	Fail (<50): Data are missing or incorrect. Inadequate and/or inappropriate data analysis and interpretation. Table and figures do not adequately represent all the results/data and may be fundamentally flawed.

D. Discussion of the results in the context of the literature of the research area, limitations of the research and the opportunities for further work that it provides:

Assessor's Mark	Explanation
	Class I (85-100): Full understanding of topic within wider context. Full critical evaluation with advanced/complex arguments supported by evidence and examples. Evidence of sophisticated thinking e.g. by including own views; making connections with other subject areas etc. Full understanding of implications and limitations of the data with excellent conclusions drawn.
	Class II, Division 1 (75-84): Substantial understanding demonstrated. Critical evaluation and arguments supported by evidence and examples. Some substantially correct independent thinking although underlying assumptions may not be fully understood. Very good understanding of implications and limitations of data with strong conclusions drawn.
	Class II, Division 2 (65-74): Understanding demonstrated, but with limited evaluation and restricted use of evidence and examples. Appropriate approach to most aspects of data analysis and interpretation but with some errors and poor arguments. Good understanding of implications and limitations of data with conclusions drawn.
	Class III (50-64): Little understanding or individuality demonstrated. Adequate critical evaluation although arguments are not always supported by evidence and examples. Basic understanding of implications and limitations of data, although data limitations may be missing with limited conclusions drawn. Some data may be misinterpreted.
	Fail (<50): Severe lack of understanding demonstrated and only inadequate and/or inappropriate independent thought demonstrated. Lack of conclusions or conclusions included with very little, poor or limited explanation.

E. Clear and concise presentation and organisation of all aspects within the thesis:

Assessor's Mark	Explanation
	Class I (85-100): Excellent understanding of topic within wider context, critical evaluation with well-supported arguments. Excellent overall standard of presentation, clarity of expression, layout of material, use of fonts and effects and sections. Pleasure to read with minimal errors. Publication quality with some minor editing (though acknowledging that not all honours projects are suitable for publication).
	Class II, Division 1 (75-84): Substantial understanding demonstrated. Critical evaluation and arguments well-supported arguments. High standard of presentation, clarity of expression, layout of materials, use of fonts and effects and sections. Pleasure



	to read with no significant errors. Publication quality with some editing (though acknowledging that not all honours projects are suitable for publication)
	Class II, Division 2 (65-74): Understanding demonstrated, but with limited evaluation and restricted use of evidence and examples. Some mistakes. Adequate standard of presentation of material with some attention to layout and formatting. Accurate, but uninteresting and requires re-reading. May be publication quality, but with substantially more editing/re-writing.
	Class III (50-64): Little understanding demonstrated. Some significant mistakes. Basic presentation of material with poor layout and formatting. Generally OK. May be ambiguities. May still be suitable for publication, but with extensive editing.
	Fail (<50): Severe lack of understanding. Frequent mistakes. Inadequate standard of presentation. Poor use of English and inappropriate use of fonts and effects. Frequent ambiguities, errors of expression, verbose or too brief. Poor, consistently unclear expression and some inconsistencies in style and layout.

FINAL THESIS MARK /100

(Please take an average of the scores in the sections A-E above)

ADDITIONAL COMMENTS / SUGGESTIONS TO STUDENT:

Thank you for your time and contributions to the School of Medical, Indigenous and Health Sciences Honours Program



School of Medical, Indigenous and Health Sciences Honours Final Seminar Marking Rubric

Student name:

Examiner name:

Instructions to assessors: This assessment is a showcase of the work undertaken by students through the course of their honours degree (~8 months). It will be the first major scientific presentation conducted by the student and should be marked as such.

The final seminar is marked / 10 and is worth 10% of the student's final grade. The marking rubric below can be used as a guide. Please circle a mark (1-10) for each section and take the average of the sections for the final grade. There is additional space to provide any comments you might like to convey to the student at the end, as needed.

Standard	Poor			Average				Excellent		
Introduction & Background	Topic not introduced with few relevant studies included, inappropriate content and argument.			Topic introduced but not completely supported by literature. Sources not always cited to support specific statements. Significance of subject not entirely clear. Elements of literature critique not thorough or clear.				Topic succinctly introduced & literature supports need for research. Sources are cited when specific statements are made. Significance to the subject is clear. Critique of literature thorough and clear.		
	1	2	3	4	5	6	7	8	9	10
Aims and Hypothesis(es)/ Objective(s)	Aim(s) unclear with relevance of topic and testability of hypothesis(es)/objective(s) not demonstrated.			Aim(s) stated but not entirely clear. Relevance of topic and hypothesis(es)/ objective(s) not entirely clear.				Aim(s) clearly stated, relevance of problem apparent and clear testable hypothesis(es)/objective(s).		
	1	2	3	4	5	6	7	8	9	10
Methods	Methods not replicable with little or no justification to appropriately test hypothesis(es)/ objective(s). Statistics are unclear and/or inappropriate.			Methods are replicable with minor adjustment. Methods justified but may not be entirely appropriate to tightly test hypothesis(es)/ objective(s). Statistics are predominately appropriate and clear.				Methods are clear allowing replication. Methods justified and appropriate to tightly test hypothesis (es)/ objective(s). Statistics appropriate and clear.		
	1	2	3	4	5	6	7	8	9	10
Results	Results are unclear and Inappropriately represented. Results do not specifically address hypothesis (es)/ objective(s).			Results are mostly clear and represented appropriately. Results address the hypothesis(es)/ objective(s), but not in its (their) entirety.				Results are clear and appropriately represented. Results specifically address hypothesis(es)/objective(s).		
	1	2	3	4	5	6	7	8	9	10

Continued on next page....



Standard	Poor	Average				Excellent				
Discussion & Conclusion	Little or no link of discussion back to hypothesis(es)/objective(s). Results are not discussed with relevant literature. Incorrect or poor conclusions made. Little insight shown into opportunities into further research. Limited application to the real world.	Some linking of discussion back to hypothesis(es)/objective(s). Results are mostly discussed with relevant literature. Mostly correct conclusions made. Offers some insight into opportunities into further research. Some discussion of application to the real world.				Discussion relates back to hypothesis and results. Results discussed in relation to relevant literature. Succinct and precise conclusions made. Insights into further research opportunities clear. Conclusions and application to the real world are strongly supported by the study.				
	1	2	3	4	5	6	7	8	9	10
Response to Questions	Fails to address the question offering no support or evidence for any argument. Little substance or evidence of preparation, incomprehensible at times.	Attempts to address questions with some supportive work. Questioning not fully addressed and answers lack substance. May acknowledge but not explain limitations.				Counters arguments, questions offered developing a persuasive argument. Responds readily in a clear, fluent and well supported manner. Addresses all aspects of the question(s)				
	1	2	3	4	5	6	7	8	9	10
Presentation – Visual	Text is unclear with inappropriate use text or images and other media. No or little aesthetic appeal.	Use of text, images and other media is predominately clear with some minor issues present. Aesthetics are mostly good.				Clear and appropriate use of text and images and other media. Aesthetically appealing.				
	1	2	3	4	5	6	7	8	9	10
Presentation – Skills	Presenter does not connect with the topic or audience. Poor speech clarity and body language. Unable to control the flow or timing of presentation.	General presentation skills are good with body language and speech clear and appropriate. Shows confidence in some elements of presentation.				Clarity of speech and body language show understanding and confidence in topic. Able to control pace and flow of presentation. Engaged audience.				
	1	2	3	4	5	6	7	8	9	10

FINAL SEMINAR MARK /80

(Please take an average of the grades in the sections above)

ADDITIONAL COMMENTS / SUGGESTIONS TO STUDENT IF NEEDED:

Thank you for your time and contributions to the School of Medical, Indigenous and Health Sciences Honours Program



Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Expectations of Students

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

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

Appropriate Online Behaviour

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

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

Guiding Communication Principles for Students

Moodle Announcements

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

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

SOLS messages

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

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

SOLS and Moodle announcements can NOT be responded to.

Email

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

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

Learning Platform (Moodle) Subject Site

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

Use of Internet Sources

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



authoritative sources.

Using Generative Artificial Intelligence (GenAI)

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

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

For example:

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

If you have any questions, please contact the 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: [Academic Integrity Policy](#)

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 sessions or equivalent.

It is important that ALL THREE DOCUMENTS outlined in points 1 to 3 above are forwarded to smah-whs@uow.edu.au 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 the Biosafety and GMO Training (TRNG023_23); Module 1 Biosafety and Module 2 GMOs, or the Ecological Research Centre (ERC) Induction.

The Induction documentation provides URL links and contacts for the various training modules. Your supervisor will assist you in identifying your training needs and can assist you in arranging the appropriate training.

If you have any questions regarding the induction process, please email your enquiries to:

smah-whs@uow.edu.au

Additional WHS Training

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

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

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

Risk Assessments (RAs)

Research Activities

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

Fieldwork and Off-Campus Activities

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

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

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

Safe Work Procedures (SWPs)

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

Field Work Safety

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

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

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



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

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

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

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

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

First Aid Kits and First Aid Training Requirements for Fieldwork

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

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

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

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

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

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

For additional assistance with field work planning please contact the Field Support Team: ssci-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 RA, or the type of laboratory (e.g., PC1 or PC2 laboratory). There are signs on the door at the entry to the laboratory which outlines the minimum PPE requirements.



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

Please ensure all PPE requirements are adhered to.

First Aid

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

Other Important WHS Information

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

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

Work Integrated Learning (WIL)

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

WIL activities at UOW:

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

WIL is classified into five types: Co-curricular WIL, Foundational WIL, Embedded WIL, Applied WIL and Professional WIL. Honours is considered to be Professional WIL. Find out more about the UOW WIL design principles and the UOW WIL Curriculum Classification Framework at <https://www.uow.edu.au/about/learning-teaching/curriculum-transformation/work-integrated-learning/>

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

The Faculty developed its procedures to ensure that each student receives the fairest possible treatment in what is a very difficult process of awarding a mark for Honours. Safeguards must be in place to avoid bias and to maintain standards from year to year.

First, we have a set of objectives for each of the Honours programs. These cover both achievement of generic skills and mastering the knowledge and concepts of a research field, at the forefront of a particular field. The assessment in Honours is designed to test the level of achievement against these objectives.

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

- Proposal document– average of at least two markers (excluding supervisor) + proposal presentation (average of at least two members of the thesis committee, and assigned assessors; excluding supervisor)
- Thesis seminar - average of at least two members of the thesis committee, and assigned assessors; excluding supervisor)
- Thesis - average of at least two assigned assessors (excluding supervisor)



The MIHS Honours Assessment Committee will 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. 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.
 - e. The examiner must have an understanding of how to assess an honours research project fairly, with recognition of the honours degree being an initial research experience for students (ie mark relative to opportunity), and an understanding of the roles of the supervisor compared to the student in the project design and methodology.

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 MIHS Honours Assessment Committee (if one is convened) and a recommendation made to the MIHS School Assessment Committee.

Resources Available to Honours Students

Access to Laboratory and Office areas

Inductions are required before access to labs and most buildings can be accessed. 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: Access to specific equipment items, study space and computers should be discussed with your Supervisor. If you feel access to equipment, study space and computers will impede your progress please raise this with your Supervisor and/or Honours Coordinator as early as possible during your Honours program

Study Space: You may be allocated a workspace with chair, desk and monitor, keyboard and mouse for you to plug a laptop into. This will likely either be in your supervisor's lab in building 42 (if relevant) or in room 32.113. Please note, these are shared facilities and all noise must be kept to a minimum. Please do not save your work to the desktop.

Photocopier: You may use swipe-to-print using printers / photocopiers throughout the Faculty and have been given an allowance of 1000 pages. Your Dept ID is your student number. You will be prompted to enter this whenever you wish to photocopy. Log in instructions can also be found in the room.

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

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

Mail: There is an Honours group pigeonhole for incoming mail in 41.314 (for students with Supervisors housed on Level 3) and in 41.227 (for students with Supervisors housed on Level 2). Your supervisor will direct you to the most appropriate mail service to use for outgoing mail.

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

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).

Administrative Tasks on Completion of Research Project

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



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 and Torres Strait Islander	https://www.uow.edu.au/wic/about1/index.html?ssSourceSiteId=getstarted
Careers advice	https://www.uow.edu.au/careers/index.html?ssSourceSiteId=getstarted
Counselling	https://www.uow.edu.au/student/counselling/index.html?ssSourceSiteId=getstarted
Student Accessibility and Inclusion	https://www.uow.edu.au/student/support-services/sai/
Information Technology	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Heads of Students	https://www.uow.edu.au/science-medicine-health/contact-us/

Student Support Coordinators

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

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



UOW Grade Descriptors

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

Grade	Mark %	Descriptor
High Distinction	85-100	<p>A High Distinction is awarded for performance that provides evidence of an outstanding level of attainment of the subject learning outcomes, demonstrating the attributes of a Distinction grade plus (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> • consistent evidence of deep and critical understanding • substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches • critical evaluation of problems, their solutions and their implications for future investigation or research • consideration of any shortcomings in methodology or integration of findings, drawing on relevant theories and previous research • use of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work • creativity in application as appropriate to the discipline • eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline • consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy • all or almost all calculation-based data is correct, very little or no data is incorrect
Distinction	75--84	<p>A Distinction grade is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a Credit grade plus (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> • evidence of integration and evaluation of critical ideas, principles, concepts and/or theories • distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts • demonstration of frequent originality in defining and analysing issues or problems and providing solutions • fluent and thorough communication of information and ideas in terms of the conventions of the discipline • frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy • most calculation-based data is correct, little or no data is incorrect
Credit	65-74	<p>A Credit grade is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a Pass grade plus (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> • evidence of learning that goes beyond replication of content knowledge or skills • demonstration of solid understanding of fundamental concepts in the field of study • demonstration of the ability to apply these concepts in a variety of contexts • use of convincing arguments with appropriate coherent and logical reasoning • clear communication of information and ideas in terms of the conventions of the discipline • regular application of appropriate skills, techniques and methods with high levels of precision and accuracy • most calculation based data is correct, some data is incorrect
Pass	50-64	<p>A Pass grade (where awarded) is awarded for performance that provides evidence of a satisfactory level of attainment of the relevant subject learning outcomes, demonstrating (as applicable) one or more of the following:</p> <ul style="list-style-type: none"> • knowledge, understanding and application of fundamental concepts of the field of study • use of routine arguments with acceptable reasoning • adequate communication of information and ideas in terms of the conventions of the discipline • ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy • a combination of correct and incorrect data is presented.
Fail	<50	<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"> • the project or research goal of the relevant honours project is nullified by major problems in the conceptualisation or execution of the project • the student is unable to present arguments with clarity or coherence • the student is unable to apply appropriate skills, techniques and methods with a satisfactory level of precision and accuracy



		<ul style="list-style-type: none"> • data is frequently incorrect • there are issues with adherence to academic integrity principles or practices
Technical Fail		A technical fail grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes.

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:
[Academic Integrity Policy](#)

Authorship Policy

This policy outlines the principles for determining authorship of publications that are a result of research undertaken at UOW. The policy can be found at:
<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

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](#)

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:

[Student Academic Consideration 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. The Student Charter can be found at:

<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
1	20241111	Kristy Blackburn		HONS420 Autumn2025 MIHS DRAFT