



# **BACHELOR OF SCIENCE**

With Honours

## **Honours Handbook**

[scu.edu.au/science-engineering](https://scu.edu.au/science-engineering)

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**Southern Cross  
University**

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# Course and Enrolment Information

## Introduction and overview

Welcome to the Faculty of Science and Engineering Honours program.

Congratulations on your acceptance into what will be an exciting research journey! This Handbook provides an outline of the course, details of assessment, and other information that will help you throughout your studies.

The Honours degree is valued highly within the Australian university system. It has a long history, stemming from various models of the British 'Honours' programs of the late 19th century. 'Honours' is interpreted differently at different universities, and even within one institution itself. For some disciplines, Honours may be part of the 4 year undergraduate course. In most cases, however, Honours is an independent, 'add-on' year of undergraduate study. In this model, the Honours student becomes a 'research apprentice' of sorts, learning the trade of rigorous scholarly enquiry and building a bridge between Bachelor level and higher degree studies.

This booklet provides an outline of the course, details of assessment and other information that will help you throughout the year.

In the Faculty of Environment, Science and Engineering, the Bachelor of Science with Honours program is a year of directed independent study based around an individual research project, offered to students who demonstrate a meritorious performance in their undergraduate studies.

There are a number of reasons for undertaking an Honours course:

- The Honours course is designed to develop your research skills under the guidance and supervision of an academic staff member in an area in which you are interested.
- An Honours degree will provide you with a sound foundation for undertaking postgraduate research degree like a PhD, as well as essential skills should you pursue careers involving research, policy or public/private consultancy work.
- Undertaking Honours builds high level skills for managing a project and developing independent research skills.
- The Honours student is introduced to research methodology under the close supervision of a member of staff who possesses expertise in that area. It follows the traditional master/apprentice system and involves a close working relationship, and mutual responsibilities, between supervisor and student.

A member of academic staff appointed as the Honours Coordinator oversees the Honours program. Administrative support and student liaison services are also provided for the Honours program. However, students are responsible for ensuring that they are correctly enrolled in the units that are specified, and hence should check their enrolment status throughout the year. You should not hesitate to contact one of these staff members if you have any questions or concerns about the Honours program.

### Honours Coordinators

Professor Symon Dworjanyn  
Email: [Symon.dworjanyn@scu.edu.au](mailto:Symon.dworjanyn@scu.edu.au)

## Student Adviser

Faculty of Science and Engineering

Phone: (02) 6626 9774

Email: [fse.honours@scu.edu.au](mailto:fse.honours@scu.edu.au)

## Admission criteria

The criteria for admission to the Honours program is governed by the Rule 5 of the University Rules Relating to Awards.

Admission to Honours is based on a grade point average, usually a 5.00 or above (which equates to a Credit average) throughout your course/degree, or equivalent for students who completed their undergraduate studies elsewhere. However, students who can demonstrate an improved performance and academic record or who have professional experience in the specified area of research may also be eligible, subject to approval by the Executive Dean. If a student does not have a grade point average of 5.00, their prospective supervisor(s) can seek approval from the Executive Dean. This written approval must then be forwarded to the Honours Coordinator.

## Timing

The Honours Courses are offered in regular full-time, full-time extended, as well as part-time mode (please see page 7 for details).

Students who fail to meet timelines without a satisfactory explanation and approved extension will be deemed to have failed their Honours year. Students must inform the Honours Coordinator of any problems being experienced with their progress well before submission date of the thesis. Please note that extensions will be considered only when circumstances such as illness have significantly impeded the student's progress. (See 'Important Dates & Timelines'.)

## Research areas

In the first place you will need to find a supervisor who is an academic in the faculty who is willing to take you on. In the Faculty of Environment, Science and Engineering we offer a range of projects from many disciplines. One place to start is on the Honours project webpage <https://www.scu.edu.au/science-and-engineering/honours-information/>.

An academic staff member of the Faculty who is an expert in the proposed subject must be available to supervise the study. Some students choose to have a co-supervisor who is involved with research in the related area of the Honours project, in some instances this may be a scientist who is not an academic at SCU.

# Bachelor of Science with Honours

## Information

The following course structure details may be subject to change. Please contact the University for confirmation of the structure before acting on this information.

Level of Award:	Undergraduate Honours Degree
Academic Organisational Unit:	Faculty of Science and Engineering
Campus:	Lismore, National Marine Science Centre, Distance
Course Mode:	Internal, online
Duration:	1 year
Total Units:	8 equivalent units

## Course structure

It is up to the student to enrol in the appropriate units during honours year. The Honours course comprises of seven ungraded and one graded unit. The majority of these units are offered in each term. Students must pass each unit to be eligible for an Honours Class, but for the units without assessments the student just need to enrol in them to pass.

The eight units are:

- SCIN4002 Scientific Research: Context, Perspective and Method 1
- SCIN4003 Scientific Research: Context, Perspective and Method
- SCIN4004 Science Honours Thesis 1
- SCIN4005 Science Honours Thesis 2
- SCIN4006 Science Honours Thesis 3
- SCIN4007 Science Honours Thesis 4
- SCIN4008 Science Honours Thesis 5
- SCIN4009 Science Honours Thesis 6

The Honours course can be completed as regular full-time, full-time extended, or part-time enrolment. Regardless the mode of study, intake into the Honours program is in Term 1 and 3 each year. For regular full-time enrolment, students will take two units per term. For full-time extended, the first two units are spread over two terms, followed by two units per term for the remaining ones. For part-time enrolment, students take one unit per term (see table below).

One of four Honours classes is awarded at the completion of the course:

First Class Honours	≥ 85%
Second Class Honours Division 1	75–84%
Second Class Honours Division 2	65–74%
Third Class Honours	50–64%
Fail	< 50%

The Honours Class is based on four assessment items: Research Proposal, 10%, in SCIN4003; Research Seminar, 10%, in SCIN4008; Major Honours thesis, 65%, in SCIN4009; and Minor Honours thesis, 15%, in SCIN4009. These marks are tallied to determine what Class you receive (see details in ‘Guidelines for preparing and submitting the Honours assessment items’).

# How to apply and enrol

## Application process

- Consult with academic staff to find a supervisor and appropriate project.
- Once a supervisor and project has been found, apply for admission to the relevant Honours course. Apply online at <https://www.scu.edu.au/study-at-scu/how-to-apply/>
- Note: Existing SCU students can apply using the Applications tab within MyEnrolment.
- To enrol you must provide 1) a brief project proposal, which includes some evidence that you have a supervisor (copy of an email, or supervisors signature on the proposal), 2) your academic transcript (and a letter from the Executive Dean if you do not have the required grade point average) and, 3) a supervisor candidate agreement form that get from the Honours coordinator, Professor Symon Dworjanyn [symon.dworjanyn@scu.edu.au](mailto:symon.dworjanyn@scu.edu.au)
- If you meet the eligibility criteria, you will then be offered a place in the Honours program.

## Timing and application deadlines

See key dates on the SCU website for deadlines noting that because there is an acceptance process that applications should be submitted well less than a week before the last day to enrol may not be successful. The Honours program is offered as a regular 4 term full-time course, a 5-term full-time extended course, or an 8-term part-time course. Students have the choice of commencing their Honours studies in Term 1 or 3.



## Units to enrol in for full-time Honours

	Year 1					Year 2				
	Term 1	Term 2	Term 3	Term 4	Term 5	ST	Term 1	Term 2	Term 3	Term 4
Full-Time Term 1 start	SCIN4002	SCIN4004	SCIN4006	SCIN4008						
	SCIN4003	SCIN4005	SCIN4007	SCIN4009						
Full-Time Term 3 start			SCIN4002	SCIN4004	SCIN4006	SCIN4008				
			SCIN4003	SCIN4005	SCIN4007	SCIN4009				
Full-Time Extended Term 1 start	SCIN4002	SCIN4003	SCIN4004	SCIN4006	SCIN4008					
			SCIN4005	SCIN4007	SCIN4009					
Full-Time Extended Term 3 start			SCIN4002	SCIN4003	SCIN4004	SCIN4006	SCIN4008			
					SCIN4005	SCIN4007	SCIN4009			
Part-Time Term 1 start	SCIN4002	SCIN4003	SCIN4004	SCIN4005	SCIN4006	SCIN4007	SCIN4008	SCIN4009		
Part-Time Term 3 start			SCIN4002	SCIN4003	SCIN4004	SCIN4005	SCIN4006	SCIN4007	SCIN4008	SCIN4009

## Important dates and timelines

The Honours course is a busy program of study in which you will have to balance several activities at the one time. It is critical that you prepare and follow a timeline, in negotiation with your supervisor/s. Below is a brief summary of each of the Honours units. More detailed information can be found in the UIG accessible through Blackboard.

SCIN4002 Scientific Research Context, Perspective and Methods 1

- Ungraded unit (SR)
- Verification from supervisor of satisfactory progress, Friday of Week 7

SCIN4003 Scientific Research Context, Perspective and Methods 2

- Ungraded unit (SR)
- Proposal due Friday of Week 7; require to score mark of 50% to satisfy requirements

SCIN4004 Science Honours Thesis 1

- Ungraded unit (SR)
- Verification from supervisor of satisfactory progress, Friday of Week 7

SCIN4005 Science Honours Thesis 2

- Ungraded unit (SR)
- Verification from supervisor of satisfactory progress, Friday of Week 7

SCIN4006 Science Honours Thesis 3

- Ungraded unit (SR)
- Verification from supervisor of satisfactory progress, Friday of Week 7

SCIN4007 Science Honours Thesis 4

- Ungraded unit (SR)
- Seminar presentation to be delivered Week 7 (this date is negotiable contact honours coordinator); require to score mark of 50% to satisfy requirements

SCIN4008 Science Honours Thesis 5

- Ungraded unit (SR)
- Verification from supervisor of satisfactory progress, Friday of Week 7

SCIN4009 Science Honours Thesis 6

- Graded unit
- Major report due Friday of Week 6; require to score mark of 50% to satisfy requirements
- Minor report due Friday of Week 7; require to score mark of 50% to satisfy requirements

## Support for Honours students

### Financial assistance for research purposes

Student budgets of up to a maximum of \$1,000 over the duration of their candidature will be available for students to run their project. Please make sure to discuss your budget needs with your supervisor.

Students will be invited to a compulsory online induction in the first term of their enrolment where the purchasing procedures are explained. After consulting with their supervisor, students **MUST** email [fsetechs@scu.edu.au](mailto:fsetechs@scu.edu.au) regarding any technical-related purchases (e.g. chemicals, fieldwork gear, lab consumables/equipment, etc) **BEFORE** submitting an online purchase enquiry. Our technical staff have the expertise to assist you with your specific requirements and they will also advise you of any preferred suppliers. In some instances, technical staff need to be made aware of purchases that will be stored on campus (e.g. storing chemicals) to ensure compliance with safe work practices and WH&S. Sonia Weis (Lismore) and Georgia Foley (NMSC) will be able to assist students with general purchasing or reimbursement queries.

Your supervisor needs to be part of the planning of any travel or fieldwork. All travel (including fieldwork or any overnight stays) are subject to university policies. The requirements are constantly changing and updating so students must contact SCU's Travel Team for assistance BEFORE making ANY arrangements. Students should submit a travel enquiry via the online form at: <https://www.scu.edu.au/secure/financial-services/travel-services/enquiries/> and the Travel Team will assist you through the university travel approval and booking processes.

Students are expected to track their expenditure and ensure the approved budget is not exceeded. Students may need to request a cost of their purchases from Finance when placing their online enquiry order. Student expenditure will be monitored by Sonia and Georgia, however students are responsible for not exceeding the approved budget as per their assessment.

## Hire of Faculty equipment

The Faculty has a range of equipment that students are able to hire to assist you with your research. For equipment enquiries please make sure you see the relevant personnel:

Faculty vehicles	Lismore:	Email: <a href="mailto:fsetechs@scu.edu.au">fsetechs@scu.edu.au</a>
	NMSC: Lara Reading	Phone: 6659 8103 Email: <a href="mailto:nmsc@scu.edu.au">nmsc@scu.edu.au</a>
Field equipment	Lismore:	Email: <a href="mailto:fsetechs@scu.edu.au">fsetechs@scu.edu.au</a>
	NMSC:	Email: <a href="mailto:nmsctech@scu.edu.au">nmsctech@scu.edu.au</a>

## Faculty contacts

Contact	Area	Contact for	Phone	Email
Beasley, Amanda FSE Technical and Laboratory Team Leader (NMSC based)	Technical	Technical/laboratory enquiries or issues	6659 8149	<a href="mailto:amanda.beasley@scu.edu.au">amanda.beasley@scu.edu.au</a>
NMSC Campus Technical Staff	Technical	NMSC lab, field and workshop equipment, site-specific inductions and access, assistance with ordering items of a technical nature	N/A	<a href="mailto:nmsctech@scu.edu.au">nmsctech@scu.edu.au</a>
Lismore Campus Technical Staff	Technical	Lismore lab, field and workshop equipment, site-specific inductions and access, boats, trailers, vehicles, assistance with ordering items of a technical nature	N/A	<a href="mailto:listechns@scu.edu.au">listechns@scu.edu.au</a>
Technical Services Representatives	Technical – Risk assessments	Faculty risk assessment assistance and support (e.g. fieldwork, project etc.)	N/A	<a href="mailto:erich.wittstock@scu.edu.au">erich.wittstock@scu.edu.au</a>
RIOT technical team/ Ian Alexander	Technical	Use, inductions, WHS support of research labs in Lismore	N/A	<a href="mailto:RIOT_Technical@scu.edu.au">RIOT_Technical@scu.edu.au</a>

Contact	Area	Contact for	Phone	Email
Foley, Georgia NMSC Administrative Coordinator (Research)	Administration	NMSC mailtray and stationery supplies, accessing student grant funds, other administrative queries – can direct you to the right person/ area	6659 8102	georgia.foley@scu.edu.au
Weiss, Sonia Lismore Administrative Coordinator (Research)	Administration	Lismore mailtray and stationery supplies, accessing student grant funds, other administrative queries – can direct you to the right person/ area	6620 3124	sonia.weiss@scu.edu.au
Symon Dworjanyn (NMSC)	Honours Co-Coordinator	Honours application and enrolment queries, assessment items, Honours seminars, mark collation and grade recommendations	0467 217 666 (business hours only)	symon.dworjanyn@scu.edu.au

## Dispute resolution and grievance procedures

In the event that students or supervisors have a difficulty or issue requiring assistance to resolve, the following procedures should be observed. Students should always seek assistance from their supervisor in the first instance. If a matter cannot be resolved satisfactorily, reference should then be made to the Honours Course Coordinator, then to the Executive Dean. Other mechanisms exist for formal appeals. Refer to the SCU website.

# Responsibilities of Honours supervisors

## Supervision

The quality of the supervisor/student relationship is important. Students should consider their compatibility with potential supervisors, and how their research interests or methodological skills match with the Honours proposal in mind. All Honours students work under the supervision and guidance of at least one qualified, research-active academic staff member. Where appropriate, students may have more than one supervisor who may be able to contribute additional disciplinary or methodological expertise, or act as a ‘back-up’ for periods while the principal supervisor may be on leave.

Some students may already know which staff member they want to work with. To arrange supervision students should in the first instance contact the Honours Course Coordinator who will advise on academic staff members with appropriate expertise in the student’s topic area. It is the students responsibility to arrange to meet with potential supervisors to discuss their proposed research and the staff members’ willingness to supervise.

The Faculty of Science and Engineering supports SCU Academic Policy on Honours, which states that the academic staff involved in supervising Honours candidates, and the Honours Coordinators, should be active researchers and will normally have a higher degree by research.

## Specific responsibilities to students

Supervisors should:

- ensuring the project is logistically feasible within the available funding, facilities and personnel
- provide timely feedback on the proposal to ensure the project is scientifically sound
- ensure they invest an appropriate amount of time, interest and commitment to support the student during the program
- complete and discuss with the student the ‘Supervisor/Candidate Agreement Form for Honours Students’
- commit to a weekly or fortnightly meeting with students, and to at least ten meetings during completion of the program
- advise and steer the development of the thesis topic and contents
- check research plans and ensure they are achievable within the times given
- have ethics approvals in place before the project starts form
- ensure that risk assessments forms are completed
- monitor progress
- provide assistance in overcoming problems and impediments
- advise on analysis and interpretation
- check drafts and provide timely feedback on the thesis
- advise the Honours Course Coordinator about suitable Examiners
- advise and work with students on appropriate publishing opportunities either during the Honours year, or directly following submission. Publications are very important in terms of scholarly output for the Faculty, but also for Honours students who wish to enrol in further higher degree research), and gain scholarships for that study. Supervisors and students should discuss honestly at the outset their arrangements for first publication and authorship.

## Responsibilities of Honours students

Honours students should:

- complete and discuss the Supervisor/Candidate Agreement Form with their supervisor
- maintain regular contact with their supervisor and attend all scheduled meetings
- receive direction, advice and criticism in good faith
- provide drafts of proposals, contents, sections of thesis etc. according to the timetable negotiated with the supervisor
- ensure that all material given to the supervisor is carefully written, and edited
- abide by the University rules relating to plagiarism
- comply with the University rules and requirements pertaining to research ethics.

See <http://www.scu.edu.au/research/index.php/40>

Appreciate that supervisors have many other commitments and their time is very valuable. Your supervisor is not an editor, though some may take on that role more than others; make sure that all material provided has been carefully written and is grammatically correct. If you think you need assistance in writing, statistics, etc. seek immediate assistance or discuss with your supervisor/s the possibility of a professional editor.

During the Honours program, the ultimate responsibility for the standard and progress of work resides with the student. Moving from undergraduate project work, the expectation is that during an Honours year, students are developing more independence, requiring less structured academic guidance. Therefore, you need to be able to work independently, be self-directed, adhere to self-imposed timelines, demonstrate intellectual maturity, and have appropriate time management skills.

## Honours administration

The following staff will administer the Honours course for the Faculty of Science and Engineering

Staff name	Role	Contact details
Prof. Symon Dworjanyn	Coordinator	Phone: (02) 6626 9551 Email: <a href="mailto:symon.dworjanyn@scu.edu.au">symon.dworjanyn@scu.edu.au</a>
SCU Science and Engineering Hons Enquiry	Enrolment issues etc.	<a href="mailto:fse.honours@scu.edu.au">fse.honours@scu.edu.au</a>

Under the Executive Dean, the Bachelor of Science with Honours course is coordinated and administered by the Honours Course Coordinator. The Coordinator is responsible for the general orderly conduct of the Honours program and, particularly, the maintenance of the highest academic standards.

Specific duties are:

- internal promotion of Honours courses
- answering Honours-related inquiries
- coordination of Honours applications and scholarships
- assessment of academic records of Honours applicants and determining eligibility for entry
- assisting students with identifying appropriate supervisors
- preparation of supporting documentation
- arrangement of an orientation program and unit outline/s
- timetabling for assessment items
- arranging other group meetings with Honours students as required or requested by students
- assistance with identifying examiners, writing to examiners and notifying examiners of thesis outcome
- compilation of marks
- making recommendations for grades

## Scholarships

For application information about Honours Scholarships, see:

<https://www.scu.edu.au/scholarships/> This link includes information about Postgraduate Scholarships for those students interested in undertaking Postgraduate study upon completion of the Honours program. For all correspondence relating to these Scholarships, or if you require further information email [scholarships@scu.edu.au](mailto:scholarships@scu.edu.au).

## Technical services and safety

The Faculty of Science and Engineering provides a variety of important research facilities and technical services to students. These services are provided in the field and in laboratories. The field environment includes both marine and terrestrial ecosystems. Understandably there is wide variety of materials and equipment involved – from boats and four-wheel drives to precision instruments and toxic chemicals. All of these feature some level of hazard and carry with them varying degrees of risk.

All technical services provided by the Faculty are supported by technical staff who are also responsible for maintenance of a safe and healthy working environment. Southern Cross University is committed to providing a safe and healthy work place in keeping with the University's Workplace Health and Safety Policy.

The procedures that operate within the Faculty to manage hazards are numerous and complex. The University is required by legislation (*WH&S Act 2011*) to ensure all staff and students are properly trained to undertake the work they are assigned. The technical staff will assist you to ensure you are able to work efficiently while observing risk management requirements.

Before you can commence work, all students are required to complete a compulsory formal induction process. A compulsory blackboard session with the technical staff will be conducted at the beginning of your honours. Students must initially discuss their project and laboratory/office space access requirements with their supervisor before contacting Faculty technical staff to arrange any laboratory inductions as required by WH&S. The University security system will not allow you access to the Faculty's facilities until all required training and induction is completed.

## Guidelines for preparing and submitting the Honours assessment items

The following describes in greater detail the assessment items, and provides some guidelines and assistance.

### Proposal

**Note this is different from the proposal that you submit for admission to honours. The proposal for admission to Honours is written by you and your supervisor and generally does not need to be more than a page long. It is used by the honours coordinator to assess that your project is appropriate. This proposal is your first assessment and will contribute to your final mark**

**Weight:** 10%

#### Timing and content

The proposal represents around 3–4 weeks of solid reading and writing and is the establishment document of your thesis as it proposes what the major thesis will investigate, why the investigation is important, and how the investigation will be achieved. It follows the structure as outlined.

#### Topic

You must have a clear hypothesis that you are testing. The topic must be in an area within the professional capability of your supervisor. The aims must be achievable within the prevailing time, and other constraints (e.g. financial, availability of equipment, technical assistance). Clearly a topic that requires sampling over several years to establish baselines is not going to be a viable project, unless data is already collected from the supervisor are also present.

#### Focus

It is better to have a specific research question which is answerable in the time defined than a broad and less definable question. You will learn more on the principles of scientific research through focused aims.

#### Defining topic, aims and objectives

It may take you several weeks to define the exact topic, aims and objectives, however, some form of aim and objective will need to be developed quickly. Because the year is a research-training year, aims and objectives do develop with time and are subject to change as the project evolves.

#### Style

Style varies with the subject area or discipline. Adopt a style (of writing, citation, references, etc.) consistent with a high-quality journal within your discipline.

#### Length and content



The proposal of 5–7 pages. Do not feel obliged to write the upper limit, as being concise rather than wordy is a better strategy. You must, however, provide a strong substantiation of what the thesis will

study and why it is important. This will require a review of appropriate literature to provide sufficient background for the project. You must present a clear and concise argument about what information gaps the project will address, and why the research project is required to address those information gaps.

The proposal should also outline any methods that are to be used to collect data for interpretation, and should include any statistical methods that will be used to compare and contrast data. Statistical methods and sampling regimes should be discussed with the supervisor, as a check to see if data collection and statistical treatment are compatible.

The thesis proposal also needs to contain a budget, including item descriptions, the number of items, the cost per item, a total cost for the items, and the short written justification for an item.

Students should also provide a timeline as to when they expect to complete particular tasks, e.g. completion of fieldwork, or lab experiments. Such timelines assist in determining if the project is running well, on time, or whether minor aspects can be forfeited because of project delays. Again a visual or tabulated presentation of timelines is a good strategy. A timeline with explanation will probably require 0.5–1 page.

References should be listed and should be sufficient in number to adequately justify the proposal.

### Submission of proposal

Submit your Proposal electronically to the appropriate submission portal in the SCIN4003 Blackboard site. Include a cover page with your name, your supervisor's name and the title of your project.

## General instructions

1. Write in plain English and comply strictly with the format and submission requirements.
2. Use a single column.
3. Use white A4 size paper with at least 0.5cm margin on each side and at top and bottom.
4. Number all pages in the proposal consecutively in the footer of the document.
5. Use a legible 12 point font, except where variants such as mathematical equations are needed, and for references, which can be in 10 point font.
6. Your proposal must provide the detailed information required in these Instructions to Students, using the specified headings in the order listed, starting each Part on a new page and adhering strictly to the stated word and page limits.
7. Your proposal will be assessed against the detailed marking criteria provided in these Instructions to Students.

## Detailed information required

### Part A – Project summary

Start Part A on a new page.

Provide the information requested below, using the specified headings in the order listed. Adhere to the stated word limits for each section.

#### A1 Project title

- ☐ Provide a short descriptive title of no more than 20 words for your project.

#### A2 Proposal summary

- ☐ Provide a summary of no more than 100 words describing the aims, significance, and expected outcomes of the project.

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- ☐ Use plain English, minimise the use of terminology unique to the area of study and avoid the use of quotation marks and acronyms.

### A3 Keywords

- ☐ Provide three key words to describe the proposed research.

## Part B – Project description

Start Part B on a new page.

Provide the information requested below, using the specified headings in the order listed.

Sections B1 to B5 must be completed in a maximum of 6 pages.

Section B6 (References) may be any length, and is additional to the 6 page limit for sections B1 to B5.

### B1 Aims and background

- ☐ Describe the aims and background of the project.
- ☐ Include information about progress in this field of research and its relationship to this proposal.
- ☐ Refer only to refereed papers that are accessible to the national and international research communities.

### B2 Project significance

- ☐ Describe what knowledge gaps will be addressed, and thus how the research is significant.
- ☐ Describe if the research will address an important problem.

### B3 Approach and methodology

- ☐ Outline the conceptual framework, design and methods, relating them to the aims of the project.
- ☐ Provide a proposed timetable for the work.
- ☐ Outline the feasibility of the project, in terms of design, budget and proposed timetable.

### B4 Personnel, equipment and facilities

- ☐ Briefly describe the involvement of any other people whose contribution will be essential to successfully complete the project, for example technical staff or other students.
- ☐ Briefly describe the research equipment and facilities you will need to implement your proposed methodology, and how you will access this equipment and facilities.

### B5 Expected outcomes

- ☐ Describe how the proposed research is expected to contribute to scientific knowledge in the discipline.
- ☐ Outline a plan for publication and communication of your results.

### B6 References

- ☐ Provide full references for all literature cited.
- ☐ The text for section B6 only may be in 10 point font.
- ☐ There is no page limit for section B6.

## Marking criteria

Facet of work			Third	IIB	IIA	I	Outstanding
			Students achieve a minimal number of objectives (50-65)	Students achieve some of the objectives (65-75)	Students achieve majority of the original set of objectives (75-85)	Students achieve the original set of objectives (85-95)	Students achieve beyond the original set of objectives (95+)
Scientific processing	<b>A. Students embark on inquiry</b> and so determine a need for knowledge/ understanding	10%	<input type="checkbox"/> Aims not clearly stated or inappropriate	<input type="checkbox"/> Aims present but partially unclear, not focussed or made explicit.	<input type="checkbox"/> Aims stated, clear but may need more focus.	<input type="checkbox"/> Aims clear, focussed and academically sound	<input type="checkbox"/> Aims clear, focussed, academically sound and reads as expected from a professional academic
		5%	<input type="checkbox"/> Background and relevant context minimally surveyed	<input type="checkbox"/> Background and relevant context superficially surveyed	<input type="checkbox"/> Background and relevant context suitably surveyed	<input type="checkbox"/> Background and relevant context broadly surveyed	<input type="checkbox"/> Background and relevant context broadly surveyed and analysed
	<b>B. Students find/ generate</b> needed information/ data/ideas using appropriate approach/ method	5%	<input type="checkbox"/> Technical challenges vaguely identified	<input type="checkbox"/> Key technical challenges clearly identified	<input type="checkbox"/> Key technical challenges clearly identified and briefly explained	<input type="checkbox"/> Key technical challenges clearly identified and comprehensively explained	<input type="checkbox"/> Key technical challenges clearly identified, comprehensively explained and rationale justified
		10%	<input type="checkbox"/> No or inappropriate references used to inform project approach	<input type="checkbox"/> Few appropriate references used to inform project approach	<input type="checkbox"/> Several appropriate references used to inform project approach	<input type="checkbox"/> Numerous appropriate references used to inform project approach	<input type="checkbox"/> Numerous appropriate references from a wide range of sources used to inform project approach
	<b>C. Students critically evaluate</b> information/ data/ideas, their approach, methods and results, and react appropriately	10%	<input type="checkbox"/> Invalid or no scientific reasoning in proposal	<input type="checkbox"/> Little valid scientific reasoning in proposal	<input type="checkbox"/> Mostly valid scientific reasoning in proposal	<input type="checkbox"/> Comprehensive and valid scientific reasoning in proposal	<input type="checkbox"/> Comprehensive and valid scientific reasoning with strong insight
		10%	<input type="checkbox"/> Approach is flawed in conception and is infeasible	<input type="checkbox"/> Approach has some issues which affects its feasibility	<input type="checkbox"/> Approach in an effective solution to the identified challenges	<input type="checkbox"/> Approach is a highly effective solution to the identified challenges	<input type="checkbox"/> Approach is a highly effective and elegant solution to the identified challenges
		15%	<input type="checkbox"/> Proposal's significance, and strengths are minimally addressed	<input type="checkbox"/> Proposal's significance and strengths are partially addressed	<input type="checkbox"/> Proposal's significance and strengths clearly addressed	<input type="checkbox"/> Proposal's significance and strengths are comprehensively addressed	<input type="checkbox"/> Proposal's significance and strengths are comprehensively addressed and circumstantiated

Facet of work			Third	IIB	IIA	I	Outstanding
			Students achieve a minimal number of objectives (50-65)	Students achieve some of the objectives (65-75)	Students achieve majority of the original set of objectives (75-85)	Students achieve the original set of objectives (85-95)	Students achieve beyond the original set of objectives (95+)
Management	D. Students perform necessary processes to meet stated project objectives	10%	<input type="checkbox"/> No timetable for progress is given	<input type="checkbox"/> Timetable for progress is given but is unreasonable or lacks detail	<input type="checkbox"/> Timetable for progress is given and briefly explained	<input type="checkbox"/> Timetable for progress is given and explained in detail	<input type="checkbox"/> Timetable for progress is given, explained in detail and is justified
		5%	<input type="checkbox"/> No plan for communication and publication of results is given	<input type="checkbox"/> Plan for communication and publication of results is stated	<input type="checkbox"/> Plan for communication and publication of results is stated and briefly explained	<input type="checkbox"/> Plan for communication and publication of results is stated and explained in detail	<input type="checkbox"/> Plan for communication and publication of results is stated, is explained in detail and is realistic
Creativity	E. Students synthesise, apply and analyse new knowledge creatively	10%	<input type="checkbox"/> Reproduces existing knowledge in prescribed formats with minimal interpretation	<input type="checkbox"/> Reorganises existing knowledge in standard formats with little interpretation	<input type="checkbox"/> Synthesises and analyses information to construct emergent knowledge and asks researchable questions	<input type="checkbox"/> Synthesises, analyses and applies information/data to fill recognised knowledge gaps and asks rigorous, researchable questions	<input type="checkbox"/> Synthesises, analyses and applies information/data to fill self-identified gaps or extend knowledge and asks rigorous, researchable questions based on new understandings
Communication	F. Students communicate project objectives, achievements and the process	5%	<input type="checkbox"/> Document has minimal degree of compliance with required rules and structure	<input type="checkbox"/> Document has low degree of compliance with required rules and structure	<input type="checkbox"/> Document has moderate degree of compliance with required rules and structure	<input type="checkbox"/> Document has high degree of compliance with required rules and structure	<input type="checkbox"/> Document is fully compliant with required rules and structure
		5%	<input type="checkbox"/> Document contains inappropriate language or many spelling/ grammatical errors	<input type="checkbox"/> Document uses mostly appropriate language and contains occasional spelling/grammatical errors	<input type="checkbox"/> Document uses mostly appropriate language including discipline specific characteristics	<input type="checkbox"/> Document uses appropriate language specific to the discipline	<input type="checkbox"/> Document uses appropriate language and a style that is of publishable grade

Adapted from “Human Biology Research Grant Proposal” example, University of Adelaide, *Research Skill Development for curriculum design and assessment*, <http://www.rsd.edu.au/> under a Creative Commons 3.0 Australia Licence



## Research seminar

**Weight:** 10%

**Length:** A 15-minute presentation

You are required to report on the progress of your research topic in the form of a scientific or professional seminar as if being presented to a learned society or professional body. The research seminar will be assessed by all academic staff in attendance (at least two) and averaged across all assessors. Advise your seminar topic two weeks before your presentation by emailing the Honours Coordinators.

The seminars will be held in Week 7. While we encourage students to present their seminars to an audience, for external students or those who cannot attend, you can give your seminar via Zoom. Please discuss this with your supervisors and the Honours Coordinators. For students enrolled in SCI83013 in Session 3, please note that a physical seminar session will not be held: all seminars are to be submitted as a virtual seminar.

## Honours seminar assessment

**Student name:**

**Assessor name:**

### 1. Content (25marks)

The content of the seminar should demonstrate that:

1. the study aims have been achieved using appropriate methods
2. the data are well summarised and analysed using a critical and analytical approach
3. the student has a good knowledge of the subject area and/or current developments
4. the student can present and critically interpret results in a professional manner
5. results presented clearly support the conclusions drawn.

Fail	Third class	Second class division 2	Second class division 1	First class	Score /25
Very poor, none of the 5 criteria are met	Poor, few of the 5 above criteria are met, and/or they are done in poor manner	Good, some of the above 5 criteria above are met, and done in an above average manner	Very Good, most of the 5 criteria above are met, and done in competent manner	Excellent, all of the 5 criteria above are met and done in a very clear and concise manner	
< 12.5	12.5–16.25	16.25–18.75	18.75–21.25	> 21.25	

### 2. Structure (5marks)

Seminars should be clearly structured, with an introduction, a main body and conclusions or summary.

1	2	3	4	5	Score /5
Poor, little or no structure, highly confused	Weak, little structure or is confused, seemingly jumping between unrelated things, and/or over emphasis of one section	Good, clear structure or balance, but listener is left unsure where some things fit, or some over emphasis of one section	Very Good, clear structure, and balance but left the listener a little unsure where some things came from or fit	Excellent, clear structure and well balanced that walked the listener through without any doubts	

### 3. Presentation skills and visual aids (15 marks)

Seminars should be as effective as possible in communicating the nature of the study to the audience. Visual aids should be uncluttered, not attempt to convey too much information on a single overhead or slide, be the right way up and be able to be read at the rear of the theatre. The presenter should be able to be heard clearly throughout the theatre and adapt to the audience. Visual aids should be uncluttered, not attempt to convey too much information on a single slide, and be able to be read easily the presenter should be able to be heard clearly.

Fail	Third class	Second class division 2	Second class division 1	First class	Score /15
Very poor, speaker indistinct, mumbled, could not be understood, slides unreadable, unconstructive, and/ or a text fest	Poor, speaker was not clear speech was stilted, or clearly appears read, slides may have problems, be unconstructive, and/or a text fest	Good, speaker was clear but speech stilted, or appears read, slides mostly clear and readable, or some are text packed	Very Good, speaker was clear and reasonably smooth, slides were clear and readable equivalent to a good conference talk	Excellent, speaker was natural, clear and smooth, slides were clear and readable, equivalent to best conference talks	
< 7.5	7.5–9.75	9.75–11.25	11.25–12.75	> 12.75	

### 4. Questions (5marks)

Questions should be answered as accurately as possible and in a considered and concise manner.

1	2	3	4	5	Score /5
Poor, many questions could not be answered, or required significant supervisor assistance	Weak, knowledge gaps apparent, some assistance from staff/ supervisor required	Good, questions answered, but often with hesitation, or knowledge gaps became apparent	Very Good, clear answers, well supported by subject knowledge	Excellent, clear, concise and considered answers that left little doubt to subject knowledge	

### 5. Duration (–5 marks) Honours coordinator/ seminar Chair to decide

Presentations are to be no more than 15 minutes, with additional 5 minutes allocated for question time when presented in front of a live audience. Marks will be deducted, at the discretion of the examiner, if the talk is substantially longer or shorter than 15 minutes.

Total out of/50 Feedback/comments:



## Major

**Weight:** 65%

**Length:** 8,000–25,000 words

### Timing and content

The major research project represents around seven months of preparation, reading, research, analysis and writing. Also see below ‘Preparation and Presentation of an Honours Thesis’.

### Topic

The topic must be in an area within the professional capability of your supervisor. The aims must be achievable within time and other constraints (financial, availability of equipment and technical assistance, etc.).

### Ethics/permits

All permits and approvals should be in place before the study starts. In most cases projects that require approvals or permits won’t be accepted at admission if these are not already in place.

Students should be aware that they will require a research permit if working on native wildlife or in an area that is managed by a government agency. For example, any activity within a Marine Park, National Park or State Forest requires research approval. Students conducting research on vertebrate animals and cephalopods also require approval from the SCU Animal Care & Ethics Committee. Students conducting questionnaires as part of their research project require approval from the SCU Human Research Ethics Committee. Please consult with your supervisor about these permits and approvals and be aware that they may require months to obtain, and therefore will need to be acquired before applications for admission to honours are submitted. For information on how to apply for approval, please refer to the ‘Research Ethics’ at <https://www.scu.edu.au/research/research-ethics/>.

Students should also be aware in addition to the project risk assessment, that a WHS Risk assessment must be made before fieldwork can commence. These can be acquired after admission.

### Focus

The project must have a clear hypothesis that is going to be tested. It is expected that you have a specific research question which is answerable in the time defined.

### Defining topic, aims and objectives

You should have a well-defined topic when you apply for admission to honours. However, it may take you while to fully understand be able to express the aims and objectives of the study. If the exact parameters of the topic are this is not clear within six weeks, alert the Honours Coordinator.

### Thesis style

Style varies with the subject area or discipline. Adopt a style (of writing, citation, references, etc.) consistent with a high standard journal within your discipline. Ask your supervisor to provide several scientific papers that cover a topic that is very close in structure and subject area to your study. Your supervisor may ask you to find these papers yourself as a formative task to develop your independence and research skills. However, if you do have this paper(s) within first few weeks of the first term you should contact the honours co-ordinator.

### Structure

A standard research thesis usually has five chapters consisting of an Introduction, Literature Review, Methodology, Results, and Discussion/Conclusion. However, it may be more appropriate to have a structure that more closely resembles a scientific paper from your field of research. Talk to your supervisor about the structure that they would like you to follow.

### Length

The Honours thesis in the Faculty of Science and Engineering should be approximately 8,000–20,000 words in

length, with an absolute cap of 25,000 words (counting from the beginning of the Abstract to the end of the reference list).

Length of theses may vary according to the nature of the study. Be concise. It is important that your thesis is not overly large and wordy; you do not want to labour your examiners, who are not expecting a Masters or PhD thesis. The goal is to present your research in similar manner to a good scientific paper in your field of research.

Supervisors must assume some responsibility for ensuring the thesis is not excessively long.

## Turnitin

It is compulsory to submit the major thesis through Turnitin. Turnitin is a web-based text-matching system that finds similarities between submitted assignments and other documents. These documents include other student assignments, books, web pages, and articles from newspapers, magazines and academic journals.

Students submit their assignments to Turnitin and Turnitin produces an 'Originality Report', a report identifying sections of text in the submitted assignment which match sections of text in these other documents.

Turnitin also detects the use of Large language Models and generative AI.

## Turnitin as a learning tool

The primary aim in using Turnitin is not to detect and punish plagiarism, but to discourage it, and to help students develop good writing and scholarship skills. To achieve this, Turnitin at SCU is set up so that students can self-check their work. Students can submit draft copies, receive Originality Reports and see for themselves if there are any sections that need better paraphrasing, citation or re-editing before submitting a final copy of their assignment for assessment.

## Generative AI

Generative AI is not permitted to be used in anyway for honours. If the use of Gen AI is detected or suspected it will be reported to the FSE academic integrity officer. It is advised that gen AI is not used for literature searches as the results are selective and the conclusions drawn from these searches are often incorrect. Instead use search engines available through the SCU library such as Scopus or Web of Science.

## General hints

Get help from your supervisor. They are experienced scientist and should be able to help with all aspect of your honours year. If you have a problem bring it up early and get it solved. If you have a problem that you don't want to tell your supervisor or just feel uncomfortable telling your supervisor contact the honours co-ordinator they will help you or put you in contact with someone who can help you. Make sure you allow your supervisor plenty of time to help with drafts.

## Preparation and presentation of an Honours thesis

The following guidelines are provided for the presentation of Honours theses.

### Preparation

The thesis should not be unnecessarily long, as overly verbose theses become a chore to read and mark and markers will mark accordingly. Use a scientific paper in an international peer reviewed journal in the field that you were researching as a guide for length and style.

The candidate must ensure that a thesis provides sufficient information and detail to allow an examiner to conduct an informed critical appraisal of the work, including methodology, data, data analysis, and interpretation. The thesis should make clear what work the candidate has actually undertaken, and where the results obtained by another researcher have been analysed. There should be an appropriate balance between the different parts of the thesis. In particular, the original contribution to knowledge should be clearly distinguishable from the introductory material and the survey of the literature. **It is the responsibility of the candidate to submit drafts of the major sections of the thesis to the supervisor and to discuss them with the supervisor during the program.** The candidate is also required to submit a final draft of the thesis to the

supervisor for advice and comment before the thesis is submitted.

## Presentation

Before submitting the thesis, the candidate should ensure that the document is thoroughly edited to remove typos and check grammar and spelling.

### Order and format of contents

The thesis must be preceded by cover and title pages. This should normally be followed by the abstract, the acknowledgments, the table of contents, a list of figures and tables, the main text, the reference list and the appendices.

The recommended structural sequence of a Research Thesis is as follows:

- Title page
- Declaration of originality
- Acknowledgments
- Abstract
- Table of contents
- List of Tables and Figures
- Chapters in sequence
- List of References (or ‘Reference List’) – not a Bibliography
- Appendix or appendices (if any)

A disclaimer, to be inserted as a separate page, is provided as a sample below:

I certify that the work presented in the thesis, to the best of my knowledge and belief, is original, except as acknowledged in the text, and that the material has not been submitted, either in whole or part, for a degree at this or any other university.

I acknowledge that I have read and understood the university’s rules and requirements relating to the awarding of my honours degree and to my thesis. I certify that I have complied with these.

Candidate Name: ..... Date:

## Tables and figures

Tables and figures should be placed within the text of the thesis, where they are referred to and where appropriate. Refer to The Australian Government Style Guide or the journal of your choice for guidance on formatting figures and tables. There should be a list of all figures and tables (usually figures and tables are listed separately), **after** the table of contents.

Full-page diagrams or illustrations should be inserted on a full page at the first opportunity after reference to them in the text, or in an appendix if appropriate. The legend for such a diagram should be below it; i.e. the diagram (or illustration) plus legend should not exceed a full page.

## Reference list citation

### Style of referencing

Good referencing is a hallmark of an excellent academic research thesis. All sources from which information has been derived, sources of quotations and authorities for statements of fact and opinion must be clearly, concisely and accurately cited in any scholarly work.

There are no standard rules for the citation of references. Choose a style with advice from your supervisor, this will often be a style that is prevalent in many of the journals that you read during your research. Some general styles that you may want to consider include APA (American Psychological Association), AGPS (Australian Government Publishing Service) Style Guide or Harvard Style. Reference list style should be established early in preparation of the thesis (referencing programs like Endnote will help). It is essential that the style adopted is followed consistently.

## Content of reference list

A candidate shall cite in the reference list all sources from which information is derived and all works quoted or referred to in the text or notes to the text.

## Recommended reading

1. *The Chicago Manual of Style for Authors, Editors and Copywriters*. 13th ed. Rev. Chicago: University of Chicago Press, 1982. (Library reference 808.027/UNIV)
2. *MLA Handbook for Writers of Research Papers*. 2nd ed. New York: Modern Language Association of America, 1984. (Library reference 808.02/80706)
3. *Publication Manual*. 3rd ed. Arlington, Va.: American Psychological Association, 1983. (Library reference 808.02/PUBL)
4. *CBE Style Manual*. 5th ed. Bethesda, Md: Council of Biology Editors, 1983.
5. *American National Standard for Bibliographical References*. ANSI Z39.29–1977 New York: American National Standards Institute, 1977.
6. *Style Manual for Authors, Editors and Printers*. 6th ed. rev. Snooks & Co. Milton, Qld: John Wiley & Sons Australia Ltd, 2002. (Library Reference 808.027/STYL)
7. *General Notes on the Preparation of Scientific Papers*. 3rd ed. London: Royal Society of London, 1974.
8. *Communicating in Geography and the Environmental Sciences*. 3rd ed. Oxford University Press, 2002. (Library Reference 808.066333 HAYI).

## Extensions

Extensions will be given only on strong medical or related grounds, as set out under Rule 3 in the University's Rules Relating to Awards. **Before asking for an extension email the honours coordinator.** All extension requests must be submitted on a Special Consideration form available from <https://www.scu.edu.au/current-students/student-administration/special-consideration/>.

## Submission of thesis for examination

Once you have finished writing the final draft of your thesis, and your supervisor has read it in full and is satisfied with it, you are now ready to submit the thesis to the academic community for examination.

The thesis must be prepared for examination in the following manner:

- Arial or Times New Roman font
- at least 1.5 line spacing on International Size A4 paper (297mm x 210mm) or a standard size as close to this as possible
- main text not right justified
- text not in two columns
- inside margin must be 3 cm wide (to allow for binding) and the top, bottom and outside margins at least 2 cm wide to allow for trimming by the printer if your supervisor wants a hard copy.

The electronic version of the thesis is to be submitted using Turnitin via Blackboard.

## Examination and grading

The Honours thesis shall be examined by two suitably qualified academic staff members within the Faculty of Science and Engineering. In some cases an examiner external to the University will be appointed.

For the thesis, examiners will give a mark out of 100. In this context it is worth remembering that it is common in any review process that referees will pick up on different issues, depending on their professional backgrounds, and hence also award different grades. However, in cases where examiners differ in their assessment by one grade band or more than 10%, the Honours Coordinator can appoint a third examiner at their discretion. In such instances, the final mark shall be determined by averaging the marks of either two or three of the examiners.

The thesis mark percentage will be scaled back to 65%, and added to the mark that you received for the research proposal and the Research Seminar Presentation and Honours Minor Thesis to get a final mark out of 100.

The final mark will then dictate which class of Honours you will achieve for your final grade, overall, for the Honours year. This final grade will be determined by the Honours Course Coordinator. You will then be notified formally by email.

# Guidelines for Honours thesis examiners

## Nature of the Honours year in FSE

According to the FSE Honours Handbook, the nature of the Honours year is described as:

... the Honours courses are an independent year of study offered to those students who demonstrate meritorious performance in their undergraduate studies. There are a number of reasons for undertaking an Honours course:

The Honours course is designed to develop your research skills (under the guidance and supervision of an academic staff member).

An Honours degree will provide you with a sound foundation for undertaking postgraduate study (a Masters or PhD), as well as essential skills should you pursue careers involving research, policy or public/private consultancy work.

Undertaking Honours builds high level skills for managing a project and developing independent research skills

## Expectations of FSE Honours candidates & Honours theses

Honours is an undergraduate qualification. In terms of effort and quality, the Honours thesis is generally an undergraduate student's first experience in independent research, research methodology, problem analysis/solving and thesis writing. The focus in an Honours year is the candidate gaining experience and competence in the research process. An original, theoretical contribution to knowledge is not a requisite, however, higher quality theses may offer a contribution of this nature. As a thesis examiner, your examination should be consistent with these expectations. If necessary, please offer the candidate constructive feedback that will assist them in understanding where their thesis could have been improved

The Honours thesis is worth 65% of the final grade awarded (the Honours research proposal, minor thesis and seminar presentation makes up the remaining 35%).

## Length of the Honours thesis

The Honours thesis in the Faculty of Science and Engineering should be around 8,000–20,000 words in length. Length of theses may vary according to the nature of the study. An overly long thesis is not an indication of quality. Rather the student should focus on producing a piece of writing that is roughly equivalent to a published paper, perhaps with a more extended literature review/introduction. Some students may even have more than one scientific paper's worth of work, however if this is not of high quality this does not in itself improve the probability of getting an excellent mark.

## Topics

There needs to be a clear hypothesis(es) that are being tested. Honours theses may be undertaken on a broad range of topics within the environmental science, engineering and management fields. Usually, students will follow a conventional scientific research project in structure (i.e. literature review/introduction, development of testable hypotheses, aims and objectives, methods, data collection, statistical analysis and interpretation of data, etc.).

## Guidelines for examiners in assessing the Honours thesis

A possible heuristic for the examination of an honours is to assess whether the thesis shows evidence that the candidate would be a good candidate to start a PhD. If that evidence exists in the thesis, it is likely that a first class is appropriate, if not a lower grade should be awarded. Note that the thesis should not be assessed at the same level as a postgraduate thesis as honours is an undergraduate award.

In assessing the thesis, please prepare a report addressing the following general criteria (please also refer to the suggested Honours major marking rubric below). Please note that these are suggested guidelines only; it is not possible to be entirely prescriptive because research topics and methodologies are so variable.

The grading system for Honours is also attached overleaf to assist you in determining a **final mark and grade for the thesis out of 100%**. (Your mark will then be weighted back to 65% by the Honours Course Coordinator.)

## Marking rubric for Honours major marking criteria

Student name: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Marks available/awarded	Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-5	<b>Aim, objectives and rationale</b>	<input type="checkbox"/> Not clearly stated or inappropriate <b>&lt;2.5 points</b>	<input type="checkbox"/> Unclearly stated, unfocussed or not explicit <b>2.5+ point</b>	<input type="checkbox"/> Clearly stated, focussed and explicit <b>3.25+ points</b>	<input type="checkbox"/> Clearly stated, focussed and innovative <b>3.75+ points</b>	<input type="checkbox"/> Clearly stated, focussed and highly insightful <b>4.25+ points</b>
0-15	<b>Background and context</b>	<input type="checkbox"/> Minimal and irrelevant; or inappropriate references <b>&lt;7.5 points</b>	<input type="checkbox"/> Minimal or superficial, and descriptive; appropriate references <b>7.5+ points</b>	<input type="checkbox"/> Reasonably full and descriptive; numerous appropriate references <b>9.75+ points</b>	<input type="checkbox"/> Full, descriptive, interpretive; numerous appropriate references critically engaged <b>11.25+ points</b>	<input type="checkbox"/> Very full and analytical; numerous appropriate references from a wide range of sources, critically engaged and written in a professional manner <b>12.75+ points</b>
0-10	<b>Significance</b>	<input type="checkbox"/> Not addressed <b>&lt;5 points</b>	<input type="checkbox"/> Partially and/or uncritically addressed <b>5+ points</b>	<input type="checkbox"/> Clearly addressed with some critical discussion <b>6.5+ points</b>	<input type="checkbox"/> Fully addressed with critical discussion <b>7.5+ points</b>	<input type="checkbox"/> Fully addressed, with insightful critical discussion <b>8.5+ points</b>
0-10	<b>Conceptual and methodological approach</b>	<input type="checkbox"/> Conceptual and methodological approach not stated, flawed or unfeasible <b>&lt;5 points</b>	<input type="checkbox"/> Conceptual and/or methodological approach described vaguely, or with some issue that may negatively affect the feasibility of the study <b>5+ points</b>	<input type="checkbox"/> Conceptual and methodological approach both valid and clearly explained <b>6.5+ points</b>	<input type="checkbox"/> Highly effective conceptual and methodological approach, applied with skill <b>7.5+ points</b>	<input type="checkbox"/> Elegant conceptual and methodological approach, applied with skill, demonstrating mastery of skill <b>8.5+ points</b>



Marks available/ awarded	Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-10	<b>Presentation of results</b>	<input type="checkbox"/> No results presented  <b>&lt;5 points</b>	<input type="checkbox"/> Results presented superficially or minimally; no synthesis, only reporting of raw data, and no description of trends or patterns  <b>5+ points</b>	<input type="checkbox"/> Results reasonably detailed; attempt at summarising and synthesising; attempt at using discipline-specific visualisation  <b>6.5+ points</b>	<input type="checkbox"/> Results full, well summarised or synthesised; presented in discipline-specific formats; skilful use of visualisation techniques  <b>7.5+ points</b>	<input type="checkbox"/> Results full, skilfully and appropriately described, showing evidence of mastery of discipline-specific presentation techniques  <b>8.5+ points</b>
0-10	<b>Critical evaluation of the results</b>	<input type="checkbox"/> No, minimal or superficial critical evaluation; invalid or no logic or reasoning  <b>&lt;5 points</b>	<input type="checkbox"/> Discussion weak, with little use of the literature to compare or support interpretations or substantiate the conclusions; logic and reasoning weak; study significance, strengths and limitations addressed minimally  <b>5+ points</b>	<input type="checkbox"/> An attempt made at critical evaluation, with some use of the literature to compare or support interpretations or substantiate the conclusions; logic and reasoning valid, application is moderately successful; study significance, strengths and limitations partially addressed  <b>6.5+ points</b>	<input type="checkbox"/> Critical evaluation is strong, clear and successful, with good use of the literature to compare or support interpretations or substantiate the conclusions; logic and reasoning valid, and successfully applied; study significance, strengths and limitations addressed.  <b>7.5+ points</b>	<input type="checkbox"/> Critical evaluation is strong, clear and successful, fully supported by use of the literature to compare or support interpretations or substantiate the conclusions; logic and reasoning is full, very well applied with insight; study's significance, strengths and limitations very well addressed, with flair  <b>8.5+ points</b>
0-10	<b>Conclusions</b>	<input type="checkbox"/> No or shallow conclusions reached; conclusions fail to address the study aim  <b>&lt;5 points</b>	<input type="checkbox"/> Conclusions partially reached; logic behind conclusions unclear; conclusions partially address the study aim  <b>5+ points</b>	<input type="checkbox"/> Conclusions full and are of high quality; logic behind conclusions clear; they mostly address study aim  <b>6.5+ points</b>	<input type="checkbox"/> Conclusions are of very high quality, clearly evident, and directly and successfully address study aim  <b>7.5+ points</b>	<input type="checkbox"/> Conclusions are of extremely high quality, demonstrating scholarly flair, and directly and successfully address study aim  <b>8.5+ points</b>



Marks available/awarded	Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-10	Extension of conclusions and findings beyond the study	<input type="checkbox"/> Reproduces existing knowledge and result with minimal interpretation  <b>&lt;5 points</b>	<input type="checkbox"/> Reorganises existing knowledge and results with little interpretation  <b>2 points</b>	<input type="checkbox"/> Synthesises and analyses information to create results knowledge and generates researchable questions  <b>6.5+ points</b>	<input type="checkbox"/> Synthesises, analyses and applies results to fill knowledge gaps, and generates rigorous, researchable questions; makes a contribution to the discipline  <b>7.5+ points</b>	<input type="checkbox"/> Synthesises, analyses and applies results to fill knowledge gaps or extend knowledge, and generates rigorous, innovative researchable questions based on novel insights; makes a significant contribution to the discipline  <b>8.5+ points</b>
0-20	Format and style	<input type="checkbox"/> Minimal degree of compliance with format requirements; contains inappropriate language, spelling and grammar errors  <b>&lt;10 points</b>	<input type="checkbox"/> Low degree compliance with format requirements; mostly appropriate language, some spelling and grammar errors  <b>10+ points</b>	<input type="checkbox"/> Moderate compliance with format requirements; uses discipline-specific language; relatively free of spelling, grammar and typographical errors.  <b>13+ points</b>	<input type="checkbox"/> High compliance with format requirements; good use of discipline-specific language; largely free of spelling, grammar and typographical errors; flow and readability is good; professional and publishable quality  <b>15+ points</b>	<input type="checkbox"/> Fully compliant with format requirements; largely free of spelling, grammar and typographical errors; flow and readability is very good to excellent; professional and publishable quality  <b>17+ points</b>

Points	Percentage equivalent
0-49	Fail 0% - 49%
50-64	Pass 50% - 64%
65-74	Credit 65% - 74%
75-84	Distinction 75% - 84%
85+	High Distinction 85% - 100%

## General criteria for examination

In general, a first-class honours thesis would be at a standard that provides evidence that the student would be capable of starting and therefore likely completing a masters or PhD. Note this is an undergraduate unit and it is not expected that the student be a fully formed professional scientist.

**Abstract.** Does the abstract provide a concise summary of the research aims, methods, main findings and conclusions?

**Definition of the problem/issue.** Has it been established that this is an issue worthy of investigation? Has the issue been placed in a broader theoretical framework?

**Aims and objectives.** Have clear aims and objectives been established? Are they clearly related to the research problem/issue at hand?

**Literature Review.** Has relevant literature been reviewed that sets the problem in context and supports the rationale for the study?

**Methodology.** Have appropriate methods been given and used in the analytical section of the report?

**Results.** Are the results adequately presented and described and, where appropriate, have clear and concise summary diagrams and tables been used?

**Discussion.** Is the discussion of results adequate and logical? Is it related to the original aims and objectives? Does the discussion clearly relate back to the literature/theory described earlier in the thesis?

**Writing and structure.** Is the report well written and correctly referenced? Is English expression, spelling and grammar free from errors? Is the overall thesis readable and does it follow a clear and logical structure?

**Presentation.** Is the report well laid out/well presented? Are references presented according to an appropriate style, and consistent throughout?

**Standard.** Does the work generally meet the professional and academic standards of the relevant discipline?

## A note on experimental Design and Analysis

In all likelihood the experimental design and the statistical analysis of an honours project has been heavily influenced and guided by the student's supervisor. If you have serious concerns about the design and analysis of an honours thesis you should contact the supervisor first rather than punishing the student because you 'wouldn't analyse it that way'. We have had a well-meaning examiner mark down a student for poor statistical design when the statistic in question has been designed by a fulltime professional statistician (who was fully acknowledged). We all would like to avoid this in the future. To reinforce this please note criteria in the marking rubric.

## Grading criteria

Honours theses are graded on the following scale:

First Class Honours	≥ 85%
Second Class Honours Division 1	75–84%
Second Class Honours Division 2	65–74%
Third Class Honours	50–64%
Fail	< 50%

As Honours is intended as a foundation for postgraduate studies, and because competition for postgraduate scholarships is fierce, a First Class Honours is the grading most sought after.

The following criteria are indicative of each grade for the Honours thesis:

**First Class Honours (Honours 1)** (excellence): The key criteria is that thesis should be at a level that if formatted correctly an editor of a peer reviewed international journal would send it out to review with a fair expectation that it would be ultimately published. The topic may have a moderate to high degree of difficulty and is very well investigated; a high level of understanding of literature is evident; critical analysis of information and data has been undertaken; sophisticated use of theoretical models and appropriate conclusions are drawn; a high level of writing skills is displayed; significant development in

understanding in the subject area is apparent; the thesis should be publishable (after abbreviation and minor modification) in the relevant literature.

**Second Class Honours Division 1 (or 2A Honours)** (a high level of competence): The topic may entail a moderate to high level of difficulty and is well investigated, or a very high degree of difficulty but is only adequately investigated; a sound literature review displays that relevant literature has been assimilated; more critical analysis of information and data collected is evident; appropriate methods in analytical component have been used; the thesis is well written, with sound conclusions, related to a broader theoretical framework, and may be publishable in the literature after appropriate revision.

**Second Class Honours Division 2 (or 2B Honours)** (a reasonable level of competence): The topic may entail some degree of difficulty and is adequately investigated, or a higher degree of difficulty but is only superficially or partly investigated; the thesis may be largely descriptive; it is likely to feature a more thorough literature review; is perhaps based substantially on the review of literature; some analytical component is apparent; the thesis shows understanding of wider implications of the work.

**Third Class Honours (or Honours 3) (acceptable)**: The topic may entail a limited degree of difficulty and is superficially investigated; the project is largely descriptive but shows some comprehension of the overall nature of the problem; it may contain significant errors; little analytical work is evident; the thesis may be typified by a merely adequate literature review, expression and presentation.

**Fail (unacceptable)**: The topic may entail a low degree of difficulty and is only superficially investigated, or may be entirely descriptive in nature; it may contain major errors and incorrect conclusions; it shows little or no comprehension of the overall problem; the literature review is inadequate; limited research effort is apparent; there is little, no or flawed analytical work; the thesis has poor expression and presentation.

## Minor report

**Weight:** 15%

**Length:** 5,000–10,000 words (depending on journal requirements)

The minor is designed to examine the student's ability to convert their thesis into a submission that would be acceptable to an editor of the international peer reviewed journal that is nominated by the student. This task is essentially a formatting exercise but also requires the student to be judicious about what is placed in the submission and what is left out. The minor also examines the ability of the student to write a cover letter with a cogent and convincing case for why the journal should accept the submission for review.

The Minor must be written so it exactly follows the guidelines in the 'Instructions to Authors' of the nominated journal in the area of your discipline. You must include these instructions at the end of the report. A strong suggestion is to make a table of the instructions to authors and to mark off each of these as you do them. Include this table in your submission. Note that some instructions that relate to the online submission process of the journal (e.g. file type for figures) can obviously be ignored. Marks will be allocated as outlined in the minor marking sheet (Appendix D).

### Submission of minor report

Submit electronically to the appropriate Blackboard portal via Turnitin. Include a cover sheet with your name, your supervisor's name and article title. The submission must be all one document as multiple files can't be submitted.

## Suggested guidelines for minor thesis examiners

### The minor thesis (Major thesis paper extract)

In terms of effort and quality, the Major study is based on six to seven months of research by fourth year university students, and is their first experience in independent research, research methodology, problem analysis/solving and thesis writing.

### Length

The minor thesis paper should be around 8,000–10,000 words in length but may be shorter or somewhat longer, according to the nature of the study, and the requirements of the journal it is formatted for.

### Guidelines for examiners

The following are suggested guidelines only for marking the Honours Minor thesis. It is not possible to be very prescriptive because the topics are so variable. To assist you to assess the thesis, a criterion-based assessment scheme is outlined below. Please give your final assessment as a category (refer to Criteria-based Assessment) and a percentage mark for grading.



## Criteria-based assessment

Honours is criteria-based in its nature, so please read the criteria carefully. However, you should look at the paper in light of the journal requirements, and as a reviewer for the intended journal of submission.

*Fail (unacceptable):* <50% may contain major errors and incorrect statements; shows little or no comprehension of the overall problem; limited research effort apparent; little, no, or flawed analytical work; poor expression and presentation. As a paper the work would be immediately rejected by the journal, with no revision permissible.

*Third Class Honours (acceptable):* ≥50% to <65% topic may entail a limited degree of difficulty and is superficially investigated; may contain significant errors; little analytical work; may be typified by inadequate literature review and poor expression and presentation. As a paper the work would be rejected by the journal, but there may be an opportunity to re-submit only after substantial review by the author and the paper would need to go back to referees.

*Second Class, Division 2 Honours (a level of competence):* ≥65% to <75% topic may entail some degree of difficulty and is adequately investigated, or a higher degree of difficulty but is only superficially investigated; may be largely descriptive; likely to feature a more thorough literature review; perhaps based substantially on the review of literature; some analytical component; shows understanding of wider implications of the work. As a paper the work would be acceptable only after substantial review by the author addressing referee concerns.

*Second Class, Division 1 Honours (a high level of competence):* ≥75% to <85% the topic entails a moderate to high level of difficulty and is well investigated; or a very high degree of difficulty but is only adequately investigated; sound literature review displaying that relevant literature has been assimilated; more critical analysis of information and data collected; use of appropriate methods in analytical component; well written, sound conclusions; related to broader theoretical framework; may be publishable in the literature after appropriate revision. As a paper the work is acceptable and requires only minor review by the author addressing referee concerns.

*First Class Honours (excellence):* ≥85% the topic has a moderate to high degree of difficulty and is very well investigated; a high level of understanding of literature evident; originality of experimental design and ideas evident; critical analysis of information and data undertaken; development of interpretive models undertaken and appropriate conclusions drawn; high level of writing skills displayed; significant development in understanding in the subject area; thesis should be publishable (after abbreviation and minor modification) in the relevant literature. As a paper the work would be acceptable as is, or with only very minor changes.

## Assessment criteria for the minor (15%)

### Learning outcomes

- Demonstrate the ability to distil a publishable paper from a research project
- Demonstrate understanding of the requirements for submission of a manuscript for publication

### Assessment criteria

1. Ability to write a **quality cover letter** (explains why the paper is suitable for the journal and how it adds to body of knowledge in that discipline) (5%)
2. Selection of a **suitable journal for publication** (research focus matches the scope of the journal) (10%)
3. **Abstract** (Relevant, impactful, accurate & balanced overview of paper e.g. aim, approach, main outcomes, conclusion) (15%)
4. **Provision of a concise and engaging theme/story** (well focused introduction/background sets the scene, clear aim/objectives, concise methods, discussion relevant to objective and key results) (10%)
5. **Present data in the most appropriate way** to provide evidence to support the story (Quality of Tables and/Figs, selection of publishable datasets) (10%)
6. **Compliance with specific journal style** (attention to detail e.g. overall format, subheading style, units, referencing; instructions for authors provided as appendix) (50%)

Example rubric next page.

## Marking rubric for Honours minor marking criteria

Student name: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Marks available/ awarded		Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-4		<b>Selection of suitable journal</b>	<input type="checkbox"/> Not described or explained  <b>0 points</b>	<input type="checkbox"/> Journal named  <b>1 point</b>	<input type="checkbox"/> Journal named and choice explained  <b>2 points</b>	<input type="checkbox"/> Journal named, its scope described, and choice explained  <b>3 points</b>	<input type="checkbox"/> Journal named, its scope described, and choice explained against other options  <b>4 points</b>
0-8 y		<b>Cover letter</b>	<input type="checkbox"/> Not provided  <b>0 points</b>	<input type="checkbox"/> Minimal statement; typographic errors  <b>2 points</b>	<input type="checkbox"/> Well written statement of how the paper adds to knowledge or why the paper suits the journal  <b>4 points</b>	<input type="checkbox"/> Clear and well written statement of how the paper adds to knowledge and why the paper suits the journal.  <b>6 points</b>	<input type="checkbox"/> Very clear, full and well written professional cover letter. Letter is in the style expected for the journal.  <b>8 points</b>
0-24		<b>Compliance with the journal style and author guidelines</b>	<input type="checkbox"/> No authors guidelines attached  <b>0 points</b>	<input type="checkbox"/> Authors' guidelines attached; partial compliance with the guidelines; inconsistencies in style; non-adherence to submission format requirements; poorly proof read  <b>6 points</b>	<input type="checkbox"/> Authors' guidelines attached; conforming to authors' guidelines in style and/or format; almost completely typographic error-free.  <b>12 points</b>	<input type="checkbox"/> Authors' guidelines attached; completely conforming to authors' guidelines in style and format. Fully proofread and attention to detail clear  <b>18 points</b>	<input type="checkbox"/> Authors' guidelines attached; completely conforming to authors' guidelines in style and format. Fully proofread and attention to detail clear  <b>24 points</b>

Marks available/awarded		Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-16		<b>Adaptation of thesis text to journal paper</b>	<input type="checkbox"/> Paper style is inconsistent with a typical paper in the journal <b>0 points</b>	<input type="checkbox"/> Paper style is close to a typical paper in the journal <b>4 points</b>	<input type="checkbox"/> Paper style is close to a typical paper in the journal; text is well-balanced, or narrative sequence is clear, or text is concise <b>8 points</b>	<input type="checkbox"/> Paper style is typical of papers in the journal; text is well-balanced, and narrative sequence is clear, and the text is suitably concise <b>12 points</b>	<input type="checkbox"/> Paper is an exemplar of the journal style and would be expected to be sent out to review by an editor <b>16 points</b>
0-8		<b>Quality of non-text components</b>	<input type="checkbox"/> Figures are hand drawn or otherwise poorly produced, including direct copies of originals; tables are incoherent; captions are absent or uninformative <b>0 points</b>	<input type="checkbox"/> Some of these are achieved: Figures are well produced; tables are coherent; captions are informative; some figures or tables are unnecessary <b>2 points</b>	<input type="checkbox"/> All figures and tables are relevant; all are of a professional standard; captions are informative <b>4 points</b>	<input type="checkbox"/> All figures and tables are relevant; all are of a professional standard; captions are full and informative <b>6 points</b>	<input type="checkbox"/> All figures and tables are relevant; all are exceptional; captions are detailed; the style figure follows the guidelines to authors scrupulously. <b>8 points</b>

Points		Percentage equivalent
0 - 14	Fail	0% - 49%
15 - 28	Pass	50% - 64%
29 - 36	Credit	65% - 74%
37 - 45	Distinction	75% - 84%
46 - 60	High Distinction	85% - 100%



# Honours Presentation marking criteria

Student name: ..... Assessor: ..... Date: .....

Marks available/awarded		Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-4		<b>Background and significance</b>	<input type="checkbox"/> Not stated  <b>0 points</b>	<input type="checkbox"/> Brief and descriptive  <b>1 point</b>	<input type="checkbox"/> Clearly presented, interpretive  <b>2 points</b>	<input type="checkbox"/> Clearly presented, providing solid and critical context for the project  <b>3 points</b>	<input type="checkbox"/> Very fully addressed, providing solid and critical context for the project with flair  <b>4 points</b>
0-4		<b>Study aims</b>	<input type="checkbox"/> Not stated  <b>0 points</b>	<input type="checkbox"/> Minimal, not clearly aligned with presentation  <b>1 points</b>	<input type="checkbox"/> Clear, aligned with presentation  <b>2 points</b>	<input type="checkbox"/> Clearly described and explained, fully aligned with presentation  <b>3 points</b>	<input type="checkbox"/> Clearly described and explained, fully aligned with presentation and degree of achievement explained  <b>4 points</b>
0-4		<b>Presentation of data</b>	<input type="checkbox"/> No data presented  <b>0 points</b>	<input type="checkbox"/> Data only briefly described  <b>1 points</b>	<input type="checkbox"/> Data clearly described, synthesised and presented in an appropriate format  <b>2 points</b>	<input type="checkbox"/> Data clearly described, synthesised presented at publication quality  <b>3 points</b>	<input type="checkbox"/> Data presented with flair and in an impactful and professional manner  <b>4 points</b>
0-4		<b>Analysis and interpretation of the data</b>	<input type="checkbox"/> Not clearly stated or inappropriate  <b>0 points</b>	<input type="checkbox"/> Unclear, unfocussed or not explicit  <b>1 points</b>	<input type="checkbox"/> Clear, focussed and explicit; engages with the problem with accuracy  <b>2 points</b>	<input type="checkbox"/> Clearly stated, focussed, accurate and insightful or innovative; shows mastery of analysis  <b>3 points</b>	<input type="checkbox"/> Clearly stated, focussed, correct and highly insightful or innovative; high skill level demonstrated  <b>4 points</b>
0-4		<b>Alignment of results, analysis and conclusions</b>	<input type="checkbox"/> No alignment  <b>0 points</b>	<input type="checkbox"/> Poorly aligned, logic not clear  <b>1 point</b>	<input type="checkbox"/> Reasonably aligned, some logic  <b>2 points</b>	<input type="checkbox"/> Well aligned, logic clear  <b>3 points</b>	<input type="checkbox"/> Very well aligned, logic impeccable  <b>4 points</b>

Marks available/ awarded		Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-4		<b>Presentation structure</b>	<input type="checkbox"/> Poor, little or weak; confusing  <b>0 points</b>	<input type="checkbox"/> Weak; links not clear; little clear direction  <b>1 points</b>	<input type="checkbox"/> Reasonable, although doubt about some content relevance  <b>2 points</b>	<input type="checkbox"/> Good and strong; presentation content predictable and clearly ordered  <b>3 points</b>	<input type="checkbox"/> Very strong and well balanced; no doubt why content is presented  <b>4 points</b>
0-12		<b>Presentation skills</b>	<input type="checkbox"/> Poor, unclear voice, low quality of slides  <b>0 points</b>	<input type="checkbox"/> Poor, voice unclear or reading only, or slides of low quality, including too much text, cluttered, graphics illegible  <b>3 points</b>	<input type="checkbox"/> Good, voice clear, slides well produced and tidy  <b>6 points</b>	<input type="checkbox"/> Very good, voice clear and interesting, slides clear engaging and informative  <b>9 points</b>	<input type="checkbox"/> Excellent, smooth, captivating and professional; equivalent to conference quality  <b>12 points</b>
0-4		<b>Timeline</b>	<input type="checkbox"/> Completely misjudged the time ( $\pm 10$ minutes)  <b>0 points</b>	<input type="checkbox"/> Overly short or long ( $\pm 6$ -10 minutes)  <b>1 points</b>	<input type="checkbox"/> Close to time ( $\pm 4$ minutes)  <b>2 points</b>	<input type="checkbox"/> Almost on time ( $\pm 2$ minutes)  <b>3 points</b>	<input type="checkbox"/> Talked to the correct time  <b>4 points</b>

Points		Percentage equivalent
0 - 9	Fail	0% - 49%
10 - 18	Pass	50% - 64%
19 - 24	Credit	65% - 74%
25 - 30	Distinction	75% - 84%
31 - 40	High Distinction	85% - 100%

## Honours Proposal marking criteria

Student name: ..... Assessor: ..... Date: .....

Marks available/ awarded		Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-4		<b>Background and context</b>	<input type="checkbox"/> Minimal and irrelevant; or inappropriate references  <b>0 points</b>	<input type="checkbox"/> Minimal and descriptive; few appropriate references  <b>1 point</b>	<input type="checkbox"/> Reasonably full and descriptive; several appropriate references  <b>2 points</b>	<input type="checkbox"/> Full, descriptive, interpretive; numerous appropriate references  <b>3 points</b>	<input type="checkbox"/> Very full and analytical; numerous appropriate references from a wide range of sources  <b>4 points</b>
0-8		<b>Overall approach to content</b>	<input type="checkbox"/> Reproduces existing knowledge with minimal interpretation  <b>0 points</b>	<input type="checkbox"/> Reorganises existing knowledge with little interpretation  <b>2 points</b>	<input type="checkbox"/> Synthesises and analyses information to ask researchable questions  <b>4 points</b>	<input type="checkbox"/> Synthesises, analyses and applies information to fill gaps; asks rigorous, researchable questions  <b>6 points</b>	<input type="checkbox"/> Analyses and applies information to fill gaps or extend knowledge; asks rigorous, innovative researchable questions  <b>8 points</b>
0-8		<b>Significance</b>	<input type="checkbox"/> Not addressed  <b>0 points</b>	<input type="checkbox"/> Partially addressed  <b>2 points</b>	<input type="checkbox"/> Clearly articulated  <b>4 points</b>	<input type="checkbox"/> Fully articulated  <b>6 points</b>	<input type="checkbox"/> Fully and very convincingly articulated  <b>8 points</b>
0-8		<b>Aim and objectives</b>	<input type="checkbox"/> Not clearly stated or inappropriate  <b>0 points</b>	<input type="checkbox"/> stated but poorly focussed or with little detail  <b>2 points</b>	<input type="checkbox"/> Clearly stated, focussed and detailed  <b>4 points</b>	<input type="checkbox"/> Clearly stated, focussed, detailed and innovative  <b>6 points</b>	<input type="checkbox"/> Clearly stated, focussed, detailed and highly insightful  <b>8 points</b>
0-24		<b>Scholarly reasoning and conceptual and methodological approach</b>	<input type="checkbox"/> Invalid or no reasoning; conceptual and methodological approach flawed or infeasible  <b>0 points</b>	<input type="checkbox"/> conceptual and methodological approach lacks detail or has issues which negatively affect its feasibility  <b>6 points</b>	<input type="checkbox"/> Mostly valid reasoning; valid conceptual and methodological approach valid  <b>12 points</b>	<input type="checkbox"/> Fully valid reasoning; highly effective conceptual and methodological approach  <b>18 points</b>	<input type="checkbox"/> Full reasoning with strong insight; elegant conceptual and methodological approach  <b>24 points</b>

Student name: ..... Assessor: ..... Date: .....

Marks available/awarded		Criterion	Fail	Pass	Credit	Distinction	High Distinction
0-8		<b>Planned schedule</b>	<input type="checkbox"/> No timetable  <b>0 points</b>	<input type="checkbox"/> Timetable unreasonable or lacks detail  <b>2 point</b>	<input type="checkbox"/> Timetable reasonably detailed, briefly explained  <b>4 points</b>	<input type="checkbox"/> Timetable full and feasible for achieving the aims of the project within the timeframe available  <b>6 points</b>	<input type="checkbox"/> Timetable full, detailed and feasible, demonstrating clarity of planning to achieve the aims of the project within the timeframe available  <b>8 points</b>
0-4		<b>Communication and publication of results</b>	<input type="checkbox"/> No plan given  <b>0 points</b>	<input type="checkbox"/> Brief plan stated  <b>1 points</b>	<input type="checkbox"/> Plan stated and briefly explained  <b>2 points</b>	<input type="checkbox"/> Plan full and well justified  <b>3 points</b>	<input type="checkbox"/> Plan full, innovative and well justified  <b>4 points</b>
0-8		<b>Format and style</b>	<input type="checkbox"/> Minimal degree of compliance with format requirements; contains inappropriate language, spelling and grammar errors  <b>0 points</b>	<input type="checkbox"/> Low degree compliance with with format requirements; mostly appropriate language, occasional spelling and grammar errors  <b>2 points</b>	<input type="checkbox"/> Moderate compliance with format requirements; uses discipline-specific language  <b>4 points</b>	<input type="checkbox"/> High compliance with format requirements; good use of discipline-specific language  <b>6 points</b>	<input type="checkbox"/> Fully compliant with format requirements; publishable quality writing  <b>8 points</b>

Points	Percentage equivalent	
0 - 17	Fail	0% - 49%
18 - 33	Pass	50% - 64%
34 - 44	Credit	65% - 74%
45 - 55	Distinction	75% - 84%
56 - 72	High Distinction	85% - 100%

# Appendix

## Appendix A: Examples of previous projects

1. Fire management in the Border Ranges national park.
2. An examination of pyrite micromorphology in sandy acid sulphate soils.
3. Mapping changes in *Banksia ericifolia* distribution in northern NSW national parks, utilising aerial photographic techniques.
4. The development of a methodology for the determination of the recreational carrying capacity of scuba diving sites in the Solitary Island marine reserve.
5. Nutrients and suspended sediments in three near pristine tropical rivers on Cape York Peninsula.
6. Stained streak prints for logging the distribution of carbonates and phosphates.
7. Base metal absorption and desorption by near-shore sediments in a contaminated estuary..
8. An investigation into pollutant sources affecting water quality in the Belongil Creek and estuary, Byron Bay, New South Wales.
9. Commercial marine based tourism in the Solitary Island marine reserve: patterns of use and recommendations for management.
10. Edge effects on mammalian fauna of Richmond Range national park, north-eastern New South Wales.
11. An assessment of the sustainability of the beef cattle industry in the Richmond River catchment.
12. Aspects of the autecology and life history of *Doryanthes palmeri* W. Hill ex *Gent doryanthaceae*.
13. Molecular phylogenetic relationships of the bilby *Macrotis lagotisi* to the Australian and New Guinean bandicoots.
14. The ecology and management of the pied oystercatcher *Haematopus longirostris* in northern NSW.
15. A study of the benthic macro-invertebrate distribution and abundance in the Kangaroo River and the Nymboida River, Clarence River valley, New South Wales.
16. The effect of season, system maturity and peak loading on treatment of school waste water in on-site reed beds.
17. Non-flying mammals as pollinators of banksia species in North-eastern NSW.
18. Integrating GIS and multi criteria analysis to assess suitable species and plantation sites: a case study assessing *Elaeocarpus grandis* and *Grevillea robusta* suitability on the New South Wales north coast.
19. Establishment of the vegetation ecology of a coastal sand swamp, South-eastern Queensland.