

Unit Guide

MED4301

Medical science honours research skills

Full-year (extended), 2017

Handbook link:

<http://www.monash.edu.au/pubs/2017handbooks/units/index-byfaculty-med.html>

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Unit handbook information

Synopsis

This unit aims to develop the two most common skills that are required for the communication of medical research proposals and medical research findings. Students will develop their written communication skills by writing a review of the literature review developing a strong justification for their aim and hypothesis. Students will develop their oral communication skills by giving an oral presentation and answering questions on their research proposal, early in the Honours year.

Mode of delivery

Clayton (Day)
Malaysia (Day)

Workload requirements

Average weekly workload of 12 hours per week comprised of library searches, reading, preparation of presentations and writing the literature review. The student will interact with and seek feedback from their supervisor about the overall structure of the presentation and written literature review but the student will largely be self-directed.

Average weekly workload of 12 hours per week MED4301 and comprised of private study (library searches, reading, preparation of presentations and writing research thesis), oral presentations, and practical research activities (eg data collection and collation, laboratory work, data analysis and review).

Unit relationships

Prerequisites

None

Prohibitions

None

Co-requisites

Must be enrolled in the Bachelor of Medical Science (Honours) degree.

Chief Examiner(s)

[Dr Megan Wallace](#)

Unit coordinator(s)

[Dr Megan Wallace](#), [Dr Tony White](#), [Associate Professor Nor Azim Mohd Yunos](#)

Administrative contact

Campus Coordinators

Name: Dr Megan Wallace

Campus: MMC

Building: Translational Research Facility **Room:** 5.45

Phone: +61 3 8572 2812

Email: Megan.Wallace@monash.edu

Consultation hours: Mon-Fri 9am-5pm

Professor Karin Jandeleit-Dahm Professor Merlin Thomas	Central Clinical School	karin.jandeleit-dahm@bakeridi.edu.au and merlin.thomas@bakeridi.edu.au
Dr Tony White	School of Clinical Sciences / Hudson Institute	anthony.white@monash.edu
Professor Allen Cheng Professor Danny Liew	School of Public Health & Preventive Medicine	allen.cheng@monash.edu and danny.liew@monash.edu
A/Professor Nor'Azim Bin Mohd Yunos Dr. Kyi Kyi Tha	Monash Malaysia	nor.azim@monash.edu and tha.kyi.kyi@monash.edu
Dr Megan Wallace	All other Schools	megan.wallace@monash.edu

BMedSc(Hons) Faculty Administrator	FMNHS	Contact
Mrs Cathy Nolan-Shaw	Faculty BMedSc(Hons) Office Office of the Deputy Dean Education	med-bmedsc-hons@monash.edu ph: +61 3 9902 0859

School/Department Administrators	School	Contact
Ms Shamila Ramesh	Central Clinical School	sharmila.ramesh@monash.edu
Ms Pianca Schwarz	School of Clinical Sciences / Hudson Institute	bmedsci.scs@monash.edu
Dr Jayamini Illesinghe Mrs Sharon Gurry	School of Public Health & Preventive Medicine	jayamini.illesinghe@monash.edu and med-sphpm-honours@monash.edu
Ms Thavamaney Vadiveloo	Monash Malaysia	thavamaney.vadiveloo@monash.edu

Academic overview

Learning outcomes

Upon successful completion of this unit, students should be able to:

1. Review and evaluate the clinical and scientific literature relevant to the field of research.
2. Synthesise the relevant literature in relation to the research question.
3. Refine a research question grounded in the critical review of the literature.
4. Devise appropriate research methodology to address the research question.
5. Justify the proposed methodology in relation to the research question.
6. Communicate the critical arguments in the literature in relation to the research question and the proposed methodology to a wider professional audience.

Teaching approach

Students will work on their Honours Research Project under the guidance and mentorship of their supervisors but will largely be self-directed. The student may require training in technical skills by members of their research group or collaborators. Students will seek feedback on drafts of their oral and written presentations from their supervisors.

Assessment summary

- Progress report (Hurdle)
- Literature review (<7500 words) (75%) (Hurdle)
- Department oral presentation (25%)

Assessment task	Value	Due date
Progress Report	0%	12th April, 2017 (Clayton & Malaysia, Sem 1+2)
Department Oral Presentation #1	25%	26th April, 2017 (Clayton & Malaysia, Sem 1+2)
Literature Review	75%	16:00 AEST 3rd May, 2017 (Clayton & Malaysia, Sem 1+2)

Assessment requirements

Students are required to note the Faculty's assessment policy (item 1.2.1) regarding threshold standards/hurdles at:

<http://www.med.monash.edu.au/policies/assessment-policy.html>

Students are required to refer to the *University Academic Integrity* policy and procedure at:

<http://www.policy.monash.edu.au/policy-bank/academic/education/conduct/student-academic-integrity-policy.html>

The procedures state that:

Proofreading: The process of identifying errors and suggesting corrections to a text. This must not involve rewriting passages of text in order to clarify meaning; amending the words used by the author (except to identify the correct spelling of the word used); rearranging passages of text or code, or reformatting other material; contributing additional material to the original; and checking calculations or formulae.

Academic Integrity and Technology

In line with the Acceptable Use of Information Technology Facilities by Students Procedures, students are not permitted to use Information and Communications Technology facilities to sell, purchase or offer to write assignments or other assessable work, or to request help with such work. Furthermore, students are required to take steps to minimise opportunities for others to cheat by, for example, not saving work to a shared network drive that is accessible by others and not sharing work on social media sites. Failure to comply with these requirements may result in disciplinary action under Part 7 of the Monash University (Council) Regulations for collusion or general misconduct, as appropriate in the circumstances.

Students should be aware that the University will monitor and act on information received about the use of cheat sites, paper mills and other online resources that promote dishonest academic conduct. If a student has been found to have used any of these sources to breach the Student Academic Integrity Policy, the University will pursue the matter in accordance with Part 7 of the Monash University (Council) Regulations.

Assessment tasks

Assessment title: Progress Report

Alignment with learning outcome(s): Meeting objectives 1, 2, 3, and 4.

1. Review and evaluate the clinical and scientific literature relevant to the field of research.
2. Synthesise the relevant literature in relation to the research question.
3. Refine a research question grounded in the critical review of the literature.
4. Devise appropriate research methodology to address the research question.
5. Justify the proposed methodology in relation to the research question.
6. Communicate the critical arguments in the literature in relation to the research question and the proposed methodology to a wider professional audience.

Details of task:

Progress report

Student to submit Progress Reports via Moodle by 12th April, 2017

Hurdle requirement for MED4301

Topic: Progress report

Date: Due by April 12, 2017

Time: 1600 hrs AEST

Mode: Submission via Moodle

Enquiries: Email: med-bmedsc-hons@monash.edu

No return date No feedback to you No resubmission permitted

Instructions

The completed report must be read by the Supervisor and discussed with the student before submission to the Course Management Committee, via Moodle.

Submit a completed and signed copy of the report to via Moodle by 12th April, 2017

Release date (where applicable): N/A

Due date: 12th April, 2017 (Clayton & Malaysia, Sem 1+2)

Word limit: N/A

Value: 0%

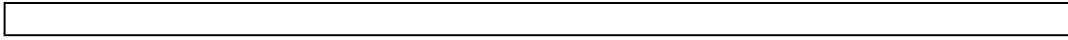
Presentation requirements: Submission via moodle

Estimated return date: N/A

Hurdle requirements (where applicable): Uploading of the completed Progress Report satisfies the Hurdle requirement.

Individual assessment in group tasks (where applicable): N/A

Criteria for marking:



Progress report (Hurdle requirement for MED4301)

Please upload a completed and scanned copy of the report to Moodle by 4pm on the due date

Section A: To be completed by student

Family name:			
Given name(s):			
ID No:		School and Department:	
Thesis title:			
Has Monash University ethics approval for the study been obtained?	<p>YES / NO</p> <p>If "yes", please upload to Moodle, evidence of approval of MONASH UNIVERSITY ethics for this project, and evidence that you are listed on the ethics. If ethics approval is not required, please upload your letter of exemption to Moodle. A letter of exemption can be obtained from the Monash University Ethics Office.</p> <p>If Monash University Ethics has not yet been obtained, please provide the actual or the anticipated date of submission to the ethics committee. dd/mm/yy</p>		
Please briefly describe any research training you have undertaken and your progress on your project to date.			
<p>Assessment components</p> <ol style="list-style-type: none"> 1. Please provide the scheduled date for the first Departmental Oral Presentation. 2. What progress have you made writing the Literature Review? 			

<p>Please summarise below if any difficulties have been experienced. For example:</p> <ul style="list-style-type: none"> • Supervisory • Lack of equipment/resources • Technical • Personal

Section B: To be completed by main supervisor

Main (Monash University) supervisor		Associate supervisor	
Title:		Title:	
Name:		Name:	
Contact details:		Contact details:	
Name of student:			

BMedSc(Hons) Professional Behaviours Assessment – Appraisal
Refer to Appendix 1 for Guidelines

<i>Date:</i> _____	<i>Significant concerns</i>	<i>Minor concerns</i>	<i>Consistent achievement</i>	<i>Exemplary achievement</i>	<i>Not applicable / observed</i>
Ethical Practices					
Honesty / Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains discretion / confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses ethical reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility & Reliability					
Appearance (<i>eg appropriate attire</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fulfils commitments (<i>eg attendance, punctuality, task completion, timely response to communication</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement in learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactions & Relationships					
Uses appropriate language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for:					
Participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health care &/or research staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approach to teamwork (co-operation, collegiality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Appraisal					
Reflects upon own skills / performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts and responds to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regulation					
Complies with NH&MRC & University research governance policies, protocols and guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global Rating:

NOT ACCEPTABLE MEETS EXPECTATIONS EXCEEDS EXPECTATIONS

Comments:

Signatures of student and supervisor

This report has been read by and discussed with the student. We declare that the information supplied in this report is complete, true and correct in every particular.

Signature of main/ principal supervisor:	Date:
Signature of student:	Date:

Student to submit Progress Report via Moodle by the deadline outlined in the Unit Guide / Moodle

Assessment title: Department Oral Presentation #1

Alignment with learning outcome(s): Meets objectives 1, 2, 3, 4, 5 and 6 of the below learning outcomes:

1. Review and evaluate the clinical and scientific literature relevant to the field of research.
2. Synthesise the relevant literature in relation to the research question.
3. Refine a research question grounded in the critical review of the literature.
4. Devise appropriate research methodology to address the research question.
5. Justify the proposed methodology in relation to the research question.
6. Communicate the critical arguments in the literature in relation to the research question and the proposed methodology to a wider professional audience.

Details of task: Department Oral Presentation #1 - Overview of the Proposed Research Project

Due Date and Venue:

This presentation can be held any time prior to the deadline stipulated in the Unit Guide, Course Guide and Moodle. Each School will advise Supervisors and Students whether the School, Department, or Supervisor are responsible for arranging the date and venue for the Oral Presentation and, if the supervisor or Department arranges the seminar, to whom the grading sheets should be returned to.

Feedback:

As determined above, either the School /Department or Supervisor should email the populated grading sheets from all Assessors to the nominated email address. The administrator will then de-identify the assessor report and return them to the student within 1 week via Moodle

Resubmission: Not permitted

Format

The time allocation for each student is 10 minutes for the oral presentation plus 5 minutes of question time. The time limits should be strictly adhered to. Presentations will be held on a date advised by the School, Department or Supervisor, ensuring that the summative results of your presentation are returned to the School or Course Administrator by the due date.

This presentation should include: a brief outline of the relevant background to the proposed research project, a statement of research question(s) or hypothesis to be tested, the specific aims of the research project, an outline of the experimental design and proposed methodology (including information on the statistical or other tests you expect to use, as appropriate) and a brief indication of the expected outcomes of the project. Generally results are not presented at this time, even if data has already been obtained, unless the outcomes of pilot studies are required to justify the experimental design.

The following is a suggested, (not prescriptive) guideline, to help students and supervisors plan the talk. There is no absolute time prescription for the individual components of the presentation as the structure and emphasis on each section will be influenced by the nature of the project. However, the presentation should strictly adhere to the overall 10-minute timeframe.

- Review of literature/rationale for the project (~5 minutes)
- Aims and hypotheses (~1 minute)
- Research plan and methods (including statistical analysis for quantitative projects) (~3 minutes)
- Expected outcomes and significance (~1 minute)

Nomination of Assessors, Assessment Rubric and Assessment Sheet

The Course Convenor or the School Coordinator will advise Supervisors and Students whether the School, Department, or Supervisor are responsible for arranging the assessment panel. Three-to-five non-conflicted assessors (who are not involved in the research project or related to, or in a relationship with, the student or supervisor) will be nominated to grade the Departmental presentation. The assessors may be clinicians, clinician-scientists, scientists or other academic staff, from any University. The Supervisor should be present during the presentation to provide formative feedback to the student while the other assessors will provide summative feedback.

The assessors will use the Department Oral Presentation #1 assessment sheet, a copy of which is on the following page. Students and administrators can download a copy of the assessment sheet from Moodle for distribution to the assessors prior to the presentation. Following the presentation, the student should seek formative feedback on their performance from the Supervisor(s) and others in the research group.

Assessment Sheets should be returned to the nominated BMedSc(Hons) administrator for de-identification. Administrators will then return de-identified assessment sheets to students via Moodle.

Release date (where applicable): N/A

Due date: 26th April, 2017 (Clayton & Malaysia, Sem 1+2)

Word limit: N/A

Value: 25%

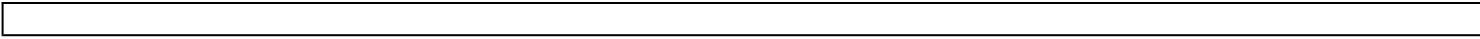
Presentation requirements: Refer to section called "details of task"

Estimated return date: within 1 week

Hurdle requirements (where applicable): N/A

Individual assessment in group tasks (where applicable): N/A

Criteria for marking:



Department Oral Presentation 1, (25% of the 12 point MED4301 unit)

Student name:	
Seminar title:	

The percentages listed below represent the standards for each grade within the Monash Honours Grading Schema.

Score	90-100%	80-89%	70-79%	60-69%	50-59%	< 50%
Hons standard	H1 Upper Outstanding	H1 Lower Excellent	HIIA Very Good	HIIB Good	HIIC Satisfactory	NI Fail

Background and justification for the project	Score /10 (circle)	Responses during questions	Score /10 (circle)
Outstanding: Focussed, logical, well-linked, clear justification	9 or 10	Correct, intelligent, thoughtful & concise	9 or 10
Excellent: Logical, linked, clear justification	8	Questions answered correctly & clearly	8
Justification provided, but links or focus could be improved	7	Most questions answered	7
Poorly focussed, poorly justified	6	Mostly answered but with unfocused responses	6
Background doesn't justify aims	≤ 5	Unsure responses or unable to answer questions	≤ 5.....
Allocated score		Allocated score	
Clarity of hypothesis/research question and aims	Score /5	Communication (speaking and AV aids)	Score /5
Concise & clear. Aims & hypothesis/research question well-linked	5	Excellent presentation: engaging and clear Slides are clear and appealing	5
Aims and hypothesis/research question clear	4	Presentation and slides clear, but could be more engaging or engaging but slides cluttered/unclear	4
	≤ 3	Presentation difficult to follow	≤ 3.....

Aims and hypothesis/research question complicated, appear unrelated, or not provided		Slides often cluttered or missing key information	
Allocated score		Allocated score	
Description of the proposed methodology	Score /10		Overall Score
Concise, appropriately detailed & clearly explained	9 or 10	Background and justification	/ 10
Detailed & clearly explained	8	Aims and Hypotheses	/ 5
Generally clear but lacks some detail/justification	7	Proposed methodology	/ 10
Lacks detail, poorly explained and poorly justified	6	Responses to questions	/ 10
Methods not linked to aims/hypothesis or not provided	≤ 5	Communication	/ 5
Allocated score		Total /40	
Overall Comments			

Examiner's name (please print):	Date:	
Examiner's signature:	Contact phone number:	

Submit assessors reports to the email address nominated by the BMedSc(Hons) Office or by your School Coordinator/Administrator, immediately after the presentation

Assessment title: Literature Review

Alignment with learning outcome(s): Meets objectives 1, 2, 3, 4, 5 and 6 of the below learning outcomes:

1. Review and evaluate the clinical and scientific literature relevant to the field of research.
2. Synthesise the relevant literature in relation to the research question.
3. Refine a research question grounded in the critical review of the literature.
4. Devise appropriate research methodology to address the research question.
5. Justify the proposed methodology in relation to the research question.
6. Communicate the critical arguments in the literature in relation to the research question and the proposed methodology to a wider professional audience.

Details of task: Topic: Literature review (Hurdle: Students must obtain a pass mark to pass the unit)

Due Date: By 1600 hrs AEST on the date listed in the Unit Guide, Course Guide & Moodle

Submission: Moodle, PDF, fewer than 10MB

Feedback: Within 6 weeks of submission, via Moodle

Resubmission: Not allowed

The review should introduce the topic of your research project with an overview of published work that relates to the project. Published work should be critically appraised in developing the rationale for your project. At the end of your literature review you should include your hypothesis or research question(s) and aim(s) and also include a brief research project outline (no more than 2 pages). The research project outline should consist of a brief overview of the experimental design and the proposed methods for your research project.

Literature review: (Hurdle: 75% of the 12 point MED4301 unit)

Format

Use 11 point Arial font, with 1.5 line spacing. Text in figure legends/tables can be single line spacing. Alternative fonts can be used within figures as long as all text remains legible when viewed at 100%.

Submit in pdf format, no larger than 10 megabytes.

The thesis should contain the following sections:

1. Cover page containing: Project title, student name and ID number, supervisor(s) name, department/institute **and word count**).
2. Table of contents, list of abbreviations and where applicable, list of figures and tables
3. Declaration: eg. "I declare that the work presented here is my own work and contains no material previously published or written by another person, except where due reference has been made in the text. The material has not previously submitted for the award of any other degree or diploma". The declaration should also list all persons contributing to the work and specify the nature of the contribution.
4. Body of the Literature Review with appropriate usage of headings and subheadings
5. Hypothesis(es) or Research Question(s) and Aim(s) of your research project
6. Research Project Outline: This should be no more than two pages and should include an overview and justification of the project design and a brief overview of the proposed methods.

7. References: Students may choose the referencing system they wish to use, but the system must be one of those in regular use in biomedical journals, e.g. Vancouver style. If in doubt, consult your supervisor.

Absolute maximum length of the review: **7,500 words**. The limit excludes:

- the cover page and declaration
- table of contents, list of abbreviations, list of figures, list of tables, appendices.
- figures, figure legends, tables
- hypothesis(es) or research question(s), and aim(s)
- the 2-page research project outline.
- list of references

NB. All headings and in-text citations ARE included in the word count.

Note: The literature review can be submitted in the format of a systematic review, but it MUST clearly link to the hypothesis or research question and aims and contain sufficient background information to justify the hypothesis/research question/aims and it must include a clear description of the search strategy used.

Release date (where applicable): N/A

Due date: 16:00 AEST 3rd May, 2017 (Clayton & Malaysia, Sem 1+2)

Word limit: 7,500 words

Value: 75%

Presentation requirements: Refer to section called "Details of Task"

Estimated return date: 3 weeks

Hurdle requirements (where applicable): This is a hurdle requirement, students must achieve at least a pass grade in order to pass the unit.

Individual assessment in group tasks (where applicable): N/A

Criteria for marking:

Grade	Mark Range	Criteria
H1 Upper (Outstanding)	90-100	An outstanding piece of work. The student demonstrates that they have a comprehensive understanding of the relevant literature and shows an outstanding synthesis of factual and conceptual components. The background is focussed, clear and detailed, but concise. Where appropriate, strengths, weaknesses and discrepancies in the literature are highlighted and explained. Work contains extensive and appropriate reference to original articles. Hypothesis(es), or Research Question, and aim(s) are clearly stated. There is a clear link between the aim(s) of the study and the literature. Extremely well-structured, logical layout with headings and subheadings to emphasize ideas. Outstanding quality of visual aids. Negligible typographical and grammatical errors. References are cited correctly in the text and correctly formatted in the reference list.
H1 Lower (Excellent)	80-89	An excellent piece of work. The student demonstrates a very high-level of understanding of the relevant literature. The background is focussed, clear, detailed and concise. All concepts are very well-linked. Where appropriate, discrepancies in the literature are highlighted and explained. Work contains extensive and appropriate reference to original articles. Hypothesis(es) or Research Question, and aim(s) are clearly stated. There is a clear link between the aim(s) of the study and the literature. Logical layout with headings and subheadings to emphasize ideas. Excellent quality of visual aids (figures, tables, graphs). Very few typographical and grammatical errors. References are cited correctly in the text and correctly formatted in the reference list.
H2A (Good)	70-79	A good piece of work. The student shows a firm grasp of the majority of the relevant literature. Evidence of fairly extensive background reading with appropriate reference to original articles. Hypothesis(es) or Research Question, and aim(s) are clearly stated. There is a clear link between the aim(s) of the study and the literature. Acceptable layout with headings and good quality visual aids. Some typographical and grammatical errors.

		In-text citations mostly correct and generally correctly formatted in the reference list
H2B (Satisfactory)	60-69	A superficial piece of work. The background not well-focussed or concise, and it lacks completeness and depth. Links between aim and literature are not strong. Hypothesis or Research Question does not match well with the aim or methods to be used. Layout and general presentation lacks structure. Reasonable use of visual aids. Typographical and grammatical errors are common. In-text citations mostly correct and generally correctly formatted in the reference list.
H3 (Weak)	50-59	A poor piece of work. Much of the basic information is missing. Links between aims and literature are missing. Hypothesis or research question poorly described, poorly justified and do not match with aims or methods. Layout and general presentation makes it cumbersome and difficult to read. Abundant typographical, grammatical, citation and referencing errors.
N (Fail)	< 50	The work is very poorly written. There is a complete lack of structure and no logical argument. Coverage of the literature is inadequate with little information and no critical review. Serious misunderstanding of key concepts and issues. No aim, or hypothesis / research question provided. Literature review is poorly organised and difficult to read. Very poor grammar and spelling. Figures badly presented. Little citation and inaccurate referencing. References primarily refer to review articles

BMedSc(Hons) Literature Review Assessment sheet

Student name:	
Thesis title:	

Feedback to the student	
Comprehension and synthesis of the literature and links to the hypothesis/research question and aim(s). Justify the mark using terminology from the rubric and include suggestions for improvement.	90 marks
	/ 90
Layout, presentation, visual aids and referencing Justify the mark using terminology from the rubric and include suggestions for improvement.	
	/ 10
	Total /100
Comments on the research project outline. Please comment on the research project outline in regard to research design and feasibility (including within the confines of an Honours year). No marks are assigned to this portion.	

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Is the report within the word limit? (7,500 words) Please do not deduct any marks for exceeding the word limit. If you advise that the report was not within the word limit our office will check the word count and make an appropriate deduction of marks if necessary.	Y / N
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Submit assessment report to the email address nominated by the BMedSc(Hons) Office or by your School Coordinator/Administrator, within two weeks of receiving the report

Examiner's name (please print):	Date:
Examiner's signature:	Contact phone number:
Examiner's email address:	

Referencing requirements

To build your skills in citing and referencing, and using different referencing styles, see the online tutorial Academic Integrity: Demystifying Citing and Referencing at www.lib.monash.edu/tutorials/citing/

Students may choose the referencing system they wish to use, but the system must be one of those in regular use in biomedical journals, e.g. Vancouver style. If in doubt, consult your supervisor.

Assignment submission

1. Students are required to submit continuous formative/summative assessment items (where appropriate) via the University's online Learning Management System - Moodle. If the assessment /plagiarism/collusion declaration is being used within Moodle for an assessment item a separate assignment a coversheet is not required.

Where hard Copy assessment submission is necessary, assessments must include a cover sheet. The cover sheet is accessible at: <http://www.med.monash.edu.au/current/student-forms.html>.

2. No hard copy submissions will be permitted for those assessments requiring online submission.
3. Students must retain a copy of the assessment for their records.

Online submission

Turnitin

Submission of your literature review and thesis to Turnitin is compulsory.

For each assessment item, you can only submit your work to turnitin once for you to check, prior to uploading your final submission for assessment

Returning assignments

Student submissions are not returned to the student, please refer to the feedback section for feedback on the submissions.

Resubmission of assignments

Faculty policy <http://www.med.monash.edu.au/policies/assessmenttr.html>

Honours candidates are not permitted to repeat any Honours component units for which they have received a fail mark and grade. Supplementary assessment is not available for any component of the MNHS Honours Program. Students who do not pass all required component units for the MNHS Honours program will not be awarded an Honours Degree or a degree with Honours. In such cases all students will receive an academic statement of their results.

Special Consideration

Refer to the University procedure: <http://www.monash.edu/exams/changes/special-consideration>

Extensions and penalties

<http://www.med.monash.edu.au/policies/assessmentl.html>

Extensions

Extensions are only awarded in Exceptional Circumstances.

1. Students who experience hardship throughout the year are advised to apply for Special Consideration.

The Special Consideration application form is at <http://www.monash.edu.au/exams/special-consideration.html>

All assessment items for BMedSc(Hons) are considered “In Semester” tasks and must be supported by certification from the relevant authority.

Applications for special consideration must be submitted to the Course Administrator, BMedSc (Hons) at med-bmedsc-hons@monash.edu, prior to the final assessment due date.

2. Religious issues that may impact on a student’s ability to meet deadlines throughout the year should be identified ahead of time. A statutory declaration or note from a religious leader will need to accompany any application citing religious grounds for Special Consideration applications.

Penalties

Late submissions will incur a penalty. Late submission will incur a penalty of **5% per day**, in accordance with Faculty Honours Guidelines.

1. Submissions **over the word limit will incur a penalty of 10%**. No word number penalty applies to work less than the word limit, however, the depth of detail must still reflect that of an Honours thesis.

Feedback to you

<http://www.med.monash.edu.au/policies/assessmentf.html>

Assessment sheets for the oral presentation will be returned to the student by email. Assessment sheets for the literature review will be returned to the student via moodle.

Reconciling mark discrepancies

The Literature Review and Thesis will be examined by at least two examiners, both of whom will return a recommended mark. If the difference between markers is greater than 15%, then the

examiners will be asked to discuss the reasons for their marks, with the aim of reducing the discrepancy to less than 15%. If the discrepancy cannot be reduced to less than 15%, a third marker will be appointed and the average of the three marks will be awarded to the student.

Formal Request for Remark

Because of the importance of the Honours year to the student's future career paths, considerable care is taken to ensure an objective assessment procedure.

These procedures outline the process, and responsibilities for remarking of a piece of student assessment. Students should note that re-marking can result in an increase or decrease in final result.

Students have a two week period from the release of result for an individual assessment item, during which they are expected to raise any queries about their mark, and make a formal request for a re-mark.

It is the students responsibility to check the result upon return of an assessment item. Prior to requesting a re-mark, the student is required to have discussed the corrected piece of work with the Course Co-ordinator. If the student is still dissatisfied, the student may then proceed directly with a request for a remark.

Re-mark requests must be made in writing within the specified two week period to the Course Coordinator. The request must outline the specific grounds for a remark. Re-mark requests must include the corrected work and an identical "clean" copy.

The Course Co-ordinator may reject any request considered to be lacking in substance or a justifiable reason. If the re-mark request is granted, an independent marker will be assigned to mark the "clean" copy of the work.

Unit Schedule

Unit Schedule: Clayton and Malaysia Semester 1 & 2, 2017

Week	Activities	Assessment
0	Foundation Week	
1	Commence at Research Placement	
1 - 34	Work on Honours Research Skills and Project	
7	Submit Progress report	Progress Report
10	Give First Oral Presentation to the Supervisors Department	1st Departmental Oral Presentation
11	Submit Literature Review for Assessment	Literature Review

Your feedback to us

One of the formal ways students have to provide feedback on teaching and their learning experience is through the Student Evaluation of Teaching and Units (SETU) survey. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied with and areas for improvement.

Previous student evaluations of this unit

In response to the previous SETU results of this unit, the following changes have been made:

The dissemination of grades during the academic year.

The publication of an annual student Yearbook

Attendance by the Unit Coordinator at student information evenings scheduled and managed by the student association

If you wish to view how previous students rated this unit, please go to <https://emuapps.monash.edu/unitevaluations/index.jsp>

Learning resources

The following lists of texts, articles and training resources are available through the Monash Library.

Podcasts

- <http://intranet.monash.edu.au/migr/seminars/podcasts/>

Research design texts

- Hulley, S.B. et al (2007) *Designing clinical research*, Walters Kluwer Health, Philadelphia USA.
- Polgar, S. & Thomas, S.A. (2008) *Introduction to research in the health sciences*, Churchill Livingstone Elsevier, Philadelphia, PA.

Introductory statistics texts

- Altman, D. (2008). *Practical Statistics For Medical Research*. 2nd ed.: Taylor & Francis.
- Bland, M. (2000). *An Introduction to Medical Statistics*. 3rd ed.: Oxford University Press.
- Dawson, B. & Trapp, R.G. (2004) *Basic and Clinical Biostatistics*, 3rd Edition (International Edition) Lange Medical Books/McGraw-Hill.
- Norman GR & Streiner DL. (1994) *Biostatistics, The Bare Essentials*. Mosby

More advanced statistics texts

- Tabachnick, B. G. and L. S. Fidell (2007). *Using multivariate statistics*. 5th ed. Boston: Pearson Education.
- Wang, D. and A. Bakhai, (Eds.) (2006). *Clinical Trials: A Practical Guide to Design, Analysis, and Reporting*. London, Remedica.

Canadian Medical Association Journal series on basic statistics

- Guyatt, G., Jaeschke, R., Heddle, N., Cook, D., Shannon, H., & Walter, S. (1995). Basic statistics for clinicians: 1. Hypothesis testing [Research Support, Non-U.S. Gov't. Review]. *CMAJ Canadian Medical Association Journal*, 152(1), 27-32.
- Guyatt, G., Jaeschke, R., Heddle, N., Cook, D., Shannon, H., & Walter, S. (1995). Basic statistics for clinicians: 2. Interpreting study results: confidence intervals. [Research Support, Non-U.S. Gov't]. *CMAJ Canadian Medical Association Journal*, 152(2), 169-173.
- Jaeschke, R., Guyatt, G., Shannon, H., Walter, S., Cook, D., & Heddle, N. (1995). Basic statistics for clinicians: 3. Assessing the effects of treatment: measures of association. [erratum appears in Can Med Assoc J 1995 Mar 15;152(6):813]. [Research Support, Non-U. S. Gov't]. *CMAJ Canadian Medical Association Journal*, 152(3), 351-357.

- Guyatt, G., Walter, S., Shannon, H., Cook, D., Jaeschke, R., & Heddle, N. (1995). Basic statistics for clinicians: 4. Correlation and regression. [Research Support, Non-U.S. Gov't]. *CMAJ Canadian Medical Association Journal*, 152(4), 497-504.

Qualitative and mixed methods research

- Creswell JW. (2009) Research design: Qualitative, quantitative, and mixed methods approaches (3rd Ed).
- Kitto SC, Chesters J, Grbich C. (2008) Quality in qualitative research. *MJA*;188(4):243-6.
- Miles MB, Huberman AM. (1994) Qualitative data analysis: an expanded sourcebook (2nd ed). 2nd ed. Thousand Oaks: Sage Publications.
- Pope C, Mays N. (1995) Reaching the parts the other methods cannot reach: an introduction to qualitative methods in health and health services research. *BMJ*; 3(11):42-5.
- Rice, P.L. & Ezzy, D. (2001) Qualitative research methods ; A health focus. Oxford University Press, South Melbourne, Australia.
- Yin RK. (2003) Case study research: design and methods. 3 ed. Thousand Oaks, California: Sage Publications.

Monash Library Unit Reading List (if applicable to the unit)

<http://readinglists.lib.monash.edu/index.html>

Required resources

Students generally must be able to complete the requirements of their course without the imposition of fees that are additional to the student contribution amount or tuition fees. However, students may be charged certain incidental fees or be expected to make certain purchases to support their study. For more information about this, refer to the Higher Education Administrative Information for Providers, Chapter 18, Incidental Fees at <http://education.gov.au/help-resources-providers>

Technological requirements

Students must use Moodle as their definitive Learning Management System. Turnitin is compulsory for student use.

Additional unit costs

Supervisors are responsible for all costs of the research performed during the BMedSc(Hons) year. Supervisors are also responsible for the costs of producing the poster for the Faculty Scientific Poster Presentation. Funds are not available from the BMedSc(Hons) office for supporting those activities.

Students must bear the cost of any required immunisations, police and working with children checks are required for their research placement. Supervisors are responsible for all costs of the research performed during the BMedSc(Hons) year. Supervisors are also responsible for the costs

of producing the poster for the Faculty Scientific Poster Presentation. Funds are not available from the BMedSc(Hons) office for supporting those activities.

Clinical placements/fieldwork

Clinical Placements and Fieldwork: Students will be expected to adhere to FMNHS guidelines for clinical placements and fieldwork and any additional guidelines as stipulated by the Supervisor and local Department or Institution that is hosting your placement. <http://www.med.monash.edu.au/policies/clinical-fieldwork-placement/index.html>

OHS: Students will be required to adhere to all local Occupational Health and Safety requirements stipulated by their research placement.

Ethics Authorisation: Monash ethics approval or exemption is required for all research project that involve Monash students or staff. Please note that obtaining ethics approval can be a long and complex project. The Course Management Committee encourages you to obtain this approval as soon as possible. Failure to obtain timely ethics approval may not be seen as a reasonable cause for Special Consideration of any assessment in the degree. Conducting research without appropriate ethical approval is research misconduct and will be dealt with as a discipline matter by the university."

It is the responsibility of the student and their supervisor/s to obtain Monash ethics authorisation. In accordance with the Monash University Responsible Conduct of Research policy (<http://www.policy.monash.edu.au/policy-bank/academic/research/responsible-conduct-of-research-procedures-for-investigating-complaints-concerning-research-misconduct.html>), omitting to obtain requisite clearance from the Monash University Research Ethics committee, as well as any other pertinent ethics clearance, constitutes research misconduct.

Monash University will generally approve projects already assessed and approved at Hospital level. Please determine the University submission dates by visiting the relevant University website. The Faculty urges you to submit your application early, as this process can prove lengthy.

<http://www.monash.edu.au/research/ethics/human/humanethics/index.html>

Working with Children: Please ensure that if your research requires a Police and Working with Children check, you have this sighted as per the information received previously from MBBS Student Services. Information relating to police checks can be located on the following faculty web page: <http://www.med.monash.edu.au/current/police-checks.html>. Your supervisor will be able to advise if this is a requirement for your research placement. If this is the case, please load of these checks onto your moodle.

Immunisation and Infection:

BMedSc(Hons) student must be compliant with the FMNHS Immunisation requirements for placements.

<http://www.med.monash.edu.au/current/immunisation/>

Healthcare worker (HCW): Refers to all people involved in the delivery of health services in healthcare facilities including students and laboratory staff, particularly those persons who have regular contact with patients or any contact with blood or body substances

<http://www.med.monash.edu.au/current/immunisation/>

Monash Abroad: Schools /departments have a responsibility to ensure that students undertaking a period of study overseas are aware of the health risks and are advised to take appropriate precautions to reduce risks. The provision of this information and the administration of appropriate immunisations and chemoprophylaxis are not the direct responsibility of the School.

Students should be advised to attend the University Health Services or a specialized travel health clinic for advice. Potential exposure to HIV in the clinical setting poses a particular risk in some settings and the School will work closely with students to ensure that this risk is minimised through primary prevention and post exposure prophylaxis should that be necessary.

<http://www.med.monash.edu.au/current/immunisation/>

Other information

Policies

Monash has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and to provide advice on how they might uphold them. You can find Monash's Education Policies at:

<http://www.policy.monash.edu/policy-bank/academic/education/index.html>

Academic Integrity

<http://www.med.monash.edu.au/current/plagiarism.html>

<http://www.policy.monash.edu.au/policy-bank/academic/education/conduct/student-academic-integrity-policy.html>

<http://www.policy.monash.edu.au/policy-bank/academic/education/conduct/student-academic-integrity-managing-plagiarism-collusion-procedures.html>

Clinical/Fieldwork Placement Procedures and Behaviour Guidelines

<http://www.med.monash.edu.au/policies/clinical-fieldwork-placement/index.html>

Word Count Guidelines

http://www.med.monash.edu.au/policies/docs/word_count_guidelines.pdf

Honours Guidelines

<http://www.med.monash.edu.au/policies/honours-program/>

Research Project and Minor Thesis Guidelines

<http://www.med.monash.edu.au/policies/research-project-minor-thesis/>

Professional Editing Guidelines

<http://www.med.monash.edu.au/policies/professional-editing-guidelines.html>

Immunisation and Infection Risk

<http://www.med.monash.edu.au/current/immunisation/>

Police Checks

<http://www.med.monash.edu.au/current/police-checks.html>

Working with Children Check Guidelines

<http://www.med.monash.edu.au/current/wwc-check.html>

Graduate Attributes Policy (within Course Design Policy)

<http://www.policy.monash.edu/policy-bank/academic/education/management/monash-graduate-attributes-policy.html>

Student Charter

www.monash.edu/students/policies/student-charter.html

Student Services

The University provides many different kinds of services to help you gain the most from your studies. Contact your tutor if you need advice and see the range of services available at www.monash.edu/students

Monash University Library

The Monash University Library provides a range of services, resources and programs that enable you to save time and be more effective in your learning and research. Go to <http://www.monash.edu/library> or the library tab in my.monash portal for more information.

Disability Support Services

Students who have a disability, ongoing medical or mental health condition are welcome to contact Disability Support Services.

Disability Support Services also support students who are carers of a person who is aged and frail or has a disability, medical condition or mental health condition.

Disability Advisers visit all Victorian campuses on a regular basis.

- Website: <http://monash.edu/disability>
- Telephone: 03 9905 5704 to book an appointment with an Adviser;
- Email: disabilitysupportservices@monash.edu
- Drop In: Level 1, Western Annexe, 21 Chancellors Walk (Campus Centre) Clayton Campus

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