MONASH University

ARMI
AUSTRALIAN REGENERATIVE MEDICINE INSTITUTE

Honours Handbook 2019

Honours Degree at the
Australian Regenerative Medicine Institute

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Contacts at ARMI

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Honours at ARMI

A full-time Honours year at ARMI gives students the opportunity to undertake a specific avenue of research selected from the range of research interests within the Institute. ARMI integrates research in three key platforms: structural biology (molecular level), cell biology (cell level) and regenerative biology (organism level). Specific areas of research include neuronal development and disease, morphogenesis and muscle development, embryo patterning, development and function of white blood cells, stem cell maintenance and reprogramming, and heart development and regeneration.

Other topics may be available by further discussion with staff. The course is also designed to prepare selected students for postgraduate research work leading to a Doctor of Philosophy degree. Students may enrol through the School of Biomedical Sciences (Faculty of Medicine, Nursing and Health Sciences) or the Faculty of Science and undertake the Honours/BMedSc or BSc(Hons) course in any of the research groups within ARMI.

Mode of Delivery	Clayton, Semesters 1 and 2, 2018
Workload:	• 1 x Project Outline and Literature Review • 2 x Seminars • 1 x Literature Review External Topic • 1x Poster Presentation Project Topic • 1 x Thesis • 1 x Thesis Defence
Unit Relationships and Prerequisites:	Bachelor of Biomedical Sciences – an average of 70% or higher in at least 24 points at 3rd year (including 12 points in BMS core units) Bachelor of Science – A distinction grade average (70%) in 24 points of relevant 3rd year units. These 24 points of studies will normally include at least 18 points of units in the science area of study in which honours is undertaken.
Unit Coordinators:	Prof Graham Lieschke
Campus:	Clayton
Email:	graham.lieschke@monash.edu
Office hours:	Monday – Friday, 10.00am – 4.00pm
Honours Coordinator:	Ms Jane McCausland
Location:	ARMI, 15 Innovation Walk, Level 1
Campus:	Clayton
Phone:	03 9902 9607
Email:	jane.mccausland@monash.edu
Office Hours:	Monday – Friday, 9.00am – 4.00pm

Welcome from the Director Professor Peter Currie

Congratulations on gaining entry to the Honours program at the Australian Regenerative Medicine Institute.

You have joined the Institute at a very exciting time. All of our Group Leaders have had excellent success in obtaining competitive research grant funding in recent years, and you are joining us as we continue to expand and grow. More than 200 researchers are located in the Institute, and thus there are plenty of people to inspire you and help you to begin thinking like a real scientist.

Regenerative Medicine is one of the most important and promising new arenas for research in the life sciences. Its potential to radically transform our understanding and treatment of disease is generating excitement in medical research laboratories throughout the world. Underpinned by advanced science and new research technologies, regenerative medicine is an ideal platform for forging a career in the life sciences.

ARMI is one of the world's largest regenerative medicine and stem cell research hubs and you will find we offer a top-tier research environment, extensive facilities, and the opportunity to work with a team of international experts in regenerative medicine.

I encourage you to become an active member of the ARMI Postgraduate Student Society. This group represents the interests of Honours and PhD students in the Institute, and in addition to providing career advice and peer support, also organises regular social time.

Finally, we consider you to be an integral part of the ARMI team. We are truly privileged to be able to contribute to your training. I wish you every success in your Honours year at ARMI.

Best wishes,

Professor Peter Currie
Director, ARMI
February 2019

Academic Overview

Learning Objectives

Congratulations! . . .and welcome to your Honours year at ARMI. The Honours year is an exciting time in which you will have the opportunity to find out what research is all about under the watchful eye of your project supervisor or other senior members of the laboratory. It should be a year in which you learn how to develop a hypothesis from previous studies, define a series of research aims/objectives for your project, design suitable experiments to achieve your research goals and prepare a detailed and scholarly report called the THESIS. The thesis will describe your research achievements and the significance of the results.

Graduate Attributes

Monash prepares its graduates to be:

1. responsible and effective global citizens who:
   a. engage in an internationalised world
   b. exhibit cross-cultural competence
   c. demonstrate ethical values
2. critical and creative scholars who:
   a. produce innovative solutions to problems
   b. apply research skills to a range of challenges
   c. communicate perceptively and effectively

Assessment Schedule

Assessment Task	Date Due	Time Due
1. Project Outline	15 March	4.00pm
2. Literature Review	16 April	4.00pm
3. Seminar 1	8 May	10.00am
4. Literature Review on external topic	4 July	4.00pm
5. Poster Presentation on Project Topic	13 August TBC	1.00pm
6. Thesis	17 October	4.00pm
7. Seminar 2	30 October	10.00am
8. Thesis Defence	8 November	TBA

Assessment

The Honours course comprises two units.
4100 = 75% of overall mark
4200 = 25% of overall mark

Please note that assessment is Faculty dependent.

Below are the scoring matrices for Faculty of Science and School of Biomedical Sciences (FBPS). Please review the matrix for the Faculty in which you are enrolled to understand the weighting of each assessment task.

ARMI / Faculty of Science Grading Matrix

MIS4100 Regenerative Medicine Research Project (36 points=75%)	% unit	% year	Assessment
Literature Review	13.5%	10%	ARMI
Seminar 1	6.5%	5%	ARMI
Seminar 2	13.5%	10%	ARMI
Thesis	66.5%	50%	ARMI
Total	100%	75%	

MIS4200 Advanced Studies in Regenerative Medicine (12 points=25%)	% unit	% year	Assessment
Discipline Specific Component	40%		
Poster presentation	20%	5%	ARMI
Literature Review on external topic	20%	5%	ARMI
Thesis Defence	60%	15%	ARMI
ARMI Seminar Program attendance		NA	ARMI
Total	100%	25%	

ARMI / BMS Grading Matrix

BMS4100 Biomedical Research Project (36 points=75%)	% unit	% year	Assessment
Literature Review	10%	7.5%	ARMI
Seminar 1		NS/S	ARMI
Seminar 2	10%	7.5%	ARMI
Thesis	80%	60%	ARMI
Total	100%	75%	

BMS4200 Advanced Studies in Biomedical Science (12 points=25%)	% unit	% year	Assessment
Discipline Specific Component	40%		
Poster presentation	20%	5%	ARMI
Literature Review on external topic	20%	5%	ARMI
Thesis Defence		NS/S	ARMI
ARMI Seminar Program attendance		NA	ARMI
Common Core Component	60%		
Statistics course	30%	7.5%	Faculty
Written Critique	30%	7.5%	Faculty
Total	100%	25%	

NA = Not Assessed NS = Not Satisfactory S = Satisfactory

Assessment (continued)

Due to the significant impact of the Honours results on your career objectives and outcomes, great care is taken to provide fair and objective assessment of the Honours year. An examiners panel of at least 2 academics and scientists for all assessment tasks will ensure that the grading process is carried out with the highest standards. Members of this panel will be assessors themselves but will rely on a large number of "consultant" examiners who will read and assess your literature reviews and final theses. Refer to the Assessment Summary for information about how marks will be allocated.

What Are My Responsibilities For Learning?

Responsibilities of students (Extract from the Education Policy (1994))

- to apply themselves to their studies to the best of their abilities
- to become familiar with the rules and regulations governing the degree in which they are enrolled, and to ensure that the units selected meet the degree requirements
- to be aware of the policies and practices of the University and of any Faculty and Department in which they are enrolled and which are contained in the materials and information made available to them
- to be aware of the rules and regulations concerning the use of University computing, library and other facilities, as set out in published material
- to meet deadlines for work to be submitted
- to take the initiative and consult appropriately when problems arise
- to submit original work for assessment without plagiarising or cheating
- to attend lectures, tutorials and seminars for each unit in which they are enrolled
- to accept joint responsibility for their own learning
- to contribute to the development of University programs and policies by participating in consultative and deliberative processes in a responsible and ethical manner
- to be aware of the University's commitment to equal opportunity and to demonstrate tolerance and respect for all members of the University community
- to respect the right of staff members to express views and opinions
- to respect the working environment of others in all areas of the University.

When Should I Begin?

The official commencement date for Honours at ARMI starts with the Orientation Program (refer to page 9).

Laboratory Conduct and Safety

Renae Hayle is the Manager, Resources & Scientific Services at ARMI. She is responsible for the organisation and coordination of laboratory practices, purchasing laboratory equipment, managing the ARMI store staff, looking after occupational health and safety matters, ethics and biosafety. She also looks after the building maintenance and building access. All staff, students, visitors and affiliates of ARMI that work at 15 Innovation Walk are required to do a safety induction with Renae.

All labs in ARMI are PC2 and accredited for animal ethics work. This means that lab coats and closed shoes are compulsory at all times while working in ARMI laboratories. No food or drink is to be taken into the lab at any time. Hands must be washed with soap and water when leaving the laboratory. Any student found disregarding these rules will be removed from the lab and the Honours Coordinator, Supervisor and Manager informed.

The ARMI store (Rm 111) provides stocks of communal consumables, reagents and laundered lab coats. Any time consumables are obtained from the store they must be signed out under your lab on the computer system. The store will also autoclave goods and clean all lab glass and plasticware.

Here is a list of contact information that may help while you are working in ARMI.

Renae Hayle

- 0417 966 995 or ext 29610 – renae.hayle@monash.edu
- Call 24/7 with any emergency, safety or building issue

Security

- 990 53333 or ext 333 (for emergencies – fire/ambulance/ police) or 990 53038 (non-emergencies)
- Always ring security directly for emergencies – not 000. This is a large campus and emergency services can get lost trying to find our building.
- In the event of a fire evacuation – the evacuation point for 15 Innovation Walk is across the road from Cinque Lire Cafe in front of 12 Innovation Walk
- Security are available 24/7 and will walk you to your car after hours if requested

Occupational Health, Safety and Environment branch:

- http://www.monash.edu.au/ohs/
- ohsehelpline@monash.edu
- Tel: 9905 1016
- Location: 30 Research Way, Clayton campus

"Ask Monash" is an on-line service which allows Monash staff and students to find out the answers to questions quickly and conveniently by searching a database of frequently asked questions. If a suitable answer cannot be found, you can submit the inquiry to OHSE for resolution.

https://my.monash.edu.au/askmonash/

I look forward to meeting you all, and enjoy your Honours year at ARMI.

Renae
Manager, Resources & Scientific Services at ARMI

Unit Schedule

Task #	Activity	Date
	Orientation program commences	Monday 25 February
	Academic year begins	Monday 4 March
1	**PROJECT OUTLINE**	**Friday 15 March**
2	**LITERATURE REVIEW (including project hypotheses and aims)**	**Tuesday 16 April**
	Seminar 1 abstract due	Friday 3 May 4pm
3	**SEMINAR 1**	**Wednesday 8 May**
	Release date for External Literature Review Topic	Friday 31 May
4	**LITERATURE REVIEW ON EXTERNAL TOPIC**	**Thursday 4 July**
5	**POSTER PRESENTATION ON PROJECT TOPIC**	**Wednesday 13 August TBC**
	Thesis preparation and Information on PhD scholarship applications	**Friday 13 September**
6	**THESIS**	**Thursday 17 October**
	Seminar 2 abstract due	Friday 25 October
7	**SEMINAR 2**	**Wednesday 30 October**
	PhD Application Deadline	**31 October**
8	**THESIS DEFENCE**	**Thursday 8 November**
	Formal Dinner for students, supervisors, Director and course coordinators	Thursday 8 November

Orientation Program

Attendance at the sessions below is **COMPULSORY**.

Event	Date
BMS Orientation Program 10.00am – 11.45am in lecture theatre S1, 16 Rainforest Walk, Clayton campus	Monday 25 February
Commercialisation and IP 2.00pm – 3.00pm in lecture theatre S3, 16 Rainforest Walk, Clayton campus	
Surviving your Honours year 3.00pm – 4.30pm in lecture theatre S3, 16 Rainforest Walk, Clayton campus	
OH&S and Safety sessions – Student Project Safety (Risk Management) 9.30am – 11.30am in lecture theatre S6, 15 Rainforest Walk, Clayton campus	Wednesday 27 February
Biosafety 1 12.00pm – 2.00pm in lecture theatre S6, 15 Rainforest Walk, Clayton campus	
Biosafety 2 – OGTR session This session is compulsory for all students working with genetically modified organisims and or in PC2 lab 3.00pm – 4.30pm in lecture theatre S6, 15 Rainforest Walk, Clayton campus	
ARMI Orientation Program 2.00pm – 3.30pm in Bungle Bungles Meeting Room, ARMI, Level 1, 15 Innovation Walk, Clayton campus	Thursday 28 February
Finding information for your literature review Students to attend one class only	Tuesday 5 March 9.30am – 11.00am Wednesday 6 March 9.30am – 11.00am Thursday 7 March 9.30am – 11.00am
Introduction to Endnote sessions Students to attend one class only (Register through the library online booking system in my.monash)	Tuesday 5 March 11.30am – 1.00pm Wednesday 6 March 11.30am – 1.00pm Thursday 7 March 11.30am – 1.00pm
Literature Review Writing class Students to attend one class only (Register through the library online booking system in my.monash)	Tuesday 12 March 9.30am – 11.00am Wednesday 13 March 9.30am – 11.00am Thursday 14 March 9.30pm – 11.00am
BMS Common Core Component – Stats Course **All Science Hons students are expected to attend** **You will need to bring your own laptop to these sessions** Wednesdays 8.30 – 10am in Tute room 101, 19 Ancora Way (Level 1 Teaching and Learning Building), Clayton Campus	Begins week March 4 and ends week April 15 – 6 tutorials amd 1 drop in session
Professor David Vaux special seminar	TBA

Assessment Requirements

ARMI Seminars

Attendance at all internal and external speaker ARMI seminars is **compulsory** and attendance is monitored.

Assignment submission

Submission

All work is to be submitted by date/time on page 8 as 2 electronic copies to Honours_ARMI@monash.edu, as a Word and PDF file. Save file as Lastname[Task}.doc and Lastname[Task].pdf. Make sure file size is <10 MB.

All documents will be time-stamped by email arrival time.

Extensions and penalties

Extensions to the deadline of your work requirement will only be granted under **extreme circumstances**, as deemed justified by the Honours Coordinators. Late submissions will be penalised at the **rate of 5% per day**. So get your work finished on time – do not trust computers. Remember, they always pick on people who leave their work to the last minute. Make sure you receive a receipt for your submitted work to verify lodgement.

Assessment Task 1 – Project Outline

Details of task

A research program is to be undertaken under the supervision of a nominated academic or scientific staff member. The supervisor and student are required to submit a project summary, providing an outline of;

- the background/rationale of the research,
- the aims of the project,
- the experimental design and methodology **(including the statistical methods proposed for**
- **analysing the data)** and
- the anticipated outcome of the research which has been agreed to by both the supervisor and student.

The outline is to be endorsed by both student and supervisor at the time of submission. The student then prepares a final project outline to be included with, and in the context of, the Literature review – Task 2.

Value

Not assessed, but compulsory

Date due

Refer to the Unit Schedule on page 8.

Project outline presentation requirements

- Margins 2 cm
- Double spacing
- No less than 11 point arial font
- Maximum 4 pages plus references
- Include project title, student name and ID number, supervisor(s) (do not place this information in heading or footer)
- By date/time on page 8: Submit 2 electronic copies to Honours_ARMI@monash.edu, as a Word and PDF file. Save file as LastnamePO.doc and LastnamePO.pdf. Make sure file size is <10 MB.

Assessment Task 2 – Literature Review and Final Project Outline

Details of task

A literature review is an evaluative report of information found in the literature related to your selected area of study. It is a process of reading, analysing, evaluating, and summarising scholarly materials about a specific topic. It should provide a theoretical basis for the research and help you determine the nature of your research.

Value

10% / 7.5 % See relevant scoring matrix on page 5.

Date due

Refer to the Unit Schedule on page 8.

Literature review presentation requirements

Attention is drawn to the following requirements/guidelines;

- Margins 2 cm
- Double spacing
- No less than 11 point arial font
- Cover page (see page 34)
  - Including project title, student name and ID number, department/institute, Supervisor/s of lab, word count and signed statement of originality
- Table of contents
- Abstract (Summary page – max. 400 words).
- Literature review
  - 4000 (±10%) words (approximately 20 pages excluding figures, figure legends, tables, graphs, references or project outline)
- Project outline (Max of 4 pages, covering aims, rationale, experimental plan, analytical methods, statistics)

- References
  - References for original Project Outline should be combined with those of the Literature Review
  - Students should use the Harvard system of referencing. Please see page 31 for an example of the "Harvard" referencing system.
- By date/time on page 8: Submit 2 electronic copies to Honours_ARMI@monash.edu, as a Word and PDF file. Save file as LastnameLR.doc and LastnameLR.pdf. Make sure file size is <10 MB.

Literature review criteria

The review will be assessed on the following criteria:

- Clear understanding of the research area put into appropriate context;
- Clear indication of the hypothesis to be tested and/or a concise series of aims;
- Conciseness of the writing and clarity of the presentation;
- Intelligent and critical analysis of data and conclusions of previous publications;
- Depth of understanding of previous experiments and clarity of the interpretation of the data;
- Placement of the past research findings in an appropriate scientific context;
- Comprehensive bibliography with appropriate citations from the area of research.

Supervisor input into the literature review

Supervisors should be involved with their students in the planning of the literature review. Students and supervisors should plan together the layout of the literature review, the disposition of figures, etc. They should advise, but leave to the student, decisions about data interpretation, etc. Students should then prepare a first draft. STUDENTS MAY SUBMIT ONE DRAFT ONLY OF THE LITERATURE REVIEW FOR COMMENT BY THEIR SUPERVISOR(S). The supervisor can edit the copy of this first draft but only very broadly. Students are to keep these copies, and provide them to the Honours Coordinator if requested.

Grammar, spelling corrections, and other typographical errors are the responsibility of the student. Supervisors should NOT CIRCULATE draft versions of the review to staff, other than the co-supervisor, for detailed comments. Supervisors and co-supervisors must comment on the exact same version of the review. Supervisors should never write any part of the review themselves. Supervisors are not permitted to edit the literature review draft using track changes. This is important since the review must be original work that is clearly identified as the student's effort and not that of the supervisor. Note that the draft cannot be circulated by the student to any other staff members, postdoctoral fellows, research assistants or to postgraduate students. Note that supervisors and co-supervisors will not be examiners of the literature reviews written by their own students.

Criteria for assessment of literature review

Assessors will receive the following questions, which are designed to assist them in their assessment of the literature review:

1. Understanding of the Topic

Is there a clearly defined rationale for the study? Is the previous work leading to this study clearly explained and in context? Have key references been given?

2. Interpretation of Data and Conclusions/Relationship to Current Aims

Have the data from relevant past experiments been clearly, logically and critically interpreted? Is the significance of the findings clearly indicated? Have the data been used to clearly demonstrate how the aims and hypothesis for the current project were derived?

3. Experimental Design (Project Outline)

Is the research strategy sound and is the experimental design easily understood in the context of the information provided in the review? What statistical analyses will be employed and why?

4. Presentation

Are the ideas clearly expressed? Is the review free of typographical and syntax errors? Are diagrams and tables necessary and are they clear and legible and supported by suitably informative headings and captions? Are the references cited correctly?

Assessors are also asked to provide detailed comments about the quality and content of the review on a separate sheet. This will be forwarded to the student and the comments will assist students in improving the content and style of their review for inclusion in the final thesis.

TASK 2 – LITERATURE REVIEW: CRITERIA FOR ASSESSMENT

H1 Upper (90–100)	H1 Lower (80–89)	H2A (70–79)	H2B (60–69)	H3 (50–59)	Fail (≤ 50)
Comprehension of topic – Out of 20 marks					
An outstanding piece of work. The student demonstrates that they have a comprehensive understanding of the relevant literature and shows an outstanding synthesis of factual and conceptual components.	An excellent piece of work. The student demonstrates a high-level of understanding of the relevant literature.	A good piece of work. The student shows a firm grasp of the majority of the relevant literature.	An adequate piece of work, which shows evidence of background reading.	Argument obscure, weak or unbalanced. Evidence of only partial comprehension of the topic.	There is little evidence of comprehension of the topic.
Coverage of topic – Out of 20 marks					
The background is focussed, clear and detailed, but concise. Where appropriate, strengths, weaknesses and discrepancies in the literature are highlighted and explained. Work contains extensive and appropriate reference to original articles. For a systematic review, the search strategy used is explained very clearly.	The background is focussed, clear, detailed and concise. All concepts are well-linked. Where appropriate, discrepancies in the literature are highlighted and explained. Work contains extensive and appropriate reference to original articles. For a systematic review, the search strategy used is explained very clearly.	Evidence of fairly extensive background reading with appropriate reference to original articles. For a systematic review, the search strategy used is explained clearly	Clear links between aim and literature sometimes included. For systematic reviews, the search strategy is included, but poorly explained.	Much of the basic information is missing. For systematic reviews, the search strategy is absent or very poorly explained. Links between aims and literature are missing	Coverage of the literature is inadequate with little information and no critical review. For systematic reviews, no search strategy is included.
Analysis and integration – Out of 20 marks					
Hypothesis(es) or research question and aim(s) are clearly stated. There is excellent integration of the aim(s) of the study and the literature.	Hypothesis(es) or research question and aim(s) are clearly stated. There is very good integration of the aim(s) of the study and the literature.	Hypothesis(es) or research question and aim(s) are clearly stated. There is a clear link between the aim(s) of the study and the literature.	Hypothesis or research question does not match well with the aim or methods to be used.	Hypothesis/ research question is poorly described, poorly justified and does not match with aims or methods.	No aim, hypothesis, or research question provided.

H1 Upper (90–100)	H1 Lower (80–89)	H2A (70–79)	H2B (60–69)	H3 (50–59)	Fail (≤ 50)
Originality and critical thought – Out of 20 marks					
Shows outstanding insight and an ability to structure and synthesise published material with research project. The candidate could be expected to achieve no more	A commendable degree of academic originality	Evaluative/critical/ analytical skills present but not highly developed. No obvious weaknesses except a lack of originality.	Some understanding, reflection, and critical thought. Partially successful attempt to use relevant examples and facts but a lack of originality.	Partially successful attempt to use relevant examples and fact and minimal reflection and critical thought.	Largely irrelevant. Little or no understanding.
Organisation and presentation – Out of 20 marks					
Well structured, logical layout with headings and subheadings to emphasize ideas. Outstanding quality of visual aids (figures, tables, graphs). Negligible typographical and grammatical errors. References are cited correctly in the text and correctly formatted in the reference list.	Logical layout with headings and subheadings to emphasize ideas. Excellent quality of visual aids (figures, tables, graphs). Very few typographical and grammatical errors. References are cited correctly in the text and correctly formatted in the reference list.	Acceptable layout with headings and good quality visual aids. Some typographical and grammatical errors. References are mostly cited correctly in the text and generally correctly formatted in the reference list.	Layout and general presentation lacks structure. Reasonable use of visual aids. Typographical and grammatical errors are common. References are mostly cited correctly in the text and generally correctly formatted in the reference list.	Layout and general presentation makes it cumbersome and difficult to read. Frequent typographical, grammatical, citation and referencing errors.	Literature review is poorly organised and difficult to read. Very poor grammar and spelling. Figures badly presented. Little citation or inaccurate referencing. References primarily refer to review articles

Assessment Task 3 – Seminar 1

Details of task

Each student will provide a one page abstract and present a literature review at a seminar.

Value

5% / NS/S See relevant scoring matrix on page 5.

Date due

Refer to the Unit Schedule on page 8. The seminar schedule will be issued to you and your supervisor nearer the date of the seminar.

Abstract presentation requirements

- Margins 2 cm
- Double spacing
- No less than 11 point arial font
- The abstract should state the Student's name, Title and Supervisor/s' name (do not place this information in heading or footer)
- The body of the abstract should include:
  - Background
  - Hypothesis
  - Aim/s
  - Study Design
  - Expected Outcomes
- Maximum one page including references
- Submit 2 electronic copies to Honours_ARMI@monash.edu, as a Word and PDF file. Save file as LastnameS1.doc and LastnameS1.pdf. Make sure file size is <10 MB.
- These abstracts will be collated into an abstract booklet and distributed to assessors, supervisors and members of the audience

Seminar

This seminar should provide a review of the relevant literature (with key references indicated), a statement of the hypothesis to be tested, the specific aims of the research, an outline of the experimental design (including information on the statistical tests you expect to use and a justification of them) and a very brief indication of the expected outcomes of the project.

There is no requirement to present results at this seminar, even if you have already obtained data from experiments in progress.

Seminar presentation requirements

All presentations are to be prepared in **PowerPoint**.
All laboratories are familiar with this method of presentation. If you cannot find someone in your group to help you, please contact the course coordinator.

Refer to the Guide for Effective Powerpoint Presentations on page 30.

Seminar time allocations

The time allocated for each student during the initial seminar is **15** minutes (10 min presentation with a 5 min discussion period). There is no absolute time prescription for the various components of the seminar. Clearly, the structure and emphasis of each seminar will to some extent be influenced by the project structure and the nature of background information on which it is based. Seminars may differ greatly in emphasis depending on the timing of the various segments. However, as a general guide, you should consider the following time allocations for each of the components when planning your seminar.

1	General Introduction	1 min
2	Review of the literature/rationale for the project	4 min
3	Aims	1 min
4	Experimental plan (including statistical analysis)	3 min
5	Expected Outcomes	1 min
	Total	**10 min**

The 10 minute presentation time for each student will be strictly adhered to. The chair will have a timer, which will buzz after 9 minutes to indicate that you have 1 minute remaining in which to conclude your presentation. The timer is then reset for 5 minutes for question time. For those who have thoroughly prepared and practiced their seminars, timing will not be a problem. Students will be encouraged to ask questions.

Seminar assessment

The seminar will be assessed by a panel of at least 4 examiners. They will be asked to consider your presentation according to specific criteria (see below). Individual scores are marked out of 100.

Immediately after the seminars there will be a meeting of the examiners so that your presentation can be discussed and a final grade decided. This will be entered into your assessment sheet for the year and used as a component in determining your final Honours grade/mark.

You can receive some feedback as to your performance at this seminar from the Coordinator. You may be told about the areas which the assessors felt could be improved.

TASK 3 – SEMINAR 1: CRITERIA FOR ASSESSMENT

Criteria	Mark
1. Clear introduction and review of literature relating to project	/20
2. Clear statement of aims and hypotheses	/20
3. Clear description of research plans and expected outcomes	/20
4. Clarity of overall presentation and use of audiovisual aids. Command of expression and logical argument	/20
5. Response to questions	/20
Total	/100

Assessment Task 4 – Literature Review External Topic

Details of task

All students will conduct a literature review on a topic external to their Honours project which will be written up in the form of an editorial on the set article / topic (focal paper). Details of the paper on which this task will be based will be made available on the date shown in the Unit Schedule on page 8.

Value

5%

Date due

Refer to the Unit Schedule on page 8.

Literature review presentation requirements

Attention is drawn to the following requirements/guidelines;

- Margins 2 cm
- Double spacing
- No less than 11 point arial font
- Cover page (see page 34)
  - Including project title, student name and ID number, department/institute, Supervisor/s of lab, word count and signed statement of originality
- Title. The title has two parts: the broad subject area followed by a specific title (e.g. 'Neutrophils: Regenerative Dream or Nightmare?'). The title should be concise, attention-grabbing and can be snappy.
- Literature review
  - 1200 – 1500 words; the flow of the paper should include an introductory paragrpah, the findings of the paper, the importance of the findings in context with the rest of the field, and what questions are addressed / raised by these findings, i.e., what are the implications of the paper for future studies in the field.
- References
  - Students should use the Harvard system from EndNote for referencing
- By date/time on page 8: Submit 2 electronic copies to Honours_ARMI@monash.edu, as a Word and PDF file. Save file as LastnameLRE.doc and LastnameLRE.pdf. Make sure file size is <10 MB.

Literature review criteria

The review will be presented in an editorial form to highlight and contextualise the research in the focal paper. Your paper should be aimed at an audience of biologists who do not necessarily study the particular topic upon which your paper will focus. You should endeavour to make the piece as clear and accessible as possible. Detail may be sacrificed for the sake of clarity, but the topic should be discussed authoritatively.

You should:

- describe what the focal paper has found (demonstrate clear understanding of the research area)
- explain why this is interesting and important (display and communicate an understanding of what the paper has contrubuted to the field)
- make clear how it relates to previous empirical work and theory (put into appropriate context)
- identify which questions are being answered and which are being raised (demonstrate critical thinking)

Write simple, clear sentences. Aim for a smooth, coherent, step-wise flow, with one thought per sentence. Break the text into sensibly sized paragraphs.

Supervisor input into the literature review

Supervisors should be involved with their students in the planning of the editorial and its structure. They should advise, but leave to the student, decisions about data interpretation, etc. Students should then prepare a first draft. STUDENTS MAY SUBMIT ONE DRAFT ONLY OF THE LITERATURE REVIEW EDITORIAL FOR COMMENT BY THEIR SUPERVISOR(S). The supervisor can edit the copy of this first draft but only very broadly. Students are to keep these copies and provide them to the Honours Coordinator if requested.

Grammar, spelling corrections, and other typographical errors are the responsibility of the student. Supervisors should NOT CIRCULATE draft versions of the review to staff, other than the co-supervisor, for detailed comments. Supervisors and co-supervisors must comment on the exact same version of the review. Supervisors should never write any part of the review themselves. Supervisors are not permitted to edit the literature review draft using track changes. This is important since the review must be original work that is clearly identified as the student's effort and not that of the supervisor. Note that the draft cannot be circulated by the student to any other staff members, postdoctoral fellows, research assistants or to postgraduate students. Note that supervisors and co-supervisors will not be examiners of the literature reviews written by their own students.

Criteria for assessment of literature review editorial

Assessors will receive the following questions, which are designed to assist them in their assessment of the literature review:

1. **Understanding of the Topic**
   Is the previous work leading to the study in the focal paper clearly explained? Have key references been given?
2. **Interpretation of data and conclusions / Context**
   Have the data and conclusions of previous publications been critically and intelligently analysed? Have the data from the focal paper been placed in the context of this analysis? Is the significance of the findings in the focal paper clearly indicated?
3. **Critical evaluation of the data**
   Have questions which the data in the focal paper have answered been identified? Have questions that have been raised by this data been identified? Have the implications of the data in the focal paper been explored with reference to impact on the field?
4. **Presentation**
   Are the ideas concisely and clearly expressed? Is the review free of typographical and syntax errors? Are diagrams and tables necessary and are they clear and legible and supported by suitably informative headings and captions? Are the references cited correctly?

TASK 4 – LITERATURE REVIEW EXTERNAL TOPIC: CRITERIA FOR ASSESSMENT

Grade	Mark range	Criteria
HI upper (Outstanding)	**90–100**	An outstanding piece of work. Has total control of relevant literature and shows an excellent synthesis of factual and conceptual components. Shows outstanding insight in contextualising the work in the focal paper with published literature. Work reflects extensive reference to original articles. The candidate could be expected to achieve no more. Expression, style, grammar and referencing are outstanding.
HI lower (Excellent)	**80–89**	An excellent piece of work. High level of understanding of all relevant publications with excellent, relevant use of referencing and examples. Communicates clearly and effectively using a coherent structure showing insight and perceptiveness. Is able to effectively contextualise the work in the focal paper with published literature. Work reflects extensive reference to original and review articles. A commendable degree of academic originality. Expression, style, grammar and referencing are excellent.
H2A upper (Good)	**75–79**	A good piece of work. Shows a firm grasp of majority of the relevant literature. Argues well and effectively and is able to criticise and evaluate material. Evidence of fairly extensive background reading beyond the review articles. Presents the focal paper in context of published literature. Sustained argument throughout. Well structured and shows good evidence of wider background reading. Expression, style, grammar and referencing are good.
H2A lower (Satisfactory)	**70–74**	A competent piece of work, which shows reasonable understanding of the material and presents it satisfactorily with appropriate examples and referencing. Structure is apparent and there is a coherent (though possibly weak) argument with adequate conclusion. Presents the focal paper in context of some of the published literature. Evaluative/critical/analytical skills present but not highly developed. Presents the focal paper in context of some of the published literature. No obvious weaknesses except a lack of originality. Expression, style, grammar and referencing are moderately good.
H2B (Pass)	**60–69**	An adequate piece of work, which shows some structure, relevant use of examples and evidence of background reading. Some limited referencing. Limited evidence of independent thought and the development of substantiated arguments. Conclusions not well developed. Evaluative/critical /analytical skills present but not highly developed. Expression, style, grammar and referencing are adequate. Partially successful in presenting the focal paper in context of some of the published literature. No obvious weaknesses except a lack of originality.
H3 (Borderline/ weak)	**50–59**	Argument obscure, weak or unbalanced. Only partially relevant. Have major content omissions. Some understanding, reflection, structure and referencing. Partially successful attempt to use relevant examples and facts. Some reading. Poor contextualising of focal paper with published literature. Conclusions weak. Expression, style, grammar and referencing limited.
F (Fail/ Unsatisfactory)	**0–49**	Weak. Lacking evidence of preparation, evaluation or reflective skills. Largely irrelevant. Little or no understanding. Hardly any, or no, evidence of reading or organisation. No ability to present the focal paper in context with published literature. Expression, style, grammar and referencing very poor.

Assessment Task 5 – Poster Presentation on Project Topic

Details of task

All students will prepare a poster on their Honours project to be presented at the Student Symposium to be held in August and to be assessed by a panel of ~4 judges. The Director's Award for Best Poster will be awarded at the end of the Symposium.

Value

5%

Date due

Refer to the Unit Schedule on page 8.

Poster Presentation Requirements

Posters should be produced in **Powerpoint** and be of the AO (841mm x 1189mm) and **MUST NOT** include additional material (e.g. videos on iPad). The orientation of your poster should be **PORTRAIT**. All laboratories are familiar with this method of presentation, and you should ask your supervisor/s for examples of posters that group members have recently presented at conferences. Your poster must be **submitted one week before** the poster presentation, failure to do so will leave you liable to incurring late penalties.
Submit your poster as a PDF file. Save as Lastname_Poster.pdf to Honours_ARMI@monash.edu.

ARMI will print the posters for you.

Poster should include

Title
Candidate's name and student ID
General introduction
Hypotheses and Aims
Experimental Design and Methods
Outcomes & Conclusion
References

Criteria		Mark
1	Appearance – use of illustrative material, clear easy to read text, flow of information and presentation of data	/20
2	Content – relevance of data presented / discussed in context, impact of research	/50
3	Presentation and answering of questions at the poster	/30
	Total	**/100**

Assessment Task 6 – Thesis

Details of task

The Honours thesis is the culmination of all the work that you have done during the year in your research project. It is one of three avenues in the course that provides you with an opportunity to display and discuss your research achievements.

Honours students should achieve, in quality and quantity, a high standard of work that is publishable in a reputable, peer-reviewed journal. Flick through a previous Honours thesis to get a clear idea of what is expected in terms of content and presentation.

Value

50% / 60% See relevant scoring matrix on page 5.

Due date

Refer to the Unit Schedule on page 8.

Thesis presentation requirements

- Margins 2 cm
- Double spacing
- No less than 11 point arial font
- The main text (Introduction, Methods, Results and Discussion) should be no more than 15,000
- words or approximately 50 A4 pages.
- The word/page limit does not include tables, figures, diagrams and the accompanying legends, or title page, confirmation, acknowledgments, bibliography and appendices
- Thesis can end up being around 90 pages depending on the number of diagrams etc.
- Submit 2 electronic copies on a clearly labelled USB drive as a Word and PDF file. Save file as LastnameTHESIS.doc and LastnameTHESIS.pdf.
- One thermally bound copy of your thesis will be provided to you

The thesis should contain the following sections:

- A title page (Including name (check spelling of name – a classic error zone), supervisors, title of project, address, date, course and course code). Word count
- Table of contents
- Declaration. A signed confirmation of the originality of the work and a clear indication of any significant practical input into the research by others
- Acknowledgments
- Summary/Abstract (2 pages)
- Introduction (literature review, aims and hypothesis tested)
- Materials and Methods
- Results
- Discussion
- Conclusions and Future Directions
- Bibliography
- Appendices

For more information about preparing your thesis refer to the Guide to Effective Thesis Writing on page 28.

Thesis assessment rubric

Each thesis will be reviewed and assessed by a minimum of two examiners. The Honours coordinator will distribute the theses to examiners the day after the submission date. Examiners will send their written reports to the Honours coordinator within two weeks. The Honours coordinator will make every effort to distribute these comments to the student before the thesis defence session.

Assessment is based on the following criteria:

- Clear understanding of the research topic and the relevant background literature;
- Logical sequence of experiments from which a set of appropriate conclusions are drawn;
- Demonstrated skills in and understanding of experimental planning and design, experimental procedures and equipment used in the project;
- Placement of the findings of the research project into an accurate and appropriate scientific context;
- A thesis that is well prepared and organised, and presented clearly and concisely.

Supervisor input into the thesis preparation

Supervisors should be involved with their students in the planning of the thesis. Students and supervisors should plan together the layout of the thesis, the disposition of figures, etc. They should advise, but leave to the student, decisions about data interpretation, etc. Students should then prepare a first draft. STUDENTS MAY SUBMIT ONE DRAFT ONLY OF THE THESIS FOR COMMENT BY THEIR SUPERVISOR(S). The supervisor can edit the copy of this first draft but only very broadly. Students are to keep these copies and provide them to the Honours Coorindator if requested.

Grammar, spelling corrections, and other typographical errors are the responsibility of the student. Supervisors should NOT CIRCULATE draft versions of the thesis to staff, other than the co-supervisor, for detailed comments. Supervisors and co-supervisors must comment on the exact same version of the thesis. Supervisors should never write any part of the thesis themselves. Supervisors are not permitted to edit the thesis draft using track changes. This is important since the thesis must be original work that is clearly identified as the student's effort and not that of the supervisor. Note that the draft cannot be circulated by the student to any other staff members, postdoctoral fellows, research assistants or to postgraduate students. Note that supervisors and co-supervisors will not be examiners of a thesis written by their own students.

TASK 6 – THESIS: CRITERIA FOR ASSESSMENT

Comments (this section to be returned to the student)

Use an additional page if necessary

PLEASE PROVIDE A MARK IN EACH COLUMN

Background, review of the literature and rationale for the study (20)	Methods (10)	Findings / Results (20)	Discussions and Conclusions (40)	Organisation and Presentation (10)	Total Score (out of 100)

Background, review of the literature and rationale for the study – Marked out of 20					
Criteria: *Is the research problem clearly explained and in context?*					
H1 upper (90–100)	**H1 lower (80–89)**	**H2A (70–79)**	**H2B (60–69)**	**H3 (50–59)**	**Fail (≤ 50)**
An outstanding piece of work. Demonstrates a comprehensive understanding of the relevant literature and an outstanding synthesis of the factual and conceptual components. The background is focussed, clear, detailed and concise.	An excellent piece of work. Demonstrates a high-level of understanding of the relevant literature. The concepts are well linked. The background is focussed, clear and detailed.	A very good piece of work. Demonstrates a firm grasp of the majority of the relevant literature. The background is generally clear but could have included greater depth, detail, context and perspective.	Background not well focussed or concise, and it lacks completeness and depth.	Much of the basic information is missing. Links between aims and literature are missing.	The work is poorly written. There is a complete lack of structure and no logical argument.
Criteria: *Are the strengths and weaknesses and discrepancies in the literature clearly explained and reference made to original articles?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Where appropriate, strengths, weaknesses and discrepancies in the literature are highlighted and explained. Contains extensive and appropriate reference to original articles.	Where appropriate, discrepancies in the literature are highlighted and explained. Contains extensive and appropriate reference to original articles.	Contains appropriate reference to original articles.	Referencing is limited with limited evidence of background reading	Referencing is limited with limited evidence of background reading	Coverage of the literature is inadequate with little information and no critical review. Serious mis-understanding of key concepts and issues. References primarily to review articles.
Criteria: *Are the aims of the student's experimental program explained clearly and simply?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Hypothesis (or research question) and aim(s) are clearly stated. There is a clear link between the aim(s) of the study and the literature.	Hypothesis (or research question) and aim(s) are clearly stated. There is a clear link between the aim(s) of the study and the literature.	Hypothesis (or research question) and aim(s) are clearly stated. There is a clear link between the aim(s) of the study and the literature.	Clear links between aim and literature sometimes included. Hypothesis (or research question) does not match well with the aims or methods to be used.	Hypothesis (or research question) poorly described, poorly justified, and do not match with aims or methods.	Aim/hypothesis (or research question) not provided or not clear.

Methods – Marked out of 10					
Criteria: *Are research methods clearly explained and well justified, including statistical methods?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Sophisticated understanding of research design and methods. The design is rigorous and methods explained with outstanding clarity and detail. A strong justification is provided for the research design and/or methodology, including statistical methods.	Excellent understanding of research design and methods. The design is good and the methods explained very clearly and with sufficient detail to allow replication of the study. A justification is provided for the research design and/or methodology, including statistical methods.	Clear description of the methods and analysis. Minor details are missing. No, or little justification, for the research design and/or methodology, including statistical methods.	The description of the methods and analyses are superficial. No, justification for the research design and/or methodology, including statistical methods.	Description of research design, methods and analysis is unclear and lacks major details, including for statistical methods.	Knowledge of research methods is lacking and the description of research design and methods, including statistical methods is inadequate.
Criteria: *For Qualitative and mixed method theses: is there sufficient information about qualitative methods, when employed?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
For qualitative and mixed methods theses: – an explanation of how categories and themes were derived and checked and how the qualitative and quantitative methods used were formulated to inform each other. – a critical reflection of the role of the researcher is included.	For qualitative and mixed methods theses: – an explanation of how categories and themes were derived and checked and how the qualitative and quantitative methods used were formulated to inform each other.	For qualitative and mixed methods theses: – the justification of methods is described but the justification of how the methods inform each other is simplistic.	For qualitative and mixed methods theses: – methods are described briefly but justification of how the methods inform each other is poorly conceptualised or missing.	For qualitative and mixed methods theses: – it would be difficult to replicate much of the study.	For qualitative and mixed methods theses: – it would be impossible for others to replicate the study.
Findings / Results – Marked out of 20					
Criteria: *Are the data / research findings presented in a clear, logical way? Is the data presented relevant, intelligible and accurate?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Outstanding presentation of data or research findings. Only relevant findings are presented. The selection of the data or findings presented, are described.	Excellent presentation of data or research findings. Relevant data is presented. Presentation of data/findings is arranged logically and is intelligible and accurate.	Clear presentation of results.	Data selection not described and data reported very briefly.	Data reporting brief and poorly constructed.	Weak, lacking evidence of preparation and evaluation and significant concerns about accuracy.

Findings / Results – Marked out of 20					
Criteria: *Are tables and figures well used, intelligible and accurate and are figures presented with stand-alone legends?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Presentation of data/findings is always arranged logically and is always intelligible and accurate. Sophisticated usage of tables, figures, graphs (where appropriate), to present important findings, with stand-alone legends.	Excellent usage of tables, graphs, figures (where appropriate) with stand-alone legends.	Data selection and reporting logical but lacks important detail in the text and/or in tables and figures.	Presentation of figures and tables is adequate but figures and tables are unable to be read alone without reference to text	Missing details in figures / tables; absence of stand-alone legends and inconsistent presentation of data (e.g. significant figures)	Poor presentation of figures and figures lack adequate explanation
Criteria: *Does the text bring the salient points to the attention of the reader?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Any concerns about the credibility of findings are raised. eg respondent validation, co-coding, poor quality samples/ reagents, equipment malfunction etc. Contradictory data is highlighted.	Any concerns about the credibility of findings are raised eg respondent validation, co-coding, poor quality reagents, equipment malfunction etc. Contradictory data is highlighted.	If relevant, credibility of data raised but detail not included.	No discussion of credibility issues.	Confusion or errors in findings present.	The description of the findings in the text is poor and not clear to the reader.
Discussion and Conclusions – Marked out of 40					
Criteria: *Has the student demonstrated an ability to think critically about their own work?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Outstanding ability to critically appraise his/ her own work. Comprehensive understanding of the importance of the findings in relation to the literature in the field without overstating its contribution. Alternative explanations that show insight, critical thinking and are within the bounds of possibility have been described.	Excellent ability to critically appraise his/her own work. Strong understanding of the importance of the findings in the context of the literature in the field. Alternative explanations that show critical thinking and are within the bounds of possibility have been described.	Discussion clear and logical. Most major findings discussed. Evidence of a critical approach and general understanding of the contribution of the study to existing knowledge.	Interpretation of findings is adequate but limited. There is little integration of the findings with other literature in the field. Alternative explanations lack insight and critical thinking.	Discussion is superficial and does not extend beyond results to show an understanding of how their work has extended the field. There may be a major misalignment between data and conclusions.	No evidence of interpretation of the findings or critical thinking. Major gaps or inaccuracies are present.

Discussion and Conclusions – Marked out of 40 *continued*					
Criteria: *Have limitations and future directions, as well as the role and transferability of research findings been explored?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Limitations, future directions and implications (including transferability to other research areas/populations) are comprehensive. Speculations are comprehensive but not excessive.	The main limitations, future directions and implications are discussed.	Conclusions supported by the data are appropriate but only contain limited implications for the future. The limitations of the study may not have been comprehensively described.	Few or no limitations or future directions identified.	No limitations and/or no future directions.	No limitations and no future directions described.
Criteria: *Does the conclusion concisely and accurately summarise the key findings and their significance?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
The conclusion concisely and accurately summarises the key findings and their significance	The conclusion concisely and accurately summarises the key findings and their significance.	Conclusions are concisely and accurately summarised but only a general understanding of the significance of study findings.	Conclusions are relevant but lacking in comprehensiveness. The significance of findings is not fully appreciated.	Conclusions are overextended and somewhat speculative or the significance of findings is not fully appreciated	No conclusion provided or irrelevant to findings.
Organisation and presentation – Marked out of 10					
Criteria: *Has thought been given to layout and general presentation (within the constraints of guidelines)?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Outstanding structure and logical layout with headings and subheadings to emphasize ideas.	Logical layout with headings and subheadings to emphasize ideas.	Acceptable layout with headings and good quality visual aids.	Layout and general presentation of thesis is lacking structure. Visual aids are of little benefit.	Layout and general presentation of thesis makes it cumbersome and difficult to read or follow.	Thesis is very poorly organised and difficult to read.
Criteria: *Quality of the figures and other visual aids.*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Outstanding quality of visual aids throughout (figures, tables, graphs) with stand-alone legends and no labelling errors.	Excellent quality of visual aids (figures, tables, graphs) with stand-alone legends, no labelling errors.	Good quality of visual aids (figures tables and graphs) with stand-alone legends	Visual aids are adequately presented but some labelling and other errors	Visual aids contain errors and no stand-alone legends	Figures (if present) are poorly presented.
Criteria: *Are there typographical or grammatical errors?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
Negligible typographical and grammatical errors.	Very few typographical and grammatical errors.	Some typographical and grammatical errors.	Typographical and grammatical errors are common.	Frequent typographical, grammatical, citation	Very poor grammar and spelling.
Criteria: *Is the reference list or bibliography appropriately presented?*					
H1 upper (90+)	**H1 lower (80-89)**	**H2A (70-79)**	**H2B (60-69)**	**H3 (50-59)**	**Fail (≤ 50)**
References are cited correctly in the text and correctly formatted in the reference list.	References are cited correctly in the text and correctly formatted in the reference list.	References are mostly cited correctly in the text and generally correctly formatted in the reference list.	References are mostly cited correctly in the text and generally correctly formatted in the reference list.	Frequent referencing errors.	Little citation or consistent inaccurate referencing.

Assessment Task 7 – Seminar 2

Details of task
Each student will be asked to provide a one page abstract.

Value
10% / 7.5% See relevant scoring matrix on page 5.

Date due
Refer to the Unit Schedule on page 8.

Abstract presentation requirements
- Margins 2 cm
- Double spacing
- No less than 11 point arial font
- The abstract should state the Student's name, Title and Supervisor/s' name (do not place this information in heading or footer)
- The body of the abstract should include:
  - Background
  - Hypothesis
  - Aim/s
  - Results
  - Conclusions
  - Implications.
- Maximum one page including references
- Submit 2 electronic copies to Honours_ARMI@monash.edu, as a Word and PDF file. Save file as LastnameS2.doc and LastnameS2.pdf. Make sure file size is <10 MB.
- These abstracts will be collated into an abstract booklet and distributed to assessors, supervisors and members of the audience

Seminar
In this seminar series each student is expected to present the results of their research project. This provides an opportunity to indicate the extent to which the original aims of the project have been satisfied.

This seminar is of **20 minutes** duration and consists of a 15 minute presentation and a five minute discussion.

Seminar presentation requirements
This seminar should be structured in the following way. The background of the study should be briefly revisited in order to provide a clear introduction (but in less detail than in the initial seminar). This should outline the reasons for the study and the hypothesis which is being tested (if appropriate). A brief statement of aims and a more in-depth description of the methodology used in your project should follow. It is obviously important that you give sufficient detail in the methodology for the audience to understand how you obtained the results. There is often a balance here between glossing over your procedures and providing too much intricate detail. The extent and emphasis of your methodology section may also depend on whether you have used standard published procedures in your project or based part of your research on the development of a new method(s) to achieve your aims.

The results and discussion sections are obviously the most important components of this seminar. Clarity is essential but the way in which this part of the seminar is presented may vary between students, depending upon the plan and outcomes of the project. For some projects with a series of sequential experiments, it may be appropriate to present the results of each experiment or group of experiments and then discuss these results before moving to the next experiment(s). For other projects, it may be more relevant to describe all of the results and then interpret them in a single discussion section. Ensure that your results have been appropriately analysed and are clearly displayed and interpreted. Where possible avoid repetition. Be prepared to explain and, if necessary, defend your statistical analysis of the data.

Interpretation of your data is a critical part of the seminar. You need to clearly indicate to the audience the meaning of your results, what advance (if any) the data has provided in the field of your research, whether you have been able to prove the hypothesis you were testing and to what extent you achieved the original aims of the research. The seminar should conclude with a very brief summary of the findings (conclusions).

Seminar time allocations
There is no absolute time prescription for the various components of your seminar. Clearly, the structure and outcome of each research project will to some extent influence the structure and emphasis of each seminar. The table below has been provided as a general guide.

1	Introduction (including hypotheses/aims)	2 min
2	Methodology	4 min
3	Results / Discussion	7 min
4	Conclusions / Summary	2 min
	Total	**15 min**

The 15 minute presentation time for each seminar will be strictly adhered to. The coordinator will have a timer which will buzz after 14 minutes to indicate that you have one minute remaining in which to conclude your presentation. The timer is then reset for five minutes for question time. There is no substitute for thorough preparation. Practice out loud to develop a clear, concise and professional seminar presentation.

Seminar assessment
As in Seminar 1, this seminar will be assessed by at least 4 members of the academic/research staff of ARMI, Monash University Departments and associated Institutes and the external examiners for this year may be invited to be present and assist with the assessment process. The system of assessment will be similar to that outlined for Seminar 1 but there are some important differences.

Immediately after the seminars there will be a meeting of the assessors at which your presentation will be discussed and a final score/grade decided. This will be entered into your assessment sheet for the year and used as a component in determining your final Honours grade/mark.

TASK 7 – SEMINAR 2: CRITERIA FOR ASSESSMENT

Criteria	Mark
1. Clear introduction and integration of background information • Clear statement of aims and hypotheses	/20
2. Clear presentation of methods and reporting of results. • Appropriate choice of data analysis • Understanding of research and statistical methods.	/20
3. Concise summary and conclusions. • Critical evaluation and interpretation of data including any significant insights and original thoughts dealing with any critical design issues. • Future directions	/20
4. Clarity of overall presentation and use of audiovisual aids. Command of expression and logical argument	/20
5. Response to questions	/20
Total	/100

Assessment Task 8 – Thesis Defence

Details of task

Thesis defence consists of an interview with a panel that includes the Student Programs Chairperson, Honours Coordinator, the external examiner(s) and two or three other staff, in the presence of the student's supervisor. Students will be expected to discuss any aspect of their thesis nominated by the panel e.g. theoretical basis of methods, statistical analysis of data, data interpretation, etc.

This is an important component of the Honours year Unit Schedule and performance in the Defence will determine the grade of borderline candidates.

Value

15% / NS/S See relevant scoring matrix on page 5.

Date due

Refer to the Unit Schedule on page 8.

Defence presentation requirements

Each oral defence will consist of a 20 minute session with the Thesis Defence Panel. Each supervisor will be required to attend with their student to advise the panel as to the appropriateness of the questions raised during the defence. If your supervisor is unable to attend the defence for any reason an alternate who can speak on the supervisor's behalf will need to be appointed and prior notification sent to the Honours coordinator.

The object of the defence will be to establish that the student is familiar with the background of his/her work, the basis for the methods **including statistical methods** used and the significance of the outcomes of the research. Thesis assessors will be asked to provide a series of questions which arise from their examination of the thesis. These will form the basis of the defence. In the exercise you will be invited to address these and other questions posed by the panel of examiners. One member of the panel will act as spokesperson for the panel and this person will lead the other examiners in your thesis defence.

For example, you may be asked to expand a particular aspect of your study, explain an apparent ambiguity or further explain or justify some methodology or conclusions. You are advised to meet with your supervisor(s) before the defence to consider your approach to the defence and to prepare yourself for possible questions that you may need to address at the defence and any additional information that you may wish to provide the committee. Students are asked to bring their laboratory workbooks with them to the defence to assist in answering any questions that may arise about the experiments they have done or the data collected during the project.

At the beginning of the defence interview, each student will be asked to give a 2 minute talk (no slides) summarising and outlining the major outcomes of their project, which is followed by questions from the panel. After questions, your supervisor will then be asked to remain behind briefly to discuss your defence with the Thesis Defence Committee and to assist the committee with any other relevant aspects of your thesis and research activities during the year.

The panel will also speak to you separately at the end of the thesis defence in the absence of your supervisor. The defence will be used to confirm your thesis grade and assist in confirming your final Honours mark and grade.

The format of the thesis defence session is shown below. Students should arrive at least 5 minutes before their allocated time and be seated outside the main office. The Chair will invite you in when the panel is ready.

Examiners panel

The examiners panel is responsible for your assessment for the entire year. The examiners panel consists of the Student Programs Chairperson plus at least 2 examiners.

Spokesperson

A primary assessor and one (or two) secondary assessors have marked your thesis and provided written comments (you should have copies of these). The primary assessor and members of the examination panel will also have seen these reports. The primary assessor will be asked to lead the question time and evaluate your responses to specific questions. Members of the examiners panel will also ask questions. The questions do not focus solely on issues raised by the written assessor's reports.

Format of the interview

1	**Welcome**	1 min
2	**Summarise your research work – what you did, the significance of the data etc.**	2 min
3	**Question time – led by Primary Assessor**	14 min
4	**Closing comments – anything you may wish to add in the way of concluding remarks (the agony/ecstasy of doing an Honours year)**	1 min
5	**Brief session with supervisor or nominee in absence of student**	1 min
6	**Brief session with student in absence of supervisor**	1 min

Supervisor

Your supervisor (or nominee) must attend the Thesis Defence Session with you as an observer. **Your supervisor (or nominee) is not permitted to interject or answer questions on your behalf.** At the end of the defence session you will be requested to leave while your supervisor (or nominee) will stay back for a few minutes. After you have left, your supervisor (or nominee) will be asked about your overall performance during the year and to indicate if there have been any problems or special circumstances that have to be noted by the examiners panel.

TASK 8 – THESIS DEFENCE: CRITERIA FOR ASSESSMENT

Criteria	
1.	**The ability to summarise research work expressing an understanding of the importance of the results in the context of the theoretical framework**
2.	**Understanding of research and statistical methods, and critical design issues in the execution of the project.**
3.	**Interpretation of thesis data and/or results of other studies.**
4.	**Command of expression and logical argument and ability to concisely answer questions.**

Guidelines for Supervisors

Supervisors will participate with students in the design of experiments and the interpretation of data. Supervisors should interact freely with their students in the writing of the literature review and thesis. The final papers must, however, be a product of the students, not the supervisor. Students should discuss the plan of their literature review and thesis with their supervisor and may submit ONE draft for review by the supervisor. Supervisors are encouraged to ask students to prepare a detailed description of their work for review prior to preparation of the final thesis. Supervisors are also encouraged to give students an opportunity to practise their seminar presentation prior to the first and second seminars. After submission of the thesis, supervisors may be asked to provide a detailed assessment of the work and the student's aptitude for research.

Selection of a Suitable Project

Remembering that this will be the very first introduction to research for most students, it is important that supervisors design a project that is novel, challenging and has objectives that are achievable within the Honours year. (Nothing is more demoralising for a student than to be burdened with an unsuccessful project).

Responsibilities of Supervisors

To provide academic guidance concerning the nature and practice of research:

1. through an introduction to the relevant literature and opportunities for its critical appraisal,
2. by assisting the student to understand the rationale behind the development of his/her project,
3. by instructing the student in the appropriate experimental techniques,
4. by assisting the student in the planning of experimental protocols and appropriate statistical analyses,
5. by assisting the student in the critical analysis and interpretation of experimental data,
6. by assisting the student to develop his/her oral and written communication skills.

Conditions for Comment by Supervisors on Thesis Drafts

Please note: Supervisors should discuss the plan of the thesis with their student(s) and are encouraged to ask students to prepare a detailed description of their work for review prior to preparation of the final thesis. Supervisors may only review ONE draft of the student's literature review and thesis.

Students and supervisors should both note the thesis dates and work together to ensure that:

1. students plan and complete their thesis preparation well ahead of the submission deadline,
2. supervisors are not confronted by the prospect of having a thesis to read and comment on for the first time the evening before the submission deadline, and
3. students reserve sufficient time prior to submission to complete the final details of thesis preparation which often require much more time than expected (e.g. checking references, writing figure and table captions, preparing final diagrams etc.). The above conditions must be strictly adhered to by all those involved in the course.

Role of Supervisors in Assessment Procedures

It is expected that supervisors will contribute to the assessment procedures for Honours students. This may include evaluating research project outlines, assessment of the two seminar presentations during the year, marking literature reviews and theses, and participating as one of the thesis defence panel members.

If you are supervising more than one student this year, every effort will be made to minimise the time that you will have to commit to attend the oral presentations of your students by scheduling your students into the same presentation sessions. However, there is an expectation by the Institute that supervisors (and students) will be present for the duration of each seminar series. Supervisors who attend only the presentations of their own students are not supporting the spirit of cooperation and involvement in the Honours program that is expected of them by the Institute.

Following each oral defence, examiners are asked to arrive at a consensus grade/mark commensurate with the student's performance.

Guidelines For Co-Supervisors

Co-supervisors are requested to meet with the supervisor and student to discuss the project at an early stage. It is recommended that this group should meet whenever necessary to discuss a variety of matters including:

1. Approach to the project,
2. Preparation for seminars,
3. Discussion and interpretation of results,
4. Preparation of thesis.

Co-supervisors should also assist their students to gain access to facilities not generally available in their working environment.

It is hoped that students will contact both their Supervisor and Co-supervisor in times of difficulty. Co-supervisors should be aware of the "Guidelines for Supervisors" and particular attention should be given to the sections dealing with "Preparation of Seminars" and "Preparation and Writing up" of thesis.

Co-supervisors may wish to provide either an independent final assessment of the student, or submit a consensus view in combination with the Principal Supervisor.

Other Information

Science Honours Program Policy

Science Honours Program: Policy, Procedures and Guidelines for Good Practice

http://monash.edu/science/current-students/science-honours

Guide To Effective Thesis Writing

When writing, be concise and parsimonious!! Thesis assessors are not usually enthused by having to wade through large amounts of poorly constructed text that is not directed specifically to the topic. Students and supervisors should plan together the layout of the thesis, the issues for the literature review and the disposition of figures, etc. They should advise, but leave to the student decisions/matters about statistical analysis, data interpretation, etc. Students should then go ahead and provide a rough draft. This first draft should be edited in detail by the supervisor.

The student should then prepare the second draft. At this stage the supervisor should restrict his/her comments to cosmetic points and not consider further major structural changes. Supervisors should not circulate draft versions of the thesis to staff, other than the co-supervisor for detailed comments. Supervisors should never write any part of the thesis themselves. This is important since the thesis must, in the end, be a piece of original work, clearly identified as the student's effort and not that of the supervisor.

Structure of Thesis

Abstract/summary

The abstract should state the aims of the research and the significance of the results. The reasons for the project should be made clear, the methods should be stated briefly (unless your project was biased heavily towards development and testing of methodology), the results should be concisely presented and their significance clearly indicated.

Introduction

This section should give a comprehensive background to the research project, the reason(s) for undertaking the study and its significance. A clear statement is required of the problem(s) being investigated and this should be supported by reference to all the pertinent published information on the subject. Most of this information will have already been incorporated into your literature review. In most cases your literature review can be included in the thesis with, perhaps, some minor revisions to ensure that the content is still relevant and to take into account examiners criticisms from your literature review. Of course, any relevant new information, which has been published on your thesis topic since you prepared your literature review, should also be included. In some situations, however, because of changes in the direction of your project during the year, it may be necessary to restructure your literature review to reflect the new direction(s) of your research.

Materials and methods

All the methods used in the study need to be described in detail and particular attention should be given to any specific innovations or any changes that have been made to standard methods or techniques. Explain clearly the animals used, the experimental plan – especially the controls and why they were selected – and explain the rationale for the particular procedures that you have chosen. Particular attention to the statistical methods selected for data analysis is required.

Results

The results should be concise and focussed on the tables, figures and diagrams, which provide the detail of your research findings. Do not discuss your results in this section (the discussion is obviously the place for this!). In order for your results to have the most impact on the reader, careful planning and display of the data is needed and this should be done in collaboration with your supervisor. You are required to prepare all of your own tables and diagrams if possible. If for some reason (e.g. complexity?) you need assistance from another person, acknowledge this assistance in your thesis. Tables require a concise but informative heading and should be able to be understood without reference to the text. Figures and diagrams should be clearly presented and be supported by a caption situated below or on a facing page. Figure legends should be standalone and adequately describe the figure independently of the main text and should start with a title that describes the figure clearly and succinctly indicating the major finding that can be drawn from the data in the figure. Do not include detailed results in your legend. Any symbols, lines, patterns, colours, abbreviations, error bars or scale bars need to be defined and described in the legend. Figure legends should also state the number of independent data points or the number of times the experiment was repeated. The statistical significance of the data presented in tables and figures should be clearly indicated using standard methods and include the statistical test used and specifically statistical parameters. Note: all photographs or diagrams should include an indication of scale or magnification.

Discussion

This section should be used to synthesise the results of your study and relate them to the findings of previously published studies. The discussion provides an opportunity for you to demonstrate your intellectual capacity for originality, logic and critical analysis. It is important that you provide a clear interpretation of the data and explain the significance of the findings in the context of previous studies. It is also appropriate to indicate in this section what you believe the important future directions should be in this area of research. Be objective and constructive in your interpretations and conclusions.

Bibliography

Use the Harvard system of referencing. Keep references to a minimum and cite only those which are directly relevant. Try not to cite too many reviews or textbooks. Remember that your work is original research and therefore most of your reading and citations should be of other original works.

Appendices

Appendices should be kept to a minimum. You may include information on methods in an appendix but it is preferable, if possible, to cite standard methodology to an appropriate published journal article. Any method you have developed or modified should be included in your methods section. It is acceptable to provide tables of data in appendices for material which is presented graphically in the text.

Illustrations and figures

Illustrations should be kept to a minimum and should be sufficient to provide adequate description of the results yet avoiding repetition. Graphs and other drawings are to be prepared by each student. Students are encouraged to make use of word-processing programs and computer graphic facilities available at Monash..

Statistics

All students are expected to attend the BMS statistics lecture series (see Orientation Program, page 9), to have gained an understanding of statistics, and be prepared to defend the statistical methods used in their work at their Poster presentation and/or Thesis Defence.

What to do if all your results are negative?

Don't panic. While it is obviously better for your esteem to be able to report on an excellent set of data, it sometimes happens for reasons not of your own making that well conceived and executed studies produce negative results, despite your best efforts. If you find yourself in this situation, it is important that you provide a convincing discussion of why the results were negative paying particular attention to the relevant control experiments (obviously, lack of diligence or care is not a good defence). Negative data supported by a thorough experimental approach and meticulous execution and understanding of the appropriate controls that were undertaken provides excellent scientific training. Provide a logical appraisal of how the protocols and experimental approach may be changed in a future study to achieve your original aims. If your project is not working, see the coordinator as soon as possible.

When to finish your research?

Students are advised to try to finish their experimental work at least one month before the thesis submission date. It is important that you let your supervisor read and comment on each section of your thesis and provide feedback not only on content but also on format. It is important that you ensure that your supervisor has sufficient time to comment on your section drafts well in advance of the submission date. Of course, syntax, corrections, and typing are the responsibility of the student. Students are advised to discuss the format of their thesis and the proposed content with their supervisor well before commencing writing. Additional advice may be sought from the Honours Coordinator.

Thesis illustrations and binding

Students should meet their own cost of illustrations. Students are required to submit an electronic copy in the specified format. One thermally bound copy of the thesis will be provided to the student free of charge. The costs of any additional hard copies are the responsibility of the student.

Tips and tricks for thesis preparation

- Always **save often** and **back up** all your work! Save as different versions as you go along so you can always go back to a previous version if the unthinkable happens. Make sure you are editing the most recent version! Save on multiple media (laptop, phone, usb, etc). Computer crash **cannot** be used as grounds for seeking an extension. Leaving things until the last minute just invites hardware/ software disasters and human exhaustion. Don't do it!
- Use a spell check program and for scientific/medical reference the internet dictionary at: http://medical-dictionary.thefreedictionary.com/. Avail yourself of them if you have any doubt of your capabilities. Assessors get very upset when they see spelling errors.
- Figures and tables must be referenced from the text and must be appropriately captioned.
- Failure to include cited references in the bibliography is an unacceptable error.
- All information, which is not your own work, must be referenced to its source.
- Quality rather than quantity is the measure of achievement!

Final check of your thesis before submission

The following questions are provided to assist you before submitting your thesis. This is what each assessor will be looking for:

Organisation and presentation

- Are the ideas lucid, clearly expressed and well presented?
- Are all graphs, tables and diagrams clearly presented and legible and supported by a detailed heading or caption?
- Is the thesis layout and general presentation well conceived?
- Is the bibliography complete and comprehensive, and cited correctly?
- Has the student satisfactorily completed all the requirements for the thesis?

Abstract

- Does the abstract clearly summarise all the important findings of the project?
- Do the conclusions provided give an accurate interpretation of the results?
- UNDERSTANDING OF THE TOPIC
- Are the aims of the study and the hypotheses to be tested by the experimental design clearly defined?
- Does the background clearly give context and explain the study?

Methodology and experimental design

- Are the methods sound and used appropriately, and is the experimental strategy appropriate?
- Has the student provided sufficient details of the methods used?
- Have all relevant procedures been considered in the experimental design?
- How innovative or novel is the design of the experiments?

Data collection, treatment and analysis

- Are the results relevant and have they been displayed in a clear and appropriate manner?
- Does the text of the results section(s) draw to the reader's attention the important features of the data?

Discussion

- Has the candidate demonstrated the capacity to interpret the results in a clear, effective, critical and logical manner?
- Is the capacity for intellectual originality demonstrated?
- Is the discussion systematic and relevant and has the significance of the findings been made clear? Have future directions for the research been suggested and are these appropriate?

Guide To Effective Powerpoint Presentations

PowerPoint (PPT) presentations are a powerful communication tool, but some people may have difficulty reading quickly, seeing clearly or seeing how all the different slides relate to the whole. They can often be inaccessible to people who are colour blind or visually impaired.

These guidelines will assist presenters to provide an inclusive presentation when using PowerPoint

- Keep the design simple.
- Is the size of the text font adequate? Use easily read sans serif fonts such as Arial, or Verdana in minimum 24-font.
- Do the colours on the slide contrast clearly? Be mindful of colour contrast issues. In general, use light text on a dark background (yellow on black, white on dark blue, or white on black). Test your presentation on a projector beforehand as slides can look different on the computer screen.
- Do not convey information with colour alone.
- Is the slide cluttered? Limit the number of bullet points and total quantity of text per slide (5 words per bullet, 5–7 bullets per slide) .
- Is the information arranged in a systematic manner?
- Is there enough space between the lines?
- Can you represent something in a visual form, ie. graphs, tables, pictures, flow diagrams, rather than using text?

- Verbally describe all graphics including tables, charts, and images during the presentation. Point to objects as you describe them.
- Make the content accessible.
- Is the content free of colloquialisms, slang, jokes and metaphors? Participants from a non-English speaking background or those with cognitive processing difficulties may have difficulty understanding points and interpret the information literally.
- Are the connections between the concepts clear? This can be done by using arrows or lines.
- Is the content engaging? Intersperse the content with problems or questions.
- Can the audience follow the organisation of the presentation? Have a slide outlining the organisation of the presentation which can be referred to when moving from point to point.
- Can the audience understand abstract terms referred to in the presentation? Place the meaning of abstract terms in parentheses beside them.

Referencing

Harvard Referencing System

List of references

References are listed in alphabetical order by author; surname first followed by initials. If there is more than one work by the same author they are placed in date order, earliest first. The method of listing varies according to the type of source. Below is shown first a journal article and then a book.

Journal article

Rios AC, Serralbo O, Salgado D, Marcelle C. 2011. Neural crest regulates myogenesis through the transient activation of NOTCH. Nature 473:532-535.

Book

Hogan BM, Verkade H, Lieschke GJ, Heath JK. 2008. Methods in Molecular Biology. Manipulation of Gene Expression During Zebrafish Embryonic Development Using Transient Approaches. New York: Humana Press.

Harvard text sample

Bloggs et al (2013) showed that a congenital deficit in neutrophils renders these patients more susceptible to infection. Infection responses were measured as previously published (Bliggs and Bloggs 1998).

Assessment

Each Honours student has selected a specific avenue of research from a range of research interests offered within and outside ARMI. The literature review of their selected research topic is designed to provide each student with the opportunity to identify important scientific literature for the introduction and background to their final thesis.

Honours students should achieve, in quality and quantity, a high standard of work which clearly demonstrates an advanced level of understanding of the research topic, a capacity to critically assess previous research and the ability to synthesise the information into a logical and clearly written review.

Assessment process and grades

In order to provide a fair assessment system for students, the Coordinator will establish and head a panel of examiners which will include at least three members of the academic staff, with preference for staff members who are actively engaged in research activities. The membership of this panel may include researchers from affiliated research institutions. The coordinator will also include an external assessor and may also include an assessor from one of the pre-clinical departments (Physiology, Pharmacology, and Biochemistry). Each assessor is given a set of objective criteria to guide their assessment.

Honours Grades

FIRST CLASS (H1): This grade is for an excellent thesis which achieves a mark of 80%, or above and is subdivided into 2 levels – upper and lower.

SECOND CLASS (H2A): This grade is for a very good thesis which achieves a mark between 70% and 79% and is subdivided into 2 levels – upper and lower.

SECOND CLASS (H2B): This grade is for a good thesis which achieves a mark between 60% and 69% and is subdivided into 2 levels – upper and lower.

THIRD CLASS (H3): For a satisfactory thesis which achieves a mark between 50% and 59%.

FAILED (F): Very seldom. For an unsatisfactory thesis which does not achieve at least 50%.

In summary, the assessor looks for the following criteria:

(a) a clear understanding of the research area put into appropriate context.
(b) a clear indication of the hypothesis to be tested and/or a concise series of aims.
(c) conciseness of the writing and clarity of the presentation.
(d) intelligent and critical analysis of data and conclusions of previous publications.

Appeal process

Because of the importance of the Honours year to the student's future career paths, considerable care has been taken to ensure an objective assessment procedure involving a minimum of four examiners. However, if there is an appeal, this will be in writing outlining the reasons why the student feels their grade is not satisfactory. This matter will then be taken up by the panel of assessors, and after consultation with the Director a final decision will be made.

Special consideration

Students who have been adversely affected by acute illness or other exceptional cause beyond their control, may apply for special consideration. The outcome of their application will depend on their case and the type of assessment affected, but mark adjustments will not be made under any circumstances. Eligibility criteria, forms and application process details are available at http://www.monash.edu.au/exams/special-consideration.html. Completed forms should be handed in to the Honours Coordinator. Applications should be made not more than 24 hours post-assessment or after the deadline for submission of the piece of work. Special consideration applications for in-semester assessments are lodged with the Honours Coordinator and approved by the Director, Student Programs. Extension of thesis submission or deferment of final assessment for Honours component units must be approved by the Associate Dean (Education) upon the recommendation of the Honours Coordinator and Director, Student Programs.

Feedback

Ongoing feedback will be given to each student as to their performance. It is clearly indicated to each assessor that the grade they decide on will have profound ramifications for the student's future in research.

Plagiarism

The University is actively committed to preventing plagiarism, cheating and collusion for the protection of the university's reputation and standards for current and future students. Severe penalties may be imposed on students who engage in, or who support other students engaged in, activities which seek to undermine the integrity of the unit assessment process.

All documents submitted may be subjected to screening by plagiarism detection software.

If you exchange or sell your assignments, exam responses, or any materials used for your assessment the University may take disciplinary action against you for involvement in plagiarism, cheating or collusion.

Plagiarism – means to take and use another person's ideas and/or manner of expressing them and to pass them off as your own by failing to give appropriate acknowledgement.

Cheating – means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment.

Collusion – is the presentation of work which is the result in whole or in part of unauthorised collaboration with another person or persons.

If the failure to acknowledge the ideas of others was not intentional, the matter will be reported to the Director, Student Programs, and academic penalties applied. Intentional plagiarism is regarded as cheating and is therefore a serious offence and will be dealt with under the University's Discipline Statute 4.1. If cheating is found to have occurred, one of the following penalties will be imposed; a reprimand, disallowance of the work, failure of the unit, suspension, or exclusion from the University.

The University will consider that plagiarism has occurred in any of the following circumstances:

- when phrases and passages are used verbatim without quotation marks and without a reference to the author
- when an author's work is paraphrased and presented without a reference
- when other students' work is copied or partly copied
- when items for assessment are written in conjunction with other students (without explicit direction by the relevant staff member)
- when a piece of work has already been submitted or assessed.
- Other people's designs, codes or images are presented as the student's own work
- Laboratory results of someone else are used without appropriate attribution
- Lecture notes are reproduced without due acknowledgement

Hargrave-Andrew Library

Tutorials

The Subject Librarian in the Hargrave-Andrew Library will hold library tutorials for all Honours students. These tutorials are COMPULSORY for all students. Please make sure that you meet at the Hargrave-Andrew Library reception area at least five minutes prior to the tutorial so that it can begin on time.

Refer to the Orientation Program on page 9 for date, time and venue of tutorials.

Introduction to EndNote

EndNote is a bibliographic software package for storing and managing references and creating bibliographies. The hands on sessions will cover:

- Creating of an Endnote library
- Importing database records into an EndNote library
- Applying EndNote styles to a bibliography
- Accommodating full or abbreviated journal names in your bibliography

Attendance at Institute Research Seminars

ARMI holds internal and external research seminars every week. The schedule is on the ARMI Events calendar. It is compulsory for all Honours students to attend these seminars during first and second semester. Attendance at student lunches following external speaker seminars is also **compulsory**.

Attendance will be monitored at all seminars. If you are unable to attend a seminar because of ill health or other legitimate reason, you are to contact the Honours coordinator for an exemption. Try to also attend seminars conducted through other Departments, Universities or Research Institutes. Ask questions and get a "feel" for what research seminars are about.

This is a good opportunity to develop your skills in assessing scientific work outside your own field. Students should note that although attendance at seminars covering topics related to their research discipline will obviously be useful to them in developing their ideas and research directions, they should also attend seminars on topics which are outside their immediate research discipline and especially any special seminars by high profile national and international scientists. ARMI views this activity as important in the development of the research ethos of students.

Student Counselling

Coping with a Crisis

At times during the year certain events, at university, at home or socially, may cause you high levels of stress and anxiety. Though you can't always control your circumstances, you can control the way you respond to them.

The Monash University Counselling Service provides a free, professional and confidential psychological counselling service to all Monash students and staff. The service is staffed by experienced psychologists and social workers who are trained with particular skills in assisting people explore, understand and work on resolving difficulties related to the demands of University and life in general.

Individual Counselling

This service is free to Monash students and staff and can involve short-term problem resolution or longer, more intensive psychotherapy, so it can be useful to those with mild difficulty in their lives as well as those with more serious or long-standing problems, where referrals can be arranged if necessary.

Issues often discussed are:

- personal unhappiness and distress
- approaches to study and study difficulties
- identity and confidence issues
- dealing with stress, anxiety and depression
- examination performance
- course and vocational uncertainties
- relationship and sexual issues
- marriage and family difficulties
- bereavement
- uncertainties about deferring or leaving University
- work related problems
- transition problems
- anger management

The Counselling Service offers a daily drop-in service for new clients (check campus for times) with subsequent sessions by appointment.
See the website for contact information.
http://www.monash.edu.au/counselling/

For 24 hour emergency counselling and support please see:
http://www.monash.edu.au/counselling/24-hour-emergency-contacts.html

After hours counselling for Monash students and staff – free, private and confidential.
Please phone 1800 350 359.

Contact the Safer Community Unit for specialist advice and support when you feel unsafe, or have concerns about someone's behaviour or wellbeing. Tel: 9905 1599
safercommunity@monash.edu

Computers and desk allocation

The provision of computers and/or desk space is entirely at the discretion of your Supervisor/Lab. Wi-Fi access through eduroam and printing can be arranged through ITS by logging a job at

https://servicedeskonline.monash.edu/ or calling the Service Desk on x51777.

Cover Page template

The template will be emailed to all students.

MONASH University | ARMI AUSTRALIAN REGENERATIVE MEDICINE INSTITUTE

Honours Assessment Coversheet

STUDENT DETAILS					
Student ID		**Surname**		**First Name**	

ASSESSMENT DETAILS					
Assignment Title					
Due Date		**Date Submitted**		**Word Count**	

SUPERVISOR DETAILS					
Laboratory		**Surname**		**First Name**	

Intentional plagiarism or collusion amounts to cheating under Monash University Stature 4.1 – Student Discipline

Plagiarism: Plagiarism means to take and use another person's ideas or manner of expressing them and to pass these off as one's own by failing to give appropriate acknowledgement, including the use of material from any source, staff, students, or the internet, published and unpublished works. Students must acknowledge editorial support, including that from supervisors.

Collusion: Collusion means unauthorised collaboration on assessable written, oral or practical work with another person.

Where there are reasonable grounds for believing that intentional plagiarism or collusion has occurred, this will be reported to the Deputy Dean (Education) or nominee, who may disallow the work concerned by prohibiting assessment or refer the matter to the Faculty Discipline Panel for a hearing.

Student's statement:

- I have read the university's Student Academic Integrity Policy and Procedures and the information on this form.
- I understand the consequences of engaging in plagiarism and collusion as described in University Statute 4.1 – Student discipline, Part 2 – Misconduct http://adm.monash.edu/legal/legislation/statutes/statute4-1-student-discipline.pdf
- I have taken proper care to safeguard this work and made all reasonable efforts to ensure it could not be copied.
- I acknowledge and agree that the assessor of this assignment may for the purposes of assessment, reproduce the assignment and:
  - i. provide to another member of faculty and any external marker; and/or
  - ii. submit it to a text matching software; and/or
  - iii. submit it to a text matching software which may then retain a copy of the assignment on its database for the purpose of future plagiarism checking.
- I certify that I have not plagiarised the work of others or participated in unauthorised collaboration when preparing this assignment.
- I have retained a copy of my work.

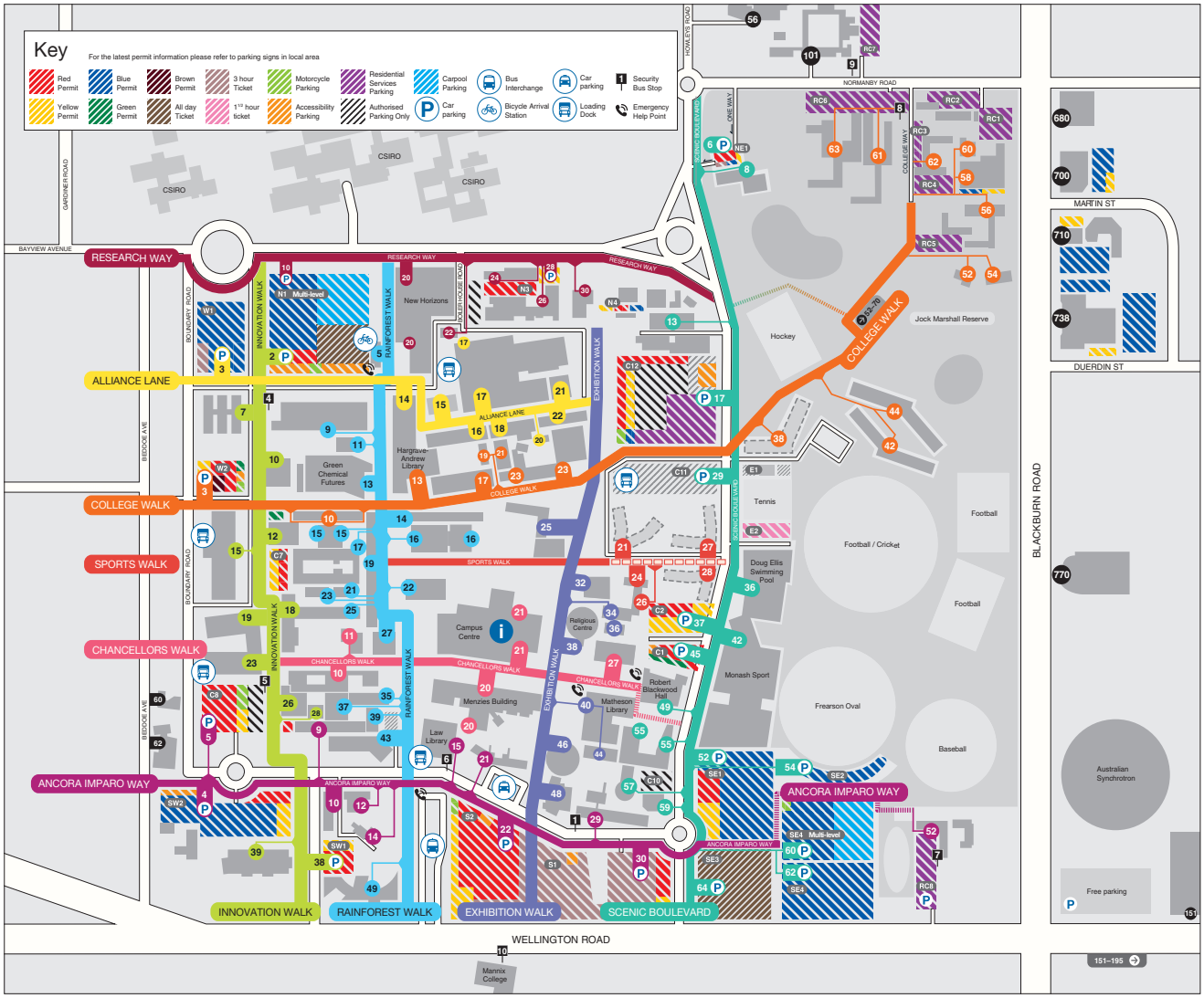
Student Signature: _____ **Date:** _____

Privacy Statement

The information on this form is collected for the primary purpose of assessing your assignment. Other purposes of collection include recording your plagiarism and collusion declaration, attending to course and administrative matters and statistical analyses. If you choose not to complete all the questions on this form it may not be possible for Monash University to assess your assignment. You have a right to access personal information that Monash University holds about you, subject to any exceptions in relevant legislation. If you wish to seek access to your personal information or inquire about the handling of your personal information, please contact the University Privacy Officer: privacyofficer@adm.monash.edu.au

Map of Clayton Campus

Monash University Clayton campus



Building/dept. name & number — Address

Alexander Theatre (7)	48 Exhibition Walk
Australian Pulp and Paper Institute (59)	15 Alliance Lane
Bicycle Arrival Station – James Gormley (80A)	5 Rainforest Walk
Biochemistry Laboratories (16)	11 Chancellors Walk
Biological Sciences (18)	25 Rainforest Walk
Biological Sciences Lecture Theatres S7– S8 (21)	21 Rainforest Walk
Biology (17)	18 Innovation Walk
Boiler House (38)	22 Research Way
Campus Centre (10)	21 Chancellors Walk
Central Science Block (19)	19 Rainforest Walk
Chancellery Building A (3A)	27 Chancellors Walk
Chancellery Building B (3B)	36 Exhibition Walk
Chancellery Building C (3C)	34 Exhibition Walk
Chancellery Building D (30)	26 Sports Walk
Chancellery Building E (3E)	24 Sports Walk
Chemistry (23)	17 Rainforest Walk
Doug Ellis Swimming Pool (1)	36 Scenic Boulevard
Education (6)	29 Ancora Imparo Way
Engineering 31 (31)	17 College Walk
Engineering 33 (33)	19 College Walk
Engineering 35 (35)	16 Alliance Lane
Engineering 36 (36)	18 Alliance Lane
Engineering 36A (36A)	20 Alliance Lane
Engineering 37 (37)	17 Alliance Lane
Engineering 69 (69)	22 Alliance Lane
Engineering 72 (72)	14 Alliance Lane
Engineering Examination Halls, EH1 – EH4 (60)	23 College Walk
Facilities and Services Portables (40P)	24 Research Way
Facilities and Services, Central Store, Transport and Mail (56)	30 Research Way
Facilities and Services (40)	26 Research Way
Faculty of Information Technology (63)	25 Exhibition Walk
Faculty of Medicine Offices (64)	43 Rainforest Walk
Faculty Teaching – MBBS (15)	27 Rainforest Walk
First Year Biology (22)	23 Rainforest Walk
Gallery Building (55)	21 Ancora Imparo Way
Green Chemical Futures (86)	13 Rainforest Walk
Hargrave-Andrew Library (30)	13 College Walk
Information Services (67)	44 Exhibition Walk
Japanese Studies Centre (54)	12 Ancora Imparo Way
Jock Marshall Reserve	
Environmental Laboratories (42)	52 College Walk
John Monash Science School (84)	39 Innovation Walk
Krongold Centre (5)	57 Scenic Boulevard
Law Building (12)	15 Ancora Imparo Way
Law Library (12)	15 Ancora Imparo Way
Mathematics & Earth, Atmosphere and Environment (28)	9 Rainforest Walk
Medicine A (13A)	37 Rainforest Walk
Medicine B (13B)	39 Rainforest Walk
Medicine C (13C)	10 Chancellors Walk
Medicine D (13D)	35 Rainforest Walk
Medicine E (13E)	9 Ancora Imparo Way
Medicine F (13F)	26 Innovation Walk
Medicine Teaching Services Unit (14)	28 Innovation Walk
Melbourne Centre for Nanofabrication (222)	151 Wellington Road
Menzies Building (11)	20 Chancellors Walk
Microbiology & Biological Sciences (53)	12 Innovation Walk
Monash Biomedical Imaging (220)	770 Blackburn Road
Monash Centre for Electron Microscopy (81)	10 Innovation Walk
Monash Children's Centre Co-op (162)	62 Beddoe Avenue
Monash Club (50)	32 Exhibition Walk
Monash College (73)	49 Rainforest Walk
Monash Community Family Co-operative (83)	56 Howleys Road
Monash House (65)	14 Ancora Imparo Way
Monash Injury Research Institute (70)	21 Alliance Lane
Monash Sport (1)	42 Scenic Boulevard
Monash Sustainability Institute (74)	8 Scenic Boulevard
Monash University Business Park (201)	680 Blackburn Road
Monash University Business Park (202)	710 Blackburn Road
Monash University Business Park (203)	700 Blackburn Road
Monash University Business Park (205)	738 Blackburn Road
Monash-Oakleigh Legal Service (160)	60 Beddoe Avenue
New Horizons (82)	20 Research Way
Old Science Laboratories (20)	22 Rainforest Walk
Performing Arts (68)	55 Scenic Boulevard
Physics (27)	10 College Walk
Plant Sciences Complex (42A)	54 College Walk
Religious Centre (9)	38 Exhibition Walk
Robert Blackwood Hall (2)	49 Scenic Boulevard
Rotunda (8)	46 Exhibition Walk
Science and IT (26)	14 Rainforest Walk
Science Instrumentation and Technology Development Platform (40)	26 Research Way
Science Portables (79P)	7 Innovation Walk
Security & Traffic (61)	59 Scenic Boulevard
Sir Louis Matheson Library (4)	40 Exhibition Walk
Staff Development	195 Wellington Road
STRIP1 Monash Biotechnology (75)	15 Innovation Walk
STRIP2 School of Biomedical Sciences (76)	19 Innovation Walk
STRIP3 School of Biomedical Sciences (77)	23 Innovation Walk
Yarrawonga (58)	10 Ancora Imparo Way

Major lecture theatres — Address

Central One Lecture Theatre (63)	25 Exhibition Walk
Engineering Lecture Theatres E1 – E6 (32)	21 College Walk
Humanities Lecture Theatres H1 – H10 (11)	20 Chancellors Walk
Law Lecture Theatres L1 – 5, G20 (12)	15 Ancora Imparo Way
Medicine Lecture Theatre M1 (13)	35 Rainforest Walk
Medicine Lecture Theatres M2 – M3 (13)	37 Rainforest Walk
Rotunda Lecture Theatres R1 – R7 (8)	46 Exhibition Walk
Science Lecture Theatres (North), S13 – S15 (29)	11 Rainforest Walk
Science Lecture Theatres (West), S5-S6 (24)	15 Rainforest Walk
Science Lecture Theatres S1 – S4, S9 – S12, STI – 4, ST7 (25)	16 Rainforest Walk
Sir Alexander Stewart Theatre (72)	14 Alliance Lane
South One Lecture Theatre (64)	43 Rainforest Walk

Residences — Address

Briggs Hall (85B)	42 College Walk
Deakin Hall (48)	56 College Walk
Farrer Hall (45)	62 College Way
Howitt Hall (46)	60 College Way
Jackomos Hall (85A)	44 College Walk
Mannix College (218)	Wellington Road x Parker Street
MRS Administration HOR (47)	58 College Way
New Residences (currently C11 East) (88)	27 Sports Walk
New Residences (currently C11 West) (89)	21 Sports Walk
New Residences (currently C2) (90)	28 Sports Walk
New Residences (currently E1) (87)	38 College Walk
Normanby House (52)	101 Normanby Road
Richardson Hall (43)	63 College Way
Roberts Hall (44)	61 College Way
South East Flats (49)	52 Ancora Imparo Way

Parking — Address

North West Car Parks
enter via Forster Road, Gardiner Road and Bayview Avenue

North One Multi-level – Ground level (N1)	10 Research Way
North One Multi-level – Upper levels (N1)	
All day ticket parking available on level 4	2 Innovation Walk
North Three (N3)	28 Research Way
West One (W1)	3 Alliance Lane
West Two (W2)	3 College Walk

North East Car Parks
enter via Howleys Road and Normanby Road

Central Eleven (C11)	29 Scenic Boulevard
Central Twelve (C12)	17 Scenic Boulevard
East One (E1)	Scenic Boulevard
East Two (E2)	Scenic Boulevard
North Four (N4)	32 Research Way
North-east One (NE1)	6 Scenic Boulevard
North-east Two (NE2)	RC6 Residential Carpark 6
North-east Three (NE3)	RC7 Residential Carpark 7
North-east Four (NE4)	RC3 Residential Carpark 3
North-east Five (NE5)	RC1 Residential Carpark 1
North-east Six (NE6)	RC2 Residential Carpark 2
North-east Seven (NE7)	RC4 Residential Carpark 4
North-east Eight (NE8)	RC5 Residential Carpark 5

South West Car Parks
enter via Wellington Road and Princes Highway

Central Eight (C8)	5 Ancora Imparo Way
South-west One (SW1)	38 Innovation Walk
South-west Two (SW2)	4 Ancora Imparo Way

South East Car Parks
enter via Wellington Road

Central One (C1)	45 Scenic Boulevard
Central Two (C2)	37 Scenic Boulevard
South One (S1)	30 Ancora Imparo Way
South Two (S2)	22 Ancora Imparo Way
South-east One (SE1)	52 Scenic Boulevard
South-east Two (SE2)	54 Scenic Boulevard
South-east Three (SE3)	
All day ticket parking available	64 Scenic Boulevard
South-east Four Multi-level (SE4)	60 Scenic Boulevard
South-east Four (SE4)	62 Scenic Boulevard
South-east Five (SE5)	RC8 Residential Carpark 8

Loading docks — Address

Boundary Road	Boundary Road x College Walk
Boundary Road	Rear of 23 Innovation Walk
Ancora Imparo Way	Rear of 15 Ancora Imparo Way
C11 Loading Zone	29 Scenic Boulevard
Boiler House Road	Boiler House Road

Public transport — Address

Bus Interchange	Ancora Imparo Way x Rainforest Walk
Bus Stop	Research Way
Bus Stops	Blackburn Road

Bicycle arrival stations — Address

James Gormley (80A)	5 Rainforest Walk

Taxis — Address

Taxi Rank	Ancora Imparo Way

Share cars — Address

Flexicar Bays RC5	58 College Way

Electric vehicle charge points — Address

Central Two (C2)	37 Scenic Boulevard

MONASH University

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Further information

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