Dear Honours student,

Congratulations on being enrolled as an Honours student in the School of Community Health at Charles Sturt University.

We hope you find your Honours study to be intellectually stimulating and rewarding, and a time of personal growth.

This handbook is designed to provide information about the Integrated Honours program in the School of Community Health. Subject outlines for the two Honours subjects, HLT333 and HLT441, are available on the respective Interact sites and provide additional information specific to these subjects and assessment tasks.

Charles Sturt University seeks to achieve its mission by producing high quality research of regional significance and international distinction. As an Honours student, we hope you will make a meaningful contribution to practice knowledge in allied health. Please keep this aim forefront in your mind during your two-year Honours journey!

Along with the School's academic and administrative staff, we wish you all the best in your Honours studies.

Dr Kylie Murphy
School Honours Coordinator

Linda Beverly
School Honours Administrator
Disclaimer

The information and advice contained here should be accurate at the time of printing. However, because this booklet is intended to apply for two years after its initial production and some changes over that two year period are inevitable, students should note updated material that will be provided in subject outlines and subject forum postings.
Table of Contents

BACKGROUND INFORMATION .......................................................... 5
  General administrative information .................................................. 5
  Aims and objectives of the course .................................................. 5
  Scholarships .................................................................................. 7
  Commencement and completion of the course .................................... 7
  Withdrawal from Honours .................................................................. 7
  Structure of the Honours courses .................................................... 8
  Integration with workplace learning ................................................. 13
  Timeline ........................................................................................ 13

SUPERVISION .................................................................................. 15
  Allocation of supervisors .................................................................. 15
  Working with your supervisor(s) ..................................................... 15
  Responsibilities of Honours Supervisors .......................................... 16
  Roles of a Principal Supervisor ...................................................... 17
  Roles of a Co-Supervisor ............................................................... 17
  Changing your topic, supervisor(s), or enrolment status ................. 17

BEING AN HONOURS STUDENT ..................................................... 18
  Workload ...................................................................................... 18
  Responsibilities of an Honours student ........................................... 18
  Code of conduct for research ......................................................... 19
  Research presentations .................................................................... 20

RESOURCES .................................................................................... 20
  Recommended books, articles, web sites, and bibliographic databases 20

THE DISSERTATION ........................................................................... 23
  Ethics approval .............................................................................. 25
  Preparing and presenting the dissertation ....................................... 25
  Drafts of the dissertation ............................................................... 29
  Due date for submission ................................................................ 30

TECHNICAL INFORMATION ........................................................... 30
  Extensions and late submissions ..................................................... 30
  Submission of copies for examination .............................................. 30
  Assessment of the dissertation ....................................................... 31
  Classes of Honours (Final Honours Grade) .................................... 31
  Additional Assessment (AA) or Additional Examination (AE) ........ 31

FEEDBACK ....................................................................................... 31
  Feedback to students ..................................................................... 31

PUBLISHING YOUR RESEARCH ....................................................... 32
  Publications and presentations arising from your research ............. 32

MISCELLANEOUS ............................................................................. 33
  Complaints / grievance procedures ................................................ 33
  Quality assurance and improvement ............................................... 33
  Responsibilities at the end of the course ......................................... 34

APPENDICES .................................................................................... 35
  APPENDIX A – Model for first pages ............................................. 35
  APPENDIX B – Certificate of readiness ......................................... 40
  APPENDIX C – Dissertation Assessment Rubric ......................... 41
BACKGROUND INFORMATION

General administrative information

School Honours Coordinator
Dr Kylie Murphy  Ph: 6051 9269  kmurphy@csu.edu.au

School Honours Administrator
Linda Beverly  Ph: 6051 9203  lbeverly@csu.edu.au

School office location  Level 3, Gordon Beavan Building, Albury Campus

An Honours degree in the School of Community Health

Within the School of Community Health there are currently four separate Honours courses. These are:

4509OT  BOccupational Therapy(Hons)  Bachelor of Occupational Therapy (Honours)
4505BP  BPhysio(Hons)  Bachelor of Physiotherapy (Honours)
4509PD  BPodiatry(Hons)  Bachelor of Podiatry (Honours)
4505SP  BHlthSc(SpeechPath) (Hons)  Bachelor of Health Science (Speech Pathology) (Honours)

In many respects these courses are similar, so throughout this booklet the words course and courses will be used interchangeably. Because of the similarities among the courses, there is an overall Honours coordinator in the school.

Aims and objectives of the Honours degree

There are a wide variety of Honours courses provided by a broad range of institutions and disciplines, throughout Australia. The primary educational objective of the Honours course is research training.

Honours in the School of Community Health is described as an ‘embedded Honours’; that is, students undertake Honours whilst enrolled as an undergraduate student. This means that as an Honours student, you are required to complete Honours subjects and Honours research, in tandem with your other subjects required for your undergraduate degree.
The School of Community Health Honours course prepares graduates who will be critical consumers of research and able to design, conduct, and write up a research project. Not everyone who undertakes Honours plans to work as a researcher, but by studying Honours you will develop as a practitioner-researcher and be well placed to contribute to the professional knowledge base in the future.

The objectives of the SCH Honours course are:

- to provide a high quality research training for Allied Health students;
- to facilitate the development of Allied Health students as practitioner-researchers;
- to develop students’ awareness and skills as reflective practitioners; and
- to involve students in the planning, development, conduct, and publication of research to advance disciplinary or inter-disciplinary knowledge in the health professions.

The key educational goals are to:

- provide knowledge and skills relevant to conducting research, especially for entry to higher degree courses;
- develop an advanced level of knowledge in an area of specialisation; and
- further develop verbal and written communication skills relevant to advanced studies.

Benefits of doing an Honours course

Most universities, including CSU, confer the following degrees: Bachelors, Honours, Masters, and Doctorates (PhDs and professional doctorates). Honours degrees may be seen as a stepping stone towards postgraduate research. Students who achieve a 1st class Honours (H1) or upper second (H2a) Honours degree would be considered for entry into a PhD or professional doctorate program, without completing a Masters degree.

There are many other, more specific, benefits associated with being an Honours student:

- you will experience great personal satisfaction through completing (and hopefully publishing) a major research project;
- your critical thinking and writing skills will be further refined;
- you will be individually mentored by your primary supervisor for two years;
- you will be well positioned to pursue publication of your research report or to present the findings of your research as a conference presentation;
- your curriculum vitae will be enhanced;
- you will be well positioned to progress to a higher degree;
- you will have an opportunity to see whether you might enjoy a research career;
- through the process of writing a research proposal and ethics application, you will gain experience useful for the preparation of research grant or scholarship applications;
- you will be in an advantaged position in the job market, especially for senior or management positions; and
- you will have an expanded job market as you will be able to undertake research, project development, or evaluation work.
Entry into the course

Honours courses are offered to only those students who have demonstrated high academic achievement during the first two years of their undergraduate Allied Health degree. In the School of Community Health at CSU, you will be invited to apply for the Honours program towards the end of your second year of study, if you have achieved a Grade Point Average (GPA) of 5 or above. Potential Honours students are invited to attend two seminars during session two and the final selection of Honours students is confirmed during December.

Acceptance into the Honours program is dependent on the availability of suitable supervisors in your interest area as well as your academic record. The School Honours Co-ordinator is responsible for collating student applications, liaising with potential supervisors, and notifying students of the outcome of their application.

Scholarships

CSU offers a range of scholarships but there are no specific scholarships available for Honours study. It is worth searching the scholarship list to see which ones you are eligible to apply for [http://student.csu.edu.au/support/scholarships-grants/search](http://student.csu.edu.au/support/scholarships-grants/search)

Once in this site, enter Honours student in the search engine, and also try undergraduate student.

The Nursing and Allied Health Scholarship and Support Scheme is available through SARRAH [http://www.sarrah.org.au/site/index.cfm](http://www.sarrah.org.au/site/index.cfm)

Commencement and completion of the course

As an Honours student you will normally commence study on the first teaching day at the start of your 3rd year and complete Honours study with the submission of your dissertation in late September of the following year.

Withdrawal from Honours

If at any time you feel that you are not coping with the Honours course, you should discuss your options at the earliest possible stage with your supervisor(s) and then with the Honours Co-ordinator. If necessary, it is possible to amend your enrolment so that you move back into the Pass degree course from Honours. Depending on the stage of your studies you will normally be able to transfer credit from your Honours study, to avoid the need to undertake any additional subjects. You should be very aware of administrative dates for courses (eg. HECS census-dates). Late withdrawal from the Honours program, unless approved by the Head of School for documented and appropriate reasons, can be problematic. Provided you have met all of the other requirements, you will graduate with the usual Bachelor degree.

NOTE: Students must pass all Honours subjects in their discipline in order to remain in the Honours course. Failing an Honours subject will invoke Exclusion Regulation 2.6 of the university.
Structure of the Honours courses

There are two types of Honours degree offered at CSU:

“Add-on year” or “End-on year” – where students complete a three year pass degree, then complete their Honours course within the fourth year.

“Embedded” or “Integrated” – where students undertake their Honours course within the third and fourth years of their course, while also completing subjects from the pass degree.

The School of Community Health Honours course described in this handbook is an integrated (or embedded) Honours degree.

The course structures for Honours students in the School of Community Health are essentially identical to the course structures for pass degree students, except that one of the subjects in each session of third and fourth years is replaced by an Honours subject. In third year Honours you enrol in the 16-point subject, HLT333 Community Health Honours Research Preparation, which spans both sessions of third year. In fourth year you enrol in the 16-point subject HLT441 Community Health Honours Project / Dissertation, which spans the two sessions of that year.

These two subjects are described immediately below and the specific course structure for each discipline is outlined. Further information can be found in the respective Subject Outlines.

**HLT333 Community Health Honours Research Preparation**

This subject develops your understanding of the research process. Over this year, you will progress from the identification of a research problem and development of a literature review, to planning your study and seeking ethics approval. During this period of learning you will formulate your research question, decide on an appropriate research design for your study, and defend your methodology (your reasoning for choosing your particular sampling method, data collection method, and data analysis method).

**HLT441 Community Health Honours Project / Dissertation.**

In this subject you will undertake the collection and analysis of data for your research project. The preparation of your dissertation comprises the bulk of the work for HLT441 and there are no formal class sessions scheduled. The final ‘Honours grade’ you receive for Honours is solely dependent on the mark awarded for your dissertation. The standard of work required for a First Class Honours grade is described in the assessment rubric which can be found in the HLT441 Subject outline and in Appendix C at the back of this handbook.
The specific structure of each of the four Honours courses is described below.

**Structure of the Occupational Therapy course**

<table>
<thead>
<tr>
<th>Year 3: session 1</th>
<th>Occupational therapy</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLT333 Community Health Research Preparation (commenced)</td>
<td>OCC300 Enabling Strategies: Working with Individuals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OCC304 Enabling Strategies: Working with Communities</td>
<td>OCC304 Enabling Strategies: Working with Communities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: session 2</th>
<th>Occupational therapy</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLT333 Community Health Research Preparation (completed)</td>
<td>OCC320 Occupational Therapy Workplace Learning 1 (16 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OCC330 Occupational Therapy Workplace Learning 1 (Honours) (12 points)</td>
<td>OCC321 Occupational Therapy Workplace Learning 2 (16 points)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4: session 1</th>
<th>Occupational therapy</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLT441 Community Health Research Project/Dissertation (commenced)</td>
<td>OCC410 Occupational Therapy Practicum 2 (32 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OCC412 Occupational Therapy Practicum 2 (Honours) (24 points)</td>
<td>OCC404 Enabling Strategies: Specialist Areas of Practice (16 points)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4: session 2</th>
<th>Occupational therapy</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HLT441 Community Health Research Project/Dissertation (completed)</td>
<td>OCC404 Enabling Strategies: Specialist Areas of Practice (16 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OCC405 Applying Knowledge in Occupational Therapy</td>
<td>OCC413 Occupational Therapy Practice in Context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OCC405 Applying Knowledge in Occupational Therapy</td>
<td>OCC413 Occupational Therapy Practice in Context</td>
<td></td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Bachelor (Honours)</td>
<td>Bachelor</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3: session 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT333 Community Health Honours Research Preparation (16)(commenced)</td>
<td>PHS201 Musculoskeletal Physiotherapy Practice (16)(completed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS201 Musculoskeletal Physiotherapy Practice (16)(completed)</td>
<td>PHS300 Integrated physiotherapy clinical practice (16)(commenced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS300 Integrated physiotherapy clinical practice (16)(commenced)</td>
<td>PHS301 Acute Care Physiotherapy Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS301 Acute Care Physiotherapy Practice</td>
<td>IKC100 Indigenous Health or [ ] Restricted Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3: session 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT333 Community Health Honours Research Preparation (16)(completed)</td>
<td>PHS300 Integrated Physiotherapy Clinical Practice (16)(completed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS300 Integrated physiotherapy clinical practice (16)(completed)</td>
<td>PHS302 Neurology and Paediatric Physiotherapy Practice (12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS302 Neurology and Paediatric Physiotherapy Practice</td>
<td>PHS303 Fundamentals of Physiotherapy Clinical Experience (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS303 Fundamentals of Physiotherapy Clinical Experience</td>
<td>IKC100 Indigenous Health or [ ] Restricted Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 4: session 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT441 Health Honours project/dissertation (16)(commenced)</td>
<td>HIP302 Understanding Healthy Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS401 Physiotherapy Clinical Practice Competency (24)</td>
<td>PHS401 Physiotherapy Clinical Practice Competency (24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 4: session 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLT441 Health Honours project/dissertation (16)(completed)</td>
<td>HIP303 Promoting Healthy Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS400 Transition to Physiotherapy Clinical Practice</td>
<td>PHS400 Transition to Physiotherapy Clinical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS402 Advanced Preparation for Physiotherapy Practice (16)</td>
<td>PHS402 Advanced Preparation for Physiotherapy Practice (16)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Structure of the Podiatry course

<table>
<thead>
<tr>
<th>Year 3: session 1</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT333: Community Health</td>
<td>POD306: Advanced clinical practice</td>
<td></td>
</tr>
<tr>
<td>Honours research</td>
<td>POD307: Medicine 1</td>
<td></td>
</tr>
<tr>
<td>preparation</td>
<td>POD308: Medicine 2</td>
<td></td>
</tr>
<tr>
<td>POD309: Advanced clinical practice for Honours</td>
<td>POD405: Diagnostic sciences</td>
<td></td>
</tr>
<tr>
<td>POD307: Medicine 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POD308: Medicine 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: session 2</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT333: Community Health</td>
<td>POD306: Advanced clinical practice</td>
<td></td>
</tr>
<tr>
<td>Honours research</td>
<td>POD312: Podiatric surgery and pharmacology</td>
<td></td>
</tr>
<tr>
<td>preparation</td>
<td>POD315: Medicine 3</td>
<td></td>
</tr>
<tr>
<td>POD312: Podiatric surgery and pharmacology</td>
<td>POD316: Sports medicine</td>
<td></td>
</tr>
<tr>
<td>POD315: Medicine 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POD316: Sports medicine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4: session 1</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT441: Health Honours</td>
<td>POD403: Clinical podiatric residency</td>
<td></td>
</tr>
<tr>
<td>dissertation</td>
<td>POD404: Complex cases in podiatry</td>
<td></td>
</tr>
<tr>
<td>POD405: Diagnostic sciences</td>
<td>POD406: Paediatrics</td>
<td></td>
</tr>
<tr>
<td>POD406: Podopaediatrics</td>
<td>Restricted elective</td>
<td></td>
</tr>
<tr>
<td>POD407: Clinical podiatric residency and complex cases for Honours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4: session 2</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT441: Health Honours</td>
<td>POD403: Clinical podiatric residency</td>
<td></td>
</tr>
<tr>
<td>dissertation</td>
<td>POD404: Complex cases in podiatry</td>
<td></td>
</tr>
<tr>
<td>POD407: Clinical podiatric residency and complex cases for Honours</td>
<td>POD413: Professional practice</td>
<td></td>
</tr>
<tr>
<td>POD413: Professional practice</td>
<td>POD414: Contemporary issues in podiatry</td>
<td></td>
</tr>
</tbody>
</table>
### Structure of the Speech Pathology course

<table>
<thead>
<tr>
<th>Year 3: session 1</th>
<th>Speech pathology</th>
<th>Bachelor (Honours)</th>
<th>Bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT333 Community Health Research Preparation commenced (16 points)</td>
<td></td>
<td>IKC100 Indigenous Health SPH308 Communication, Disability and Neurological Impairment commenced (16 points) SPH312 Swallowing</td>
<td></td>
</tr>
<tr>
<td>IKC100 Indigenous Health SPH308 Communication, Disability and Neurological Impairment commenced (16 points) SPH312 Swallowing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3: session 2</td>
<td>HLT333 Community Health Research Preparation completed (16 points-cont.)</td>
<td>Restricted Elective SPH306 Stuttering and Evidence Based Practice SPH308 Communication, Disability and Neurological Impairment completed (16 points-cont.) SPH315 Therapeutic Communication Practice 3 (Honours) (8 points)</td>
<td>SPH401 Professional Issues in Speech Pathology SPH404 Therapeutic Communication Practice 4a (24 points)</td>
</tr>
<tr>
<td>SPH306 Stuttering and Evidence Based Practice SPH308 Communication, Disability and Neurological Impairment completed (16 points-cont.) SPH315 Therapeutic Communication Practice 3 (Honours) (8 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4: session 1</td>
<td>HLT441 Community Health Research Project/Dissertation commenced (16 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPH401 Professional Issues in Speech Pathology SPH402 Therapeutic Communication Practice 4a Honours (16 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4: session 2</td>
<td>HLT441 Community Health Research Project/Dissertation completed (16 points-cont.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPH411 Issues and Syntheses in Speech Pathology SPH412 Therapeutic Communication Practice 4b Honours (16 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPH411 Issues and Syntheses in Speech Pathology SPH414 Therapeutic Communication Practice 4b (24 points)</td>
<td></td>
</tr>
</tbody>
</table>
Integration with workplace learning

You must plan very carefully for workplace learning to ensure adequate time for data collection, data analysis, and final preparation of your dissertation. Please note these specific points to reduce the risk of conflict between Honours and workplace learning:

- You must contact your workplace learning coordinator well in advance of the scheduled workplace learning; that is, as soon as you have a timeline for your project.
- Data collection may require you to be local to CSU and this must be negotiated prior to allocation of workplace learning sites. Physiotherapy students please note that this request is restricted to one five-week block in either 3rd or 4th year.
- It is unreasonable to request a local workplace learning site for any reason other than data collection; that is, so you can be close to your supervisors when writing your dissertation.

Please understand that enrolment in Honours does not entitle you to priority or special consideration in relation to the allocation of workplace learning.

Timeline

Use the timeline provided here as a starting point for organising your Honours studies and related activities, including interactions with your supervisor(s).

The subject outlines for HLT333 and HLT441 contain additional and more specific information about assessment requirements, submission dates, and so on.
| Year 2  
| Session 2 |  
| Oct | Submit application for Honours.  
Consider submitting an application for Honours scholarship. |  
|  
| Year 3  
| Session 1 |  
| Throughout session | Determine a mutually agreeable series of appointments with your supervisor so that you can start to discuss the supervisory relationship with that person.  
Seek information about your specific topic area and relevant research methodology.  
Obtain material from books, journal articles, and websites, guided by your supervisor.  
Narrow down your area of interest to a manageable research question.  
Submit literature review according to instructions in the HLT333 subject outline. |  
|  
| Inter session break | Continue reading about your topic and methodology. |  
|  
| Year 3  
| Session 2 |  
| Throughout session | Continue accessing literature relevant to your research.  
Work on the preparation of your ethics application and research proposal.  
Submit ethics application(s) and research proposal according to instructions in the HLT333 subject outline.  
Plan your timeline for data collection; ideally during the summer break and early in session one of Year 4. |  
|  
| Year 4  
| Session 1 |  
| January | Begin data collection if possible. |  
| Throughout session | Determine a mutually agreeable series of appointments with your supervisor so that you can maintain good communication throughout the year.  
Data collection and analysis should be completed by the end of session1.  
Begin preparing a draft of your dissertation. |  
| Inter session break | Complete a full draft of your dissertation. |  
|  
| Year 4  
| Session 2 |  
| July | Progress report due (refer to HLT441 subject outline).  
Work to polish your draft in consultation with your supervisors. |  
| End August | A final draft should be completed – or almost completed – by this stage. |  
| Early September | Assemble the dissertation (including front pages, reference list, and appendices). Edit the dissertation yourself or consider employing an editor. |  
| Mid to late September | Produce and submit three hard copies of the dissertation for examination.  
Submit an electronic copy of the dissertation (in Word, not pdf) to your supervisors and Linda Beverly (lbeverly@csu.edu.au). |  
| After examination of the dissertation | Make alterations and/or corrections to the 'publishable article' component of your dissertation, as recommended by the examiners and in consultation with your supervisor(s), prior to submitting your report for publication. |
SUPervision

Allocation of supervisors

You will be assigned a principal supervisor and at least one co-supervisor; these people may be academic staff members in the School of Community Health, or may work within another School and/or in professional practice.

Note: Reference to a student’s supervisor in this handbook means the principal supervisor, where there is more than one supervisor.

Working with your supervisor(s)

You need to negotiate with your supervisor appropriate timelines for each aspect of the research. Working collaboratively, you and your supervisors are responsible for initiating and holding frequent and adequate discussions about progress of the research.

Throughout your Honours candidature you should meet regularly with your supervisor(s). Depending on your specific needs at any stage, you should negotiate the timing and regularity of supervisory meetings. Initially you will need plenty of support to enable you to explore your research problem and to refine an appropriate research question. As you progress through Honours and gain more confidence in research, you will be able to work more independently. However it is very important to maintain good communication with your supervisors at all times to avoid any misunderstandings and unmet expectations.

It is also vital that supervisors are provided with drafts of written work, with adequate time to make comments and provide feedback. You will be able to develop your writing skills more effectively, if you utilise your supervisor’s support and expertise.

Supervisors vary greatly in their style and method of supervision, just as research students vary widely in their particular needs and expectations. Consequently it is impossible to have hard and fast rules with respect to how to conduct the supervisory process. Every effort should be made to ensure that the relationship between you and your supervisor is intellectually fruitful, constructive, focused, responsive to individual needs, reliable, and free of personal conflict. The central task of all those associated with the supervision of research students is to help and assist students to realise their maximum scholarly potential. If at any stage - and for any reason - you experience difficulties with your supervisor(s), please firstly discuss these issues with them and if necessary, advise the school Honours co-ordinator.
Responsibilities of Honours Supervisors

Honours supervisors should:

- assist the student in the preparation of a research / study program;
- advise the student of any sources of funding or support that may benefit his/her research, and to apply, or assist in the application, for such support via the CSU Research Office (http://www.csu.edu.au/research);
- suggest ways that the student can make the most effective use of time;
- maintain close and regular contact with the student and establish, at the beginning, the basis on which contact will be made;
- require written or other work from the student on a pre-arranged and agreed schedule so that progress can be assessed at regular intervals;
- monitor carefully the performance of the student relative to the standard required for the degree, and ensure that inadequate progress or work below the expected standard is brought to the student’s attention;
- help with developing solutions to problems as they are identified;
- complete progress reports as requested by the School Honours Coordinator;
- ensure the aims, scope, and procedures to be adopted in the research project are reasonable;
- ensure the student is aware of the best methods of reviewing relevant literature for the research project;
- ensure the availability of all equipment and other resources required by the student to complete the research program successfully;
- ensure that the student is aware of the standards of conduct required by the University and community in all areas of research and scholarship, and ensure that the student is not expected to partake in any conduct during the course of his/her studies or research that will diminish the good name of the University in any way;
- ensure that all the necessary licenses and permissions required to conduct the proposed research are obtained and maintained by the student (or, where appropriate, by the supervisor or co-supervisor) prior to the commencement of the work (this includes, if appropriate, authorisation from the CSU Human Research Ethics Committee or Animal Care and Ethics Committee);
- ensure that the student is actively engaged in the research and study components of the Honours course and that the student’s progress is satisfactory;
- educate the student about good writing, correct grammar, appropriate referencing techniques, etc. by modelling these skills once or twice, on the student’s work, and thereafter letting the student edit their own work;
- comment critically and constructively on each assessable piece or component (the literature review, research proposal, ethics application, and any one part of the dissertation) before they are submitted, a minimum of once to a maximum of three times.

When asked about their expectations and wishes regarding their supervision, Honours students mention the following attributes and practices: patience; support, encouragement, and guidance (emotional and academic); comfortableness to discuss any issues; honesty about performance and progress; provision of practical tips, e.g. literature searching, research focus, research methods; assistance with a timeline for Honours study; reasonable and negotiable deadlines for writing; timely feedback – within 3 days; knowledge of research area and guidance about field of inquiry; and notice of breaks in availability, e.g. annual leave/study leave.
**Roles of a Principal Supervisor**

A principal supervisor should:
- assume primary responsibility for the oversight and progress of the candidate;
- be the point of contact through which the University exercises control of the candidature and through which it accepts its primary duty of care;
- invite students to attend school seminars as well as any other relevant seminars;
- contact and ascertain the willingness of possible, suitable examiners of the student’s dissertation (masters level qualification or higher) at least two months before the student is due to submit the dissertation for examination;
- forward the phone and email contact details of two agreeable examiners to Linda Beverly (lbeverly@csu.edu.au) at least 6 weeks before the student is due to submit the dissertation for examination;
- certify that the dissertation is properly presented and formatted, conforms to the regulations, and is worthy of the award for which it is submitted;
- ensure the student meets commitments made regarding storage of data; and
- at the conclusion of the Honours course, obtain and retain the data collected in the Honours research and ensure it is securely disposed of at the time specified in the ethics approval conditions.

**Roles of a Co-Supervisor**

The role of the co-supervisor will vary from student to student. The proportion of work undertaken by a co-supervisor will also vary, depending on the composition of the research team. In general however, a co-supervisor should:

- provide supplementary advice;
- facilitate access to additional resources and skills; and
- assume the role of principal supervisor in the absence of the principal supervisor.

**Changing your topic, supervisor(s), or enrolment status**

Considering the amount of work you invest in developing your research area during the first session, it becomes increasingly more difficult to change your research topic as you progress through 3rd year. If it seems likely that you will need to change your research topic, it is advisable to organise this before the start of the second session in year 3.

You should feel free to discuss any problems or prospective changes regarding your supervision and/or study arrangements, or enrolment status with your principal supervisor in the first instance. You may also discuss any issues with the School Honours coordinator or your course coordinator.
BEING AN HONOURS STUDENT

Workload

Obtaining a good Honours degree can be very hard work. Your time management must be excellent to balance the requirements for Honours with the work you need to do for your other subjects. You also need to make time for family and social commitments as well as for paid employment. Stress management, including adequate exercise and sleep, is an important area for attention, to ensure that you maintain good physical and mental health. Workload will vary across the year, but you must take care to ensure that you work consistently on your Honours research, including preparing written assessment tasks for review and comment by your supervisor(s). Leaving your research work until the last minute will create additional stress and impact on all areas of your study.

If you experience any difficulties with your studies you should discuss these at the earliest opportunity with your supervisor(s) and should access the University’s student support services as necessary. In this way, you can ensure that the precious hours you invest in your study and research are maximally effective, with as little time as possible being wasted on misdirected work.

Responsibilities of an Honours student

Although the supervisors have a responsibility to advise you on aspects of your research, you are responsible for the details of your work. You should aim to develop independence of thought and a mature critical faculty, while consulting closely with your supervisors.

You should be sure to submit all necessary assignments and your final dissertation on time. The four main reasons why students fail to submit their work on time, or not at all, are:
- a slow start,
- perfectionism,
- distraction from the main research questions and task requirements, and
- inadequate data collection resulting from inadequate planning and/or a late start.

The standards to which you are expected to conform should become clear early in your Honours course by paying close attention to the assessment rubrics for each task. As you progress through Honours and gain more confidence in research, you will be able to work more independently. However, the need for direction and supervision will possibly change several times during the progress of your research. Therefore, regular honest communication between students and supervisors is essential at all times, to ensure that needs and expectations are met by all parties.
As an Honours student you are expected to:

- engage actively in the research and study components of your Honours course and to progress satisfactorily;
- complete all tasks outlined in the HLT333 and HLT441 subject outlines;
- maintain close and regular contact with your supervisor(s);
- decide with your supervisor(s), at an early stage of your candidature, which research journal(s) you believe would be most likely to publish research on your chosen topic – read as many relevant articles in these journals as possible to familiarise yourself with the research designs and styles of writing acceptable to these journals;
- work with your supervisor(s) to prepare a research/study program;
- work with your supervisor(s) to identify equipment and other resources required to complete the research program successfully;
- present written work to your supervisor(s) on a pre-arranged and agreed schedule so that progress can be assessed at regular intervals;
- provide at least three days, preferably one week, for your supervisor to provide feedback on your work;
- either respond to feedback given to you by your supervisor(s) or share your reasoning for not acting on their feedback;
- discuss difficulties and problems with your supervisor(s);
- ensure that the dissertation is properly presented and formatted, conforms to appropriate regulations, and is therefore, prima facie, worthy of examination;
- present a draft of the completed dissertation to your supervisor(s) at least two weeks before it is submitted for examination;
- submit your assessment tasks and final dissertation on time;
- abide by the standards of conduct required by the University and community in all areas of research and scholarship, and not to partake in any conduct during the course of your studies or research that will diminish the good name of the University in any way;
- ensure that all the necessary licenses and permissions required to conduct the proposed research are obtained and maintained prior to the commencement of the work (this includes the School of Community Health Human Research Ethics Committee and, if appropriate, authorisation from the Animal Care and Ethics Committee); and

To pave the most successful possible path through your Honours course, you are asked to proactively ask for what you need from your supervisor(s); meet deadlines and commitments; be on time for meetings, and cancel in advance if necessary; consider negative feedback (even if you initially feel offended or overwhelmed) and make changes based on this feedback; allow adequate time to receive feedback on your writing, and to develop further drafts, before your work is due for submission; and keep meeting summaries to keep everyone on track.

**Code of conduct for research**

Research presentations

It is an expectation that you will present your research on at least one occasion during your Honours program. Research presentations will be organised within the School of Community Health, and also may be initiated by the Faculty of Science. Presenting your research in progress to your peers and to academic staff enables you to become more confident in articulating and defending your work. Feedback on your research is invaluable in helping you to further develop and refine your work. Practising your oral presentation skills is also excellent preparation for future conference presentations to disseminate your research outcomes.

RESOURCES

Recommended books, articles, web sites, and bibliographic databases

Recommended texts

The following texts are recommended, depending on the nature of your topic and the research you plan to undertake. Look at the contents of each book (e.g., via online bookshops) in order to decide what textbook best suits your planned research. Either purchase a new copy (the latest edition) or obtain an earlier edition more cheaply.


Qualitative research

Oaks: Sage
Eastwood, J. (1988). Qualitative research: An additional methodology for speech
Grbich, C. (1999). Qualitative research in health: An introduction. St Leonards, NSW:
Allen & Unwin.
H. Armstrong (Eds.) Critical moments in qualitative research. (pp. 31-43). Oxford:
Butterworth Heinemann.
Press.
Oxford University Press.
Blackwell Publishing Ltd.

Quantitative research / data analysis

For practical guidance in quantitative data analysis, using SPSS / PASW / SPSS IBM
software, Julie Pallant’s (any edition) ‘SPSS Survival Manual’, published by Allen and
Unwin, is highly recommended. Second hand copies are often available online.

Campbell, M., Machin, D & Walters, S.J. (2007). Medical statistics: a textbook for the
Giuliano & Polanowicz (2008) Interpretation and Use of Statistics in Nursing Research
AACN Advanced Critical Care Volume 19, Number 2, pp.211–222
Paradigm.
progress. Journal of the American Speech Language and Hearing Association,
September, 55-66.
Cheltenham, Stanley Thomas (publishers) Ltd.

Scholarly reading / Critical appraisal of research

Curtin, M. & Fossey, E. (2007). Appraising the trustworthiness of qualitative studies:
Guidelines for occupational therapists. Australian Journal of Occupational Therapy,
54, 88-94.
Ferreira, M., & Herbert, R. (2008). What does ‘clinically important’ really mean?
Australian Journal of Physiotherapy, 54, 229-230
Greenhalgh, T. (1997). How to read a paper: Assessing the methodological quality of
British Medical Journal, 337.
British Medical Journal, 331, 109-112.
National Health and Medical Research Council (NHMRC). (2000). How to review the
evidence: Systematic identification and review of the scientific literature. Canberra:
Commonwealth of Australia.


**Scholarly writing**


**Writing a dissertation**


**Human Research Ethics sites**

- For research involving humans, CSU is conforming to the national guidelines developed by the National Health and Medical Research Council. These are set out in the publication ‘National statement on ethical conduct in human research 2007’. [http://www.nhmrc.gov.au/publications/synopses/e72syn.htm](http://www.nhmrc.gov.au/publications/synopses/e72syn.htm)
- The Charles Sturt University Ethics in Human Research Committee (which meets monthly) has developed specific procedures for ethics approval: [http://www.csu.edu.au/research/ethics_safety](http://www.csu.edu.au/research/ethics_safety)
- The form required for ethical approval of your proposed research can be found at [http://www.neaf.gov.au](http://www.neaf.gov.au)

**Other Useful Internet Sites**

- Additional information on Honours study at Charles Sturt University can be found at [http://www.csu.edu.au/study/Honours/](http://www.csu.edu.au/study/Honours/)
- Research and Development and Support. This site has links to many useful topics (some listed below) and is aimed at those starting a research project for the first time. The authors of these resource packs are experts in their field and include the likes of Stephen Walters and Mike Campbell who are internationally regarded medical statisticians. [http://www.rds-eastmidlands.org.uk/resources/cat_view/13-resource-packs.html](http://www.rds-eastmidlands.org.uk/resources/cat_view/13-resource-packs.html)
Experimental Design
Introduction to Qualitative Research
Introduction to the Research Process
How to Search and Critically Evaluate Research Literature
Managing References
Presenting & Disseminating Research
Qualitative Data Analysis
Sampling
Surveys & Questionnaires
Using Interviews in a Research Project
Practical Statistics Using SPSS
Using Statistics in Research

- Critical appraisal of research: [http://www.phru.nhs.uk/Pages/PHD/CASP.htm](http://www.phru.nhs.uk/Pages/PHD/CASP.htm) (follow link on left ‘Appraisal tools’)
- Australasian Data and Story Library (Oz Data) – has been called the statistics site of the century! It contains simple explanations and reference material on most statistical topics: [http://www.statsci.org/data/index.html](http://www.statsci.org/data/index.html)

**Recommended Bibliographic Management Software**

EndNote is the software supported by CSU and if you are not already using this software, you are strongly recommended to become familiar with it. Once mastered, EndNote is invaluable for organising literature and organising references for your written work.

Queries about EndNote and training courses should be directed to staff in the library. A workshop on using bibliographic management software will be organised early in third year.

**THE DISSERTATION**

**What is an Honours dissertation?**

In the School of Community Health, beginning in 2014, a ‘portfolio’ dissertation is the expected outcome of your two years of Honours study (this is further explained, below). Any dissertation or thesis – whether in a traditional or portfolio format – consists of an argument or a series of arguments combined with the description and discussion of research you have undertaken. In the case of a PhD, and to a lesser extent, a Masters (by research) thesis, the research is expected to make a significant contribution to the chosen field. It does not need to revolutionise the field (though some PhDs may). Smaller-scale research (e.g., for coursework Masters or Honours courses) might also contribute to the knowledge in the field, though the main requirement is that they provide evidence of an understanding of the field and future research potential.

Any Honours dissertation – whether in a traditional or portfolio format – must document research conducted during the Honours candidature. The research should be original and rigorous, resulting in a well-written document that contributes substantially to the
current knowledge in the field of study and/or critically reviews a substantial component of a field of knowledge.

The dissertation should be prepared under the mentorship of the research supervisor(s). Honours students must engage in a quite narrow area of research. Thus, specialist academic advice will often be required in order to narrow the scope of research, formulate a specific research questions and/or construct hypotheses, prepare a research proposal, and review literature. Research students should seek this specialist advice from their supervisors.

The university holds a number of publications, including codes of practice for maintaining academic standards in higher degrees, and guidelines on fraud and serious misconduct in research. Many of these publications refer to guidelines set by the Australian Vice-Chancellors’ Committee, which were followed in producing this handbook.

**Thesis or dissertation?**

CSU distinguishes between a thesis and a dissertation. A thesis is a written document resulting from research that comprises more than fifty percent of a study program and is, hence, the principal basis of assessment for that award (e.g., a PhD). If fifty percent or less of a study program is based on research, the resultant document is referred to as a dissertation. In the School of Community Health, as mentioned above, a portfolio-style dissertation is the basis for assessment, and includes a publishable research report. The length of that research report must abide by the word limit of the journal to which the research report is intended to be submitted. (The publishable research report component of the dissertation should be submitted only following examination, after acting on examiner advice).

**Requirements for any dissertation (traditional or portfolio format)**

The dissertation submitted must:
- be an accurate account of the research;
- be an account of a candidate’s own work, albeit under the guidance of their supervisors;
- relate to the approved research topic;
- comprise research completed subsequent to admission to the program, although existing and secondary data sources may be used;
- comply with the word limit imposed;
- not include as its main content work that has been submitted for any other academic award or work conducted prior to the commencement of candidature;
- be written in English except where, on the recommendation of the Sub-Dean, the Dean approves that it may be written in another language;
- achieve a satisfactory standard of expression and presentation; and
- include acknowledgment of any substantial assistance provided to the candidate during the conduct of the research and the production of the examinable work.

**How long should the dissertation be?**

CSU’s guidelines indicate that Honours dissertations (traditional or portfolio) should be no longer than 7,000 words. It is important to remember that good writing is succinct – consistently relevant and economical with words. The publishable research article component of the School of Community Health portfolio-style dissertation should be publishable in a peer-reviewed journal. A particular journal must be selected and identified, and this choice defended, in an early section of your dissertation (see
guidelines in the table, below). Your research article, the main component of your portfolio dissertation, must meet the word limit requirements of that selected journal.

**Ethics approval**

Research projects require approval from a University Human Research Ethics Committee (HREC). Research proposals deemed to be ‘low risk’ must be submitted to CSU’s Faculty of Science HREC, whereas those studies with more complex ethical issues are considered by the University HREC. In addition to these ethical committees, it may be necessary for you to submit an application to an external ethics committee; for example, at a local hospital or government department, if your planned research is dependent on participants from outside the university. The university ethics application form (which is the National Ethics Application Form or NEAF) can be found at [http://www.csu.edu.au/research/ethics_safety](http://www.csu.edu.au/research/ethics_safety) along with the submission deadlines and meeting dates for the Faculty and University HRECs.

The ethics application requires information similar to your research proposal. You will normally undertake the preparation of your research proposal and ethics application, during the latter part of HLT333 in Session Two of 3rd year. HRECs usually meet on a monthly basis (excluding January). Starting early and working closely with your supervisors in the preparation of your ethics application (NEAF), will reduce the risk of significant delays owing to required amendments and resubmission. **Ethics approval is mandatory prior to commencing data collection.**

**Preparing and presenting the dissertation**

Preparing any Honours dissertation (in a traditional or portfolio format) can be a daunting task, and the examiners will use strict criteria when marking your dissertation. Thus it is important for you to present a dissertation that reports a piece of original, rigorous research that is clearly written and presented in a clear, logical format. Pay close and frequent attention to the assessment criteria presented in Appendix C as you draft and refine your dissertation.

For general guides to writing essays and dissertations, you should refer to various CSU publications and other publications available from the library. The University’s learning skills advisers can provide several other guides on an array of subjects relating to research, study, and writing, and can provide individual assistance and advice when requested. The school has adopted the American Psychological Association (APA) standard referencing style, which is widely used in health science journals. Information regarding the APA referencing style can be found in the APA manual or at [http://student.csu.edu.au/study/referencing-at-csu](http://student.csu.edu.au/study/referencing-at-csu). However, your selected journal may require use of a referencing system other than APA style. Information on this style may be found at [http://student.csu.edu.au/study/referencing-at-csu](http://student.csu.edu.au/study/referencing-at-csu). Alternatively, seek instructions from the journal’s website and/or editor.

**Style**

The writing style in an Honours dissertation should be simple and direct and should be appropriate for your discipline and research paradigm. Students are sometimes advised that a dissertation should be written in the past tense and the third person. However, other styles are permissible. For example, the present tense is appropriate in some parts of the discussion section of a quantitative research report, and the first person is likely to be appropriate in parts of some qualitative research reports.
Checking your selected journal author guidelines, and working closely with your supervisors from the start, will avoid any potential disagreement about writing styles and general presentation.

Note, in particular, that there are various styles in qualitative research, so you should use a style of writing that will be both professionally acceptable - equivalent to that in peer reviewed journals - and reflect the nature of the work undertaken; e.g., case-study reflection.

All work should be edited to a high standard before submission for examination.

**Paper size**

Dissertations are to be typed on International Standard Organisation (ISO) A4 size white bond paper. If diagrams, maps, tables, and similar presentations do not fit readily on this sheet size, ISO B4 size may be used. B4 size pages are to be folded and bound so as to open out at the top and the right.

**Typing and format**

You are responsible for all expenses associated with typing, printing, and binding of your dissertation. School secretaries cannot do any typing for research students. Typing may be on either one or both sides of each sheet (with some qualifications outlined in the Contents section below) and you should consult your supervisors concerning which is the more appropriate choice.

The following minimal margins are to be observed:

- left, or right gutter if double sided: 4 cm
- top and bottom: 2 cm
- right, or flip side if double sided: 2 cm

Unless otherwise specified by your selected journal, typing is to be spaced at either 1.5 or double with the exception that quotations, footnotes, and the reference list can be single spaced (CSU Academic Regulation H: 4.2). Recommended font sizes are 11 (Arial) or 12 (Times Roman) for most text, but may be smaller if necessary in order to fit tables, figures, etc. onto the space available. Be guided primarily by your selected journal’s guidelines to authors (a copy of these must be included in Appendix A of your dissertation).

**Non-print material**

Non-print material (e.g. sound or video recording, computer software, photographs, etc.) that relate to a dissertation should not normally account for more than ten percent of the content of material submitted for examination. If you wish to submit substantially more non-print material, specific approval is required from the sub-dean who deals with research in the faculty. Non-print material accompanying a dissertation must be appropriately packaged within the binding of the dissertation, or in a separate container. Students should seek advice from their supervisor in all such cases.
The School of Community Health 'Portfolio' Dissertation Structure

The information in the following table described mandatory contents of a portfolio-style dissertation in the School of Community Health.

<table>
<thead>
<tr>
<th>Contents</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A certificate stating that the dissertation is ready for examination,</td>
<td>A certificate stating that the dissertation is ready for examination, must be signed by the supervisor and temporarily attached to two of the three copies of the dissertation, prior to submission to the School Honours coordinator (find pro forma in Appendix B of this handbook).</td>
</tr>
<tr>
<td>be signed by the supervisor and temporarily attached to two of the</td>
<td></td>
</tr>
<tr>
<td>three copies of the dissertation, prior to submission to the School</td>
<td></td>
</tr>
<tr>
<td>Honours coordinator (find pro forma in Appendix B of this handbook).</td>
<td></td>
</tr>
<tr>
<td>Title page</td>
<td>The first page must contain the full title of the dissertation, the student’s name, any prior qualifications held by the student, and identification of the dissertation as being submitted to Charles Sturt University on a certain month and year for one of the following degrees:</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Occupational Therapy (Honours)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Physiotherapy (Honours)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Podiatry (Honours)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Health Science (Speech Pathology) (Honours)</td>
</tr>
<tr>
<td></td>
<td>Find a model in Appendix A of this handbook.</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>All major sections, sub-sections, and appendices are listed here, with their initial page numbers.</td>
</tr>
<tr>
<td>Certificate of authorship and agreement concerning use of the dissertation</td>
<td>The dissertation must include a statement by the student certifying the original authorship of the dissertation and how the dissertation may be used (find a model in Appendix A of this handbook).</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>Where appropriate, brief acknowledgments of assistance and advice received should be included. These acknowledgments should recognise any people who have provided guidance and support in any way - including research supervisors and research participants - as well as any sources of assistance for equipment, funds, scholarships etc. Be specific about the intellectual contributions of others, particularly your supervisors.</td>
</tr>
<tr>
<td>Paid editorial assistance</td>
<td>If paid editorial assistance was obtained by the candidate during the conduct of the research and the production of the examinable work (and written permission granted before obtaining the assistance, the name of the editor and a brief description of the services provided must be specified in the thesis or other examinable work under the heading “Professional Editorial Assistance” on a separate page inserted in sequence. If the professional editor's current or former area of academic specialisation is similar to that of the candidate, this too should be stated in the prefatory matter of the thesis or other examinable work.</td>
</tr>
<tr>
<td></td>
<td>Professional editing of a candidate’s thesis or other examinable work is limited to formatting, grammar and style (Australian Standard for Editing Practice ASEP Standard D - Language and Illustrations, ASEP)</td>
</tr>
</tbody>
</table>
Standard E - Completeness and Consistency) and must not alter or improve the substantive content or conceptual organisation of the thesis. Where a professional editor provides advice to a candidate on matters of structure (ASEP Standard C - Substance and Structure) exemplars only should be given.

| Statement regarding ethics approval(s) | A statement should be made concerning all ethics approvals that were granted for the research (find a model in Appendix A of this handbook). |

**Up to this point pages should be numbered using lower case Roman numerals. Subsequent pages should use Arabic numbers. If pages are printed double-sided, all pages that start a new section should be right-facing. If pages are printed double sided, all right-facing pages should be identified with odd numbers and all left-facing pages should have even numbers. All sections listed below should start on a new page.**

| Abstract | The abstract should not exceed 250 words, unless otherwise specified in the selected journal. Normally an abstract indicates the general questions, aims, or hypotheses of the research, briefly describes the overall design, and lists the main results and/or conclusions of the work. |
| Journal identification and rationale | What scholarly journal did you select as the most appropriate medium for the dissemination of your research? What factors led to this decision? Refer to both the aim and scope of your research and the selected journal’s aims and scope. Note: A copy of the full author guidelines of the selected journal must be submitted as Appendix A. |
| Publishable article | The sub-sections of your article must conform to the selected journal’s guidelines to authors. However, this article will be assessed strictly based on the criteria and standards set out in the HLT441 Subject Outline and in Appendix C of this handbook. |
| References | A list of all literature cited in the article should be included in this section. The format used for in-text citations and entries in the reference list should follow the current American Psychological Association guidelines, unless otherwise specified in the selected journal.

Note: References for any citation included in an appendix (see Appendices, below) must be included at the end of that particular appendix if the source cited in that appendix is not already listed in this ‘References’ section. Sources referred to in an appendix which are not referred to in the ‘publishable article’ must not be included in this ‘References’ section. |

| Appendices | Four appendices must be included and identified by upper case letters: A, B, C, and D. Again: Appendices A to D are compulsory. Dissertations will be sent for examination ONLY if these appendices are included. Otherwise your work will be returned and a late penalty will be imposed until the complete dissertation is submitted. Appendix A – Copy of the full author guidelines of selected journal relating to publication of original research articles. Include the... |
journal’s guidelines regarding the word limit, cover letter, style, parts of the manuscript, title page, abstract, key words, subheadings, presentation of tables and figures, and citation and referencing requirements.

Appendix B – Ethics documents, including ethics approval letter(s), participant information sheet(s), and participant consent form(s). Other correspondence from the ethics committee(s) might also appear in this appendix.

Appendix C – Data collection instrument(s) and/or detailed methodological information for readers/examiners unfamiliar with the employed method(s).

Appendix D – Detailed data analyses (e.g., pertinent sections of SPSS output; sample of a transcript showing reflective memos; detailed thematic coding steps and decisions; etc.).

Further appendices (E and so on) may be used for large documents or large tables. Details about presentations and publications arising from the research might also appear in an appendix.

Drafts of the dissertation

You are strongly encouraged to prepare drafts for parts of the dissertation (particularly the literature review, methods, results, references, and acknowledgments) as your research proceeds. However, much of the writing will necessarily occur toward the end of the course. Early in session two of 4th year, you should provide your supervisors with a proposed structure for your dissertation, including the sub-sections of your publishable research article. A table with brief explanations of what each section and sub-section will contain is recommended. This will give your supervisors the opportunity to advise you about the overall structure and content of the dissertation, and will enable you to prepare a timetable to follow during the dissertation writing.

You should then present your supervisor(s) with drafts of sections of the dissertation as you write them. Supervisors will return these drafts to you as soon as possible and will offer suggestions, criticisms, and advice, as appropriate. Regular review of drafts by supervisors will ensure that your dissertation is progressing as planned. Note that you should not expect your supervisor to provide written comment on the same section more than three times. Presenting a supervisor with a draft of the complete dissertation close to submission date, with little prior collaboration, is not acceptable.

In case of loss, you should retain a copy of each draft. It is suggested that each draft be labelled in the header or footer with something like Draft V1, V2, V3... to avoid confusion.

You should submit what you regard as the penultimate draft of the complete dissertation to your supervisor(s) for comment well before the final date of submission to allow sufficient time for feedback, editing, printing and binding.
Due date for submission

The due date for submission of the dissertation is indicated in the HLT441 subject outline. It is likely to be 3 weeks prior to the last day of teaching for the year. This allows for the dissertation to be examined by two markers, usually one internal to Charles Sturt University and one external to the university, in time for graduation and professional registration.

TECHNICAL INFORMATION

Extensions and late submissions

Extensions to submission will be considered only under exceptional circumstances in line with University policy, following discussion with your supervisor(s) and discipline leader. The granting of extensions for final dissertations is assessed by the School Honours Coordinator.

A Grade Pending can only be awarded to Honours students who have been hindered in completing the requirements of their program by a substantial and unforeseen circumstance. The time of extension will be equivalent to the time lost by the student concerned, and will be set by the School Honours Coordinator in consultation with the supervisors and discipline head. Students must apply in writing for an extension using the normal Special Consideration form and process, as outlined in the relevant Subject Outline.

Unauthorised late submissions of work required to complete the requirements of an Honours program will incur a penalty of 5% per day or part thereof.

Submission of copies for examination

Although you are enrolled in the research dissertation subject (HLT441) for two sessions (i.e., all of 4th year), no grade will be awarded until the dissertation is submitted and examined. All three copies of the dissertation must include the required statements / certificates among the initial pages, and signed where necessary.

Two of the three dissertations should be accompanied by a statement from your principal supervisor indicating the dissertation’s readiness for examination (see Appendix B). You should complete part of it before giving it to your principal supervisor for subsequent return, so that it can be submitted with the dissertation copies.

You are required to submit three copies of your dissertation to the School Honours Coordinator or the Honours Coordinator by the date specified in the HLT441 subject outline. These copies should be spiral bound - either plastic or metal - with a front acetate cover and card cover at the back. Two of these copies go to the examiners for marking. The third copy is kept in case of loss during postage, or if the need for a third examiner/arbitration arises. At the time you submit these three copies of your dissertation for examination, you must also submit one electronic copy to your supervisors and to Linda at lbeverly@csu.edu.au.

Do not fail to submit ALL required sections and appendices. If any part is missing, you will be notified by email and a late penalty of 5% per day will be imposed until you
collect back your work, add the missing sections, and resubmit the three copies in the correct format.

**Assessment of the dissertation**

- The assessment of Honours dissertations will be in each case by two examiners.
- The candidate’s supervisor or associate supervisors cannot be an examiner. At least one examiner must be external to the University or at least independent of the student’s work.
- Examiners will be selected on the grounds of their academic and research expertise in the area of the dissertation.
- Examiners will be appointed by the School Honours coordinator on the advice of the student’s principal supervisor.
- Examiners will be provided with detailed criteria on which to assess the dissertation, as outlined in this handbook and the HLT441 Subject Outline.
- In the event that there is a discrepancy of 15% or greater in examiners’ grades, or a dispute of the mark is lodged by the candidate, the nature of the issue should be forwarded to the Sub-Dean for arbitration. The Sub Dean may either allow the School’s Honours Coordinator to conduct mediation discussions between the two examiners, appoint a third examiner, or convene a Faculty Honours Committee meeting to resolve the issue.
- Once submitted, an Honours dissertation cannot be re-submitted irrespective of the mark awarded.

**Classes of Honours (Final Honours Grade)**

The university has a policy of awarding classes of Honours different from grades awarded in other undergraduate degrees. The marks determining Class of Honours in the School of Community Health are:

- Honours Class 1 (H1) 80 - 100%: The quality of work is excellent; shows originality and satisfies each and all of the criteria in the marking rubric.
- Honours Class 2, Division 1 (H2A) 70 - 79%: The quality of work is very good.
- Honours Class 2, Division 2 (H2B) 60 - 69%: The quality of work is good.
- Honours Class 3 (H3) 50 - 59%: The quality of work is satisfactory.
- Fail (FL) Less than 50%: The quality of work is unsatisfactory.

The level of award (Class of Honours) is determined solely by the mark awarded for the dissertation.

**Additional Assessment (AA) or Additional Examination (AE)**

AA and AE grades will NOT be offered.

**FEEDBACK**

**Feedback to students**

All marked copies of the dissertation will be returned to you on completion of the examination process.
You will receive any written comments made by the examiners on the marking rubric and annotations on the examined copies of the dissertation, and the specific marks recommended by the examiners. Please note that initial recommendations made regarding the grade awarded for your dissertation may be altered, as a result of decisions by the University’s assessment committees. Honours grades are not final until ratified and formally released to students.

Any delay in receiving feedback can be disconcerting. Please be aware that the process of finalising Honours grades is much more involved and time-consuming than the process is in regular subjects. You will receive news from the School Honours Coordinator of your ungratified/recommended grade via email as soon as it is known.

Please also be aware that even very good dissertations are likely to attract some negative comments, and a terrific dissertation can receive less than a First-Class Honours grade (H1). It’s important to note that although every effort is made to maximise transparency, objectivity, and consistency in the marking of dissertations, subjectivity in the views of individual examiners is inevitable. You should expect that your examiners’ scores will differ on at least some criteria. This is a fact of life that applies not only to students but to professional academics when they submit papers to journals for peer-review; often one reviewer will give a more favourable review and score than the other reviewer, despite the fact that the same criteria were used.

You are encouraged to aim high – to work hard to achieve the rigorous standards required for a H1 grade. However, it’s important to keep in mind that being accepted into an Honours course is impressive in itself and successfully completing an Honours degree, whatever the grade, is even more impressive. Ultimately, when you write Bachelor of xxxx (Honours) after your name, people will usually notice the ‘Honours’ but rarely wonder about the particular Honours grade that you graduated with 😊

PUBLISHING YOUR RESEARCH

Publications and presentations arising from your research

Your identity as a researcher should not finish with the end of Honours. You are strongly encouraged to disseminate the findings of your research. When you have completed your Honours degree, you are encouraged to submit your publishable article for actual publication, or at least to present your work at a professional conference. Honours research should result in at least one publication so that other researchers are aware of the theoretical perspectives, methods, results and conclusions of your study. Presenting your research at a conference or getting a research paper published is not only good for your morale and your CV, but also aids your career prospects and is important to your research supervisors, the School, and the University.

Prior to preparing the final copy of your research article for journal submission, you must decide whether or not to make alterations to your dissertation in light of the suggestions or corrections indicated by the examiners. Your supervisors may provide some advice concerning this. You may want to consider making at least some changes / improvements based on feedback from examiners.

The APA recommends that authorship (being named as an author) be reserved for people who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work. Authorship encompasses not only those who do the actual writing but also those who have made substantial
scientific contributions to the study. Principal authorship (being listed as the first author) should reflect the relative contributions of the individuals involved, regardless of their relative status (e.g., their experience as an academic).

The APA recommends that a student be listed as principal author on any multiple-authored article that is substantially based on the student’s dissertation or thesis, and the School of Community Health espouses this view. However, in the School of Community Health, the ultimate decision on whether work conducted during an Honours program should be published is deemed to lie with the supervisor(s) and with the Head of School. Poor quality work will not be allowed to be submitted for publication, since it would reflect poorly on the University, the School, the supervisor, and the student.

University policy relating to publication of work by Higher Degree by Research (HDR) students can be found at [http://www.csu.edu.au/research/support/research-students/my-hdr/completion/publication-and-authorship](http://www.csu.edu.au/research/support/research-students/my-hdr/completion/publication-and-authorship) Honours students are not HDR students, but the policy principles on this website are relevant to Honours students.

**NOTE:** As part of the ethical approval for your project, all raw data should be kept at the school with your supervisor after you graduate.

**MISCELLANEOUS**

**Complaints / grievance procedures**

Any complaints you may have should, in the first instance, be addressed to your supervisor and then to the School Honours coordinator.

If you are not satisfied with the decision or decisions of the above people, you may appeal to the Head of School. Appeals must be in writing and be lodged with the Head of School within 21 days of the date of notification of the decision. The purpose of any consultation that arises from that is to examine options for the resolution of the complaint and to provide you with appropriate assistance and guidance.

If a complaint, problem or concern cannot be resolved to your satisfaction, you may wish to lodge a grievance. The University defines a grievance as ‘a complaint arising from a situation in which a person considers that he or she has been wronged because of an act, decision, or omission that the person regards as unjust, wrongful, or discriminatory and that is within the control of the university’. Once a grievance has been reported in writing it becomes formal and requires specific action to be taken within a defined period to resolve the issues of concern. The written grievance must be lodged with the university’s ombudsman who is responsible for implementing the University’s grievance resolution policy. CSU’s complaints policy and procedure can be found at [http://www.csu.edu.au/division/plandev/ombudsman/](http://www.csu.edu.au/division/plandev/ombudsman/)

**Quality assurance and improvement**

In an effort to enhance desirable attributes, and/or identify and rectify deficiencies of the Honours course, Honours students and supervisors are requested to make their concerns and opinions known to the school Honours coordinator, the Head of School, or the relevant Sub-Dean in the Faculty, preferably in writing.
Responsibilities at the end of the course

- Submit an ethics completion form to the administrator for the School or University Ethics committee (as appropriate) [http://www.csu.edu.au/research/ethics_safety/human/ehrc_managing](http://www.csu.edu.au/research/ethics_safety/human/ehrc_managing) You will have to do something similar for any other ethics committee that approved your research.
- Give the Honours administrator ([lbeverly@csu.edu.au](mailto:lbeverly@csu.edu.au)) the address to which you would like the marked copies of your dissertation sent if that address is different from your home address on the University’s administrative system.
APPENDICES

APPENDIX A – Model for first pages

This dissertation is submitted to Charles Sturt University for the insert name of degree here.

“Study title”.

Student’s name
Month and year of submission
Certificate of authorship

“I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Charles Sturt University or any other educational institution, except where due acknowledgment is made in the thesis. Any contribution made to the research by colleagues with whom I have worked at Charles Sturt University or elsewhere during my candidature is fully acknowledged.

I agree that this thesis be accessible for the purpose of study and research in accordance with the normal conditions established by the Executive Director, Library Services or nominee, for the care, loan and reproduction of theses.”

Signed……………………………………………………

Name……………………………………………………

Date………………………………………………………
Acknowledgements

.................................................................
.................................................................
.................................................................

..................... don’t forget to acknowledge all the people who helped you to undertake your study and complete your dissertation, including those who provided specific intellectual and editorial input.
Paid Editorial Assistance

Sample text

.......................... provided paid editorial assistance with the final version of this thesis. .......................... is an English teacher and has no similar academic specialisation to the author. Editorial assistance comprised correction of punctuation and minor changes to formatting, to ensure that the presentation conformed to APA guidelines.
Ethics approval

This study was approved by the Charles Sturt University Human Research Ethics Committee. The ethics approval number is..................

The names of all the participants have been replaced with pseudonyms (if required).
APPENDIX B – Certificate of readiness

CERTIFICATE THAT A DISSERTATION IS READY FOR ASSESSMENT

I ... name of principal supervisor ... consider that the dissertation titled

submitted by (name of candidate) for the award of (name of the award)

is ready for assessment and that the candidate has completed all requirements of the program leading to the above award.

Additional comments:

Signature of Supervisor: Date:

Name of Supervisor:

A COMPLETED COPY OF THIS FORM SHOULD BE ATTACHED EXTERNALLY TO TWO OF THE THREE COPIES OF THE DISSERTATION SUBMITTED FOR ASSESSMENT TO THE SCHOOL HONOURS COORDINATOR.

Where a student cannot meet with the supervisor to obtain a signature by the deadline, an email from the primary supervisor to Linda Beverly (lbeverly@csu.edu.au), by the due date, stating above, will be attached to the dissertation in place of this certificate.
## APPENDIX C – Dissertation Assessment Rubric

<table>
<thead>
<tr>
<th>Journal selection rationale (5)</th>
<th>FAIL (&lt;2.5)</th>
<th>H3 (2.5)</th>
<th>H2B (3)</th>
<th>H2A (3.5)</th>
<th>H1 (4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No or unclear identification of chosen journal.</td>
<td>• Some identification of the selected scholarly journal.</td>
<td>• Clear identification of the selected scholarly journal.</td>
<td>• Complete and clear identification of the selected scholarly journal.</td>
<td>• Complete and clear identification of the selected scholarly journal.</td>
<td></td>
</tr>
<tr>
<td>• Unclear or unsound justification of selected journal.</td>
<td>• Some justification of chosen journal, including some reference to the aim or scope of the research and the journal’s aims or scope.</td>
<td>• Sound justification of chosen journal, including reference to both the aim and scope of the research and the journal’s aims and scope.</td>
<td>• Thoughtful justification of chosen journal, including an explanation of both the aim and scope of the selected research and the journal’s aims and scope.</td>
<td>• Very convincing justification of chosen journal, incorporating a clear and concise explanation of the aim and scope of the research and the selected journal’s aims and scope.</td>
<td></td>
</tr>
<tr>
<td>• Journal selection rationale (5)</td>
<td>FAIL (&lt;2.5)</td>
<td>H3 (2.5)</td>
<td>H2B (3)</td>
<td>H2A (3.5)</td>
<td>H1 (4-5)</td>
</tr>
<tr>
<td>• The title was absent or not appropriate.</td>
<td>• The title is confusing or ambiguous with regard to the project.</td>
<td>• The title is a little confusing or ambiguous with regard to the project.</td>
<td>• The title largely reflects the topic, style, and thrust of the research.</td>
<td>• The title fully reflects the topic, style, and thrust of the research.</td>
<td></td>
</tr>
<tr>
<td>• The abstract lacks key information and does not enlighten the reader about the project.</td>
<td>• The abstract conforms somewhat to journal’s requirements (copy of Author Guidelines must be included as Appendix).</td>
<td>• The abstract conforms largely to journal’s requirements (copy of Author Guidelines must be included as an Appendix).</td>
<td>• The title conforms almost perfectly to the journal’s requirements (copy of Author Guidelines must be included as an Appendix).</td>
<td>• The title conforms entirely to journal’s requirements (copy of Author Guidelines must be included as an Appendix).</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>Intro / Lit Review (20)</td>
<td>Neither the aim nor ultimate purpose of the project is clear; justification of chosen topic is poor.</td>
<td>The aim or purpose of the project is somewhat clear.</td>
<td>The aim intended purpose of the project are clear.</td>
<td>The aim and intended purpose of the project are very clear.</td>
<td>H1</td>
</tr>
<tr>
<td></td>
<td>There is little evidence of relevant and current literature.</td>
<td>Some justification is provided for the chosen topic.</td>
<td>Justification for the topic is fully covered but not completely convincing.</td>
<td>There is very clear justification for the chosen topic.</td>
<td>H2B</td>
</tr>
<tr>
<td></td>
<td>The review of the literature is fragmented and incoherent.</td>
<td>There is evidence of literature having been reviewed, but it is limited or there is over reliance on secondary sources.</td>
<td>There is good evidence of literature having been reviewed, but there is some over reliance on secondary sources.</td>
<td>The review of the literature is very good, almost always relevant, and from a range of sources and journals.</td>
<td>H2A</td>
</tr>
<tr>
<td></td>
<td>There is little or no critical appraisal of the literature or linking to the current study.</td>
<td>Critique of existing literature is superficial and only weakly or partly related to the</td>
<td>There is a good attempt to critique existing literature, but</td>
<td>There is a developed critique of existing literature and it is linked back to the topic of the current study.</td>
<td>H1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method (15)</td>
<td>FAIL (&lt;7.5)</td>
<td>H3 (7.5-8.5)</td>
<td>H2B (9-10)</td>
<td>H2A (10.5-11.5)</td>
<td>H1 (12-15)</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Choice of method is unclear or not justified.</td>
<td>Method is appropriate, with generally sound justification provided for it, explicitly linked to study aim(s).</td>
<td>Method is appropriate, with very clear justification provided, explicitly linked to study aim(s).</td>
<td>Method is appropriate, with excellent justification provided in relation to the stated aim(s) of the research.</td>
<td>Method is appropriate, with excellent justification provided in relation to the stated aim(s) of the research.</td>
<td>Method is appropriate, with excellent justification provided in relation to the stated aim(s) of the research.</td>
</tr>
<tr>
<td>Description of method is unclear and inadequate.</td>
<td>Key aspects of the method are described, but with some minor omissions or lack of detail.</td>
<td>There is appropriate choice of data analysis with a very good justification for that choice.</td>
<td>All aspects of the method are described well (perhaps partly in Appendix C &amp; D) with no obvious omissions.</td>
<td>All aspects of the method are described well (perhaps partly in Appendix C &amp; D) with no obvious omissions.</td>
<td>All aspects of the method are described well (perhaps partly in Appendix C &amp; D) with no obvious omissions.</td>
</tr>
<tr>
<td>Choice of data analysis is either not identified or inappropriate for the study.</td>
<td>Some justification for choice of method, linked loosely to study aim(s), but aspects of this are missing or poorly explained.</td>
<td>Key aspects of the method are described, but description may be superficial and/or unclear, or have omissions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key aspects of the method are described, but description may be superficial and/or unclear, or have omissions.</td>
<td>There is appropriate choice of data analysis with a good justification for that choice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice of data analysis is identified but the justification is not explicit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation of data / results is unclear and inappropriate.</td>
<td>Presentation of the data / results is generally clear.</td>
<td>Presentation of the data / results is very clear.</td>
<td>Presentation of the data / results is exceptionally clear.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis of data is unclear or inappropriate.</td>
<td>Analysis of the data is appropriate and generally relevant to the study aims.</td>
<td>Analysis is almost always relevant to the study aims (nothing major missed, very little superfluous analysis).</td>
<td>Analysis is at all times relevant to the stated aim(s) of the research (nothing missing, nothing extra).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis of the data is superficial but acceptable.</td>
<td>Analysis is limited in parts.</td>
<td>Analysis contains</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis contains significant inconsistencies.</td>
<td>Analysis contains</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results (15)</th>
<th>FAIL (&lt;7.5)</th>
<th>H3 (7.5-8.5)</th>
<th>H2B (9-10)</th>
<th>H2A (10.5-11.5)</th>
<th>H1 (12-15)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of data / results is unclear and inappropriate.</td>
<td>Some elements of the data / results are unclear or inappropriate.</td>
<td>Presentation of the data / results is generally clear.</td>
<td>Presentation of the data / results is very clear.</td>
<td>Presentation of the data / results is exceptionally clear.</td>
<td>Presentation of the data / results is exceptionally clear.</td>
<td>/ 15</td>
</tr>
<tr>
<td>Analysis of data is inappropriate or superficial.</td>
<td>Analysis of the data is superficial but acceptable.</td>
<td>Analysis of the data is appropriate and generally relevant to the study aims.</td>
<td>Analysis is almost always relevant to the study aims (nothing major missed, very little superfluous analysis).</td>
<td>Analysis is at all times relevant to the stated aim(s) of the research (nothing missing, nothing extra).</td>
<td>Analysis is at all times relevant to the stated aim(s) of the research (nothing missing, nothing extra).</td>
<td></td>
</tr>
<tr>
<td>Analysis contains significant inconsistencies.</td>
<td>Some of the analysis is inconsistent or inappropriate.</td>
<td>Analysis is limited in parts.</td>
<td>Analysis contains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation of the data / results is generally clear.</td>
<td>Analysis is almost always relevant to the study aims (nothing major missed, very little superfluous analysis).</td>
<td>Analysis is at all times relevant to the stated aim(s) of the research (nothing missing, nothing extra).</td>
<td>Analysis is at all times relevant to the stated aim(s) of the research (nothing missing, nothing extra).</td>
<td>Analysis is at all times relevant to the stated aim(s) of the research (nothing missing, nothing extra).</td>
<td></td>
</tr>
</tbody>
</table>
### Discussion / Conclusion (25)

<table>
<thead>
<tr>
<th>Class</th>
<th>H3 (12.5-14.5)</th>
<th>H2B (15-17)</th>
<th>H2A (17.5-19.5)</th>
<th>H1 (20-25)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAIL</strong> (&lt;12.5)</td>
<td>☐ There is a no reminder to the reader of what the study aimed to do. ☐ There is unsubstantiated or invalid interpretation of results. ☐ There is little or no linking to theory or literature. ☐ There is inappropriate or very limited reflection about the study. ☐ There is very limited application of results to professional practice and the community / society etc. ☐ Limitations of the research are not discussed or are incorrectly outlined. ☐ Considerations for further research are not discussed.</td>
<td>☐ There is an attempt to remind the reader of what the study aimed to do, but it lacked clarity and consistency with other sections of the report. ☐ Interpretation of results is valid but superficial or not linked well to the study’s aims. ☐ There is limited reference to theory and literature. ☐ There is superficial reflection on the study and issues raised. ☐ There is limited application of results to professional practice or the community / society etc. ☐ Limitations of the study are addressed but are superficial. ☐ There is appropriate, but limited, discussion of possibilities for future research.</td>
<td>☐ There is some reminder to the reader of what the study aimed to do, but this was not entirely in keeping with the information in the other sections. ☐ There is good interpretation of results in relation to the study’s aims. ☐ There are clear references to theory and literature, mostly relevant. ☐ There is some reflection about the study and the issues raised. ☐ There is a good attempt at application of results to professional practice or the community / society. ☐ Limitations of the study are addressed appropriately. ☐ There is good discussion of possibilities regarding future research, but this discussion is less than convincing or mostly obvious.</td>
<td>☐ There is a clear reminder to the reader of what the study aimed to do, consistent with the information in both the introductory and method sections. ☐ There is very good interpretation of results in relation to the study’s aims. ☐ There are very clear references to theory and literature, almost always relevant. ☐ There is sound reflection about the study and a very good discussion of the issues raised. ☐ There is sound application of results to professional practice or the community / society. ☐ Limitations of the study are well addressed. ☐ There is very good discussion of possibilities regarding future research on the topic, showing imagination or attention to detail, and backed by a thoughtful reflection of the work.</td>
</tr>
<tr>
<td>Presentation (10)</td>
<td>FAIL (&lt;5)</td>
<td>H3 (5)</td>
<td>H2B (6)</td>
<td>H2A (7)</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Formatting is frequently erroneous or inconsistent with the Author Guidelines of the selected journal.</td>
<td>There are some errors and inconsistencies in formatting.</td>
<td>There are a few errors and inconsistencies in formatting.</td>
<td>Formatting is generally consistent with the Author Guideline’s of the selected journal and error free.</td>
<td>Formatting is consistent with the Author Guideline’s of the selected journal and error free.</td>
</tr>
<tr>
<td>Word count is significantly too long or too short for an original research report in chosen journal.</td>
<td>Word count is outside of the approved range in journal's Author Guidelines for an original research report.</td>
<td>Word count is slightly outside of the approved range in journal’s Author Guidelines for an original research report.</td>
<td>Word count is within the journal’s stated range for an original research report.</td>
<td>Word count is well within the journal’s stated range for an original research report.</td>
</tr>
<tr>
<td>A non-approved referencing system was used and/or there are major errors in referencing in the text and the reference list.</td>
<td>The journal’s approved referencing system is used but with a number of errors in both the text and the reference list.</td>
<td>The journal’s approved referencing system is used but with a number of errors either in the text or in the reference list.</td>
<td>All references cited in the text are included in the reference list.</td>
<td>All references cited in the text are included in the reference list.</td>
</tr>
<tr>
<td>Required appendices are included* but sketchy or of inconsistent quality.</td>
<td>Required appendices are adequately detailed and soundly presented.</td>
<td>Required appendices are well detailed and presented.</td>
<td>Required appendices are impressively detailed, clearly labelled, and well presented.</td>
<td>Required appendices are highly relevant, appropriate, and clearly presented.</td>
</tr>
<tr>
<td>Additional appendices, if included, do not have a clear and relevant purpose and are presented poorly.</td>
<td>Additional appendices, if included, do not have a clear and relevant purpose or are presented poorly.</td>
<td>Additional appendices, if included, are relevant and appropriate.</td>
<td>Additional appendices, if included, are relevant and appropriate.</td>
<td>Additional appendices, if included, are highly relevant, appropriate, and clearly presented.</td>
</tr>
</tbody>
</table>

*Four appendices MUST be attached or the portfolio will be returned to student and a late submission penalty will apply: Appendix A – Copy of the full author guidelines of selected journal; Appendix B – Ethics documents, including ethics approval letter, participant information sheet, and participant consent form; Appendix C – Data collection instrument(s) and/or detailed methodological information; Appendix D – Detailed data analyses (e.g., SPSS output, sample of transcript showing analysis and theme development).
<table>
<thead>
<tr>
<th>Skills in written English (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAIL (&lt;2.5)</td>
</tr>
<tr>
<td>- □ There are frequent and major errors regarding language, grammar, and spelling.</td>
</tr>
<tr>
<td>- □ Expression is often unclear, unnecessarily wordy, or difficult to read.</td>
</tr>
<tr>
<td>H3 (2.5)</td>
</tr>
<tr>
<td>- □ There are some errors regarding language, grammar, and spelling.</td>
</tr>
<tr>
<td>- □ Expression is sometimes unclear, unnecessarily wordy, or difficult to read.</td>
</tr>
<tr>
<td>H2B (3)</td>
</tr>
<tr>
<td>- □ There are a few errors regarding language, grammar, and spelling.</td>
</tr>
<tr>
<td>- □ Expression is generally unclear and difficult to read.</td>
</tr>
<tr>
<td>H2A (3.5)</td>
</tr>
<tr>
<td>- □ Language, grammar, and spelling are generally correct and appropriate throughout the report.</td>
</tr>
<tr>
<td>- □ Expression is generally clear and concise.</td>
</tr>
<tr>
<td>H1 (4-5)</td>
</tr>
<tr>
<td>- □ Language, grammar, and spelling are always correct and appropriate throughout the report.</td>
</tr>
<tr>
<td>- □ Expression is always clear and concise.</td>
</tr>
</tbody>
</table>

/ 5