



Medicine, Nursing and Health Sciences

# The Bachelor of Medical Science (Honours) 2015-2016

## Unit Guides – MED4301 & MED4302

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# MED4301 and MED4302

## Honours degree of Bachelor of Medical Science

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This course provides students with an opportunity to gain an in-depth understanding of an aspect of medical science and to pursue the study of this field through research. Students will undertake research activities supervised through a department of the faculty and complete a minor thesis.

### **MED4301: Medical Science Honours Research Skills Unit 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.*

### **MED4302: Medical Science Honours Research Project Unit Synopsis**

*This unit allows students to undertake a supervised research project aimed at identifying and addressing a gap in medical research knowledge. It is designed to give students a strong foundation in the principles and practice of research. It will also enable students to develop a wide variety of skills including data analysis and communication of medical and scientific ideas in oral presentations and a written thesis. Students will be able to select from a wide range of project proposals that will enable them to pursue a specific area of interest working with their chosen supervisor.*

<b>Mode of Delivery</b>	<b>On campus</b>
Workload requirements	MED4301: Average weekly workload of 12 hours per week. MED4302: Average weekly workload of 36 hours per week. The weekly workload is 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	MED4301 <b>Medical Science Honours Research Skills</b> (12 points) MED4302 <b>Medical Science Honours Research Project</b> (36 points)
<b>Chief Examiner(s)</b>	<b>Professor Ben Canny and Dr. Megan Wallace</b>
<b>Unit Coordinator</b>	<b>Dr Megan Wallace</b>
Campus:	Clayton
Phone:	+61 3 990 20859
Email:	<a href="mailto:bmedsc@monash.edu">bmedsc@monash.edu</a>
Office Hours:	Mon – Fri 0900 – 1700

2015-2016 FY-32: CLAYTON DAY

<http://www.monash.edu.au/pubs/2015handbooks/units/MED4301.html>  
and <http://monash.edu.au/pubs/2015handbooks/units/MED4302.html>

# Part 1

## Course Management Committee (CMC)

Member	Role	Contact
Professor Euan Wallace	<i>Chair CMC</i> <i>School of Clinical Sciences</i>	<a href="mailto:euwan.wallace@monash.edu">euwan.wallace@monash.edu</a>
Professor Wayne Hodgson	<i>BMedSc(Hons) Course Convenor, MNHS</i>	<a href="mailto:bmedsc@monash.edu">bmedsc@monash.edu</a>
Professor Ben Canny	<i>Associate Dean MBBS International, MNHS</i> <i>BMedSc(Hons) Chief Examiner</i>	<a href="mailto:ben.canny@monash.edu">ben.canny@monash.edu</a>
Dr. Megan Wallace	<i>Medical Student Research Coordinator, MNHS</i> <i>BMedSc(Hons) Unit Coordinator</i>	<a href="mailto:megan.wallace@monash.edu">megan.wallace@monash.edu</a>
Dr. Tony White	School of Clinical Sciences and Hudson Institute SCS BMedSc School Coordinator	<a href="mailto:anthony.white@monash.edu">anthony.white@monash.edu</a>
Professor Allen Cheng	School of Public Health & Preventive Medicine SPHPM BMedSc School Coordinator	<a href="mailto:allen.cheng@monash.edu">allen.cheng@monash.edu</a>
Professor Jennifer Hoy	Central Clinical School CCS BMedSc School Coordinator	<a href="mailto:jennifer.hoy@monash.edu">jennifer.hoy@monash.edu</a>
Professor Iekhsan Othman	School of Medicine and Health Sciences (Sunway Campus). Monash Malaysia BMedSc Coordinator	<a href="mailto:iekhsan.othman@monash.edu">iekhsan.othman@monash.edu</a>
Professor Rusli Nordin	Tan Sri Jeffrey Cheah School of Medicine (Johor Bahru Clinical School)	<a href="mailto:rusli.nordin@monash.edu">rusli.nordin@monash.edu</a>
Associate Professor Jan Coles	School of Primary Health Care	<a href="mailto:jan.coles@monash.edu">jan.coles@monash.edu</a>
Ms. Jennifer Lindley	Faculty MNHS	<a href="mailto:jennifer.lindley@monash.edu">jennifer.lindley@monash.edu</a>
Dr. Carmel Pezaro	Eastern Health Clinical School	<a href="mailto:carmel.pezaro@monash.edu">carmel.pezaro@monash.edu</a>
Vacant	School of Rural Health	
Dr. Melanie Pritchard	School of Biomedical Science	<a href="mailto:melanie.pritchard@monash.edu">melanie.pritchard@monash.edu</a>
Professor Michelle Leech	Deputy Dean MBBS	<a href="mailto:michelle.leech@monash.edu">michelle.leech@monash.edu</a>
Austin Yong-Sheng Lee	Monash Research Student Society Representative	<a href="mailto:aylee9@student.monash.edu">aylee9@student.monash.edu</a>

BMedSc(Hons) Administrator	FMNHS	Contact
Mrs Cathy Nolan-Shaw	Faculty BMedSc(Hons)Office	<a href="mailto:bmedsc@monash.edu">bmedsc@monash.edu</a>

When making an enquiry, students and staff should contact the general Bachelor of Medical Science (Honours) **e-mail address** [bmedsc@monash.edu](mailto:bmedsc@monash.edu), **phone** 03 9902 0859 in the first instance.

## School/Administration Contacts:

School/Department Research Representatives	School	Contact
Ms Laisa Tigarea-Thomson	Central Clinical School	<a href="mailto:laisa.tigarea@monash.edu">laisa.tigarea@monash.edu</a>
Ms Rachel Unwin	School of Clinical Sciences/ MIMR-PHI Institute	<a href="mailto:rachael.unwin@monash.edu">rachael.unwin@monash.edu</a>
Dr Jayamini Illesinghe	School of Public Health & Preventive Medicine	<a href="mailto:jayamini.illesinghe@monash.edu">jayamini.illesinghe@monash.edu</a>

# Academic overview

## *Learning Outcomes*

These course outcomes are aligned with the [Australian Qualifications Framework level 8, the Bologna Cycle 1 and Monash Graduate Attributes](#).

Upon successful completion of this course it is expected that graduates will be able to:

- identify, retrieve, interpret and critically review the clinical and scientific literature in their field
- demonstrate advanced knowledge and technical skills in their chosen area of research
- develop, apply, integrate and generate clinical and/or scientific knowledge to analyse challenges and to develop effective solutions
- generate, organise, analyse and interpret clinical and/or scientific data using theoretical, experimental and computational approaches
- communicate ideas and results effectively to diverse audiences and in a variety of written and oral formats
- demonstrate the ability to work independently to undertake a scientific literature review and to prepare presentations
- demonstrate the ability to work collaboratively to design, develop, implement and analyse a research project
- exercise personal, professional, ethical and social responsibility as a global citizen.

### **MED4301 Unit Learning Outcomes**

On completion of MED4301 students will 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.

### **MED4302 Unit Learning Outcomes**

On completion of MED4302 students will:

1. Develop and implement research methodology.
2. Collect data in accordance with the moral, ethical and legal responsibilities of clinical and scientific investigation.
3. Organise and analyse data, using appropriate statistical tests where appropriate.
4. Synthesise the relevant literature in relation to the research question.
5. Present and interpret the data collected and its significance in relation to the existing literature.
6. Generate defensible conclusions based upon the significance of the research findings.
7. Demonstrate writing skills that meet the academic standards associated with a thesis.
8. Communicate research findings to a wider professional audience.
9. Develop confidence in their ability to develop into a practitioner of evidence-based medicine.



## Academic requirements

### **Workload requirements**

Average weekly workload of 48 hours per week 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).

### **Hurdle requirements**

Mid-Year Progress Report

Literature Review

Thesis

### **Award received on graduation**

The Bachelor of Medical Science (Honours)

The award received on graduation is not automatic after students complete the program. To receive the award at the earliest possible date, students need to apply to graduate during their second semester. See <http://www.monash.edu.au/graduations/apply-to-graduate.html>

### **What's new?**

Assessment worth 50% or higher requires students to reach a threshold pass of 50% for that element irrespective of performance in other elements of assessment.

### **Re-submission**

Re-submission is not normally permitted. If the assessment task is a literature review or thesis and it falls below the pass mark, the Chief Examiner may determine additional assessment.

The Assessment policy is located at <http://www.med.monash.edu.au/intranet/education/assessment-policy.html>

### **Assessment procedures and summary 2015-2016**

<b>MED4301 (FY; 12 points)</b>	<b>Dates</b>
BMedSc(Hons) Moodle site open	22 July 2015
Foundation Skills Workshop	22, 23 & 24 July 2015
Progress report (Hurdle)	By 31st August 2015
Literature review, up to 7,500 words (75%; Hurdle)	By 1600 hrs, 23 November 2015
Department oral #1 (25%)	By 1600 hrs, 7 December 2015

<b>MED4302 (FY; 36 points)</b>	<b>Dates</b>
Department oral #2 (5%)	By 1600 hrs, 13 April, 2016
Minor thesis. Up to 15,000 words (80%)	By 1600 hrs, 4 May, 2016
Faculty Oral and Poster Moodle Submissions	By 1600 hrs, 16 May, 2016
Faculty Oral Presentation: Thesis (7.5%)	18 May, 2016
Faculty Scientific Poster Presentation: Thesis (7.5%)	18 May, 2016

## ***Assignment submission***

### **No hard copy submissions are accepted.**

Please submit your work via the Moodle site for this unit, which you can access via links in the my.monash portal.

Please keep a copy of tasks completed for your records.

Your submissions **must** be named as follows:

Family name\_First name\_Student ID\_unitname taskname.pdf/pps or ppt  
(e.g. Smith\_John\_123456\_MED4301\_lit review.pdf)

Submissions may not exceed 10 megabytes (MB) in size and submitted in:

- Portable Document Format (.PDF) for the Literature Review and thesis
- Powerpoint Show (.pps) for the Faculty Presentation and in
- Powerpoint (ppt) for the Scientific Poster

Submissions not formatted this way will be returned to students with a request for resubmission and late penalties may apply.

## ***Turnitin***

The Turnitin learning tool is designed to support your understanding of plagiarism policies in the context of academic work. Turnitin is used through Moodle; a comprehensive set of training and support resources is available at <http://www.vle.monash.edu/faqs/faqvlestudent/faq-turnitin.html>. Further information is available from Appendix 3 of this Guide.

## ***Feedback to you***

Feedback to you is specified on assessment sheets.

## ***Returning assignments***

Student work will not be returned. Assessment sheets, with feedback, will be emailed to students by the Course Administrator for the Literature Review in a timely fashion. Depending on your location, feedback from department assessments is distributed by BMedSc(Hons), by your Supervisor or by your School Coordinator within one week of department presentations. The assessment timeline is specified for each submission in Part 1 of this unit guide.

## ***Resubmission of assignments***

Students may not resubmit any assignment after the due date except at the request of the Course Convenor.

## ***Extensions and penalties***

1. Students who experience hardship throughout the year are advised to apply for Special Consideration. See Extensions to Assessment Deadlines, In semester tasks at <http://www.monash.edu.au/exams/special-consideration.html>. Applications for Special Consideration must be supported by certification from the relevant authority and must be submitted prior to the final assessment due date.

- 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.

The official university Special Consideration application form is at <http://www.med.monash.edu.au/current/student-forms.html> and must be submitted to the Course Administrator, BMedSc (Hons) at [bmedsc@monash.edu](mailto:bmedsc@monash.edu)

- Late submissions will incur a penalty. Late submission will incur a penalty of **10% per day**, in accordance with Faculty policy.
- The excess word penalty allows a 10% margin of error over the limit. Submissions of **more than 10% over the word limit will incur a penalty of 10%**. No word number penalty applies to work less than the word limit.

### ***Immunisation, Working With Children, Police Check***

Please note your supervisor is responsible for your research year, please check with your Supervisor if you will be in contact with hospital patients during your research placement as you will be required to provide Working with Children, Police Checks and ensure you are compliant with the immunisation requirements. Please refer to Appendix 5 for further information.

### ***Honours course grading schema***

Ref: <http://policy.monash.edu.au/policy-bank/academic/education/assessment/grading-scale-policy.html>

Mark	Course grade award
80+	HI
70-79	HIIA
60-69	HIIB
50-59	HIII
Less than 50	N

### ***Monash Library Unit Reading List***

There is no specific Monash Library Unit Reading List for this course. Part 3 of this guide lists basic learning resources that are available from the Monash Library for your information.

### ***Professional behaviour requirements***

Students must comply with the Faculty Professional Behaviour policy published at [http://www.med.monash.edu.au/policies/docs/professional\\_behaviour\\_procedure.doc](http://www.med.monash.edu.au/policies/docs/professional_behaviour_procedure.doc). This document must also be read in conjunction with the University Academic regulations, in particular Section 6.2.2. <http://www.monash.edu.au/legal/legislation/statutes/statute6-2-exclusion-for-unsatisfactory-progress-or-inability-to-progress.pdf>

Students who not comply with the policies may face disciplinary action or be removed from their placement.

Students may seek advice about these matters from a student counselor, academic staff and/or the student union.

Academic and Administrative Complaints and Grievances Policy : <http://www.policy.monash.edu.au/policy-bank/academic/education/management/complaints-grievance-policy.html>

## ***BMedSc(Hons) Professional Conduct***

The BMedSc(Hons) Professional behavior expectations and interventions pathway is published in Appendix 1. The Faculty intervention pathways are published at and <http://www.med.monash.edu.au/intranet/student-admin/student-admin.html>

### ***Structure***

Students commence the course in semester one or two – MED4301 (12 points) concurrently with MED4302 (36 points) - and must complete an honours research project over two semesters (48 points).

The conferring of this award with honours is based on academic achievement.

### ***Required resources***

Students can complete course requirements without the imposition of fees that are additional to the student contribution amount or tuition fees. For more information about this, go to Administrative Information for Higher Education Providers: Student Support, Chapter 21, Incidental Fees at:

[www.deewr.gov.au/HigherEducation/Resources/Pages/AdminInfoForProviders.aspx](http://www.deewr.gov.au/HigherEducation/Resources/Pages/AdminInfoForProviders.aspx)

### ***Referencing requirements***

- Students must cite their Monash-linked Supervisor/s/School or Department in every publication and conference presentation!
- 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.
- 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.au/tutorials/citing/](http://www.lib.monash.edu.au/tutorials/citing/)

### ***Teaching approach***

The teaching approach used in this unit combines research activities and placements and opportunities to communicate research information to colleagues and peers with work-integrated and/or industry-based learning and reflection. The variety of teaching approaches is deliberately undertaken to model, and to allow students to experience, a variety of teaching and learning methods.

### ***Technological Requirements***

Students are required to:

1. check Moodle weekly
2. submit all work for assessment via Moodle, as per guidelines in this book
3. students are required to use Microsoft PowerPoint or .pdf files for all submissions, as per guidelines in this book.

## **Other Information**

### ***Email***

Always use your Monash student email account for any correspondence with the University.

## ***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: [www.policy.monash.edu.au/policy-bank/academic/education/index.html](http://www.policy.monash.edu.au/policy-bank/academic/education/index.html)

Key educational policies include:

- Plagiarism;
- the Faculty Professional Behaviour;
- Assessment in Coursework Programs;
- Special Consideration;
- Grading Scale;
- Discipline: Student Policy;
- Academic Calendar and Semesters;
- Orientation and Transition; and
- Academic and Administrative Complaints and Grievances Policy.

## ***Graduate Attributes Policy***

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

## ***Student Services***

The University provides many different kinds of services to help you gain the most from your studies. Contact your Supervisor if you need advice and see the range of services available at [www.monash.edu.au/students](http://www.monash.edu.au/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 [www.lib.monash.edu.au](http://www.lib.monash.edu.au) or the library tab in <http://my.monash.edu.au/> portal for more information.

## ***Disability Liaison Unit***

Students who have a disability or medical condition are welcome to contact the Disability Liaison Unit to discuss academic support services. Disability Liaison Officers (DLOs) visit all Victorian campuses on a regular basis.

- Website: [www.monash.edu/equity-diversity/disability/index.html](http://www.monash.edu/equity-diversity/disability/index.html)
- Telephone: 03 9905 5704 to book an appointment with a DLO;
- Email: [dlu@monash.edu](mailto:dlu@monash.edu)
- Drop In: Equity and Diversity Centre, Level 1, Building 55, Clayton Campus.

## ***Your feedback to us***

Monash is committed to [excellence in education](#) and regularly seeks feedback from students, employers and staff. One of the key formal ways students have to provide feedback is through the Student Evaluation of Teaching and Units (SETU) survey. The University's student evaluation policy requires that every unit is evaluated each year. Students are strongly encouraged to complete the surveys. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied and areas for improvement.

For more information on the Monash University educational strategy, see:

<http://www.monash.edu.au/about/monash-directions/> and on student evaluations, see: [www.policy.monash.edu/policy-bank/academic/education/quality/student-evaluation-policy.html](http://www.policy.monash.edu/policy-bank/academic/education/quality/student-evaluation-policy.html)

### ***Previous student evaluations of this unit***

Student feedback has highlighted the following strength(s) in this unit: “I thoroughly enjoyed the year, learning a great deal about scientific techniques, thinking, presenting and writing, as well as having the opportunity to meet many inspiring researchers, both established and at the beginning on their careers” (p. 20, MRSS Annual BMedSc (Hons) Yearbook 2012, <http://www.med.monash.edu.au/bmedsci/docs/fernando-mrss-yearbook-2012-final.pdf>). Student feedback has also informed improvements to this unit, including:

- The dissemination of grades during the academic year as a response to student requests for such.
- Establishing a blog to support BMedSc (Hons) students’ sense of community during the 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.au/unitevaluations/index.jsp>

***Supervisors are routinely advised of all candidate grades and all reports of academic conduct – both positive and negative.***

## School/Department/Supervisor/Student timeline 2015-2016

Deadline	Task	Responsibility
<b>MED4301 Medical Science Honours Research Skills (12 point)</b>		
31 August 2015	Progress Report	<b>Supervisor</b> to have met and discussed academic progress with student. Student to submit Mid-Year Report via Moodle, by due date.
23 November 2015	Literature Review Submission Date	<b>Student</b> to submit via Moodle: <b>Assessor #1</b> is nominated by Supervisor in CMC-Supervision Agreement, <b>Assessor #2</b> is appointed by <b>CMC</b> from pool of current Supervisors.
1 December 2015	Departmental Presentation #1 [No later than this date]	<b>School/Department/Supervisor</b> to arrange examination panel. A total of <b>3</b> independent examiners not involved with student research must be appointed as assessors. Copy of Assessment sheet available in this Unit Guide or from Course Administrator. <b>School Department/Supervisor</b> to forward completed assessment sheets to the Course Administrator and copy to student by due date.
8 December 2015	Literature Review Assessment Return Date	<b>Examiners</b> to submit report to bmedsc@monash.edu by 4.00pm
<b>MED4302 Medical Science Honours Research Project (36 points)</b>		
13 April 2016	Departmental Presentation #2 [No later than this date]	<b>School/Department/Supervisor</b> to arrange examination panel. A total of <b>3</b> independent examiners not involved with student research must be appointed as assessors. A copy of the assessment sheet is available in the Unit Guide or from Course Administrator. <b>School/Department/Supervisor</b> to forward completed assessment sheets to the Course Administrator and copy to student by the due date.
4 May 2016	Minor Thesis Submission	<b>Student</b> to submit via Moodle: <b>Assessor #1</b> as nominated by Supervisor in CMC-Supervision Agreement, <b>Assessor #2</b> appointed by <b>CMC</b> from pool of current Supervisors.
18 May 2016	Faculty Oral Presentation: Thesis	<b>Student</b> 5 minute oral presentation. <b>Unit Convenor</b> to nominate a total of <b>3</b> examiners. <b>Examiners</b> to provide report at end of presentation.
18 May 2016	Scientific Poster Presentation Display: Thesis	<b>CMC</b> will invite Supervisors to help assess via <b>Unit Convenor</b> All Supervisors are encouraged to attend.
23 May 2016	Thesis Assessment Return Date	<b>Examiners</b> to email report to bmedsc@monash.edu

***The Supervisor must notify the candidate of absences longer than one week. An acting Supervisor must be nominated and the CMC advised if the period of absence is longer than three weeks.***

## Part 2

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### Marking Sheets and Reports



## Mid-Year progress report: Hurdle requirement for MED4301

<b>Topic:</b>	Progress report
<b>Date:</b>	Due by 31 August, 2015
<b>Time:</b>	1600 hrs
<b>Mode:</b>	Submission Moodle
<b>Enquiries:</b>	Ph: 9902 0859
	<b>No return date      No feedback to you      No resubmission permitted</b>

### Instructions

The completed report must be read and discussed by the Supervisor 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 31 August, 2015**

# Progress report

Please return a completed copy of the report by 31 August, 2015 via Moodle

## ***Section A: To be completed by student***

Family name:			
Given name(s):			
ID No:		Department centre:	
Thesis title:			
Please supply a brief report on the research completed and your progress to date.			
<b>Assessment components</b>			
Please comment if the first Oral assessment component is complete. If not yet completed, please provide timeframe for completion.			
Please summarise below if any difficulties have been experienced. For example:			
<ul style="list-style-type: none"> <li>• Supervisory</li> <li>• Lack of equipment/resources</li> <li>• Technical</li> <li>• Personal.</li> </ul>			
Show a conceptual framework for your study below.			

**Section B: To be completed by main supervisor**

General information			
Principal supervisor		Associate supervisor	
Title:		Title:	
Name:		Name:	
Name of student:			
Average amount of weekly contact with supervisor?			
Is the student's performance satisfactory?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(please tick)
Is the student anticipated to complete the work in the required time?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(please tick)
Please comment on the work completed thus far (e.g. Oral presentation, literature review).			
Has the student demonstrated any particular weaknesses? If so, have they been drawn to the student's attention and has any remedial action been taken.			

## BMedSc(Hons) Professional Behaviours Assessment – Appraisal

Refer to Appendix 1 for Guidelines

Date: _____	Significant concerns	Minor concerns	Consistent achievement	Exemplary achievement	Not applicable / observed
<b>Ethical Practices</b>					
Honesty / Integrity					
Maintains discretion / confidentiality					
Uses ethical reasoning					
<b>Responsibility &amp; Reliability</b>					
Appearance (eg dress, grooming)					
Fulfils commitments (eg attendance, punctuality, task completion, timely response to communication)					
Engagement in learning opportunities					
<b>Interactions &amp; Relationships</b>					
Uses appropriate language					
Respect for:					
Participants					
Peers					
Supervisor					
Health care staff					
Approach to teamwork (co-operation, collegiality)					
<b>Self Appraisal</b>					
Reflects upon own skills / performance					
Accepts and responds to feedback					
<b>Regulation</b>					
Complies with NH&MRC & University research governance policies, protocols and guidelines					

### 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 Reports via Moodle by 31 August, 2015**

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

<b>Topic:</b>	Your literature review
<b>Date:</b>	23 November, 2015
<b>Time:</b>	1600 hrs
<b>Submission:</b>	Moodle, PDF, fewer than 10MB
<b>Estimated return date:</b>	within 6 weeks
<b>Feedback to you:</b>	within 6 weeks
<b>Resubmission:</b>	Resubmission of assignments is not possible unless authorized by the Academic Convenor

*Note: The literature review should clearly demonstrate an advanced level of understanding of the research topic, a capacity to critically assess previous research, an ability to synthesise the information into a logical and clearly written review and to create a research space for the current project.*

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 aim(s) and hypothesis also include a brief research project outline (no more than 2 pages). The research project outline should consist of an overview of the experimental design and the proposed methods for your research project.

### **Attention is drawn to the following organisational requirements**

1. Declaration of all contributions to the Literature Review and acknowledgements
2. The declaration must list all persons contributing to the work and specify the nature of the contribution, e.g. *Under supervision I decided on [literature search strategy] as the most effective way to review the critical points of current knowledge, theoretical and methodological contributions to my thesis question. I drafted the review. My supervisor edited it and other students contributed {work – experiments, earlier work etc.}* Authorise your own contribution to the work as the researcher here too.
3. The submission may be no larger than **10 megabytes** and submitted in portable document format (.PDF). **Late penalties will apply to alternative formats and students may be asked to re-submit their work**
4. Cover page required with: Project title, student name and ID number, supervisor(s) name, department/institute, word count [see below]).
5. Table of contents (include figures and tables in the TOC where applicable)
  - a. Maximum length of the review: **7,500 words**. The limit excludes:
    - the cover page
    - table of contents, references in the bibliography,
    - figures, figure legends, tables and graphs, or the research project outline.
    - **The word limit only applies to the words in the body of the text of the literature review and the aims and hypothesis.**
    - 11 point Arial font
    - 1.5 line spacing.
  - b. 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.

Penalties for late submission **will not be applied if the student has lodged a Special Consideration application and this application has been approved.**

# Literature Review Assessment sheet

## (75% of the 12 point MED4301 unit)

Note: This form is used to provide feedback to students. It is important you provide brief comments in each section.

Student name:	
Student ID:	

### Rating (tick appropriate box)

Marks and criteria	Excel	V. High	High	Med	Low	V.Low	Grade
<b>A. Comprehension of topic</b> Is unnecessary detail included in the review? Are specialised terms and concepts explained clearly and simply? Is the literature analysed pertinent to the research?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/6
Examiners: please enter mark in the grade column only							

Comments

Marks and criteria	Excel	V. High	High	Med	Low	V.Low	Grade
<b>B. Coverage of topic</b> Has the literature been well searched, key references selected and cited in context? Are concepts in the literature reviewed evaluated? Have deficiencies in the literature been identified? Have key ideas and experiments/studies been recognised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/6
Examiners: please enter mark in the grade column only							

Comments

Marks and criteria	Excel	V. High	High	Med	Low	V.Low	Grade
<b>C. Analysis and integration</b> Have ideas been sorted and presented in a logical order? Does the review create a 'research space' for the current project? How well has the general theme been developed and maintained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/6
Examiners: please enter mark in the grade column only							

Comments

Marks and criteria	Good	Poor	Grade
<b>D. Organisation and presentation</b> Are the ideas well organised and clearly presented? Has thought been given to layout and general presentation? Has there been good use of figures and tables to augment the text?	<input type="checkbox"/>	<input type="checkbox"/>	/2
Examiners: please enter mark in the grade column only			

Comments

TOTAL numerical mark

	/20
--	-----

Please note: Comments will be returned to student as feedback. Attach a further sheet if more space is required.

Overall Comments:

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

Submit examiners report to [bmedsc@monash.edu](mailto:bmedsc@monash.edu) by 9 December, 2015.

## Department Oral Presentation #1

(25% of the 12 point MED4301 unit)

### Suggested format

<b>Topic:</b>	Background, Aim(s), Hypotheses and Proposed methods for the Research Project Student and supervisor to discuss and decide on title
<b>Venue:</b>	BMedSc(Hons) will notify you of the date and venue
<b>Due date:</b>	No later than 1600 hrs, 7 December, 2015
<b>Submission:</b>	School /Department/Supervisor to email populated grading sheets from all 3 Assessors to their student and to <a href="mailto:bmedsc@monash.edu">bmedsc@monash.edu</a>
<b>Estimated return date:</b>	within 1 week
<b>Feedback to you:</b>	within 1 week
<b>Resubmission:</b>	Not permitted

### Suggested format

The suggested time allocation for each student during the Departmental Oral Presentation is 10- 15 minutes including a 5 minute question time. This can vary according to the discipline and can be changed at departmental discretion. Presentations will be held on a date advised by the School/Department/Supervisor, ensuring that the summative results of your presentation are submitted to the Course Administrator by the set date.

### Method of assessment

BMedSc(Honours) will nominate no more and no fewer than **three** assessors not involved in your project to grade the Departmental presentation. The assessors may be clinicians, academic staff from any University or clinician-academics from any University. The Supervisor will be present during the presentation to provide formative feedback to the student while the other assessors will provide summative feedback. Selection of the summative examiners must comply with the University's Conduct and Compliance Procedure – Staff/Student Relationships (<http://www.adm.monash.edu.au/workplacepolicy/conduct-compliance/staff-student-relationships.html>).

The summative assessment panel will use the Department Oral Presentation #1 assessment sheet, a copy of which can be made from this Unit Guide. Following the presentation, you should promptly seek formative feedback on your performance from the Supervisor and any others who have been invited to attend.

### Guidelines

This presentation may provide a review of the relevant literature (making appropriate reference to key literature), a statement of hypothesis to be tested, the specific aims of the research, an outline of the experimental design (including information on the statistical or other tests or methods you expect to use and a justification of them) and a very brief indication of the expected outcomes of the project. There is no requirement to present results at this time, even if you have already obtained data from experiments in progress. There is no absolute time prescription for the various components of the presentation. The structure and emphasis of each presentation will be influenced by the project structure and the nature of the background information on which it is based.

The following is **NOT** a prescriptive guideline for a 10 minute talk, simply a planning tool for you to use when meeting with your Supervisor:

- Review of literature/rationale for the project (5 minutes)
- Aims and hypotheses (1 minute)
- Experimental plan (including statistics analysis) (3 minutes)
- Expected outcomes and significance (1 minute)

# Department Oral Presentation 1, assessment sheet

(25% of the 12 point MED4301 unit)

*Note: This form is used to provide feedback to students. It is important examiners provide brief comments in each section.*

Student name:						
Student ID:						
Project title:						
Supervisor:						
<b>Rating (tick appropriate box)</b>						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>1. Introduction</b> Clear introduction and review of literature relating to project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>2. Description</b> Clear description of aims, hypotheses, plans and expected outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>3. Presentation</b> Clarity of presentation and use of audio-visual aids. Command of expression and logical argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>4. Response to Questions</b> Response to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Total numerical mark</b>	<b>/20</b>					
<i>Note: Comments will be returned to student as feedback. Attach a further sheet if more space is required.</i>						
Overall comments:						
Examiner's name (please print):						
Examiner's signature:					Date:	
Examiner's contact phone number:						

Submit examiners reports to [bmedsc@monash.edu](mailto:bmedsc@monash.edu) by 9 December, 2015



## Departmental Oral Presentation 2.

(5% of the 36 point MED4302 unit)

### *Student and supervisor guidelines*

<b>Topic:</b>	Background, aim(s), hypotheses, methods, results and conclusion from your research project.
<b>Venue:</b>	BMedSc(Hons) will notify you of the date and venue
<b>Due date:</b>	By 1600 hrs, 13 April, 2016
<b>Submission:</b>	School, Department or Supervisors to email populated grading sheets from all 3 assessors to <a href="mailto:bmedsc@monash.edu">bmedsc@monash.edu</a>
<b>Estimated return date:</b>	Within 1 week
<b>Feedback to you:</b>	From BMedSc(Hons) and your supervisor
<b>Resubmission of assignments:</b>	<b>N/A</b>

### *Suggested format*

The suggested time allocation for each student during the Departmental Oral Presentation is 10 minutes including a 5 minute question time. This can vary according to the discipline and can be changed at departmental discretion. Presentations will be held on a date advised by the Supervisor, ensuring that the summative results of your presentation are submitted to the Course Administrator by the set date.

### *Method of assessment*

BMedSc(Hons) will nominate **three** assessors not involved in your project to grade the presentation. The assessors may be clinicians, academic staff from any University or clinician-academics from any University.

The Supervisor will be present during the presentation to provide formative feedback to the student while the other Assessors will provide summative feedback. Selection of the summative examiners must comply with the University's Conduct and Compliance Procedure – Staff/Student Relationships (<http://www.adm.monash.edu.au/workplacepolicy/conduct-compliance/staff-student-relationships.html>).

The summative assessment panel will use the Department Oral Presentation #2 assessment sheet, a copy of which can be made from this Unit Guide. Following the presentation, you should promptly seek formative feedback on your performance from the Supervisor and any others who have been invited to attend.

### *Guidelines*

This presentation should expand on what you have completed since the last presentation. This is the final time your work is presented to the Department before your Faculty Oral and Scientific Poster and possibly, your Minor Thesis submissions. Assessors will probably be the same as for Department Oral Presentation #1 and will want evidence of your progress. Take particular note of the feedback received then, including on your presentation style, and incorporate this in forthcoming work for submission where it is relevant.

There is no absolute time prescription for the various components of the presentation. The structure and emphasis of each presentation will be influenced by the project structure and the nature of the background information on which it is based.

The following is **NOT** a prescriptive guideline for a 10 minutes talk: simply a planning tool for you to use when meeting with your Supervisor:

1. Review of literature /rationale for the project (3 minutes )
2. Aims and hypotheses (1 minute )
3. Methodology (including statistics analysis) (1-2 minutes)
4. Results, research findings (3-4 mintues)
5. Outcomes and significance (1 minute)

## Department Oral Presentation 2, assessment sheet.

(5% of the 36 point MED4302 unit)

*Note: This form is used to provide feedback to students. It is important examiners provide brief comments in each section.*

Student name:						
Student ID:						
Project title:						
Supervisor:						
<b>Rating (tick appropriate box)</b>						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>1. Introduction</b> Clear introduction and project significance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>2. Description</b> Clear description of aims, hypotheses, overview of method and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>3. Presentation</b> Clarity of presentation and use of audio-visual aids. Command of expression and logical argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Marks and criteria</b>	<b>V. High</b>	<b>High</b>	<b>Med</b>	<b>Low</b>	<b>V. Low</b>	<b>Grade</b>
<b>4. Response to Questions</b> Response to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>/5</b>
Examiners: please enter mark in the grade column only						
Comments						
<b>Total numerical mark</b>						<b>/20</b>
<i>Note: Comments will be returned to student as feedback. Attach a further sheet if more space is required.</i>						
Overall comments:						
Examiner's name (please print):						
Examiner's signature:					Date:	
Examiner's contact phone number:						

**Submit examiners reports to [bmedsc@monash.edu](mailto:bmedsc@monash.edu) by 13 April, 2016**

## Minor thesis: Hurdle Requirement (80% of the 36 point MED4302 unit)

<b>Topic:</b>	Honours thesis.
<b>Due date:</b>	1600 hrs, 4 May, 2016
<b>Submission:</b>	Moodle, .PDF, fewer than 10MB
<b>Estimated return date:</b>	Within 6 weeks of submission
<b>Feedback to you:</b>	By estimated return date

The honours thesis is the culmination of all the work that has been completed throughout your research year. Honours students should achieve a high standard of work that is potentially publishable in a reputable, peer-reviewed journal.

**The submission of the honours thesis by publication is not permitted. If a thesis by publication is submitted, the work will be returned to you for resubmission in the appropriate format and late submission penalties will apply**

Copies of previous theses completed by past BMedSc(Hons) students are available for students to review from the Moodle subject page.

### Guidelines

#### When should I finish my research?

Students are advised to try and finish their experimental work approximately one month before the submission date. Many students start to write their thesis mid-year, adding to methods and results over time. The Literature Review submitted early in the year should be updated and used for the Introduction. Students may need to alter the length of the Literature Review in order to comply with the rules for length of the thesis.

You are advised to discuss the format of your thesis and the proposed content with your supervisor prior to writing. It is also important that you let your supervisor read and comment on each section of the thesis and provide feedback, not only on content but also on format. Ensure that drafts of your thesis are given to your supervisor, allowing sufficient time to comment on your drafts, prior to submission.

#### Thesis structure and content

The thesis should contain the following sections:

- The submission may be no larger than **10 megabytes** and submitted in portable document format (.PDF). **Late penalties will apply to alternative formats and students may be asked to re-submit their work**
- A title page (stating project title, student name and ID, department or school name and supervisor names [including titles]).
- Declaration: A confirmation of the originality of the work and a clear indication of any practical input to the research by others. The declaration must list all persons contributing to the work and specify the nature of the contribution (e.g. *Under supervision I decided on [a research method] as the best way to test my hypothesis/research aim/s. My hypothesis/research aim was drawn from [wherever]. The data was reused from [...]. I drafted the thesis. My supervisor edited the thesis, other students contributed {work – experiments, earlier work etc – } which enhanced the research findings.*) Declare your own contribution to the work as the researcher here too.
- Acknowledgments.
- Abstract (2 pages maximum).
- Introduction (What will I do (1-2 paragraphs)? Why am I doing it?).
- Significance (What is known?).
- Literature Review (What is unknown? Review of research Identifying gaps and the research space for your work).

- Hypothesis and/or Aims (What do I hope to discover?).
- Methodology (Conceptual framework, How am I going to discover findings?).
- Results (What have I found?).
- Discussion (What does it mean? So what?).
  
- Conclusion (What are the possible clinical applications or recommendations from the research? What contribution does it make to knowledge? What next?).

Further guidelines to writing and editing a thesis are at <http://www.monash.edu.au/lis/lionline/writing/index.xml> and <http://www.monash.edu.au/lis/hdr/write/5.4.html>

### **Thesis length**

Maximum length is **15,000 words**. The limit excludes:

- the abstract
- appendices, tables, figures, diagrams and the accompanying legends
- title page, declaration, acknowledgments, bibliography, table of contents
- references
- 11 point Arial font
- 1.5 line spacing.

Supervisors should not circulate draft versions of the thesis to staff, other than co-supervisors, for detailed comments. Supervisors should never write any part of the thesis themselves. This is important since the thesis must, in the end, be a piece of original work clearly identified as being written by the student.

### ***Final check of your thesis before submission***

The following questions are provided to assist you before submitting your thesis.

#### **Organisation and presentation**

- Is the work formatted as a .pdf., no larger than 10MB?
- Are your ideas lucid, clearly expressed and well presented?
- Are all graphs, tables and diagrams indexed in the TOC, clearly presented and legible and supported by a detailed heading and/or figure legend?
- Is the thesis layout and general presentation well-conceived?
- Is the bibliography complete, comprehensive and cited correctly?
- Have you satisfactorily completed all sections of the thesis?
- May an assessor get the sense of the thesis by reading the first and last sections of the work? Do the sections (Introduction and Conclusion) tell a coherent story (in the same way an abstract does)?
- Have you addressed all “Student and examiner guidelines for the examination of the honours thesis” (next page)?

# Student and examiner guidelines for examination of the honours thesis

The BMedSc (Hons) Research Report demonstrates a student's ability to:

- i. State the problem, where it fits into the larger scheme of things and how it was investigated.
- ii. Describe the experiments conducted from which data were collected.
- iii. Analyse and interpret experimental results (using the appropriate statistical methods where required).
- iv. Discuss findings in relation to the original aims and previously published work.
- v. Draw a conclusion and consider what further work might arise from the experiments carried out.
- vi. Clearly and concisely express his/her work (communication).

***The submission of the honours thesis by publication is not permitted. If a thesis by publication is submitted, the work will be returned to students for resubmission in the appropriate format and late submission penalties will apply***

## Assessment criteria

### Organisation and presentation

**15 Marks**

- Word limits may be exceeded by a maximum of 10%. No word-length penalty applies to work submitted under the limit.
- Are the students ideas lucid, clearly expressed and well presented?
- Are all graphs, tables and diagrams clearly presented and legible and supported by a detailed heading and/or figure legend?
- Is the thesis layout and general presentation well conceived?
- Is the bibliography complete, comprehensive and cited correctly?
- Has the student satisfactorily completed all sections of the thesis?
- Does the thesis fit within defined word count?

### Abstract

**5 Marks**

- Does the abstract clearly summarise all the important findings of the project?
- Do the conclusions provided give an accurate interpretation of the results?

### Background rationale

**10 Marks**

- Does the background give context and provide a rationale for the study?

### Research approach and design

**10 Marks**

- Are the aims of the study and the hypotheses to be tested by study design clearly defined?
- Are the methods sound and used appropriately, and is the research design appropriate?
- Has the student provided sufficient details of the methods used?
- Have all relevant procedures been considered in the study design?
- How innovative or novel is the study design?
- Are research methods explained and provided?

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**Data collection****5 Marks**

- Is the data collection protocol the best possible given resource limitations and the conceptual framework?
- Could one replicate the data collection protocol?
- For quantitative studies, could one accurately replicate the study (for example, all of the optional and adjustable parameters on any sensors or instruments that were used to acquire the data)?
- For quantitative work, could another researcher accurately find and reoccupy the sampling stations or track lines?

---

**Results****15 Marks**

- The results are actual statements of observations, including statistics, tables and graphs.
- Information on range of variation is indicated where relevant.
- Mention negative results and non-results as well as positive ones. Do not interpret results – save that for the discussion
- Are the raw results intelligible and displayed in a clear and appropriate manner?

---

**Discussion****35 Marks**

- Do a few sentences summarise the most important results?
- What are the relationships, trends and generalisations among the results?
- What are the exceptions to these patterns or generalisations?
- What are the likely causes (mechanisms) underlying these patterns resulting predictions?
- Is there agreement or disagreement with previous work?
- Interpret results in terms of background laid out in the introduction – what is the relationship of the present results to the original question?
- What is the implication of the present results for other unanswered questions in medicine?
- There are usually multiple hypotheses or several possible explanations for results. Be careful to consider all of these rather than simply pushing your favourite one. If you can eliminate all but one, that is great, but often that is not possible with the data in hand. In that case you should give even treatment to the remaining possibilities, and try to indicate ways in which future work may lead to their discrimination.
- Avoid bandwagons that are jumping on a currently fashionable point of view, unless your results really do strongly support them.
- What are the things we now know or understand that we didn't know or understand before the present work?
- Include the evidence or line of reasoning supporting each interpretation.
- What is the significance of the present results: why should we care?
- Is the discussion a critical appraisal of the results and has the significance of the findings been made clear?
- Has future direction for the research been suggested and is it appropriate?

---

**Conclusion****5 Marks**

- Is/are the strongest and most important statement(s) that can be made from the research observations reiterated?
- Has the student referred back to problem/hypotheses posed and describe the conclusions they reached from carrying out this investigation, summarised new observations, new interpretations and new insights that have resulted from the present work?
- Has the student included the broader implications of their results?
- The student may not repeat the abstract, introduction or discussion word for word in the conclusion.

## Honours degree of Bachelor of Medical Science Thesis Assessment Report (80% of MED4302)

Student name:				
Title of thesis:				
<i>Comments: This section is provided to the student. Use additional page if required.</i>				
<b>Please provide a mark in each row</b>				
<b>1. Organisation and presentation</b>				<b>15 marks</b>
<b>2. Abstract</b>				<b>5 marks</b>
<b>3. Background rationale</b>				<b>10 marks</b>
<b>4. Research approach and study design</b>				<b>10 marks</b>
<b>5. Data collection</b>				<b>5 marks</b>
<b>6. Results</b>				<b>15 marks</b>
<b>7. Discussion</b>				<b>35 Marks</b>
<b>8. Conclusion</b>				<b>5 Marks</b>
<b>Total numerical mark</b>				<b>/100</b>
<b>FOR INFORMATION</b> : Indicative scores for Monash grades				
H1 80+	H2A 70-79	H2B 60-69	H3 50-59	Fail <49
Name of examiner:				
Signature:			Date:	
<b>Submit examiners reports to <a href="mailto:bmedsc@monash.edu">bmedsc@monash.edu</a> by 20 May, 2016</b>				

## Faculty Oral Presentation

(7.5% of the 36 point MED4302 unit)

and

## Faculty Scientific Poster Presentation

(7.5% of the 36 point MED4302 unit)

<b>Topic:</b>	Your thesis
<b>Submission:</b>	Upload the Oral and Poster files on Moodle by 1600 hours, 16 May, 2016, no larger than 10 MB in PowerPoint Show (pps.) format for the presentation and Powerpoint (ppt) format for the poster.
<b>Dates:</b>	Oral Presentation 18 May, 2016 Scientific Poster 18 May 2016. <b>Hardcopy poster presented in person; attach poster to designated space in room.</b>
<b>Venue &amp; Time:</b>	TBA
<b>Estimated return date:</b>	in June for both assessments
<b>Feedback to you:</b>	By estimated return date

***All students are expected to attend the entire assessment event unless previously excused by the Academic Convenor.***

### Description

This two-part assessment task provides research students with an opportunity to present a compelling five-minute presentation and a scientific poster on their thesis topic to an intelligent but non-specialist audience.

The five (5) minute presentation of your thesis will be examined by two scientists. The presentation will be accompanied by a scientific poster exhibition the following day. Two examiners will assess the poster together over a period of 10 minutes.

Poster presentations must be less than 10MB in size on Moodle and in ppt format. You are to bring hard copy to your presentation and the cost is to be borne by your Supervisor. Oral presentations must be submitted in .pps format and also be less than 10 MB in size.

### Guidelines

- As a rule of thumb, allow one slide per minute (or a maximum of 5 overall) for the oral presentation.
- Time-Keeping is strictly enforced.
- Speaking quickly will prevent you communicating effectively during your presentations. Rushed speaking is boring for your audience and examiners will question your mastery of the research.
- Remember this is a communication exercise NOT a discipline-specific scientific meeting. What does the audience have to know to understand your presentation? What is/are the key point/s you wish to communicate?
- Don't waste presentation time on "thank you" slides; you might consider closing on a "thank you"



slide (if you must).

- Supervisors, Monash University and the Faculty must be acknowledged in all presentations.

***Is there a penalty for late submission of the oral presentation and thesis poster?***

- The due date for your presentation files is 1600 hrs, 16 May, 2016.
- The oral presentation is on 18 May, 2016: late attendance means your work will not be accepted.
- The scientific poster presentation is on 18 May, 2016: late attendance means your work will not be accepted.

The penalty will not be applied if the student has lodged an Assessment Extension form and a Special Consideration application prior to the date of submission, and these applications have been approved.

## Faculty Oral presentation Assessment Sheet

(7.5% of the 36 point unit MED4302)

Student name:					
Student ID:					
Project title:					
<i>Marks will be deducted for non-attendance without authorisation from the Course Convenor.</i>					
Assessment criteria					
	(0)	(0.5)	(1)	(1.5)	(2)
Background					
Aim(s)					
Method					
Results					
Implications					
Comments to student					
Total marks					/10
Name of marker:				Date:	
Signature:					

# Faculty Scientific Poster Presentation

(7.5% of the 36 point unit MED4302)

<b>Topic:</b>	Your thesis
<b>Submission:</b>	Upload the file for your poster on Moodle by 1600 hrs, 16 May, 2016, in ppt. format
<b>Dates:</b>	Scientific Poster 18 May, 2016. <b>Hardcopy poster presented in person; attach poster to designated space in room.</b>
<b>Venue &amp; Time:</b>	TBA
<b>Estimated return date:</b>	During December
<b>Feedback to you:</b>	By estimated return date

*Notes: Use supporting research methods evidence from sources of information such as journal articles, books and or electronic resources to support your analysis/discussion. You may also use the texts listed in Part 1 of this Guide if they are relevant to your work.*

## Instructions

Attention is drawn to the following requirements/guidelines:

- Poster ID requirements: Title, student name and ID number, supervisor(s) name, department/institute.
- Format 90 x 120 cm (35.4 x 47.2 inches) (portrait or landscape).
- Only PPT files less than 10 MB in size will be assessed

## ***Is there a penalty for late submission of the thesis poster?***

**The due date for your poster file is 1600 hrs, 16 May, 2016 in ppt. format.**

**The Scientific Poster presentation is on 18 May, 2016:**

**1. attendance is mandatory and 2. late submissions will not be accepted**

The penalty will not be applied if the student has lodged an Assessment Extension form and a Special Consideration application prior to the date of submission, and these applications have been approved.

### ***Guidelines for constructing a scientific poster to communicate your thesis effectively***

- Online tuition is available from <http://www.monash.edu.au/lis/llonline/writing/science/8.xml>
- Advice for using PowerPoint for poster design is at <http://office.microsoft.com/en-us/>; search term : “powerpoint for poster design”

## Faculty Scientific poster Assessment Sheet

(7.5% of the 36 point unit MED4302)

Student name:				
Student ID:				
Project title:				
Organisation and preparation		Poor 0	Good 0.5	Excellent 1
1	Where the methods of investigation adequately depicted?			
2	Did the Poster clearly and concisely outline the nature and scope of the problem investigated?			
3	Were the results relevant, clearly presented and logically ordered?			
4	Was good judgement shown in presenting only pertinent data and excluding non-essential distracting data? Is the balance between text and graphics good?			
Analysis and understanding				
5	Were the results adequately analysed and critically evaluated?			
6	Were the appropriate conclusions drawn and did they relate to the objectives of the investigation?			
7	Did the candidate appear to understand clearly the area of study and significance of the results?			
8	Did the candidate answer your questions clearly and knowledgeably?			
9	Did the candidate express enthusiasm for the topic and engender your interest?			
10	Was the poster well laid out, visually clear and logical?			
<b>Total marks</b>				<b>/10</b>

Name of Assessor:
Assessors contact details:

# Part 3

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## 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.

# Appendices

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# Appendix 1 – The BMedSc(Hons) Professional Behaviour Expectations and Interventions Pathway

## APPENDIX 1: BMedSc (Hons) Program Professional Behaviours (Full Year)

Adapted from Lindley, J., Year 4 MBBS Assessment Professionalism Proposal, September 2009

New Faculty Professional Behaviour Intervention Procedures at [http://www.med.monash.edu.au/policies/docs/professional\\_behaviour\\_procedure\\_v2.doc](http://www.med.monash.edu.au/policies/docs/professional_behaviour_procedure_v2.doc) has led to a re-focus upon assessment approaches and instruments across Honours degree of Bachelor of Medical Science (BMedSc(Hons)) research program placements. Professional Behaviours is an area that has been identified as requiring consideration not only for the BMedSc(Hons) but also across the entire MBBS course. In addition, this area is a focus of consideration at the Course Management Committee (CMC) level.

The significance of this issue is also reflected in the literature. Organisations and accrediting bodies such as the UK General Medical Council and the Australian Medical Council have developed guidelines encompassing professional behaviours. These publications provided a comprehensive consideration of the parameters that relate to concepts of professionalism within the practice of medicine and associated research. In addition, a number of authors have provided approaches to the rating and recording professional behaviours for medical research students.

The approaches outlined in the articles reviewed articulate a number of elements of professional behaviours which can be categorised into four broad areas

- Ethical practices
- Reliability and responsibility
- Interactions and relationships
- Self-appraisal

The challenge lies in devising a process and protocol instrument for the BMedSc (Hons) that is appropriate for the various levels of the medical student candidates and which is feasible in terms of implementation. This BMedSc (Hons) Program Professional Behaviours instrument, provided, includes a number of elements for each of these broad categories that would provide some evidence for self and CMC evaluation of professional behaviour.

Rather than attempting to include all possible parameters that may provide evidence of professional behaviours, the instrument focuses upon those elements that are relevant to BMedSc(Hons) and that lend themselves to appraisal in the context of research placements. The domains and elements outlined in the rating instrument can be aligned with elements of professional behaviours identified in Faculty documents. The instrument mirrors the design of the mini-CEX and uses a four point rating scale which indicates if a candidate requires further monitoring (some concerns) or follow up action (significant concerns).

Theoretically a student receiving a rating below the acceptable level in their mid-year report could remediate and improve their rating to the required level of performance before the end of the year.

**Acknowledgement:** Jennifer Lindley. Year 4 MBBS Assessment Professionalism Proposal. 2009

### References:

General Medical Council and Medical Schools Council UK (2009) *Medical students; professional values and fitness to practice*

Australian Medical Council (2009) *Good Medical Practice: A Code of Conduct for Doctors in Australia*

University of Toronto *Standards of Professional Behaviour* accessed at <http://www.governingcouncil.utoronto.ca/policies/medstu.htm>

Cruess, Richard et al (2006) *The Professionalism Mini-Evaluation Exercise: A Preliminary Investigation* Academic Medicine 81:10 Supplement 74-78

Jon Veloski, J et al (2005) *Measuring Professionalism: A Review of Studies with Instruments Reported in the Literature between 1982 and 2002* Academic Medicine 80:4, 366-370

Parker, Malcolm (2006) *Assessing professionalism: theory and practice* Medical Teacher, 28:5, 399-403

Topps, D et al (2009) *The One Minute Mentor: A Pilot Study Assessing Medical Students' and Residents' Professional Behaviours through Recordings of Clinical Preceptors' Immediate Feedback* Education for Health 22:1 available from <http://educationforhealth.net/>



## Table 1 - BMedSc(Hons) Professional Behaviours Descriptors

Students should discuss these areas with supervisors or academic staff if they require any further clarification or explanation.

<b>ETHICAL PRACTICES</b>	Honesty / Integrity	Consistently truthful and dependable. Uses information or resources appropriately (e.g. computers at placement or in library, personal information about peers).
	Maintains discretion / confidentiality	Keeps patient information confidential. Complies with legal requirements regarding privacy. Respectful and discrete in relation to professional boundaries.
	Uses ethical reasoning	Considers the impact of decisions on the well-being of others, respects the rights and needs of others, treats others fairly and reasonably, and recognises conflicts of interest. Considers unintended consequences of decisions.
<b>RESPONSIBILITY &amp; RELIABILITY</b>	Appearance ( <i>eg dress, grooming, hygiene</i> )	Consistently maintains personal tidiness, dress and hygiene. Dress should be appropriate to the research environment including the type of work, occupational health and safety requirements, and standards for the placement setting eg protective clothing in laboratories, scrubs in theatre, business shirt/blouse and trousers/slacks/skirts onwards. Clothing should be clean, and comfortable enough to work in but not inappropriately revealing.
	Fulfils commitments ( <i>eg attendance, punctuality, task completion</i> )	Student should attend the placement for 36 hours per week. If unable to attend students should notify the appropriate staff as stated in their student guide (e.g. Site Administrator, Supervisor). Tasks should be completed by the specified time and date, and assignments by the due date. The requirements of the Attendance Policy must be met. Student must ensure that they maintain current contact details including phone numbers and use the Monash student e-mail for e-mail correspondence.
	Engagement in learning opportunities ( <i>as listed in Guides</i> )	Attends sessions outlined in placement table/ laboratory meetings/ unit guide. Completes required work according to schedule. Actively participates in placement tasks and activities supporting placement.
	Communication	Timely responsiveness to email and phone communication from supervisors.
<b>INTERACTIONS &amp; RELATIONSHIPS</b>	Uses appropriate language	Abusive or otherwise derogatory language including swearing is not tolerated under any circumstances. Language should be comprehensible, audible and suitable for the task/situation/activity (e.g. using formal medical language in research presentations, avoid jargon).
	Displays appropriate non-verbal communication	Tone of voice, facial expressions, eye contact, gestures, body posture / proximity to other people must not convey lack of respect or judgment (eg angry or aggressive tone, arms crossed and turning away, sharp pointed motions to a person).
	Respect for: Participants Peers Supervisor Health care staff	Shows consideration for individuals including cultural and social background. Acknowledges the rights and responsibilities of others. Recognizes the roles and expertise of members of the placement team. Accepts direction from supervisors, and gives feedback in a manner that is constructive and respectful.

	Approach to teamwork <i>(co-operation, collegiality)</i>	Works with others co-operatively. Displays team work skills such as listening, communicating ideas, contributing to completion of work, encouraging others, acknowledging the efforts of others sharing knowledge and skills.
<b>SELF APPRAISAL</b>	Reflects upon own skills / performance	Articulates own strengths, acknowledges own limitations, considers /devises strategies and self-advocates for improvement.
	Accepts and responds to feedback	Discusses feedback and engages with strategies or suggestion for improvement. Does not respond aggressively or dismiss feedback provided.
	Takes responsibility for own health	Seeks and accepts appropriate professional help for physical and / or mental health issues.
<b>REGULATION</b>	Knowledge and practice of research regulations and guidelines	Familiarisation and compliance with NH&MRC and University governance guidelines, procedures and policies for the ethical conduct of research, published at <a href="http://www.policy.monash.edu.au/policy-bank/academic/research/">http://www.policy.monash.edu.au/policy-bank/academic/research/</a>

**BMedSc(Hons) Professional Behaviours Assessment – Appraisal**

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Assessor name: \_\_\_\_\_ Assessor position: \_\_\_\_\_

Date: \_\_\_\_\_

	<i>Significant concerns</i>	<i>Minor concerns</i>	<i>Consistent achievement</i>	<i>Exemplary achievement</i>	<i>Not applicable / observed</i>
<b>Ethical Practices</b>					
Honesty / Integrity					
Maintains discretion / confidentiality					
Uses ethical reasoning					
<b>Responsibility &amp; Reliability</b>					
Appearance ( <i>eg dress, grooming</i> )					
Fulfils commitments ( <i>eg attendance, punctuality, task completion, timely response to communication</i> )					
Engagement in learning opportunities					
<b>Interactions &amp; Relationships</b>					
Uses appropriate language					
Respect for:					
Participants					
Peers					
Supervisor					
Health care staff					
Approach to teamwork (co-operation, collegiality)					
<b>Self Appraisal</b>					
Reflects upon own skills / performance					
Accepts and responds to feedback					
<b>Regulation</b>					
Complies with NH&MRC & University research governance policies, protocols and guidelines					

**Global Rating:**

NOT ACCEPTABLE       MEETS EXPECTATIONS       EXCEEDS EXPECTATIONS

Comments:

Assessor Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

## Process

**IMPORTANT NOTE:** The professional behaviours register is a faculty register, so behaviour in one degree carries over to another. So if a student comes into the BMedSc (Hons) at Level 1 on the register, and needs further support, they would go to Level 2, and would go back to MBBS at Level 2 on the register.

The following steps apply when dealing with students who:

1. are identified as having issues related to professional behaviour, and
2. those issues are assessed as suitable<sup>®</sup> to be dealt with, and to continue to be dealt with, under the Professional Behaviour Intervention Procedures:

Reporting Concerns	Concerns regarding a student's Professional Behaviour should be reported to the Academic Convenor, through the Supervisor or School/Departmental Research Representatives, where applicable.
Investigating concerns	On receipt of a report an independent academic investigates the concerns. This may involve interviewing the student, the person making the report and other persons with relevant information related to the concerns. Normally the concerns would be investigated by the Academic Convenor, but in the event of the Supervisor or and/or School/Departmental Research Representatives making the report, they should discuss with the Academic Convenor to identify the most appropriate person to investigate the concerns.
Notice of Meeting	On completion of an investigation, a student who is found to have demonstrated unsatisfactory professional behaviour will be invited, by the responsible academic, to attend a Professional Behaviour Support Meeting. Notice of the meeting should be sent no less than one week prior to the meeting. The student should be provided with the opportunity to be accompanied to the meeting by a support person. This person may assist the student but may not act as an advocate. Notice of the presence of a support person must be provided to the academic staff member calling the meeting at least 24 hours prior to the meeting.
Prior to the meeting	Prior to a Professional Behaviour Support meeting, the responsible academic is expected to: <ul style="list-style-type: none"> <li>• identify and document specific issues related to Professional Behaviour that need to be addressed by the student</li> <li>• check the Professional Behaviour Register kept by the Director Academic Programs to ascertain if previous incidents have been recorded.</li> </ul>
Professional Behaviour Support Meeting*	At the Professional Behaviour Support Meeting, the responsible academic, will: <ul style="list-style-type: none"> <li>• make explicit the concerns that staff have regarding the professional behaviour(s) that are considered unsatisfactory</li> <li>• seek from the student their explanation as to why this occurrence has happened, which the student may elect to provide at that meeting or a subsequent meeting after they have further time to consider the concerns put to them at the meeting</li> <li>• help the student identify causes (academic or other) affecting their ability to demonstrate unsatisfactory professional behaviour</li> <li>• assist the student to identify strategies and actions, where appropriate, to change their professional behaviour</li> <li>• explain to the student the consequences of their failure to change professional behaviour</li> <li>• assess the student's willingness to change behaviour</li> <li>• provide the student with written information regarding support services that are available on Monash campuses relevant to the causes of behaviour</li> <li>• explain the next step if there is a failure to improve</li> <li>• refer the student to a specific service or person for further support or advice</li> <li>• where agreement is reached, the student will be invited to sign and date a statement of issues agreed upon, targets, goals and an action plan, otherwise the student will be provided with a written record of the discussion and details of what is required of them to address the concerns about their professional behaviour.</li> <li>• schedule an appropriate time to review student progress against the action plan/requirements.</li> </ul> <p>Given the extensive aims of the Professional Behaviour Support Meeting, it may be that it consists of 2 meetings to allow the student additional time to consider their response and then</p>

	<p>address the matters arising from that response. Where possible the meetings should be held not more than 1 week apart.</p> <p>Academic units will keep attendance and records of conversations of the Professional Behaviour Support Meeting.</p> <p>Supervisors should notify the course coordinator and register the student on the Professional Behaviour Register kept by the Director Academic Programs.</p>
	<p>If a student refused to attend an initial Professional Behaviour Support meeting, the matter is immediately referred to the Academic Convenor who will discuss next actions with the Supervisor and/or School/Departmental Research Representatives then move to Step 3.</p>
At the follow up meeting*	<p>Student performance has improved: no further action</p> <p>Student performance has not improved: move to STEP 2</p>
Step 2* Counselling Meeting	<p>The matter is referred by the Supervisor or respective School/Departmental Research Representatives to the Academic Convenor</p> <p>The Academic Convenor and Supervisor or School/Departmental Research Representatives are expected to:</p> <ul style="list-style-type: none"> <li>• Identify and document the specific issues related to Professional Behaviour that need to be addressed by the student</li> <li>• Invite the student to a Counselling Meeting. The Counselling Meeting will follow the same steps and be conducted in the same manner as a Professional Behaviour Supporting Meeting, including with respect to notice of meeting and presence of a support person.</li> <li>• At the Counselling Meeting the Chair will:</li> <li>• ask the student for an explanation regarding why the action plan/required behaviours have not been observed</li> <li>• in consultation with the student set further target behaviours, achievable goals and an action plan to improve the student's performance</li> <li>• where agreement is reached, the student will be invited to sign and date a statement of issues agreed upon, targets, goals and an action plan, otherwise the student will be provided with a written record of the discussion and what is required of them to address the ongoing concerns about their professional behaviour</li> <li>• schedule an appropriate time to review student progress against the action plan/requirements</li> <li>• explain the next step if there is a failure to improve.</li> </ul>
	<p>If a student refused to attend the Counselling meeting them move to Step 3.</p>
At the follow up meeting*	<p>Student performance has improved to a satisfactory level: no further action</p> <p>Student performance has not improved to a satisfactory level: move to STEP 3</p> <p>Student and course administrators to be notified.</p> <p>If the matter is moved to Step 3 the student must be informed, in writing, of the specific Professional Behaviour/s of ongoing concern and provided an opportunity to respond in writing in 5 working days.</p>
Step 3*	<p>Where a Supervisor or School/Departmental Research Representatives believe the student's performance has not improved according to the remedial action plan or otherwise, or there has been an initial improvement and then a relapse into professional behaviour of concern, they are to report the matter directly to the Deputy Dean (Education) or nominee.</p> <p>The Deputy Dean will refer the case to a Professional Behaviour Review Panel.</p> <ul style="list-style-type: none"> <li>• This is an independent panel consisting of an academic from another discipline with knowledge of professional behaviour, a nominated professional from the student's discipline with no knowledge of the student and a student from a health professions course but not of the student's discipline</li> </ul>

	<p>In reviewing the case, the Panel will review all available evidence, including any notes related to Professional Behaviour. These may include the Professional Behaviour Support and/or Counselling Meetings, any response or correspondence from a person making a report about the student or the student concerned, and may choose to interview the any of those persons and Unit Coordinators and Academic Convenor. It is expected that the Panel will seek to interview the student.</p> <p>After review of the case, the Professional Behaviour Review Panel may:</p> <ul style="list-style-type: none"> <li>• Dismiss the case</li> <li>• Recommend that the Professional Behaviour support actions/requirements continue</li> <li>• Recommend to the Board of Examiners that the student not pass the Unit.</li> </ul>
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@ For example matters falling under Statute 4.1 Discipline will not be dealt with under these procedures

# Where a placement has been terminated on the basis of a student's poor professional behaviour and investigation by the faculty finds the termination was justified the student will enter this process at Step 3.

Students dissatisfied with a decision made under these procedures may lodge a Grievance under the Academic and Administrative Complaints and Grievances Policy.

### **Professional Conduct Domains**

The conduct domains in Table 1 describe the domains of professional behaviour. These are informed by the document *Investigating Student Fitness to Practice Policies and Procedures within Australian Universities*, prepared by the Centre for Medical and Health Sciences Education on behalf of the Fitness to Practice Working Party July 2008.

## **Record keeping**

All documentation associated with the case must be kept and securely stored. Copies of documentation must be forwarded to the Director Academic Programs for entering on the Professional Behaviour register, which may be accessed as provided here. The faculty register includes the following information for each student whose name is included in the register:

1. the student's name,
2. the date on which the student was first registered,
3. if a condition has been imposed on the student's enrolment,
4. details of the condition.

Send copies of all student correspondence to the student's file. This file may be accessed by any person performing functions under these Procedures, Monash University Statute 6.2 – Exclusion for Unsatisfactory Progress or Inability to Progress, Monash University Statute 4.1 – Discipline and Monash University Statute 6.3 – Exclusion for Health Reasons.

### **Referenced documents (locations)**

Template reporting form to record inappropriate Professional Behaviour activities

#### **Template letter to students (found on the staff intranet):**

- [Letter template - Professional Behaviour Support Meeting Schools/Departments](#)
- [Letter template - Counselling Meeting Schools/Departments](#)
- [Letter template - Professional Behaviour Review Panel](#)
- [Letter template - Notice of Decision](#)

**Statute 6.2** – *Exclusion for Unsatisfactory Progress or Inability to Progress.*

**Records Management Procedure:** <http://www.adm.monash.edu.au/records-archives/>

Academic and Administrative Complaints and Grievances Policy: <http://policy.monash.edu.au/policy-bank/academic/education/management/complaints-grievance-policy.html>.

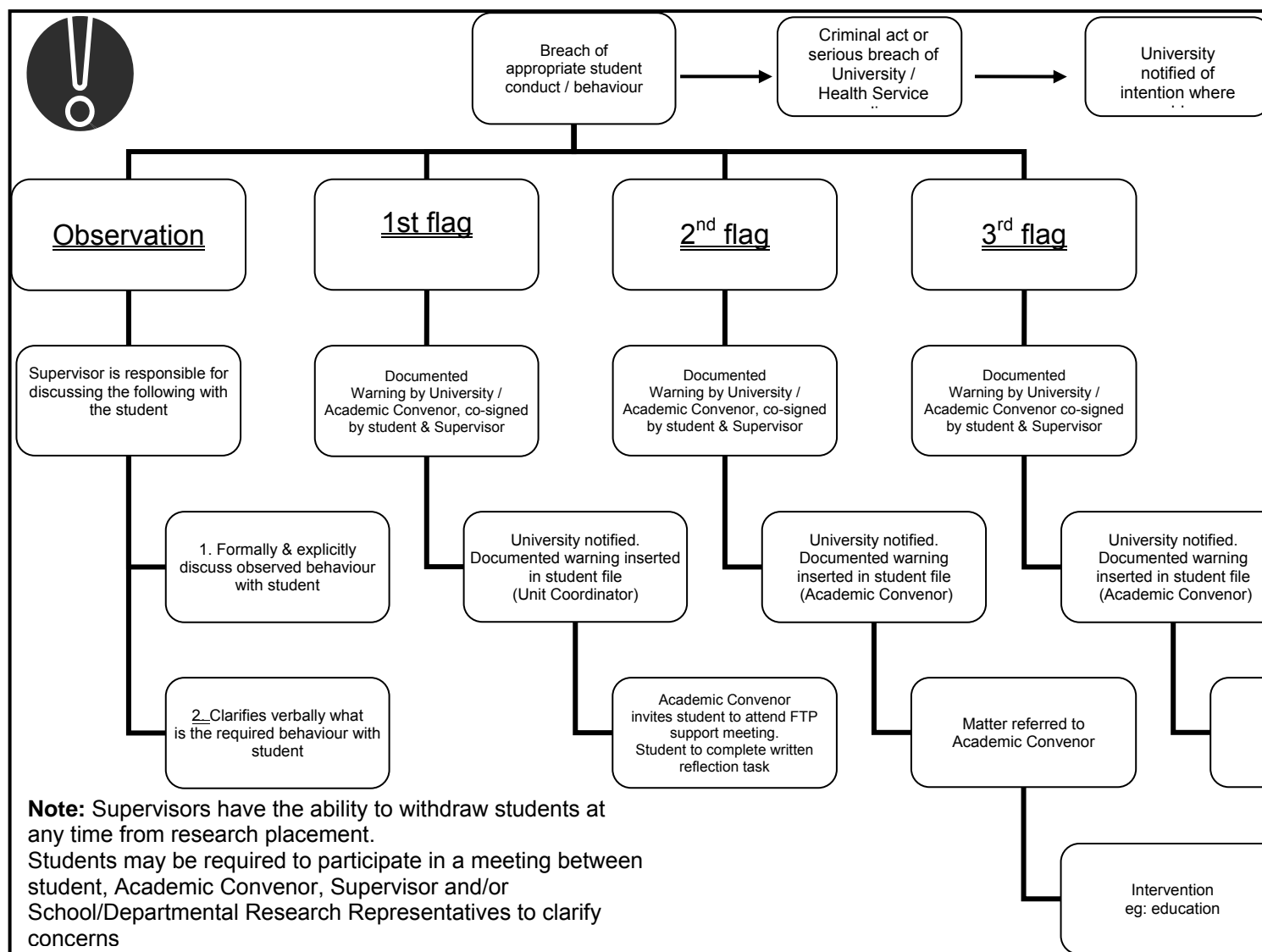
Professional Behaviour Register

Original written report of Incident posted within 72 hours

Monash Incident Report – all sections - <http://www.monash.edu.au/ohs/topics/hazards-incidents.html>

# Figure 1: Pathway for BMedSc(Hons) Professional Behaviours flag

Prepared by Kristin Lo for the Department of Physiotherapy- extracts Clinical Educator Guide 2011



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Bachelor of Medical Science (Honours) MED4301 Unit Guide Book 2015



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## Appendix 2 – Insurance note

### Monash University Faculty of Medicine, Nursing and Health Sciences Briefing Note

This note is to confirm the University's position on the status of Faculty of Medicine, Nursing & Health Sciences students on placements.

Students are placed at agencies under direct supervision for the purpose of learning. They are not paid employees of the agency and are not considered as workers. Their status will remain that of students.

We are able to confirm that students on clinical placements are covered by either the Victorian Government or the University's insurance policies. More specific information is detailed below.

The State of Victoria through Victorian Managed Insurance Authority (VMIA) provides cover for Faculty students on placements involving public patients at any Victorian Public Hospital under the Hospital's Public Liability/Medical Malpractice Insurance Policy.

With regard to other placements, the University confirms that Faculty students whilst engaged in practical placement, community placement, enterprise experience or other work experience programmes or training activities, subject to working under professional supervision, are included in the definition of 'the insured' in the University's combined Professional Indemnity/Medical Malpractice/Clinical Trials Policy of Insurance. *Cover applies worldwide except for USA and Canada where cover is limited to non domiciled students temporarily working in the USA and Canada under the supervision of a qualified medical practitioner.*

In addition Faculty students are also included in the definition of 'the insured' in the University's General (Public) and Products Liability policy as follows:-

"Any student engaged in practical training both on and off campus including but not limited to practical placement, medical and legal clinical placement, community placement, enterprise experience, work experience or off campus field assignments"

Monash University has a Personal Accident Insurance Policy which provides capital, medical and loss of income benefits for all currently enrolled Monash University students. The policy covers students actually engaged in, and travelling to and from practical or community placement activities.

We trust this information is sufficient for your purposes.

***This statement has been prepared in consultation with the University's Manager, Insurance Services.***

John Gibson  
Director, Resources  
Faculty of Medicine, Nursing and Health Sciences  
28 November April 2013

## Appendix 3

### - Responses to Frequently Asked Questions (FAQ)

#### **Appeal process**

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. However, a student may lodge an appeal against their result in writing outlining the reasons why he or she feels their grade is unfair. Please use your authcate login details to refer to <http://www.med.monash.edu.au/policies/student.html> for further information. The student initiated appeal procedure is also listed in your Moodle Portal.

#### **Aggregated Faculty resources link**

Links to current Faculty resources are available from <http://www.med.monash.edu.au/current/>

#### **Assessment**

All assessment should be submitted on the relevant, individual drop box on Moodle, our e-learning platform. Moodle will not accept submissions that exceed **10 MB** in total. Submissions sent by email will be disregarded. Only PowerPoint (**ppt**), PowerPoint Show (**pps**) or Portable Document Format (**.PDF**) submissions, as indicated in the submission guidelines for your work, will be accepted. Late penalties will apply to alternative formats and students may be asked to re-submit their work

#### **Automatic remarking of assessed work**

When a difference of >21% between examiners marks occurs with assessed work, a third, blind examiner is automatically employed and the 3rd examiner's results are combined with the closer of the first two examiners to decide a final grade.

#### **Citations**

- Citations must comply with Monash policy. This is available over the Internet at <http://policy.monash.edu.au/policy-bank/academic/research/research-outputs-and-authorship-procedures.html>
- You **must** cite your Monash-linked Supervisor/s in every publication and conference presentation!

#### **Conceptual framework**

##### **1. For qualitative research**

- Broad structure for data collection and analysis
- Sensitises researcher – what to look for / how to look
- Progressively refined, may incorporate experiential knowledge – built as information comes to light.

##### **2. For quantitative research**

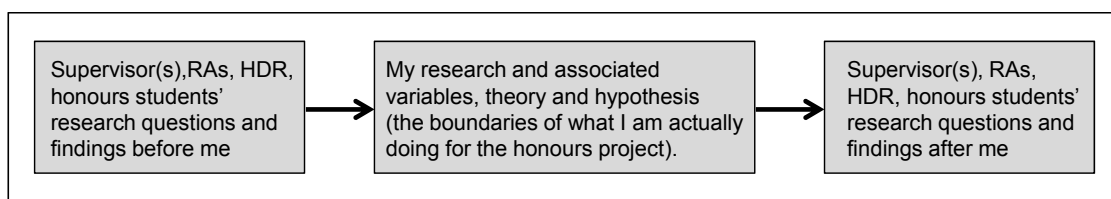
- Theory
- Hypothesis
- Identifying, validating and operationalising variables.

##### **3. For both qualitative and quantitative research approaches**

- Identifies the boundaries of your work in relationship to other work in the lab or by your supervisor.

For example:

**Figure 1: BMedSc (Hons) guide to devising a conceptual framework.**



## **Conduct and compliance policy**

Please read and note the Monash Conduct and Compliance policy: <http://www.adm.monash.edu.au/workplace-policy/conduct-compliance/conduct-compliance-policy.html>

Also read and note the staff-student relationship policy: <http://www.adm.monash.edu.au/workplace-policy/conduct-compliance/staff-student-relationships.html>

## **Continuous improvement**

Monash is committed to ‘Excellence in education’ (*Monash Directions 2025* <http://www.monash.edu.au/about/monash-directions/>) and strives for the highest possible quality in teaching and learning.

To monitor how successful we are in providing quality teaching and learning Monash regularly seeks feedback from students, employers and staff. One of the key formal ways students have to provide feedback is through Unit Evaluation Surveys. The University’s Unit Evaluation policy (<http://www.policy.monash.edu/policy-bank/academic/education/quality/student-evaluation-of-teaching-and-units-procedures.html>) requires that every unit offered is evaluated each year. Students are strongly encouraged to complete the surveys as they are an important avenue for students to ‘have their say’. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied and areas for improvement. The Academic Convenor will inform students of the method being used for administering the survey for this unit towards the end of second semester.

## **Cost of printing, scientific posters, photocopying and binding**

Students may use any illustration service to bind work, copy or print scientific posters as required. Negotiate this matter directly with your Supervisor

## **Data storage**

Monash University is leading efforts to improve the management of research data. Well-managed research data is more discoverable and available for re-use, and contributes to increased research impact, enhanced research practice (including collaboration) and improved education outcomes. For information, training material and tools, please see <http://monash.edu/library/researchdata/>.

## **Deadlines, with the exception of Departmental presentations**

Extensions to a deadline will not be granted unless an application for Assessment Extension (located at <http://www.monash.edu.au/connect/forms.html?i>) is completed and supported by relevant paperwork. Applications for extension must be made **at least 48 hours prior to the deadline**. See *Extensions to assessment deadlines* and *Penalty for late submission of work* (below) for further information.

We strongly advise the appointment of a secondary or associate supervisor to cover the contingencies of supervisor absence

## **Deadlines – Departmental presentations**

Extensions to Departmental presentations will not be granted unless a request for extension is lodged by your *Supervisor* with the Course Administrator by email prior to the due date. Please email [bmedsc@monash.edu](mailto:bmedsc@monash.edu) for further information.

### **Don’t panic if your results are negative or non-existent!**

Don’t panic. While it is obviously easier on your self-esteem and your thesis to be able to report on an excellent set of data, not infrequently, for reasons not of your own making, well-conceived and executed studies produce negative or non-results despite your best efforts. If you find yourself in this situation, it is important that you provide a convincing discussion of why the results were negative or non-existent and detail your efforts to overcome the problems encountered (obviously, lack of diligence or care is not a good defence). Give a logical appraisal of how the protocols and experimental approach may be changed in the future study to achieve a result or your original aims. Remember, it is still possible to achieve high results with negative or non-data.

## Email

Ask your Supervisors to arrange an @monash.edu email/authcate address through their departments. The account allows students to register for services and obtain University software (e.g. GraphPad Prism 5 and EndNote) and library resources.

## EndNote

EndNote training is conducted by library staff throughout the University and over the Internet. The software, assistance and a self-learning tool are available at <http://www.lib.monash.edu.au/endnote/>

## Ethics clearance (quality review authorisation is unacceptable)

Students are to determine with their supervisor if Ethics approval for your project has been authorised prior to commencing it. All research involving animals or humans requires formal Ethics exemption or approval. As agents of Monash, any project requiring Ethics approval or Ethics exemption must pass through the University Ethics committee as well as any relevant Hospital or other Institute committee. Monash University will generally approve projects already assessed and approved at hospital level. In addition, Monash University has reciprocal recognition agreements with both Southern Health and Bayside Human Research Ethics Committees, simplifying process for projects involving these institutions.

Quality review authorisation from an ethics committee denotes the work is **unacceptable** for BMedSc (Hons) study.

We urge students to submit Ethics applications for authorisation or exemption early, as this process can prove lengthy. For further information, see

<http://www.monash.edu.au/researchoffice/ethics.php>

**All Monash BMedSc (Hons) theses require ethics clearance or exemption and you MUST be listed on the authorisation. Your thesis is NEVER a quality review.**

## Extensions to deadlines

1. The purpose of Special Consideration via extended deadlines for work other than departmental presentations is to give a student, whose work for a particular piece of assessment has been adversely affected by exceptional circumstances beyond their control, a further opportunity to demonstrate their ability (<http://policy.monash.edu/policy-bank/academic/education/assessment/special-consideration-policy.html>).

Application forms for extension are located at <http://www.monash.edu.au/connect/forms.html> and must be supported by relevant paperwork.

2. Extensions to **Departmental presentations** will generally be granted when the request for extension is lodged by your Supervisor with the Course Administrator by email prior to the due date. Please email [bmedsc@monash.edu](mailto:bmedsc@monash.edu) for further information.
3. We strongly advise the appointment of a secondary or associate supervisor to cover the contingencies of supervisor absence

**An application for extension must be made 48 hours prior to the assessment deadline. See Penalty for late submission of work (below) for further information.**

## Faculty orientation for new Monash students

Additional orientation programs to new students are tailored to the needs of each course. These programs are run for both postgraduate and undergraduate students. They are designed to give you a comprehensive overview of the course requirements and expectations and an overview of the facilities, resources and support services available to students (<http://www.med.monash.edu.au/orientation/>).

## Funding

The Faculty distributes funding for the BMedSc (Hons) in an identical fashion to the distribution of other teaching funding. Monies are distributed in the year following the students' candidature, following the appropriate deduction of Central and Faculty charges.

The BMedSc(Hons) Course Management Committee, the Course Convenor and the Course Administrator have no role in the distribution of these funds, and are unable to answer questions regarding these matters as it not part of their purview. Please take this matter up with your Head of School, Head of Department or School/Department Finance Office, as appropriate.

## **Future resources for students**

The Course Management Committee will ask for permission to retain examples of excellent work to populate the BMedSc (Hons) resource library on Moodle as an exemplar for other students. This will only occur with your Supervisors' authorisation. Your intellectual property will be protected by University electronic storage processes.

## **Graduation**

Graduation is not automatic, you will need to apply see <http://www.monash.edu.au/graduations/summary.html> for information.

## **Healthcare for international students**

See <http://www.monash.edu.au/fees/oversea-health-cover.html> for information. The Student Support Services section of this FAQ provides further information.

## **Insurance**

1. See *Appendix 2 – Briefing Note*
2. Covers students from formal commencement until conclusion of the academic year

## **International engagement**

No research-intensive university in the world has established a more significant international presence than Monash. See why at <http://www.monash.edu.au/international/>

## **Laboratory notebooks (Optional)**

- Students may be supplied with a Faculty approved laboratory notebook by Supervisors. You should use this book to enter details about your experimental work and your results (please note that students should not use any other book for this purpose). The data generated by experimentation in the research field is recorded on paper notebooks or electronically on the Monash eNotebook. Your Supervisor will direct you as to whether and which form of notebook you must utilise.
- Further information about the eNotebook is available from <http://www.monash.edu.au/eresearch/activities/m-enotes.html>. One book is supplied per student. If another is needed during the year, students must order them directly from the commercialisation office.
- Student laboratory notebooks or any other media storing research data are to remain the property of the supervisor and their Department after completion of the Honours degree of Bachelor of Medical Science year. Your supervisor will explain how the notebooks are to be used.

## **Learning Skills Unit**

Staff at the Hargrave-Andrew Library on the Clayton campus run tutorials for students from Schools and Departments. The tutorials train students to navigate their way through the library system, as well as discuss the various services available to you as a research student. These sessions are included in the Foundation Skills Workshop, which will be held on February 25<sup>th</sup> to 27<sup>th</sup>. You may also book one-on-one sessions individually. For further information see <http://www.lib.monash.edu.au/>

## **Library**

Need help? Frequently asked questions and online enquiries about the Library should be directed to:

- +61 3 990 55054 by phone
- <https://my.monash.edu.au/askmonash/> for online enquiries via the Internet

## **Monash passport**

The Monash Passport combines degree programs with international exchanges, leadership programs, work training programs and volunteer and research opportunities as grounding for outstanding careers. Further information is available from <http://opvclt.monash.edu.au/passport/>

## **Moodle submission**

Electronic copies of all assessments should be submitted via Moodle. Each file you upload must be less than 10 megabytes in size. Moodle can be found by clicking on the Moodle link on your My Monash web page. Students may only submit .ppt, .pdf or .pps files to Moodle for assessment, as directed in submission guidelines.

## **My Monash**

Your single point of access for information, services and resources at Monash University: <http://my.monash.edu>

## **Occupational health and safety**

It is legally required for all students to attend Occupational Health and Safety training at the site/s where they work. Laboratory work should not commence until after this session. A list of policies and other OHS information can be found on the following website <http://www.adm.monash.edu.au/ohse/documents/>

## **Online research training: Language and Learning**

Support and thesis guidelines are outlined at the Language and Learning Online website at <http://www.monash.edu.au/lls/llonline/writing/index.xml>

## **Penalty for late submission of work**

- Late submissions will incur a penalty of **10% per day**, in accordance with faculty policy.
- The excess word penalty allows a 10% margin over the limit.
- No penalty applies to work less than the word limit.

## **PhD**

If you are considering articulating from the BMedSc(Hons) to PhD, contact Ms Jennifer Scott for further information; [jennifer.scott@monash.edu](mailto:jennifer.scott@monash.edu), 990 20597.

## **Photocopying facilities**

Photocopying facilities are provided at the discretion of the School/Department.

Please be mindful of copyright and respect privacy and other laws. For more information about copyright, go to the Student section of the University copyright website (<http://www.copyright.monash.edu.au/students/>).

## **Plagiarism**

In accordance with University policy, Turnitin software is routinely used to test work for plagiarism. The University policy on assessment; plagiarism, cheating and collusion is at: <http://policy.monash.edu.au/policy-bank/academic/education/conduct/plagiarism-policy.html>

## **References**

See 'Citations' above.

## **Religion/faith/spirituality at Monash**

- <http://www.monash.edu.au/spirituality/index.html>
- Multi-faith Chaplains: <http://www.monash.edu.au/spirituality/our-chaplains.html>
- Monash Spiritual Clubs: <http://www.monash.edu.au/spirituality/events-groups-clubs-on-campus.html>
- Salaam Monash: <http://www.monash.edu.au/international/student-services/salaam.pdf>
- Mosque and Prayer Centres, Monash University Mosque Committee: [Automatic.bmedsc@monash.edu](mailto:Automatic.bmedsc@monash.edu)

## **Research Representatives, School/Department**

Research representatives to administer and/or run adjunct learning programs are available from some School and Departments. The current list of these representatives is available from page 2 of this guide.

## Resources

Training, course, conference attendance, equipment, or other costs essential for the successful completion of BMedSc (Hons) research are your supervisors' responsibility.

## Results

Supervisors will be provided with all of your results by default. If you wish to discuss this further please make an appointment to see the Academic Convenor by email to [bmedsc@monash.edu](mailto:bmedsc@monash.edu).

## Scholarships

Scholarships information is at <http://www.monash.edu.au/study/scholarships/> and <http://www.monash.edu.au/study/scholarships/accommodation/psa.html>

There are no automatic scholarship allocations for students who undertake the course. However, there are many outside organisations (e.g. Australian Medical Students Association) to whom you may apply for additional funding. Please note that students are responsible for all aspects of the application process with any outside organisation, and will usually need to provide a letter which confirms their enrolment in the Honours degree of Bachelor of Medical Science program when they apply.

Students on scholarships should confirm with the provider regarding the impact of intermitting to the BMedSc (Hons) on their scholarship payments.

Letters are available to students via the Central Student Services group – view the following web address for sample letter and application processes. Please note there is a small fee for obtaining verification of enrolment letters (<http://www.monash.edu.au/connect/letters.html>).

## Software catalogue

The University software catalogue is at <http://intranet.monash.edu.au/esolutions/software/catalogue/index.html>. Many licenses, such as Graphpad Prism, can be installed on your work or home computer. Please contact Monash eSolutions, phone - 9905 1777, <http://intranet.monash.edu.au/esolutions/> regarding your support requirements.

**You must have a Monash email/authcate account to use this service. See the Email entry above.**

## Special consideration

- Students who experience hardship throughout the year are advised to apply for Special Consideration. See *Extensions to Assessment Deadlines* above for further information. Applications for Special Consideration must be supported by medical certificate and submitted prior to the final assessment date.
- 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.
- The official university Special Consideration application form is at <http://www.med.monash.edu.au/current/student-forms.html> and must be submitted to the Course Administrator, BMedSc (Hons), in person.

## Statistics

The student/supervisor should contact a collaborating statistician during the planning of the project rather than at the end of it. The range of statistical short courses offerings are fragmented throughout the

University and associated hospital environments. However the CMC supports the following options:

The student may:

1. attend any statistical course authorised by the Supervisor. All charges accrued from the training are met by the research placement and so Supervisor authorisation **must** be sought **before** enrolment.
2. refer to the Expert Seminar series podcast at <http://intranet.monash.edu.au/migr/seminars/podcasts/>
3. refer to the Monash lecture series online: <http://mulo.monash.edu.au/>
4. install GraphPad Prism 5, statistical analysis software, on their computer. This is freely available to all Monash students while enrolled in the Faculty of Medicine, Nursing & Health Science (see Software catalogue above).

## **Student support services**

It is well known that what affects you personally will also affect you academically – so taking action early demonstrates good self-management and many students have successfully completed courses despite experiencing difficulties of a personal nature. Further information is available from <http://www.monash.edu.au/students/support/>

### **1. Wellbeing @ Monash**

Wellbeing@Monash (<http://www.monash.edu.au/ohs/wellbeing/>) offers a range of services to students including: General health (GPs); counselling; chaplaincy and financial assistance. Services are confidential and free or low cost, and can be accessed by phoning or dropping in to the Health and wellbeing HUB: Clayton – 990 53156, Western extension, 1st floor Campus Centre (Building 10). Caulfield – 990 32500, Room A1.29, Building A level 1.

### **2. Counselling service**

The Counselling Service (9905 3020) offers a daily drop-in service for new clients (check campus for times) with subsequent sessions by appointment.

### **3. Community Care Line**

Community Care Line (990 51599) offers assistance to any staff or student who feels threatened or unsafe, or has concerns about a colleague's wellbeing.

**Be proactive – ask for help early if concerned about yourself or someone else!**

## **Student organisations and clubs**

Monash Medical Research Students' Society (MRSS) is the representative body for medical research students, specifically those studying the Honours Degree of Bachelor of Medical Science [BMedSc (Hons)].

The MRSS is an advocate body which promotes cohesive bonds between students and also acts to liaise with academic staff. This involves the introduction of alumni and prospective student memberships as well as further promotion of medical research among Monash students and the broader public.

Other non-sporting clubs are listed at <http://www.monash.edu.au/students/associations/>

## **Submission**

All assessment should be submitted on the relevant, individual drop box on Moodle, our e-learning platform. Moodle will not accept submissions that exceed **10 MB** in total. Submissions sent by email will be disregarded. Only PowerPoint (**ppt**), PowerPoint Show (**pps**) or Portable Document Format (**.PDF**) submissions, as indicated in the submission guidelines for your work, will be accepted. Late penalties will apply to alternative formats uploaded to Moodle and students may be asked to re-submit their work.

## **Teaching and learning method**

### **What is the Honours year about?**

The Faculty of Medicine, Nursing and Health Sciences has a primary role in teaching clinical and medical sciences. However, many of the staff within the Faculty are very actively involved in research programs which are funded by the National Health and Medical Research Council (NH&MRC), the Australian Research Council (ARC) and other sources. Students also have the opportunity to undertake Honours projects at affiliated institutes such as the MIMR-PHI Institute of Medical Research, Alfred Medical Research and Education Precinct (AMREP), Victorian Institute of Forensic Science and the Monash Centre for Accident Research. The Bachelor of Medical Science (Honours) program within the Faculty is devoted almost entirely to the research project that you have chosen. We have kept examinations to a minimum so that your major focus (about 80% of total assessment) will be on your chosen research project.

The Honours year is a challenging one and will be one year that you will remember for the rest of your lives. Your dedication and patience will truly be tested. Even the best designed experiments can be unpredictable. One bad reagent or contaminant can lead to weeks or months of frustration. However, this is all a part of research. The important thing is to learn about the rational approach, scientific methods, experiment design, data collection and analysis and, most of all, trouble-shooting. Maybe you will be touched by the Prince of Serendipity and accidentally discover something very important. Some of the most significant discoveries such as the discovery of penicillin have been the result of serendipity. Be curious. Even though some may think of



yourself as a 'mere' Honours student, you may find something very exciting and important, which could launch a new career for you.

At this stage, you will have selected a supervisor and an area of research from research activities in the Faculty or an affiliated Monash University Research Institute. Your project should be defined before you start your Honours year. Be warned that the Honours year will go faster than you think and it is useful to generate a time line with your supervisor. Make good use of your supervisor. If you are not sure, ask. Your supervisor is there to give guidance, especially at critical times in your research.

Due to the increasing competition for PhD scholarships at Monash University, (and indeed throughout the University system in Australia), an H1 result is essential if you wish to apply for a scholarship to continue into a PhD. Even an H1 is not a guarantee of scholarship success. Clearly therefore, if you want to continue directly into a PhD program it is important that you achieve a high score within the H1 grade.

Despite perceptions to the contrary, an H2A grade is still a very good result and it will not preclude most students from achieving their career aims. It may just mean that you have to work a little harder to reach those aims. PhD scholarships are possible, but students will usually need to obtain further research experience and apply for Honours 1 equivalence from the Faculty. Publication of papers from your Honours or other research, are all ways of improving your scientific profile to achieve H1 equivalence. Further information on the criteria for judging H1 equivalent status can be obtained from the Monash University Institute of Graduate Research (MIGR).

Due to the significant impact of the Honours results on your career objectives and outcomes, great care is taken to provide fair and objective assessment of the Honours year. An examiners panel of 2-3 academics and scientists will ensure that the grading process is carried out with the highest standards. Members of this panel will be assessors themselves but will rely on a large number of 'consultant' examiners who will read and assess your literature reviews and final theses.

### ***Thesis support***

Support and thesis guidelines are outlined at the Language and Learning Online website at

<http://monash.edu.au/lls/llonline/writing/index.xml>

### ***Thesis preparation – Three Meeting Plan***

#### **Meeting 1**

The candidate provides the Supervisor/s with a full plan of the essay/literature review/honours thesis (hereafter "the work") that he/she will write in a box plan format stating

- (a) fully-phrased opening statements
- (b) specific references that will be used to illustrate the argument, where relevant.

#### ***The Objective***

The supervisor will provide the candidate with written and verbal feedback on the plan that has been submitted. The focus of this formative evaluation should be primarily on the logical coherence of the proposed discussion as well as the depth and specificity of the supporting information.

#### **Meeting 2**

The student submits a full draft of the work to their Supervisor/s. The draft includes references and a bibliography. The student is also urged to submit a checklist to the Supervisor/s for each of the assessment criteria concerned, stating the way the draft satisfies that criteria. In addition to this the Supervisor/s will establish the extent to which his/ her advice has been applied to the second generation of the plan and will make suggestions regarding further changes that may need to be made. The Supervisor/s should use the draft as a point for discussing stylistic elements of the work and to review issues that may pervade the rest of the draft.

#### ***The Objective***

The Supervisor/s should provide the candidate with both written and verbal feedback regarding the draft. The candidate and the Supervisor/s will then agree on a list of goals to be satisfied before the work is submitted for a final reading.

### Meeting 3

The candidate should submit two copies of a second version of the work to their Supervisor/s. This should be accompanied by a checklist of the candidate's reading of their own work.

#### *The Objective*

By this stage in the process, the focus of the discussion should rest primarily on matters of expression and presentation. At this point the Supervisor/s should provide the candidate with their review of the work and the criteria specific observations about the work. At this point, the Supervisor/s and the candidate agree on the process and a date for the final submission of the work for assessment.

### **Turnitin overview**

The learning tool is designed to support your understanding of plagiarism policies in the context of academic work. Turnitin is used through Moodle. A comprehensive set of training and support resources is available at <http://www.vle.monash.edu/faqs/faqvlestudent/faq-turnitin.html>

- **FAQ 1:** Who submits my work to Turnitin?

A: You should to submit work to Turnitin for similarity matching before submitting it for assessment (see Plagiarism).

- **FAQ 2:** Do the in text citations count as a word, i.e. does "[1, 5, 9]" or "Fernando 2009" count as a word/words on Turnitin?

A: Turnitin should not match these or your references either. If this is not the case, then Turnitin does not recognise your formatting at a machine level.

- **FAQ 3:** Turnitin shows a matching percentage rate above 20%. It appears to be picking up things that I have quoted/already cited with the necessary reference.

A: If you are satisfied that the necessary references are adequately cited then the summary result is fine. Human intervention is **always** required when interpreting the Turnitin results.

- **FAQ 4:** How long should I wait to generate a second Turnitin similarity report?

A: The first time you upload a document it will give you a report within an hour or two. However if you then want to make changes and re-submit to Turnitin, it takes 24-48 hours before it will generate a new report.

### **Two supervisors**

Plan for supervisor absence around the time your thesis is due for submission. Schedule your meetings with them accordingly. Supervisor absence around the time of your summative assessment tasks is not sufficient reason upon which to base an application for extension.

We strongly advise the appointment of a secondary or associate supervisor to cover the contingencies of supervisor absence.

### **Unit resources**

Course and unit materials created by Monash staff are owned by Monash University or are made available under licence. They are made available to you only for your own personal research and study. Such materials include: lecture notes and recordings, course readers, unit guides, study guides, photocopied handouts, digital files made available through electronic reading lists and through Moodle, or distributed to students on disk. If sold by the bookshop or by your School, these materials are priced to cover production costs only. Students are not permitted to resell Monash University course materials, including lecture notes, course readers, unit guides or exam papers.

For more information about copyright, go to the Student section of the University copyright website. Refer also to the information on Policy on assessment: plagiarism, cheating and collusion at <http://policy.monash.edu.au/policy-bank/academic/education/conduct/plagiarism-policy.html>.

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## ***Vacation***

The Honours degree of Bachelor of Medical Science Course Management Committee allows each candidate two weeks of vacation during the research year. Actual dates will be decided by the Supervisor in consultation with the student.

## ***Wellbeing @ Monash***

Wellbeing @ Monash offers services to students and staff in the areas of chaplaincy, counselling, family and child care advice, financial aid, housing advice and health and medical assistance.

Wellbeing @ Monash contributes to the University's goals by providing support and advice to students and staff on emotional, psychological, health, financial, accommodation, religious/spiritual, educational, child care and physical problems in order to enhance their academic performance and the University community life:

Wellbeing @ Monash links to a range of other useful health services too. Details are at

<http://www.monash.edu.au/ohs/wellbeing/>

## ***When can I commence my research?***

Students should not commence any practical work prior to the Foundation Skills and OHS sessions. However, they may make an early start by reading recommended references, preparing their project outline and commencing a literature review if this arrangement is acceptable to the direct supervisor.

## ***Who are my examiners?***

Your examiners consist of the members of the BMedSc (Hons) Course Management Committee and the range of scientists from across MNHS that are appointed by your supervisors and the Course Management Committee. Assessable work is a communication exercise as much as it is a report of your research.

Therefore, unless otherwise directed by email to each student, target all work for Faculty assessment to health scientists from a range of disciplines **not** simply the specialist area you are studying.

## Appendix 4

### - BMedSc(Hons) to MBBS/PhD – brief outline

- BMedSc student completes Honours and receives H1
- Student applies for PhD candidature (and generally scholarship although not guaranteed)
- Upon enrolment in the PhD, BMedSc completion is changed to “Transfer to other course” and the MBBS is intermitted
- As the BMedSc is not awarded, the students can use the results of their research towards their PhD
- Overall candidature duration is not officially shortened however, milestones should be brought forward as agreed at GRC. This needs revision due to the new time frames effective from this year. This might also result in a reduced candidature variation overall (ie. ‘prior candidature’).
- Course codes are the same as for regular MBBS and PhD
- Students are required to complete all Doctoral program requirements if commencing from 1 Jan 2015
- Student returns to MBBS following submission of PhD thesis for examination
- Some credit is provided in the MBBS for the PhD (two rotations Year 5 where one is the vacation rotation and the other usually the elective rotation).

For MBBS/PhD students the first year of the PhD can be considered the research undertaken in the BMedSc(Hons), with the student electing to "Transfer to other course". The MBBS is placed on intermission and the PhD commenced. Students following this pathway therefore forfeit the BMedSc(Hons) award.

The overall PhD candidature duration is not officially shortened however, Milestones are accelerated as approved by the Graduate Research Committee (see Table below).

Type	MBBS-PhD
Confirmation	≤ 6 months
Mid-Candidature Review / Progress Review (from 2015)	12-18 months (but ≥ 9 months after confirmation)
Pre-Submission Seminar / Final Review (from 2015)	No later than 6 months prior to the enrolment end date

For easy access to the information you need, please consult the MIGR website

(1) an overview of the new Monash Doctoral Program:  
<http://intranet.monash.edu.au/migr/doctoral-program/index.html>

(2) what you need to know about Milestone Management and Reporting:  
<http://intranet.monash.edu.au/migr/staff/managing-enrolment/milestone-management/>

(3) a handy synopsis for PhD students:  
<http://intranet.monash.edu.au/migr/doctoral-program/information/mdp-guidelines-for-students-december2014.pdf>

The link to the Milestone Procedures is: <http://policy.monash.edu.au/policy-bank/academic/research/mrgs/grad-research-progress-management-procedures.html>

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## Appendix 5

# Immunisation, Working With Children, Police Check

*Please note your supervisor is responsible for your research year, please check with your Supervisor if you will be in contact with hospital patients during your research placement as you will be required to provide Working with Children, Police Checks and ensure you are compliant with the immunisation requirements.*

### Immunisation

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

If you are undertaking clinical placements within a Faculty of Medicine, Nursing and Health Sciences course, you must comply with procedures to minimise the risk of cross-infection of communicable diseases during your course of training.

Compliance with these procedures can take time, so once you have accepted a place in the course, we recommend that you start the process in readiness for clinical placements.

<http://www.med.monash.edu.au/current/immunisation/immunisation-staff-flowchart.pdf>

### Working with Children and Police Check

<http://www.med.monash.edu.au/enrolments/additional-enrolment-tasks.html>

