School of Earth Sciences
School of Geography and Environmental Sciences

COURSE INFORMATION AND RESEARCH PROJECT GUIDE

Mid-year student enrolments 2016
Students commencing Research Project in Semester 2 2016
This guide provides information relating to the Research Project undertaken by students enrolled in the following programs and specialisations:

**Honours (course code BH004), specialising in**

- Environmental Science
- Geography
- Geology
- Geophysics
- Hydrogeology

**Honours (course code BH001), specialising in**

- Urban and Regional Planning

Webpage: http://www.see.uwa.edu.au/courses/honours

**Masters by Coursework and Dissertation:**

- Master of Biotechnology (course code 71580), specialising in Environmental Biotechnology
- Master of Environmental Science (course code 72530), specialising in Environmental Management; Geographic Information Science and Environmental Management; Land and Water Management; Marine and Coastal Management
- Master of Geographic Information Science (course code 71570)
- Master of Geoscience (course code 72550)
- Master of Hydrogeology (course code 72540)
- Master of International Development (course code 71550), specialising in Development Policy and Practice
- Master of Ore Deposit Geology (course code 70590)
- Master of Urban and Regional Planning (course code 72560)

Webpage: http://www.see.uwa.edu.au/courses/postgrad-coursework
Contents

Staff Contacts .................................................................................................................. 4
Introduction to the Research Project .................................................................................. 5
  Project administration ...................................................................................................... 5
  Project outline .................................................................................................................. 5
  Project assessment .......................................................................................................... 7
  Research Proposal .......................................................................................................... 7
  Research Seminar ........................................................................................................... 8
  Research Thesis ............................................................................................................. 8
  Common formatting requirements .................................................................................... 9
Costs of research ............................................................................................................... 10
Supervision of the Research Project ................................................................................... 10
  Choosing a supervisor ..................................................................................................... 10
  Roles of supervisors ....................................................................................................... 10
Important dates and deadlines .......................................................................................... 12
  Welcome and induction .................................................................................................. 12
  Supervisory arrangements .............................................................................................. 12
  Research Proposal .......................................................................................................... 12
  Research Seminar ......................................................................................................... 12
  Research Thesis ............................................................................................................. 12
Academic Procedures ........................................................................................................ 13
  Assessment ..................................................................................................................... 13
  Special Consideration .................................................................................................... 13
  Appeals and Complaints ............................................................................................... 14
Staff Contacts

Individual members of staff in the two Schools act as co-ordinators for teaching and research in each of the study programs as listed below. These should be the first point of contact for students with queries relating to these specific programs.

Honours
Environmental Science  Dr Matthias Leopold (matthias.leopold@uwa.edu.au)
Geography           Dr Julian Clifton (julian.clifton@uwa.edu.au)
Geology             Prof Myra Keep (myra.keep@uwa.edu.au)
Geophysics          Dr Jeff Shragge (jeffrey.shragge@uwa.edu.au)
Hydrogeology        Dr Sarah Bourke (sarah.bourke@uwa.edu.au)
Natural Resource Management  Dr Matt Hipsey (matt.hipsey@uwa.edu.au)
Urban and Regional Planning Dr Paul Maginn (paul.maginn@uwa.edu.au)

Masters
Biotechnology (Env Biotechnology)  Prof Andy Whiteley (andy.whiteley@uwa.edu.au)
Environmental Science             Dr Matt Hipsey (matt.hipsey@uwa.edu.au)
Geographic Information Science    Dr Bryan Boruff (bryan.boruff@uwa.edu.au)
Geoscience                        Prof Myra Keep (myra.keep@uwa.edu.au)
Hydrogeology                      Dr Sarah Bourke (sarah.bourke@uwa.edu.au)
International Devt (Dev Pol & Prac)  Prof Petra Tschakert (petra.tschakert@uwa.edu.au)
Ore Deposit Geology               Dr Nicolas Thebaud (nicolas.thebaud@uwa.edu.au)
Urban and Regional Planning       Dr Paul Maginn (paul.maginn@uwa.edu.au)

Students with queries, complaints or concerns relating to the overall operation of the Honours and Masters programs or to their project supervision should contact one of the following staff:

Dr Julian Clifton  Honours (Env Science; Geography; Nat Res Mgt)
                   Masters (Biotech; Env Science; GIS, Int Devt; Urban & Reg Planning)

Prof Myra Keep     Honours (Geology; Geophysics)
                   Masters (Geoscience; Ore Deposit Geology)

Dr Sarah Bourke    Honours (Hydrogeology)
                   Masters (Hydrogeology)

Students with queries relating to units taught by staff outside the two Schools should contact the relevant unit co-ordinator in the first instance.
Introduction to the Research Project

Project administration
The Research Project is divided for administrative purposes into 4 units worth 6 credit points each. Students should view the four unit parts as one fully integrated 24-point activity. Full time and part time students enrol in Parts 1 and 2 of the Research Project in one semester and Parts 3 and 4 in the next semester. No student can undertake the entire Research Project over more than two consecutive semesters.

All students should make appointments with staff in the Science Student Office to confirm their study plan for all units prior to the commencement of the semester. The contact details are available at http://www.science.uwa.edu.au/contact

The Research Project units within the Honours and Masters programmes listed on page 1 have different unit codes. These are detailed below. Please ensure you are enrolled on the correct units. You are not permitted to enrol on Parts 3 and 4 of the Research Project in Semester 1 2017 until you have completed Parts 1 and 2 in Semester 2 2016.

<table>
<thead>
<tr>
<th>Research Project Unit Codes</th>
<th>Research Project Unit Descriptions</th>
<th>Research Project Programmes and Specialisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG4011, GEOG4012, GEOG4013, GEOG4014</td>
<td>Honours Research Project in Geography, Environment and Planning Parts 1-4</td>
<td>Honours specialising in Agricultural Science; Environmental Science; Geography; Urban and Regional Planning</td>
</tr>
<tr>
<td>GEOP4011, GEOP4012, GEOP4013, GEOP4014</td>
<td>Honours Research Project in Geophysics Parts 1-4</td>
<td>Honours specialising in Geophysics</td>
</tr>
<tr>
<td>GEOS4011, GEOS4012, GEOS4013, GEOS4014</td>
<td>Honours Research Project in Geoscience Parts 1-4</td>
<td>Honours specialising in Geology</td>
</tr>
<tr>
<td>GEOS4015, GEOS4016, GEOS4017, GEOS4018</td>
<td>Honours Research Project in Hydrogeology Parts 1-4</td>
<td>Honours specialising in Hydrogeology</td>
</tr>
<tr>
<td>GEOG5011, GEOG5012, GEOG5013, GEOG5014</td>
<td>Masters Research Project in Geography, Environment and Planning Parts 1-4</td>
<td>Masters by Coursework and Dissertation in Agricultural Science (Soil Science &amp; Plant Nutrition); Biotechnology (Environmental Biotechnology); Environmental Science (all specialisations); Geographic Information Science; Urban and Regional Planning; International Development (Development Policy and Practice)</td>
</tr>
<tr>
<td>GEOS5011, GEOS5012, GEOS5013, GEOS5014</td>
<td>Masters Research Project in Geoscience Parts 1-4</td>
<td>Masters by Coursework and Dissertation in Geoscience</td>
</tr>
<tr>
<td>GEOS5015, GEOS5016, GEOS5017, GEOS5018</td>
<td>Masters Research Project in Hydrogeology Parts 1-4</td>
<td>Masters by Coursework and Dissertation in Hydrogeology</td>
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<tr>
<td>MING5521, MING5522, MING5523, MING5524</td>
<td>Masters Research Project in Ore Deposit Geology Parts 1-4</td>
<td>Masters by Coursework and Dissertation in Ore Deposit Geology</td>
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Project outline
The Research Project is an independent supervised research activity offered within the two Schools. For many students, this is the first taste of the excitement of doing their own research, where the outcomes of the work are not known with certainty and where new knowledge is created. By
undertaking the Research Project, you will, in consultation with your supervisors, define your project and develop research questions or hypotheses, set objectives and aims, plan and execute the research, interpret the results and present those results in oral and written forms. The final output of your research project will be a Research Thesis similar in content and context to a peer-reviewed research article in an academic journal.

The focus of the Research Project is to provide you with the opportunity to start developing the tools necessary to undertake independent research. With this goal in mind, the assessment of your progress is focused on the process of doing research and your ability to assess, interpret and integrate the results that you produce. While the focus is not on the quantity of results that you generate, assessors will have a minimum expectation as appropriate for your project. It is highly probable that a student with an adequate set of high-quality results that are well presented, interpreted and integrated will score better than a student who produces an outstanding set of results that are poorly interpreted, synthesised and/or compiled into the final Research Thesis. The Research Project will contribute towards a calculation for your eligibility for an honours ranking in a four-year BA or BSc degree program. Students taking the project as part of a Masters by coursework and dissertation do not receive an honours ranking.

Your work will be assessed by staff from a panel of assessors selected by administrative academic staff within the School. As the assessors might not be directly in your discipline, it is very important that you write and present your work in such a way that a knowledgeable person can read and understand it, even if it is outside of their specific sub-discipline.

By the time you submit your Research Thesis, you will have further developed your skills in finding and evaluating relevant literature; identifying gaps in knowledge, critical thinking and analysis; working on your own initiative; designing appropriate forms of data analysis; responding to comments and criticism and presenting your results in written and oral forms. Importantly, you will also be able to use and strengthen your time management skills. Most employers expect to see evidence of these skills, hence your Research Thesis is vitally important for you to be able to provide evidence of these skills to potential employers. Furthermore, the data collected in your Research Thesis can form the basis of future research at postgraduate level and give you essential experience of a research career. You can also develop highly useful links with other researchers and industry contacts which can help you move into a career path of your choice. Most students view the Research Project as the pinnacle of their university experience and the role of your supervisors is to guide you to gaining as much as possible from this process.
**Project assessment**

Students will receive one final mark for their Research Project which will be derived from the weighted average of three individual assessments. These are:

1) Research Proposal  
2) Research Seminar  
3) Research Thesis

These three assessments are designed to reflect your progress through the research process at key stages. The Proposal reflects your ability to describe and justify the research topic and how you intend to investigate this topic. The Seminar provides you with an opportunity to present your research findings orally and respond to comments by members of staff. The Thesis requires you to introduce and present your research in the style of an academic journal manuscript, which emphasises the need to provide information in a concise, informed, well-justified and professional manner.

**Research Proposal**

The Research Proposal is worth 20% of the final mark and will normally be assessed by two members of staff who are not your supervisors. The maximum length is 3,000 words excluding references and tables. The Proposal identifies a gap in knowledge through analysis of relevant literature, clearly states the research question that will address this gap and describes a set of research methods and techniques which will be used to explore these objectives. The outline for the Proposal is as follows:

**Front page:**  
Title of proposed research project  
Student name and number  
Word count  
Supervisor name(s)

**Introduction:**  
Justify the significance of research in your chosen topic.

**Review:**  
Demonstrate a gap in knowledge through critical analysis of literature that is relevant to the broader context of the study not simply the project topic or study area

**Research Question:**  
Provide a clear statement of aim and objectives of project, briefly describe location of the study area or details of study as appropriate.

**Method:**  
Outline the research methodology (data collection techniques, processes and procedures) that will allow the exploration of the stated objectives. Demonstrate that the research is achievable within the timeframe of the Research Project using a Gantt chart.

**Budget:**  
Demonstrate that the project is achievable in financial terms. Provide an estimate of costs and how these will be met.

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1 Typically the research question, which provides the overarching theme of the project and resulting thesis, is addressed via a series of tasks, and then appropriate methods are chosen to undertake the tasks. The theme and tasks are referred to either as the objective and aims (respectively), or the aim and objectives. These words can be used either way, but it is important to appreciate how they relate to each other and that methods flow from the tasks designed to answer the question.
The assessment criteria for the Research Proposal are detailed in the Appendix. The weighting for each criterion category is as follows:

- Introduction: 10%
- Review of literature: 40%
- Clarity of research question: 20%
- Clarity and relevance of methods: 20%
- Feasibility of proposed research: 10%

Each assessor will mark the Proposal independently. The aim is to return final marks and comments to students within four weeks of the Proposal being submitted.

**Research Seminar**

The Research Seminar is worth 10% of the final mark. The Seminar is an opportunity to introduce the research and its initial findings to a broad audience of academics and students and gain feedback and suggestions which can be incorporated into the final Research Thesis.

All students will deliver a 15 minute presentation with 5 minutes allocated for questions. Powerpoint is the standard format for presentation. Students will be organised into cognate groups and all presentations across the School will take place during the same week. The same two members of staff involved in the Research Proposal assessment normally also assess each student’s presentation and an average mark from both assessments will be used. However, other members of staff along with fellow student presenters will attend the Seminar and part of the assessment will reflect each presenter’s ability to respond to questions from any member of the audience. The assessment criteria for the Research Seminar are detailed in the Appendix. The weighting for each criterion category is as follows:

- Presenter and format: 30%
- Academic content: 50%
- Questions and answers: 20%

**Research Thesis**

The Research Thesis is worth 70% of the final mark. The Thesis will normally be marked by the same two assessors involved in the Research Proposal. The mark for your Thesis and your final Research Project mark will be released by the University in July 2017 (the exact date is not available at the time of writing). The marking criteria for the Thesis are outlined in the Appendix. The weighting for each criterion category is as follows:

- Thesis statement and knowledge: 20%
- Methodology: 20%
- Research quality: 40%
- Thesis structure and presentation: 20%

The Research Thesis is an opportunity for the student to demonstrate their ability to write an article similar in content, length, organisation and style to those published in academic journals. The purpose of the Thesis is to:

- Present the research topic in its broader academic context
• Outline the methodology and methods used to address the objectives of the research
• Describe, explain and interpret the data collected
• Summarise the data with reference to previously published work and demonstrate the scientific, management, policy or other implications of the findings

Each student is required to choose a journal which is of most relevance to their research topic to guide organisation of material (results, interpretations, discussion and conclusions), referencing style (in text and reference list) and total word count. The maximum word count for any Research Thesis is 8,000 words excluding figure captions, tables, references and any appendices. This will give each student the appropriate experience of seeking to publish their findings in peer-reviewed journals. Whilst each Research Thesis may be slightly different in structure and length, there are some common requirements which are essential as listed below.

Front page:    Title of research project
              Student name and number
              Word count (please note that some journals include references in the word count)
              Supervisor name(s)
              Name of journal used for formatting

The front page should include the following statement:

This Thesis is submitted in partial fulfilment of the requirements for a Honours/Masters [delete as appropriate] in [insert your program of study eg Environmental Science] on [insert date]

The Thesis should then follow, organised according to the requirements of the journal of your choice. Following this, you should acknowledge any additional support provided by an individual or organisation in the conduct of your research.

Common formatting requirements
Whilst the layout of each student’s Research Thesis will reflect the journal requirements, both the Thesis and the Proposal are to be formatted to a common standard. These formatting requirements are listed below and must be followed throughout in the Proposal and Thesis.

Text       Times New Roman 12, 1.5 line spacing. Smaller font and line spacing may be used for tables and graphics or for material presented in an Appendix but these must be legible.

Pages     Each page numbered.

Margins   2.54cm top, bottom, left and right (the ‘Normal’ setting in Microsoft Word).

Figures   Journals accept black and white, greyscale, and colour figures. Take care to use figures that are clear with well written captions. Note that colour often improves the overall appearance of a thesis but will cost more if you choose to print a hard copy for yourself.
Costs of research
All supervisors will ensure that the scope of the research is appropriate to the timeframe available. This extends to the cost associated with data collection and/or analysis. A bursary of $300 per student is available to help cover these costs. It can also be used for other purposes related to the research thesis but all students must agree their intended expenditure plans with their supervisor prior to any such activity being undertaken. The costs can be reclaimed via the relevant School office upon submission of the Research Thesis and must be accompanied by all receipts relating to expenditure.

Supervision of the Research Project

Choosing a supervisor
The most important step in a rewarding research project is to choose a project that you are passionate about. First, choose the area of research that excites you and then discuss potential projects with likely members of staff. The choice of supervisor is very much up to you. However, you must have one supervisor from within the two Schools. Individuals from elsewhere in the University or from outside the University can act as secondary supervisors, but this must be agreed with the primary supervisor before any approach is made.

Most academic staff can supervise many topics, but all have their specialties. Because research supervision takes time and a research project may be costly, the research topic you choose must be in a key area of interest of potential supervisors. The advantage of working in a field in which your supervisors are experts is that they can guide you to the literature and already know the issues and previous results. However, you should certainly not limit yourself to working within a staff member’s specialty. Approach staff members and make it known that you wish to work in their field. They may be very pleased to negotiate about the topic of a project. This holds even for well described projects available in project booklets. It is always a good idea to approach staff about potential projects as early as possible to avoid the possibility of staff becoming fully committed to other research projects.

If you have your own project ideas and you don’t know who to approach, or are having problems contacting members of staff, contact the appropriate Program Coordinator listed on p3 of this document.

Key questions you should ask potential supervisors are:

- Can we agree on a project that is interesting to us both?
- Will you be away for an extended period during the year?
- How often are you available to meet?
- What is the best way to contact you?
- What are your expectations of a student engaged in a research project?

It is your responsibility to identify a supervisor. Further details on this process and other deadlines are provided elsewhere in this Guide.

Roles of supervisors
An effective student–supervisor interaction is a two-way relationship. Staff in the Schools and across the University enjoy supervising students particularly when students are enthusiastic about the project. Like any relationship, the more you contribute, the more you will gain. At each stage of the process, deciding on a topic, developing ideas and designing experiments, analysing and interpreting
results, and integrating your results with current thinking, your supervisors will give you considerable guidance. But remember that to obtain the best guidance from your supervisors you need to think clearly about all the issues involved. Supervisors should be guides and help you develop your thought processes, offering suggestions and encouragement for ideas and well-developed thoughts and helping you to become more critical of your own work. As the project progresses, you will become more and more independent in your thinking and your project will truly become yours. Even at this stage, be sure to share your thoughts and ideas with your supervisor for valuable feedback. Beware of a supervisor who feeds you with all the ideas. Initially this may seem to be an easy path, but in the longer term you will not become an independent researcher and will not meet the academic outcomes of the Research Thesis.

The Research Project is hard work. It is your responsibility to drive the project and complete the necessary tasks. Remember, the research project belongs to you and not your supervisor and demonstrating time management skills is a very important part of the project. Take heed of your supervisor’s advice on the time required to complete each stage of the project. You are advised to negotiate suitable times to submit work to your supervisor to obtain feedback in a timely fashion that you can act upon to improve your work. If you leave work until right before a deadline, your supervisor may not have the time to provide useful feedback to you.

There are no hard and fast rules regarding the total amount of time you can expect from your supervisor. It is up to students to seek appointments with their supervisor and/or to keep in touch regarding progress. Some supervisors may organise group meetings where students can discuss common issues. Supervisors may provide comment on individual sections of the Research Thesis as it is being developed. However, supervisors will only provide comments on one full draft of the Research Thesis.

Hopefully you will enjoy the relationship that you build with your supervisors. However, if you feel that the relationship is not working and you feel that you cannot discuss this with your supervisors, seek advice from either Dr Julian Clifton, Prof Myra Keep or Dr Sarah Bourke, who have oversight of the overall Honours and Masters programmes as detailed on page 3 of this document.
Important dates and deadlines

Welcome and induction
Semester 2 teaching commences on Monday 1st August. The Schools will organise a welcome and Induction Programme for all incoming and continuing Honours and Masters students on Thursday 28th July in order that all students can attend. Details of this have been emailed to students.

Supervisory arrangements
Students will be required to complete a Project Approval form distributed during the Induction Programme confirming their research topic and supervisor. This must be submitted to the Faculty Science Office by 3pm Wednesday 17th August. Students failing to respond by this time will be required to attend a meeting with either Dr Clifton or Prof Keep which may result in a supervisor being allocated.

Research Proposal
Two copies of the Research Proposal must be submitted to the Administration Office on the first floor of the Geography/Geology Building by 3pm on Wednesday 5 October 2016. A dropbox will be provided. Lateness penalties of 5% per working day will apply.

Research Seminar
The Research Seminar presentations will take place during the week beginning 10 April 2017, with exact dates to be confirmed nearer the time. All students are requested to organise any other non-academic commitments around the week of the Seminar programme as this timing cannot be altered.

Research Thesis
Two hard copies of the Research Thesis must be submitted to the Administration Office on the first floor of the Geography/Geology Building by 3pm on Wednesday 17 May 2017. A dropbox will be provided. Lateness penalties of 5% per working day will apply.

Please note that students commencing their research project in 2017 will be issued with an updated Research Project Guide prior to commencing their research.
Academic Procedures

Assessment
The University mark to grade equivalency criteria are as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>High Distinction</td>
<td>80-100%</td>
</tr>
<tr>
<td>Distinction</td>
<td>70-79%</td>
</tr>
<tr>
<td>Credit Pass</td>
<td>60-69%</td>
</tr>
<tr>
<td>Pass</td>
<td>50-59%</td>
</tr>
<tr>
<td>Fail</td>
<td>0-49%</td>
</tr>
</tbody>
</table>

A single mark for each student’s Research Project will be derived from the weighted average of the Proposal, Seminar and Thesis as described previously. This mark will be rounded to the nearest integer following standard rounding procedures whereby x.5 is rounded up. As stated earlier, the Research Project mark represents 24 credit points which is equivalent to half of the workload in an Honours program and up to a third of the workload of a Masters by Coursework and Dissertation program. The mark for the Research Project will, therefore, clearly exert a major influence on the overall grade received at either Honours or Masters level.

Assessment criteria for the Proposal, Seminar and Research Thesis are provided in the Appendix to this document.

A process of double marking for the Proposal and Thesis will be followed. The Seminar Presentation mark will be an average of the two marks provided by appointed assessors. These procedures are designed to ensure that a fair mark is awarded to each student and that supervisory staff do not mark any of their students’ work. Individuals external to the University may be asked to assist in marking more specialised topics. Moderation procedures involving third markers may be employed where the two marks for the Proposal or Thesis differ by more than 10% or span a grade boundary. In the case of the Thesis, this may involve the student attending an informal interview with the program coordinator and the assessors.

Plagiarism is an issue which is taken very seriously at UWA and there are clear guidelines, policies and help topics available on the website at [http://www.worldclasseducation.uwa.edu.au/education-futures/resources/originality-and-academic-integrity](http://www.worldclasseducation.uwa.edu.au/education-futures/resources/originality-and-academic-integrity) to assist students in identifying and avoiding plagiarism. Plagiarism is discussed in detail in the opening week of the Honours and Masters programmes within the School. Ongoing support for all students is available through the School which will be described in more detail in the first week. In cases where plagiarism is identified, there are strict penalties which include the failure of the unit and exclusion of the student. These are detailed at [http://www.governance.uwa.edu.au/procedures/policies/title](http://www.governance.uwa.edu.au/procedures/policies/title) under ‘Academic Misconduct’.

Special Consideration
Special Consideration relates to any event or condition which may reasonably have affected a student’s ability to complete an assessment to their best of their abilities or to submit an assessment on time. Full details of the University policy on Special Consideration are provided at [http://www.governance.uwa.edu.au/procedures/policies/title](http://www.governance.uwa.edu.au/procedures/policies/title) under ‘Special Consideration’.
It is essential that any student who is experiencing conditions which may affect their academic performance must take the initiative. If we are not aware of these conditions, then you can be unfairly penalised through, for example, lateness penalties which arose from these circumstances. The first point of contact should be your Thesis Supervisor if you wish to discuss your situation. Alternatively, Dr Clifton, Prof Keep or Dr Bourke can provide advice if required.

However, please note that School staff are unable to provide extensions or any other form of compensation directly to students. This can only occur after a student has formally notified the Faculty of Science as to their circumstances via the Special Consideration form which is available at [http://www.student.uwa.edu.au/course/exams/?a=1886756](http://www.student.uwa.edu.au/course/exams/?a=1886756) This form must be submitted to the Faculty of Science Student Office which is located in the Agriculture Central Wing building just south of the Science Library. The Faculty Office will then assess the claim and advise relevant staff as to the appropriate forms of action. This procedure preserves the anonymity of students and ensures that a fair and accountable system of dealing with all Special Consideration claims is adhered to across the School and Faculty.

Students are reminded that it is essential to act promptly in these cases. All Special Consideration forms must be submitted to the Faculty Office as early as possible to allow appropriate action to be taken. Special Consideration forms relating to a missed deadline must be submitted no later than three days after the assessment deadline.

**Appeals and Complaints**

UWA operates a well-defined and fair process of dealing with student appeals and complaints. Full information on these matters is at [http://www.student.uwa.edu.au/life/complaints](http://www.student.uwa.edu.au/life/complaints)

Students should note that, whilst appeals relating to academic assessment are valid, there must be detailed grounds and evidence for the complaint. It is not sufficient to state that a marking process has been unfair or the mark awarded is too low – evidence must be provided which supports such a view if a complaint is to be lodged.
## Review of literature relevant to research proposal

**Introduction**
- Clear, concise statement fully demonstrating relevance of research in this topic area.
- Able to appropriately justify relevance of research in significant fields.

**Proposed research methods**
- Introduction provides solid and convincing background justifying research in this area.
- Identifies important fields of application relevant to topic area and current thinking in the field.

**Feasibility of proposal**
- Well-developed and sound awareness of background.
- Demonstrates reasonable interpretation of prior scholarship and other sources of data which advance a clear thesis proposal.

**Relevant sources are included**
- Rich synthesis and analytical use of prior scholarship, relevant cases, policy, and other data that supports the thesis proposal.

**Satisfactory**
- Good use of prior scholarship, relevant cases, policy, and other data that advances a reasonable thesis proposal.
- Evidence of analytical interpretation of prior scholarship and other sources of data which advances a clear thesis proposal.

**Pass**
- Satisfactory methodology with basic attention to study limitations.

**Fail (Approaching a Pass)**
- Poor choice or evidence of methodology and/or inadequate methods without consideration of limitations or disciplinary use.

**Fail**
- Some demonstration of awareness of key sources or current thinking in the field of study.

## Clarity of research question

### CrITERIA

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<th>D</th>
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<tbody>
<tr>
<td>Grade Band</td>
<td>86+</td>
<td>80-85</td>
<td>75-79</td>
<td>75-74</td>
<td>70-69</td>
<td>60-59</td>
<td>50-53</td>
<td>40-49</td>
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</tbody>
</table>

#### Exceptional
- Nims and objectives are clear, concise and integrated fully into the proposal.

#### Excellent
- Nims and objectives are clear, concise and integrated fully into the proposal.

#### Sound Understanding Demonstrated
- Nims and objectives are clear, concise and integrated fully into the proposal.

#### Good Understanding Demonstrated
- Nims and objectives are clear and concise but are not integrated well into the proposal.

#### Satisfactory
- Nims and objectives are not clearly stated or are too short/verbose.

#### Pass
- Greater linkage with material elsewhere in proposal required.

#### Fail (Approaching a Pass)
- Nims and objectives are not presented in a manner which allows their evaluation.

#### Fail
- Nims and objectives are not presented in a manner which allows their evaluation.

## Clarity and relevance of proposed research methods

### CrITERIA

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<th>Mark Allocation</th>
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<td>86+</td>
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<td>60-59</td>
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<td>40-49</td>
</tr>
</tbody>
</table>

#### Exceptional
- Highly developed methodology that details and justifies the chosen methods and addresses all limitations appropriate to possible alternatives, the thesis aims and wider discipline.

#### Excellent
- Highly developed methodology that details and justifies the chosen methods and addresses all limitations appropriate to possible alternatives, the thesis aims and wider discipline.

#### Sound Understanding Demonstrated
- Highly developed methodology that details and justifies the chosen methods and addresses all limitations appropriate to possible alternatives, the thesis aims and wider discipline.

#### Good Understanding Demonstrated
- Sound methods of investigation sufficient to answer all research questions and reflects a solid understanding of academic investigative processes.

#### Satisfactory
- Good methods of investigation sufficient to answer all research questions and reflects an adequate understanding of academic investigative processes.

#### Pass
- Satisfactory methodology that uses sufficient methods and basic attention to study limitations.

#### Fail (Approaching a Pass)
- Poor choice or evidence of methodology and/or inadequate methods without consideration of limitations or disciplinary use.

#### Fail
- Some or no evidence of methodology and/or inadequate methods without consideration of limitations or disciplinary use.

## Feasibility of proposal including financial aspects

### CrITERIA

<table>
<thead>
<tr>
<th>Mark Allocation</th>
<th>HD</th>
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<td>40-49</td>
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</table>

#### Exceptional
- Proposal represents the maximum expected level and quality of research within the timeframe.

#### Excellent
- Proposal represents the maximum expected level and quality of research within the timeframe.

#### Sound Understanding Demonstrated
- Proposal represents a high level of research within the timeframe. All appropriate research activities are funded and are achievable within financial constraints.

#### Good Understanding Demonstrated
- Proposal represents a high level of research within the timeframe. All appropriate research activities are funded and are achievable within financial constraints.

#### Satisfactory
- Proposal represents a reasonable standard of research within the timeframe. Some greater clarity in costing is appropriate.

#### Pass
- Proposal represents a reasonable standard of research within the timeframe. Problems with costing and/or scope of research activities within the timeframe of the research means that the aims and objectives are achievable.

#### Fail (Approaching a Pass)
- Proposal represents a reasonable standard of research within the timeframe.

#### Fail
- Research proposal is inappropriate to the timeframe and insufficient consideration of cost or timing means that the aims and objectives will not be achieved.

## Criteria for a research project proposal have not been achieved
- Some demonstration of awareness of key sources or current thinking in the field of study.
Research Seminar Assessment Criteria

Student name and number:

<table>
<thead>
<tr>
<th>Key</th>
<th>Marking criterion</th>
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### Presenter and format

- Are the slides in the powerpoint show legible and clearly presented
- Is there an appropriate balance between text and illustrative material
- Is the speaker able to communicate effectively to all attendees
- Does the speaker use the time available to ensure effective presentation

### Academic content

- Are the main objectives of the research clearly described
- Does the presenter display a good background knowledge of the topic
- Is the methodology described concisely
- Are the findings of the research described in sufficient detail
- Does the presenter recognize the overall significance of their research

### Questions and answers

- Does the presenter deal with the questions confidently
- Are suitable answers given to the questions posed
- Is the presenter able to acknowledge and explain any shortcomings identified

### FINAL MARK
Thesis statement and knowledge of topic in discipline context

- Thesis statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Florently demonstrates outstanding insight, awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Robustly justifies thesis feasibility, aims, objectives and significance that shows excellent engagement with the broader discipline context.

Methodology and methods used to address aims and objectives

- Rigorously develops methodological rigor details and justifies the chosen methods and addresses limitations appropriate to possible alternatives, the thesis aims and disciplinary.
- Advanced methods of investigation sufficiently answer all research questions and reflects a sophisticated and exceptional understanding of academic investigative processes.
- Synthesizes and analytical use of prior scholarship, relevant cases, policy, and data collected that advances a robust thesis question to be answered.
- Highly developed content that reveals exceptionally original contribution with flair and purpose.
- Highly developed evaluative skills and to the complexity of the thesis problem, reporting results, and wider implications of findings.

Research question: evidence and original contribution

- Robust and consistent development of the thesis and discipline style via crisp and compelling independent logic and sequence.
- Rigorously accurate academic standards (definitions, citations, reference list, options, logical & pertinent graphics and tables, etc.)
- Excellent logical style: concise and precise written and graphic expression tailored to nominated journal style and discipline.

Thesis structure and presentation

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

CRITERIA

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCEPTIONAL</th>
<th>EXCELLENT</th>
<th>SOUNDCONCEPTUALIZATION</th>
<th>GOOD UNDERSTANDING</th>
<th>SATISFACTORY</th>
<th>PASS</th>
<th>FAIL (APPROACHING A PASS)</th>
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EXCEPTIONAL

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

EXCELLENT

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

SOUND CONCEPTUALIZATION

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

GOOD UNDERSTANDING

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

SATISFACTORY

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

PASS

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

FAIL (APPROACHING A PASS)

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.

FAIL

- Theses statement is introduced clearly early; persuasively developed and, decisively concluded. 
- Demonstrates sound awareness and understanding of deeper and subtler aspects of the topic as a thesis problem. 
- Clearly addresses thesis feasibility, aims, objectives and significance that shows engagement with the broader discipline context.