School of Population and Global Health

Guide to Population Health Honours

2018

For students majoring in population health honours in the Bachelor of Science

Dr Ian Li

Revised December 2017
Honours at a glance

Title
Population health honours in the Bachelor of Science

Program Co-ordinator
Dr Ian Li
School of Population and Global Health
Tel: 6488 1295
Email: ian.li@uwa.edu.au

Academic Services Officer
Sheona Kaschula
School of Population and Global Health
Tel: 6488 1271
Email: Sheona.kaschula@uwa.edu.au

Unit Aim
Population Health Honours aims to provide students with the ability to design and undertake research and thereby contribute to the future development of population health.

Teaching methods
Independent research under the guidance of a supervisor(s) and supported by four coursework units.

Assessment
A range of formative and summative assessments

Links with other units
This unit develops and consolidates the knowledge and skills acquired during undergraduate study, with particular emphasis on utilizing those skills in a sustained and purposeful way in conducting independent research. Honours require application of the teaching and learning from health research methods, health science practicum, and other units in the public health and the science majors.

Essential Advice
- Take responsibility for your Honours. Your supervisor will provide guidance but you must direct the project.
- For honours it is important to take into account time management, management of information, project management skills (initiate, plan, etc) and computer skills.
- It also helps to take into account the research methods and critiquing skills that you learnt in the research units, which you completed in third year.
- You need to display careful planning, consistent effort and a high level of organisation.
- Send documents to your supervisor in a timely fashion; they need adequate time to be able to read and respond to drafts of your material.
- Discuss problems with your supervisor or the program co-ordinator early rather than later.

Acknowledgements
This guidebook and appendices were originally developed by Dr Lorna Rosenwax, Professor Jane Heyworth, Dr Siobhan Hickling, Dr Rachael Moorin and Dr Julie Saunders.
Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>III</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>WHAT IS HONOURS?</td>
<td>1</td>
</tr>
<tr>
<td>ELIGIBILITY FOR POPULATION HEALTH HONOURS</td>
<td>2</td>
</tr>
<tr>
<td>ENROLMENT INTO HONOURS</td>
<td>2</td>
</tr>
<tr>
<td>TASKS AND TIMELINE</td>
<td>2</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>3</td>
</tr>
<tr>
<td>CHOICE OF TOPIC</td>
<td>5</td>
</tr>
<tr>
<td>RESTRICTIONS ON PROJECTS SUITABLE FOR SPGH HONOURS STUDENTS</td>
<td>5</td>
</tr>
<tr>
<td>SUPERVISION</td>
<td>5</td>
</tr>
<tr>
<td>ADVICE FOR STUDENTS IN CHOOSING AND WORKING WITH A SUPERVISOR</td>
<td>6</td>
</tr>
<tr>
<td>CHOOSING YOUR SUPERVISOR</td>
<td>6</td>
</tr>
<tr>
<td>RESPONSIBILITIES OF THE STUDENT</td>
<td>8</td>
</tr>
<tr>
<td>ABSENCE</td>
<td>8</td>
</tr>
<tr>
<td>SPECIAL CONSIDERATION</td>
<td>8</td>
</tr>
<tr>
<td>DATA SECURITY</td>
<td>8</td>
</tr>
<tr>
<td>FUNDS FOR HONOURS RESEARCH PROJECTS</td>
<td>9</td>
</tr>
<tr>
<td>HONOURS WORKSHOPS</td>
<td>9</td>
</tr>
<tr>
<td>ETHICAL CLEARANCES</td>
<td>9</td>
</tr>
<tr>
<td>ASSESSMENT IN PUBH4402, PUBH4404 AND PUBH4405</td>
<td>10</td>
</tr>
<tr>
<td>THE PROPOSAL (PUBH4402)</td>
<td>10</td>
</tr>
<tr>
<td>SUPERVISOR REPORTS (PUBH4404 &amp; PUBH4405)</td>
<td>11</td>
</tr>
</tbody>
</table>
ATTENDANCE AT UWA RESEARCH SEMINARS AND THE REFLECTIVE JOURNAL (PUBH4404 & PUBH4405) ................................................................. 11

THE RESEARCH METHODOLOGY ASSIGNMENT ......................................................... 12

THE RESEARCH MANUSCRIPT ...................................................................................... 12

HONOURS GRADE ........................................................................................................ 14

GUIDELINES FOR HANDLING PLAGIARISM ............................................................... 15

ENDNOTE ..................................................................................................................... 15

PRINTING ACCOUNT ................................................................................................... 15

APPENDIX 1: CONFIRMATION OF TOPIC FORM ......................................................... 16

APPENDIX 2: COMPONENTS OF THE RESEARCH PROPOSAL .................................... 17

APPENDIX 3: SUBMISSION AND ASSESSMENT GUIDELINES FOR THE RESEARCH PROPOSAL ................................................................................................................ 17

APPENDIX 4: SUPERVISOR ASSESSMENT REPORTS 1, 2 AND 3 AND GUIDELINES ...... 24

APPENDIX 5: SEMINAR ASSESSMENT GUIDELINES ................................................... 26

APPENDIX 6: TITLE PAGE FOR MANUSCRIPT .......................................................... 30

APPENDIX 7: ASSESSMENT GUIDELINES FOR DISSERTATION ................................. 32
**Introduction**

There are many benefits related to completion of an Honours Degree. For some, an Honours programme may serve to enhance educational attainment and provide graduates with a valuable additional qualification that expands employment opportunities. Employers value the reliability and capacity for independent work, the skill at writing substantial reports, and content knowledge, all of which are demonstrated by successful completion of Honours. For others, Honours may be the commencement of training in research and academia; it opens the way for postgraduate research and enhances opportunities of being granted a scholarship for postgraduate study. Whatever the reason, completion of Honours will indicate you are one of The University of Western Australia’s most accomplished undergraduates. Your participation in the Honours program will provide a valuable contribution to the intellectual life of the University and ensure you receive the highest standards of undergraduate training in your chosen field(s) of study.

**What is Honours?**

Population Health Honours in the Bachelor of Science comprises two research units and four coursework units (see Table 1). Students can choose between PUBH4401 Biostatistics 1 or PUBH5805 Qualitative Research Methods, depending on the methodological nature of their research project.

<table>
<thead>
<tr>
<th>Unit code (credit points)</th>
<th>Unit name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH4402 (6 points)</td>
<td>Honours Research Process</td>
<td>1</td>
</tr>
<tr>
<td>PUBH4403 (6 points)</td>
<td>Epidemiology 1</td>
<td>1</td>
</tr>
<tr>
<td>PAED4401 (6 points)</td>
<td>Research Conduct and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PUBH4404 (12 points)</td>
<td>Population Health Honours Project Part 1</td>
<td>1</td>
</tr>
<tr>
<td>PUBH4405 (12 points)</td>
<td>Population Health Honours Project Part 2</td>
<td>2</td>
</tr>
<tr>
<td>PUBH4401 (6 points)</td>
<td>Biostatistics 1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PUBH5805 (6 points)</td>
<td>Qualitative Research Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

The research units are PUBH4404 and PUBH4405 Population Health Honours Project parts 1 & 2, and represent advanced research study in the field of population health. Honours students will participate in original research by the conduct of a supervised research project, a presentation and preparation of a manuscript suitable for journal publication.

The Honours program has been designed to develop participants’ research competencies, and to facilitate participants’ contribution to the future development of public health through research. It aims to educate participants on how to conduct scientific research. The program is designed to enhance observational skills and develop relevant practical skills; lateral thinking and problem solving; literacy and communication skills; as well as professional responsibility and ethical conduct. Hence, honours students are required to undertake advanced coursework study into biostatistics and epidemiology. The Honours Research Process and Research Conduct and Ethics units will also provide students with the competencies required to conduct a research project. The academic requirements, resources and assessment information for the coursework units can be found in their respective unit guides.
Eligibility for Population Health Honours
To be eligible to participate in the Population Health Honours program you need to have successfully completed a Bachelor of Science with a weighted average of at least 70 per cent overall for level 3 units in your population health major. Students who have a degree and academic results deemed equivalent by the Head of School may be eligible, at the discretion of the Head of School.

Enrolment into Honours
You are required to provide the School of Population and Global Health (SPGH) with details of the supervisor(s) and topic by 26th January 2018 using the form in Appendix 1. The form can be submitted by email to the Academic Services Officer and Honours Program Coordinator.

Tasks and Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Timeline (Semester 1 enrolment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Decide which topic area you would like to pursue in Honours – it might be related to your public health major or be cross disciplinary.</td>
<td>November 2017 to January 2018</td>
</tr>
<tr>
<td>• See available topics at: <a href="http://www.sph.uwa.edu.au/students/honours">http://www.sph.uwa.edu.au/students/honours</a></td>
<td></td>
</tr>
<tr>
<td>• Ask the School Honours Co-ordinator for assistance in choosing a topic and finding a supervisor or</td>
<td></td>
</tr>
<tr>
<td>• Decide which academic you would like to supervise your project, and agree on a topic.</td>
<td></td>
</tr>
<tr>
<td>Submit completed topic confirmation form to unit co-ordinator (see Appendix 1)</td>
<td>26th January 2018</td>
</tr>
<tr>
<td>Submit written proposal (part of PUBH4402)</td>
<td>By Friday of week 8 of semester 1</td>
</tr>
<tr>
<td>Supervisor progress report 1</td>
<td>Week 8 of semester 1</td>
</tr>
<tr>
<td>Receive feedback on proposal</td>
<td>Week 10 of semester 1</td>
</tr>
<tr>
<td>Honours proposal presentation</td>
<td>In week 13 of semester 1</td>
</tr>
<tr>
<td>Commence carrying out the practical work of your project</td>
<td>Throughout year</td>
</tr>
<tr>
<td>Supervisor progress report 2</td>
<td>Week 1 of semester 2</td>
</tr>
<tr>
<td>Submission of manuscript for examination</td>
<td>Week 11 of semester 2</td>
</tr>
<tr>
<td>Supervisor progress report 3</td>
<td>Week 12 of semester 2</td>
</tr>
<tr>
<td>Honours research seminar</td>
<td>Week 13 of semester 2</td>
</tr>
<tr>
<td>Learning outcome</td>
<td>Themes</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Work independently.</td>
<td>Personal development and professional practice</td>
</tr>
<tr>
<td>Develop a research question/ hypothesis.</td>
<td>Scientific investigation and critical thinking</td>
</tr>
<tr>
<td>Be able to search and retrieve literature appropriate to a topic.</td>
<td>Scientific investigation and critical thinking</td>
</tr>
<tr>
<td>Critically appraise existing scientific literature relevant to research topic.</td>
<td>Scientific investigation and critical thinking</td>
</tr>
<tr>
<td>Design and justify appropriate research methods.</td>
<td>Scientific investigation and critical thinking</td>
</tr>
<tr>
<td>Implement a research strategy</td>
<td>Scientific investigation and critical thinking</td>
</tr>
<tr>
<td>Learning outcome</td>
<td>Themes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate scholarly communication of research aims, methods, results and interpretations</td>
<td>Personal Development and Professional Practice</td>
</tr>
<tr>
<td>Interpret research results within a broader public health context.</td>
<td>Scientific basis of health science</td>
</tr>
<tr>
<td>Discuss the ethical implications associated with research</td>
<td>Personal development and professional practice</td>
</tr>
<tr>
<td>Effectively manage a project</td>
<td>Personal development and professional practice</td>
</tr>
<tr>
<td>Accept, interpret and respond appropriately to feedback.</td>
<td>Personal development and professional practice</td>
</tr>
</tbody>
</table>
**Choice of topic**

The policy on your choice of topic is that the subject matter must be relevant to public health. Cross-disciplinary topics are encouraged. The School of Population and Global Health has a large number of research projects available (see the website below for more details).

You may select a topic of your own choice, or you may consult with academic staff in your chosen area of interest for assistance in choosing a topic. You are encouraged to talk to academic staff about their various research projects to identify possible topics. The School website shows the research programs within the school and list current research projects; see the website below for more details.

Some research will involve detailed statistical analysis and interpretation of a body of data. The student may collect original data specifically for the research (e.g. from human or animal laboratory experiments, surveys or other) or may analyse existing data in an original manner. Other research are based on the analysis of published documents such as policies relating to a particular aspect of public health. Students undertaking such research are expected to collate, integrate and critically appraise the relevant literature, and evaluate current practice and policy in the light of the literature. Other methods of inquiry may also be permitted. In summary, there is a wide diversity of subject matter and methods of enquiry that are suitable as research topics. It often helps to view Honours research from previous years. These are available in the Clifton Street Conference Room - see Academic Services in the Clifton Street Building (Nedlands Campus) to gain access.

Honours project booklet available at - [http://www.sph.uwa.edu.au/students/honours](http://www.sph.uwa.edu.au/students/honours)

**Restrictions on projects suitable for SPGH honours students**

Please note that the SPGH has strict policies regarding undergraduate students’ research projects namely:

1. Undergraduate students (which include Honours students) are not allowed to access identifiable data from **confidential patient records**. This policy supersedes any ethical approval that would otherwise allow access. This policy does not pertain to data collected directly from consented patients/study subjects by the student.

2. Honours students are NOT permitted to hold individual level patient data for their project (identifiable, re-identifiable or non-identifiable) on non SPGH computers (i.e. home desktops or laptop computers). All analyses of such data MUST be undertaken either within the confines of a SPGH machine or within the confines of a machine at the workplace of the principal supervisor (for example at Telethon Kids Institute).

3. All individual level data MUST be de-identified either at the source or by the supervisor upon receipt prior to analysis by the student.

**Supervision**

Each honours research study must be supervised by at least one member of academic staff of SPGH. An external person may co-supervise, especially when the project is industry based. Make an appointment to meet with several possible supervisors to discuss their projects, their approach to supervision and their availability. When you have decided upon a coordinating supervisor (and co-supervisor, where applicable), check that this decision is suitable to both the supervisor(s) and the School Honours Co-ordinator. You are required to confirm your topic and supervisor using the form in **Appendix 1** by 26 January 2018.

Because of the diversity of the interests of students, on occasions no member of academic staff will be expert in the content area of your research. If this is the case, expert external co-supervision is essential. Academic supervisors can help you identify the most suitable external co-supervisor.
Advice for students in choosing and working with a supervisor

One piece of advice we feel is very important for you is that you take ownership of your honours project from the beginning. Your relationship with your supervisor is different to the relationship you have had with the undergraduate teaching staff. You should not see yourself as a research assistant following the instructions of your supervisor, but rather see yourself as running the project with your supervisor there to guide and mentor you in the process of research.

To enable you to make this transition more easily we have put together some information to help you choose a supervisor, to guide you as to what to expect from your supervisor and also what to discuss at your first meeting.

Choosing your supervisor

Generally, allocation of supervisors is a matter for individual negotiation between student and supervisor, and both students and supervisors are free to choose to work together. From your perspective this is a choice that should be made with great care, because the effectiveness of the student-supervisor relationship will have a large effect on your honours experience.

The role of the supervisor is to advise, guide and provide constructive feedback to you through the processes of choosing a realistic topic, designing a viable project, doing the research, interpreting the findings and writing the manuscript.

Things to do before deciding on a supervisor:
- talk with a few prospective supervisors about their styles of supervision and what they expect of their students;
- talk with your prospective supervisors' current and former honours students about their experiences; and
- talk with prospective supervisors about their research interests and prospective topics.

Select a supervisor whom you expect will:
- maintain an interested, professional, mutually respectful and supportive supervisory relationship with you throughout your project;
- meet with you regularly to discuss your research;
- provide on-going clear, adequate, good-quality advice on the planning and execution of your research;
- provide you with timely and constructive feedback on all aspects of your work; and
- guide you through the completion of your degree and into the next stage of your career.
Responsibilities of the Supervisor
The principal supervisor is responsible for the completion of student reports and for any other administrative matters pertaining to the student. In general terms, supervisors adopt the following code of practice:

• provide academic guidance;
• establish open and good communication;
• assist the student to obtain ethics permission in semester one;
• meet frequently with the student (on average at least one hour per week);
• provide advice on ethical matters pertaining to the student’s research;
• advise on the preparation of the research proposal, financial plan and operational plans;
• respond to work within a reasonable time;
• provide consistent advice;
• avoid additional requirements once parameters are already agreed;
• give the student feedback on satisfactory and unsatisfactory progress;
• have a reasonable level of expectation regarding what a student can and should accomplish in an honours research study;
• protect the student from unreasonable demands;
• assist the student at those times when the voice of a staff member advocate is needed;
• keep the student informed about relevant regulations and administrative processes in the School and University, and refer the student to appropriate guidelines;
• inform the student of impediments that might adversely affect their progress, such as the supervisor being away for part of the semester;
• generally aid the student in pursuing the project and maintain sufficiently close contact with the student’s work;
• maintain an interest in the topic;
• maintain an interest in the student as a person and be interested in the student’s welfare; and
• view supervision as an important responsibility, deserving of his or her attention and time.

Management of conflict and changing supervisors
It is possible that at some time during Honours you will disagree with your supervisor(s), even if it is only a friendly disagreement. Disagreement over academic theory or the content of the research study is possible, but respectful discussion of the subject should take place and a consensus be reached. The most common disagreement involves misunderstanding about the other’s expectations with respect to supervision or satisfactory progress. In these instances you and your supervisor(s) should make every effort to understand the point at issue and to work towards a solution that is mutually acceptable. If, despite a concerted and genuine attempt, you reach the situation where every possible means of resolving the conflict has been exhausted to no avail, and the lack of resolution is detrimental to your progress, discuss the matter with one of the School Honours Co-ordinators or the Head of School. It is expected that the Head of School will become involved infrequently in the management of conflict between a student and supervisor(s), and that in the vast majority of instances it will be possible for the parties to resolve the matter themselves.

Changing a supervisor is not always easy or possible, and can be a sensitive matter; all the more reason to make the initial choice carefully. Further, there may not be another supervisor in your area. If you do wish to change supervisors, please arrange to discuss the matter with one of the School Honours Coordinators or the Head of School. The more informal and low-key these procedures can be, the better they are for all concerned. Be wary about denigrating supervisors in front of others.
Responsibilities of the Student

From a supervisor’s viewpoint, there is an ideal student. He or she will complete a good research study; show initiative but accept guidance; is not a ‘You tell me what is required and I’ll do it’ - minimum competency student; displays personal integrity and meets commitments; is able to write; is enthusiastic; is keen to communicate the results; is able to think; and keeps in regular contact.

You are expected to initiate meetings and be prepared for them. Learn the supervisor's style (the best way is to ask them); resist the impulse to present rough copies or first drafts before you have thoroughly checked them; always submit material on which serious effort has been expended and note that you are responsible for deadlines. The following code of practice is suggested for Science students undertaking Honours.

The student will:
• develop a detailed research proposal, including an operational plan with deadlines;
• accomplish tasks on time, or explain why this is not possible;
• be enthusiastic;
• be open to suggestions and to advice, but also show independence and initiative;
• develop independent scholarly thought and enquiry;
• have integrity and diligence in research and writing;
• arrange meetings with the supervisor, preferably at regular intervals, and keep in regular communication;
• prepare legible documents for comment;
• follow a method of presentation which maximises the use of the supervisor’s time;
• be honest when reporting on progress and results;
• be reasonable in making demands on the time of the supervisor and other experts;
• maintain an interest in the supervisor as a teacher and scholar;
• uphold the academic standards and good reputation of the School; and
• become aware of academic regulations and administrative requirements of the degree.

Absence

If a planned or unavoidable absence occurs during Honours, inform your supervisor and the Honours co-ordinator as soon as practicable. In the case of prolonged absence due to a medical condition, a medical certificate must be submitted to your supervisor and honours co-ordinators. If prolonged absence occurs, a deferment may be the best option.

Special Consideration

If there are any reasons why your research work is not progressing as well it should do, you must let your supervisors and/or the honours co-ordinators know as soon as possible. If there are extenuating circumstances that mean you will require special consideration or an extension, you must inform your supervisor and the honours co-ordinators prior to submission of the assessment piece. The extent to which these factors can be taken into account after the fact, is very limited. Hence we can only stress again the need to alert us to any potential or existing problems as soon as possible, even if they may not necessarily affect your ability to complete on time or to an accepted standard.

Data Security

You are required to keep any data that you have been given secure. At the conclusion of Honours you will be required to send all data files to your supervisor, and delete all your files from your computer. Any individual level data or other data where individuals are potentially identifiable that you require access to as part of your honours project must be kept in an authorised secure environment such as a locked filing cabinet. Specific data security issues should be discussed with your supervisor.
Funds for Honours Research Projects
The School does not provide funding for honours research projects other than the provision of a printing allowance and general office consumables. All other costs, including the cost of large scale mailouts to study participants are the responsibility of the student or their supervisor. You should discuss with your supervisor if adequate funding is available for your project at your first meeting.

Honours Workshops
Student Services offers an excellent series of workshops on generic skills and principles relating to the fundamentals of research management and thesis writing. Details of these workshops can be found at http://www.student.uwa.edu.au/learning/studysmarter. Honours students are encouraged to attend.

The School of Population and Global Health also provides seminars to students completing honours in the Honours Research Process unit PUBH4402.

Some of the topics covered are:
1. Introduction to structure of the honours program;
2. How to write an honours proposal;
3. Setting up your word processing templates and other hints;
4. Reviewing the literature;
5. Writing up the methods and results (including the presentation of graphs and figures);
6. Writing your discussion;
7. Presentation style; and
8. How to write a paper/career directions.

Ethical Clearances
All research projects involving participation of subjects, or the use of information about people for a purpose for which permission has not already been obtained, need approval from the Human Research Ethics Committee of The University of Western Australia. You may also require approval from the Ethics Committee covering the institution where your study will take place. Your supervisor is responsible for ensuring that you obtain sufficient approval. Your supervisor and the Honours Coordinator need to identify early in your first semester of candidature if formal ethics approval is required so that approval can be obtained in a timely fashion.

If you are proposing to conduct a quality assurance study, you should apply to either the Human Research Ethics Committee of The University of Western Australia for exemption from formal ethical review or to the Ethics Committee covering the institution where your study will take place. The procedures to be followed for the UWA committee are available at:
Assessment in PUBH4402, PUBH4404 and PUBH4405

**Summary of Assessment in PUBH4402, PUBH4404 and PUBH4405**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Marks</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUBH4402</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature review</td>
<td>35%</td>
<td>Friday -week 6 [Semester 1]</td>
</tr>
<tr>
<td>Written Proposal</td>
<td>30%</td>
<td>Friday - week 8 [Semester 1]</td>
</tr>
<tr>
<td>Research methodology assignment</td>
<td>20%</td>
<td>Friday - week 1 [Semester 1]</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15%</td>
<td>Week 13 [Semester 1]</td>
</tr>
<tr>
<td><strong>PUBH4404/4405</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor Report 1</td>
<td>Formative</td>
<td>Friday - week 8 [Semester 1]</td>
</tr>
<tr>
<td>Supervisor Report 2</td>
<td>Formative</td>
<td>Friday - week 1 [Semester 2]</td>
</tr>
<tr>
<td>Research manuscript</td>
<td>70%</td>
<td>Friday - week 11 [Semester 2]</td>
</tr>
<tr>
<td>Attendance at UWA research seminars</td>
<td>Pass/fail</td>
<td>On-going</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>Pass/fail</td>
<td>Week 13 [Semester 2]</td>
</tr>
<tr>
<td>Supervisor Report 3</td>
<td>15%</td>
<td>Friday - week 13 [Semester 2]</td>
</tr>
<tr>
<td>Research Seminar</td>
<td>15%</td>
<td>Week 13, sem 2 (TBC)</td>
</tr>
</tbody>
</table>

**The Proposal (PUBH4402)**

**Written proposal**

The written proposal should be submitted in week 8 of Semester 1 to the School Honours Co-ordinator for assessment and approval as part of the PUBH4402 unit. Preparation of the proposal requires that you read the relevant literature, identify ethical issues arising from the program of research, make a realistic assessment of the time and budget and design an appropriate research methodology required for the project. Two academics chosen by the School Honours Co-ordinator will assess the research proposal. Students should discuss potential assessors for the proposal with their supervisors, and ensure that their coordinating supervisor nominates the potential assessors to the Honours Co-ordinator one week before the proposal deadline.

The assessors will assess the proposal, provide comments and feedback, and recommend whether the research be allowed to proceed without change, whether modifications should be made to the proposal or whether the topic is unsuitable for honours research study. They will also provide an independent assessment of whether approval from the Human Research Ethics Committee is necessary. Most proposals are approved without modification or with minor modifications only. The aim is to provide you with an assessment of the proposal within two weeks of its submission.

The essential components of the research proposal are provided in **Appendix 2**. The proposal submission form and guidelines for the assessment of the written proposal are shown in **Appendix 3**. The guidelines for the assessment of the written proposal are those used by your proposal examiners to assess your proposal, and will be of use to you in pre-empting their considerations.
Oral presentation of research proposal
You are also required to present the proposed research at a seminar for feedback from a broader audience from the School. The oral presentation contributes to your assessment within PUBH4402 program. The presentation should be 20 minutes in length, allowing a further 10 minutes for questions.

The intention of this seminar is for you to receive feedback on your proposed research by a broad audience. The questions and comments made at this seminar will be very valuable for further refinement and planning of your project.

What happens if you fail the research proposal?
SPGH will allow more than one submission of the research proposal within the unit assessment processes. If a student fails the first submission of the research proposal, they will be allowed to resubmit the proposal, but the highest mark they will be able to receive for this second submission will be 60%. If they fail the second submission, they will then fail the unit and be asked to withdraw from the honours program.

Supervisor reports (PUBH4404 & PUBH4405)
Throughout the year you will meet with your supervisor(s) to assess your progress on your honours project. Your supervisor will be asked to rate your ability on several factors that are directly linked to the learning outcomes of this program. The assessment criteria are shown in Appendix 4. A student who shows initiative and takes ownership of their project while taking on board feedback from their supervisor(s), is more likely to score at the higher end of this scale.

The first two reports from the supervisor(s) should be discussed with you so that you may see the areas in which you are doing well and the areas for improvement. There should be open discussion about these between you and your supervisor.

Attendance at UWA Research Seminars and the Reflective Journal (PUBH4404 & PUBH4405)
Students are required to attend at least 10 (ten) research seminars held at UWA in each semester. These must include but should not be limited to all research seminars held by the School of Population and Global Health, for example Masters and PhD proposal seminars. You are required to keep notes on each research seminar that you attend, and include details on the date/time of the seminar, the name of the presenter, the title of the seminar, and a brief description of the content of the seminar (one paragraph or so). These notes are to be included in your reflective journal.

In addition, students are required to submit a journal which reflects upon their honours experience. The entries should include one short reflective report for each of the seminars attended and a short (one page max) reflection of your experience in each month of your candidature unless you have special circumstances and hence agreement from the Honours Co-ordinator to provide less.

Each entry should consist of a brief description of your research journey to date including any problems/successes you have encountered with your project and if problems have occurred, your plans to remedy them. You should also reflect on your developing abilities as a researcher and comment on any changes in your perception / attitudes towards the program and your project. Thus it is important to re-read previous entries and to use these as a reference for your previous experiences / thoughts.

Your reflective journal will be assessed on a pass/fail basis. To gain a pass you need to have included at least 80% of the required entries. Please feel free to submit your first couple of journal entries for formative assessment. Summative assessment will take place at the end of the academic year.
The Research Methodology Assignment (PUBH4402)

The assignment focuses on an issue to do with research methodological issues on research. The assignment topic relates to a research methodological issue. You are required to do some reading on the topic, and write a 1,000 word essay (excluding references) on the background of the issue, and strategies that can be used to deal with the issue. Refer to the PUBH4402 unit outline for the topic and requirements.

The Research Manuscript and Seminar (PUBH4404/4405)

Research Seminar

The outcome of the honours research project will be presented at a research seminar, at the end of the year. The research seminar will be held either one week prior or one week following the submission of the manuscript to be decided by majority decision of the students enrolled. The seminar will be 20 minutes in length with a further 10 minutes for questions. Each student presents the background, research aims, methods and outcomes of their project and provides an interpretation of their results.

Guidelines for the assessment of the seminar are attached as Appendix 5.

Students must submit an abstract of their seminar one week prior to the seminar date. Please send the abstract via email to the administrative officer.

Structure and Presentation of the Manuscript

The findings of the research should be written up in the form of a journal-style scientific publication. The formatting requirements for the manuscript are described below.

Title page

Please include a title page for your manuscript. This should include the title of the manuscript, your full name and affiliation (School of Population and Global Health, UWA), names of your supervisor(s) and affiliations, and acknowledgements. You can add in a secondary affiliation if relevant and appropriate, but are not permitted to have more than two affiliations. Please provide word counts for the abstract and for the manuscript.

Declaration page

You are required to submit a signed declaration page stating that the material in the manuscript you have submitted has not been previously published nor submitted for conferral of any qualification award. Your coordinating supervisor is required to sign off on this page as well in support of your submission. If you have received any assistance in your honours research work, you may add in an acknowledgement section on this page specifying which aspects of your honours work you have had help with, and from whom.

Abstract

Please include a structured abstract with your manuscript. The abstract should be structured under the headings of i) Objective (or Aims), ii) Methods, iii) Results, iv) Conclusions, and v) Implications. The word limit for the abstract is 250 words.

Word count

The word count for the manuscript should not exceed 6,500 words. Visual illustrations such as tables or figures can be used in the manuscript, but only up to 3 visual illustrations are permitted. Visual illustrations are counted as 500 words each. References are not counted towards the word limit, but there can only be a maximum of 30 references. For manuscripts with qualitative research methodology, quotes in the manuscript do not count towards the word count.
Structure of the manuscript
Up to three levels of headings should be used to structure the manuscript. The first level of heading should reflect the structure used in the abstract.

Tables and figures
Tables and figures should be provided in high quality format and/or resolution. Only black and white illustrations are allowed. Tables should be inserted within the text of the manuscript (as opposed to being placed following the manuscript).

Headers, footers and footnotes
Headers, footers and footnotes are not allowed to be used in the manuscript. Page numbers are required.

Abbreviations
Only abbreviations that are commonly in use to the public health community are allowed. Spell out all other abbreviations in full. If you are unsure whether an abbreviation is considered “commonly in use”, spell it out in full.

Appendices and supplementary material
Appendices and supplementary material that provides useful information but are not pertinent to the understanding of the manuscript can be included with the manuscript. These should be clearly labelled as appendices and be referred to in the manuscript text. Up to 20 pages of supplementary material can be included. Please note that provision of supplementary material, while allowed, is not encouraged.

Referencing
Vancouver or Harvard referencing styles are permitted. The style guides for these reference types can be found on the UWA library webpage: http://www.library.uwa.edu.au/information-resources/guides.

Submission of the Manuscript
Please submit your manuscript electronically to the Honours program coordinator in both Microsoft Word and Portable Document Format (PDF). Students must submit their manuscripts by the due date specified.

Submission of the research manuscript requires supervisor(s) approval, and this should be clearly indicated on page 2 of the manuscript (following the cover page). Refer to Appendix 6 for the format of the supervisor approval. The coordinating supervisor should sign-off on all copies of the dissertations that are submitted, on behalf of all supervisors (if applicable).

Examination of the Manuscript
Two examiners independently examine your research manuscript. To ensure that a suitable external examiner is identified, we ask your supervisor(s) to nominate potential examiners with sufficient expertise and experience and with whom there is no conflict of interest. The internal examiner is selected by the Honours Examination Board, which consists of academics experienced in research training and the Honours Coordinator. The internal examiner, who will be a member of academic staff of the School, is selected based upon their research expertise and experience in examining research studies.

On receipt of the examiners’ reports the Honours Examination Board will meet to determine your honours research mark. Where the two examiners marks do not differ by greater than 10 marks the average of the two marks will be awarded. However, in situations where the two examiners marks differ by greater than 10 marks the Honours Examination Board will take into consideration the content of the examiners reports in making their decision. To aid in this a written response to the examiners’ reports may be requested from your principal supervisor. The Honours Examination Board will then determine whether the average mark or a mark weighted towards the higher of the two marks should be awarded. In no circumstances will a mark lower than the average mark be awarded. In some circumstances a third
examiner may be required in which case an average of the three examiners marks shall be deemed to be the final mark.

Since a substantial portion of the marks are determined by the quality of the honours research, it is recommended that students place considerable effort in planning, constructing and presentation of the research study. Students should seek advice from their supervisor(s) as well as the Honours Co-ordinator to ensure they have a clear understanding of the expectations of the School.

Guidelines for the assessment of the manuscript are attached as Appendix 7.

**Permanent Binding of the Manuscript**

Following examination and corrections, a high quality electronic copy of the final version of the honours manuscript should be submitted to the Academic Services (School of Population and Global Health), together with a supporting email from the primary supervisor that the revisions based on examiners’ comments have been performed satisfactorily. Please provide both a PDF and a Microsoft Word format manuscript. The manuscripts for all graduating honours student in the same cohort will then be bound into a volume.

At least three copies of the manuscript will be bound; one copy for each of your supervisors, one for the School library and one for you. Additional copies may be purchased at your expense. Please check with UniPrint on the cost for additional copies.

Instructions for permanent binding of the thesis and the format of the cover page are given in Appendix 7. The cover page of both the temporarily bound and final bound copy of the research manuscript should be as indicated.

**Honours Grade**

The honours grade is calculated by a Weighted Average of the research and coursework units. In particular, PUBH4404 and PUBH4405 are worth a collective 50% of the overall honours mark. PUBH4402 Honours Research Process is worth 25%. The remaining coursework units, PUBH4401, PUBH4403 and PAED4401 have an equal contribution towards your honours mark and are worth a combined 25%. The grading of your honours will be based on the grading system from the University Secretariat (see Table 1).

<table>
<thead>
<tr>
<th>Class of Honours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 First class Honours</td>
<td>80+</td>
</tr>
<tr>
<td>2A Upper second class Honours (division A)</td>
<td>70 - 79</td>
</tr>
<tr>
<td>2B Lower second class Honours (division B)</td>
<td>60 - 69</td>
</tr>
<tr>
<td>H3 Third class Honours</td>
<td>50 - 59</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt; 50</td>
</tr>
</tbody>
</table>

**Appeal against assessment**

You have the right to place an appeal if you are not happy with any of the assessments within your Honours program. In the first instance, please discuss this matter with either the unit coordinator or Honours Coordinator (as appropriate) or the Head of School. Guidance for appealing against your assessment can be provided by the Student Guild and by the appeals website [http://www.secretariat.uwa.edu.au/home/policies/appeals](http://www.secretariat.uwa.edu.au/home/policies/appeals)
Guidelines for Handling Plagiarism

Plagiarism is defined as appropriating someone else's words or ideas without acknowledgment. There are many areas in society where plagiarism may be regarded as acceptable, for example the unacknowledged speechwriter for a politician or a Commission Report that bears the name of the Chairman and not those who actually drafted the material.

However, in science a much stricter view has to be adopted. New ideas and findings which are crucial to the advancement of knowledge are published in international journals under particular authors' names, and credit for some contribution in the eyes of one's peers is probably the main factor driving scientists to struggle and persist with difficult research questions (obviously curiosity, job prospects, promotion, tenure, research funds are others). It is therefore extremely important that this credit be properly assigned for personal, and in the longer term, historical reasons. Because no one works in a vacuum and there will always be earlier work in an area, we have to rigorously acknowledge previous contributions if we are to expect that in turn, we will be acknowledged in the future.

Procedures for handling a suspected case

The School is ultimately bound by University procedures on the matter of a suspected case of plagiarism, as with all other cases of misconduct in research. The procedures can be located at http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct

ENDNOTE

Endnote software is available to all UWA students. A copy of this software can be obtained from the Faculty of Medicine, Dentistry and Health Sciences office.

Printing account

You are allocated a value of $50 per semester for printing and photocopying. You are required to top up your credit yourself, and bring the receipt to the SPGH academic services officer for reimbursement.
**APPENDIX 1: CONFIRMATION OF TOPIC FORM**

**BACHELOR OF SCIENCE HONOURS**

*Please submit to Dr Ian Li by 26 January 2018*

<table>
<thead>
<tr>
<th>Family name</th>
<th>Other names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postal address</th>
<th>Postcode</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone</th>
<th>Student number</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor 1</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor 2</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please add details of additional supervisors if required.*

**Research topic:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

**Topic sighted by Supervisor(s):** *Coordinating Supervisor to sign* ________________ Date ______
APPENDIX 2: COMPONENTS OF THE RESEARCH PROPOSAL

Synopsis
A succinct summary of the background, the objectives and the research plan. (No more than one page\textsuperscript{1})

Literature Review
Include a brief review of the relevant literature on the topic to be studied. References should be listed in Harvard or Vancouver style. (No more than six pages.) This section provides the argument for conducting the research.

Objectives
The objectives of the project, including hypotheses to be tested where relevant. (Approximately ½ page)

Benefits
What are the benefits of the proposed research? (No more than one page.)

Research Plan
The research plan should be provided in sufficient detail for the assessors to have a good understanding of the methods you propose, including their appropriateness and feasibility. (No more than five pages.)

For quantitative studies, the following items should be considered for inclusion:

- description of population and sample;
- method of sampling;
- description of data gathering methods, including definitions of variables;
- draft of the questionnaire or survey instrument if applicable;
- discussion of validity and reliability of data;
- statistical methods; and
- sample size estimation.

For qualitative studies, the following items should be considered for inclusion:

- philosophical framework;
- description of population and sample;
- description of data collection methods;
- description of sampling techniques and recruitment of participants;
- draft of the research protocols;
- data analysis;
- discussion of rigour;

For dissertations that are based on critiques of the literature, you need to include detail on the source of the literature that will be reviewed, how it will be identified and how it will be reviewed.

Ethical Considerations
A section outlining the ethical considerations arising in the course of the proposed research is required. This section should address questions of consent to participate in the research, security of the data including protection of the identities of individual participants and a clear statement as to which ethical committees will have to review the research before it can commence. (No more than one page.)

In addition, unless ethical approval is currently being sought in which case a statement to that effect must be provided, a copy of the approval OR a letter from an ethics committee stating that the project does not require ethical approval must be included as an appendix.

\textsuperscript{1} Please note that all page lengths quoted refer to 1.5 line spacing using Times New Roman size 12 font.
Where the honours project is a subset of a larger project the full ethics application must be included in addition to the approval letter to enable the proposal assessors to determine whether the project falls within the boundaries of the ethical approval supplied or whether an amendment to the ethical application should be sought to adequately cover the project.

**Budget**

If no additional funding is required, simply write a sentence like ‘No funding is necessary’. If resources other than computing, printing and photocopying are required, an itemised budget is necessary. Please note that the School does not provide funding for honours research projects other than the provision of funds for photocopying, printing and general office consumables. All other expenditures, including the cost of large mailouts to study participants must be covered either by the student or their supervisor.

**Statement of Participation**

If a research topic relates to a project in which several people are participating, you must satisfy the School that the work to be undertaken for the dissertation will be performed by the student. You should describe your role in the overall project and your role in that part of it used for your dissertation. (A brief paragraph is sufficient.)

**Timetable**

The aim of the timetable is to outline the logical steps of the study and to set target dates for completion of each task (e.g. design of questionnaire, collection of data, analysis of data and report writing). The timetable has both short term and longer term advantages. In the short term it focuses attention on a particular task within the study. In the longer term, it provides a comprehensive statement about the project in terms of the methods to be employed.

Developing the hypotheses for the research, planning the logistics and predicting the outcomes of the study on a time scale are important and valuable steps toward establishing clearly in one’s mind the objectives of the research and the means of achieving successful results. Usually students tend to think that the study will be completed in a shorter time than is possible. A more realistic time frame can usually be determined with advice from your supervisor. (No more than one page – a Gantt chart is one way to effectively communicate your timeline.)
SCHOOL OF POPULATION AND GLOBAL HEALTH
POPULATION HEALTH HONOURS
PROPOSAL SUBMISSION

Student: ________________________________________________________

Supervisor/s: ________________________________________________________

Approved for submission:____________________________________________(Coord Supervisor)

Title: _____________________________________________________________

Date of Submission:_______________
The research proposal is assessed by two members of the academic staff who are chosen by the Honours Co-ordinator. They will recommend whether the research be allowed to proceed without change, whether modifications should be made to the proposal before the research commences, or whether the topic is unsuitable for an honours project. They will also provide an independent assessment of whether approval from the UWA Human Research Ethics Committee is necessary. Most proposals are approved with modification or with minor modification only.

The following questions are considered by assessors when reviewing the proposal. Note that not all questions are relevant to all dissertations.

1. Are the objectives and benefits of the research clear, practical and achievable?
2. Is the background set out clearly?
3. Are the key articles within the literature of this area critically reviewed? Please note students are asked to identify only the key articles for this proposal, but are expected to undertake a more extensive literature review for their dissertation.
4. Do the study questions emerge clearly?
5. Is the study population defined and described?
6. Are the sampling design and sample size described clearly?
7. Are the techniques for the collection of data specified?
8. Are the plans for analysis of the data outlined?
9. Are the sequential steps to be undertaken clearly specified?
10. Is the project feasible in terms of personnel, time, budget?
11. Is the project adequately covered by the ethical application supplied? OR for projects where ethics approval is yet to be sought / granted: Will the project require ethical approval?
12. Style and grammar – please make an overall comment if the students needs to pay more attention in this area.

The allocation of marks are detailed over the page.

---

2 Based on criteria developed by the Community Health Research and Training Unit of the Department of General Practice.
<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>%</th>
<th>&lt;40</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td></td>
<td>Very poor</td>
<td>Incomplete</td>
<td>Competent</td>
<td>Sound</td>
<td>Strong</td>
<td>Outstanding</td>
</tr>
<tr>
<td><strong>Background / Literature Review</strong></td>
<td></td>
<td>Is the background set out clearly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/20</td>
</tr>
<tr>
<td></td>
<td>Are the key articles within the literature of this area critically reviewed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research Question / Hypothesis</strong></td>
<td></td>
<td>Do the study questions emerge clearly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>(that is, is an argument for the research clearly made)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are the objectives and benefits of the research clear, practical and achievable?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21
Methodology

For data collection -
- Is the study population defined and described?
- Are the sampling design and sample size described clearly?
- Are the techniques for the collection of data specified? Are the variables/items to be collected described?
- Are the plans for analysis of the data outlined?
- Are the sequential steps to be undertaken clearly specified?

For a literature review -
- Is the search strategy clearly described and systematic?
- Are the key words appropriate?
- Are the databases/literature sources identified/described?
- Are there criteria for exclusion/inclusion?
- Are there criteria for critical analysis of the literature?

Comments

Feasibility

Is the project feasible in terms of personnel, time, budget and ethical considerations?

Note: if the project is not feasible without important changes, please specify clearly what the recommendations are

Is a detailed time frame specified?

Comments

<table>
<thead>
<tr>
<th>%</th>
<th>&lt;40</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>/40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style and Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Organization (appropriate use of sub-headings), succinctness and clarity of expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate length</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate use of grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

<table>
<thead>
<tr>
<th><strong>Referencing</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is supported with reference citations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referencing is consistent with an accepted style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

<table>
<thead>
<tr>
<th><strong>Total mark</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>/100</th>
</tr>
</thead>
</table>
### APPENDIX 4: SUPERVISOR ASSESSMENT REPORTS 1, 2 AND 3 AND GUIDELINES

<table>
<thead>
<tr>
<th>Outcome for reports 1, 2 or 3</th>
<th>N/A</th>
<th>Poor</th>
<th>Competent</th>
<th>Good</th>
<th>Strong</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;50%</td>
<td>50-59%</td>
<td>60-69%</td>
<td>70-79%</td>
<td>80-100%</td>
<td></td>
</tr>
<tr>
<td>Management of own responsibilities and time Reports 1, 2 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to develop a research question Report 1 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability in information searching and retrieval Report 1 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability in critical evaluation of literature Reports 1, 2 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability in research design Reports 1 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability in implementing a research strategy Reports 2 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to interpret and discuss results (interim or full) Reports 2 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively manage project as a whole Reports 2 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to accept, interpret and respond to feedback Reports 1, 2 and 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Semester 1 enrolment

- **Report 1**: due date 27 April, 2018 Formative
- **Report 2**: due date 3 August, 2018 Formative
- **Report 3**: due date 26 October, 2018 Summative

**Report 3 only Final Mark __________%**
Guidelines for supervisor assessments.

To attain an outstanding score the student should—after initial guidance:

- Consistently work independently to a high standard.
- Consistently develop and implement appropriate strategies.
- Show an obvious commitment to producing high quality work.
- Show an ability to reflect on the research process and come up with their own ideas/ questions for clarification.

To attain a strong score the student should:
Be passionate about the work and need assistance from the supervisor only occasionally. For example, such a student may require occasional direction but once given is able to think and work independently. The student should usually produce high quality work.

To attain a good score the student should:
Be eager and committed to the task at hand but require direction frequently. The student may work truly independently at times but require prompting at times. The student may occasionally produce high quality work. The student has to be prompted to think independently and come up with their own ideas.

To attain a competent score the student should:
Be eager and committed to the task at hand but require a high level of direction. The student may only occasionally work truly independently. The student produces work of a reasonable standard. The student puts in effort into the research but does not always take charge of the project.

Students who attain a poor score would be consistently unable to work or think independently, consistently fail to develop and/or implement appropriate strategies and consistently lack commitment and/or the ability to meet deadlines. The majority of the student's work would not be of an acceptable standard.
# APPENDIX 5: SEMINAR ASSESSMENT GUIDELINES

## HONOURS SEMINAR ASSESSMENT GUIDELINES

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Fail (&lt;5)</th>
<th>Pass (5-6)</th>
<th>Credit (6-7)</th>
<th>D (7-8)</th>
<th>HD (8-10)</th>
<th>Mark</th>
</tr>
</thead>
</table>

### INTRODUCTION

- Was an appropriate introduction to the presentation given?
- Was there adequate background or context of the research study provided?
- Are the research aims/objectives/questions clearly articulated?

/10

### COMMENTS

### LITERATURE

- Were the main findings from the literature communicated in a succinct and clear manner?
- Was the discussion of the literature linked to the motivation for the study?
- Were gaps in the literature clearly identified?

/20

### COMMENTS
### DATA/METHODS

- Was the data (and/or collection methods) described clearly?
- Were appropriate methodological strategies outlined and explained clearly?
- Were alternative methods of analysis, if any, discussed?

<table>
<thead>
<tr>
<th></th>
<th>Fail (&lt;10)</th>
<th>Pass (10-12)</th>
<th>Credit (12-14)</th>
<th>D (14-16)</th>
<th>HD (16-20)</th>
<th>/20</th>
</tr>
</thead>
</table>

### COMMENTS


### RESULTS

- Were key findings of the study described clearly?
- Were inferences/conclusions based on the results described clearly?
- Were translational impacts of the research discussed appropriately?

<table>
<thead>
<tr>
<th></th>
<th>Fail (&lt;10)</th>
<th>Pass (10-12)</th>
<th>Credit (12-14)</th>
<th>D (14-16)</th>
<th>HD (16-20)</th>
<th>/20</th>
</tr>
</thead>
</table>

### COMMENTS


### QUESTIONS

- Was the student able to field questions in a clear and logical manner?

<table>
<thead>
<tr>
<th></th>
<th>Fail (&lt;5)</th>
<th>Pass (5-6)</th>
<th>Credit (6-7)</th>
<th>D (7-8)</th>
<th>HD (8-10)</th>
<th>/10</th>
</tr>
</thead>
</table>
### PRESENTATION ASPECTS

- Was the presentation well-structured with links between sections made?
- Were the audio-visuals clear and easy to read?
- Was appropriate eye contact made with the audience?
- Was the presentation engaging?
- Was the pace of the presentation appropriate?
- Was the seminar an appropriate length? (20 mins, excluding question time)

<table>
<thead>
<tr>
<th></th>
<th>Fail (&lt;10)</th>
<th>Pass (10-12)</th>
<th>Credit (12-14)</th>
<th>Distinction (14-16)</th>
<th>HD (16-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COMMENTS

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### COMMENTS
<table>
<thead>
<tr>
<th>OVERALL COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>/100</td>
</tr>
</tbody>
</table>
APPENDIX 6: TITLE PAGE FOR MANUSCRIPT

Insert the title of manuscript here

Author Name 1*
School of Population and Global Health
The University of Western Australia

and

Author Name 2
School of Population and Global Health
The University of Western Australia

and

Author Name 3
School of Population and Global Health
The University of Western Australia

*Address for correspondence: Author Name 1, School of Population and Global Health, The University of Western Australia, M431, 35 Stirling Hwy, Crawley, WA 6009. Email: xxx@student.uwa.edu.au,

Abstract word count: 250 words max
Manuscript word count: 6,500 words max

Acknowledgements, if any should be written here.
Declaration

I declare that this manuscript does not contain any material previously published by any other person except where due acknowledgement has been made. This manuscript does not contain material which has been submitted for the award of any degree or qualification in any university. Except where acknowledged below, this manuscript represents my sole work.

Signature

________________
Student name
Date

Supervisor statement

I, (full name and title) [full name and title], as the coordinating supervisor, support the submission of this manuscript for examination as partial fulfilment of the requirements in the Bachelor of Science (Hons) program.

Signature

___________________
Coordinating supervisor’s name
Date
APPENDIX 7: ASSESSMENT GUIDELINES FOR HONOURS

Bachelor of Science (Population Health) Honours Manuscript Examination

Course structure
The population health honours program is run with a combination of coursework units and independent research. The research component, which accounts for 50% of the student’s learning, involves original research and writing a journal paper manuscript.

Manuscript
The format and length of the manuscript should be of a standard suitable for submission to a peer-reviewed journal. However, journals have diverse author guidelines and it is thus not possible to be overly prescriptive of formatting, style and length requirements. Students have been instructed to adopt the guidelines of the Australian New Zealand Journal of Public Health by default, or the guidelines of a more appropriate journal of their choice. If an alternate journal has been chosen, this would be communicated to the examiner via email.

Questions for examiner’s consideration and comment
A list of non-exhaustive questions for the examiner’s consideration is as follows:

- Is the aim of the study clear? Has this been clearly articulated?
- Is the literature review comprehensive, and critically appraised?
- Are the methods of the study clear and appropriate?
- Is the discussion clear and pertinent to the study aims? Have the findings and conclusions been drawn at a professional level?
- Is the overall standard of presentation satisfactory?

Examiner’s report format

- The report template is provided below. Examiners are asked to fill out the grading matrix, provide a percentage mark, and a recommendation. Most manuscripts are expected to have a recommendation of minor corrections. Recommendations of major corrections are reserved for corrections of a significant nature, such as a substantial revision to the methodological approach, with accompanying re-writes of results, discussion and other sections as appropriate.
- Comments to the student are provided following the page with the grading matrix. These comments can be of a general or specific nature, or often, both general and specific. These comments are expected to be one or two pages in length, although there is no restrictions on length. In addition, an annotated or marked up manuscript may be provided together with the report, at the examiner’s discretion.
After examination of the manuscript, please grade the following sections and attach a report which outlines the grounds for your recommendation, indicated the strengths and weaknesses of the thesis, and, where appropriate, specified corrections you would like to be made. Please ensure that the report and the answers to the questions are consistent. A grading matrix is provided below this page.

<table>
<thead>
<tr>
<th>Grade for:</th>
<th>HD</th>
<th>HD</th>
<th>D</th>
<th>C</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction / literature review</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Research design/ methods</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Results</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Discussion</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Presentation</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. Overall percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2. I recommend that:**

- □ the manuscript be classified as PASSED with no corrections.
- □ the manuscript be classified as PASSED with minor corrections required. These corrections are clearly marked in my report.
- □ the manuscript be classified as PASSED with major corrections to the satisfaction of the supervisor. These corrections are clearly marked in my report.
- □ the manuscript be classified as DEFERRED or FAILED (please indicate DEFERRED or FAILED)

Examiner’s signature ........................................ Date DD/MM/YYYY ...............  

I am willing for my report to be shown to the other examiner: yes □ no □  
I would like a copy of the other examiners report: yes □ no □  
An annotated manuscript for the student has been provided: yes □ no □
Examiner’s comments for the student

End of report