School of Agriculture, Food & Wine
Honours Handbook 2018
Table of Contents

1. Honours in the School of Agriculture, Food & Wine ................................................. 6
2. Key Contacts ............................................................................................................... 6
   Honours Coordinators: .......................................................................................... 6
   Other Contacts ........................................................................................................ 6
3. Aims & Objectives of the Honours Program ............................................................. 7
   Aims .......................................................................................................................... 7
   Objectives ............................................................................................................... 7
4. Timetable – Summary of Key Dates * ........................................................................ 8
5. Structure of the Program .......................................................................................... 9
   24 Unit Honours Program ..................................................................................... 9
   12 Unit Honours Program (BVO only) ................................................................. 9
   Minimum requirements for passing Honours: .................................................... 9
6. Program Details ....................................................................................................... 10
   Professional Development Workshops .................................................................. 10
      How to present a good seminar ....................................................................... 10
      Endnote .............................................................................................................. 10
      Communication Skills – Part 1 ......................................................................... 10
      Communication Skills – Part 2 ......................................................................... 10
      Project Development & Management ................................................................ 10
      Mentoring/ Careers .......................................................................................... 10
   Research Plan Seminar .......................................................................................... 11
   Literature Analysis and Research Proposal ............................................................ 11
      Part 1. Literature Analysis .................................................................................. 11
      Part 2. Research Proposal .................................................................................. 11
      Scientific Method and Design of Experiments .................................................. 12
   Essay/ Level III Course (Applicable to 24 Unit Honours Program only) ............... 13
      Essay Guidelines .................................................................................................. 13
      Course Guidelines ............................................................................................... 13
      Thesis ................................................................................................................... 13
      The thesis submitted for examination should include: ...................................... 14
      Final Seminar ...................................................................................................... 15
      Thesis Defence .................................................................................................... 15
      Format of the defence (approximately 20 minutes duration) .............................. 15
Final Thesis Submission .................................................................................................................................................. 16
Thesis Corrections ......................................................................................................................................................... 16
Final Thesis Format (see next page) ........................................................................................................................ 16
7. Honours Grade ......................................................................................................................................................... 20
8. Assessment Criteria and Marking Sheets ............................................................................................................. 21
Research Plan Seminar Feedback (Tick the appropriate box) .................................................................................. 22
Literature review and research proposal ..................................................................................................................... 23
Checklist for Literature Review and Research Proposal ............................................................................................. 23
Research Proposal Template ....................................................................................................................................... 23
Budget Template for Research Proposal ................................................................................................................... 25
Information for Assessors of Honours Literature Review & Research Proposal ....................................................... 26
Marking Criteria for Literature Review (Contributes 70% to the overall mark for the Literature Review and Research Proposal) .................................................................................................................................................. 27
Marking Criteria for Research Proposal (Contributes 30% to the overall mark for the Literature Review and Research Proposal) .................................................................................................................................................. 30
Marking Sheet for Literature Review and Research Proposal ................................................................................... 33
Essay ................................................................................................................................................................................. 34
Marking Criteria for Essay .......................................................................................................................................... 34
Marking Sheet for Essay ............................................................................................................................................. 36
Mid-Year Progress Review .......................................................................................................................................... 37
Progress Review Proforma  ........................................................................................................................................... 37
Laboratory / Field Performance Assessment Checklist – Mid-year ........................................................................ 38
End of year Laboratory / Field Performance Assessment (Completed by the supervisor) ..................................... 39
Laboratory / Field Performance Assessment Report – End of year ........................................................................ 40
Thesis ........................................................................................................................................................................... 41
Information for assessors of Honours thesis ................................................................................................................. 41
Marking Criteria for Thesis ....................................................................................................................................... 42
Marking Sheet for Thesis .......................................................................................................................................... 46
9. General information related to the academic side of your Honours program ............................................................ 47
Role of the Supervisor ............................................................................................................................................... 47
Supervisor’s responsibilities: ........................................................................................................................................ 47
Student responsibilities: ............................................................................................................................................. 47
Role of the Honours Co-ordinator ............................................................................................................................ 48
Weekly Seminars and Postgraduate Seminars ........................................................................................................ 48
Statistical Support ....................................................................................................................................................... 48
Research Group ......................................................................................................................................................... 48
Record keeping, IP and research ethics ..................................................................................................................... 49
Communication ........................................................................................................................................................... 49
What options exist for you after your honours year?

10. General information related to the administrative side of your Honours program

11. Student Support Services

12. After honours

13. Appendix 1: Written work checklist
Handy Hints
Referencing
Points to consider when writing the thesis
14. Appendix 2: Key Dates for Examiners & Supervisors (see Timetable on the exact dates for the current year)
15. Appendix 3: Honours Program Summary Form
1. Honours in the School of Agriculture, Food & Wine

We are delighted to welcome you into the Honours course in the School of Agriculture, Food & Wine. We hope that the coming year will stimulate and challenge you and that the skills you acquire during Honours will remain with you throughout your chosen career.

2. Key Contacts

Honours Coordinators:

Within the School of Agriculture, Food & Wine there are several Honours Coordinators. Their contact details are listed below.

<table>
<thead>
<tr>
<th>Co-ordinator</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Jo Zhou</td>
<td>32065</td>
<td><a href="mailto:jo.zhou@adelaide.edu.au">jo.zhou@adelaide.edu.au</a></td>
</tr>
<tr>
<td>Dr Richard Muhlack</td>
<td>36771</td>
<td><a href="mailto:richard.muhlack@adelaide.edu.au">richard.muhlack@adelaide.edu.au</a></td>
</tr>
<tr>
<td>Dr Ron Smernik</td>
<td>37436</td>
<td><a href="mailto:ronald.smernik@adelaide.edu.au">ronald.smernik@adelaide.edu.au</a></td>
</tr>
</tbody>
</table>

Other Contacts

The School of Agriculture, Food and Wine has approximately 120 academic staff, 180 research postgraduate students, 70 coursework postgraduate students and 600 undergraduates.

Some of the common contacts are listed below:

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Position</th>
<th>Phone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Mike Keller</td>
<td>Dean of Waite/Head of School</td>
<td>8313 6713</td>
<td>Building 20, Waite Campus (contact through Karen Chance)</td>
</tr>
<tr>
<td>Ms Karen Chance</td>
<td>Personal Assistant to Head of School</td>
<td>8313 6713</td>
<td>Building 20 Waite Campus</td>
</tr>
<tr>
<td>David Hart</td>
<td>Senior Academic Support Officer (Honours – Waite Campus)</td>
<td>8313 1807</td>
<td>Building 20 Waite Campus</td>
</tr>
<tr>
<td>Nicole Featherstone</td>
<td>School OHS&amp;W Support Officer, Technical Services</td>
<td>8313 7275</td>
<td>Building 20 Waite Campus</td>
</tr>
<tr>
<td>Security</td>
<td>Waite Campus</td>
<td>8313 7200</td>
<td></td>
</tr>
</tbody>
</table>
3. Aims & Objectives of the Honours Program

Aims

- To develop the basic skills required for the practice of independent scientific research
- To promote an appreciation of the scientific method and the application of problem solving strategies in science
- To enhance the competitiveness of our graduates in obtaining appropriate employment

Objectives

- To demonstrate an original and critical approach in the assimilation of the current state of knowledge in a particular area of research
- To appreciate current gaps in our understanding and the future areas for experimental investigation in a particular area of research
- To demonstrate mastery of the basic techniques required for the experimental study of a research question
- To develop a rigorous and methodical approach to the maintenance of laboratory records and the collection, storage and analysis of experimental data
- To develop the capacity to identify and evaluate a problem and define the important elements required for its solution (appreciating the risks and benefits of alternate approaches)
- To communicate scientific information clearly and concisely in written and spoken English
### 4. Timetable – Summary of Key Dates *

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Content/Venue</th>
<th>Presenters</th>
</tr>
</thead>
</table>
| Monday 5\(^{th}\) February, 11:00 am – 1:00pm | Orientation & Waite Campus Tour  
*Charles Hawker Building Discussion Room 2* | Jo Zhou                         |
| **Before lab work commences**     | **OH&S Induction:** [https://www.adelaide.edu.au/hr/hsow/docs/training-induction-online.pdf](https://www.adelaide.edu.au/hr/hsow/docs/training-induction-online.pdf) | Students to complete            |
| Wednesday 7\(^{th}\) February 9:30 am – 3:00 pm (lunch break 1:00 -2:00 pm) | School Safety Induction  
*Charles Hawker Building Room 205* | Nicola Featherstone             |
| Tuesday 13\(^{th}\) February 9:00 am – 12:00 pm | Communication Skills Part 1: Literature Review  
*Coach House* | Jessica Scott                    |
| Thursday 15\(^{th}\) February 10:00 am – 12:00 pm | Endnote Workshop  
*Computing Suite 1, Charles Hawker Building* | Angela Mills                    |
| Friday 16\(^{th}\) February 9:00 am – 11:00 pm | What Constitutes a Good Seminar?  
*Charles Hawker Building Room 205* | Ron Smernik                     |
| Friday 16\(^{th}\) February 11:30 pm – 12:30 pm | Project Development & Management Workshop  
*Charles Hawker Building Room 205* | Ron Smernik                     |
| Friday 2\(^{nd}\) March           | Honours program summary form due  
(Submit online via MyUni) | ***                           |
| Tuesday 14\(^{th}\) March 9:00 am – 12:30 pm | Effective Project and Work Organization Strategies  
*Coach House* | Gary Edwards                    |
| Wednesday 21\(^{st}\) March 9:00 am – 5:00 pm | Research Plan Seminars  
*Charles Hawker Conference Centre (Room 107)* | All students                    |
| Monday 16\(^{th}\) April          | Literature Analysis & Written Research Plan due  
(Submit online via MyUni) | ***                           |
| Monday 11\(^{th}\) June           | Essay due (if applicable) | ***                           |
| End of June                       | Mid-Year Progress Review | ***                           |
| Friday 20\(^{th}\) July 3:00 – 5:00 pm | Informal meeting with Honours Coordinators to discuss progress & issues  
*Meeting Room GN 17, Waite Building* | All students                    |
| Friday 10\(^{th}\) August 10:00 am – 12:00 pm | Mentoring & Careers: Options After Honours  
*Charles Hawker Building Room 205* | Michelle McKinnon               |
| Wednesday 15\(^{th}\) August 9:00 am – 12:00 pm | Communication Skills, Part 2 Thesis: What Level of Detail is Required?  
*Coach House?* | Jessica Scott                    |
| Monday 22\(^{nd}\) October        | Thesis for examination due | ***                           |
| Wednesday/Thursday/Friday 14\(^{th}\)/15\(^{th}\)/16\(^{th}\) November | Final seminar and thesis defence  
*Meeting Room GN 17, Waite Building* (Submit a power point presentation via MyUni by 13\(^{th}\) November 5pm) | ***                           |
| Monday 26\(^{th}\) November       | Final thesis submission | ***                           |

* Variations to this timetable may occur. All assessment tasks due by 5.00 pm except seminars and thesis defence

For students who are completing their Honours degree part-time, this timetable will be appropriately revised across 4 semesters.
5. Structure of the Program

24 Unit Honours Program

1) Professional Development Workshops

2) Core Course: 6-unit Advanced XXX*** 4050

This course consists of two components:
   a. The Literature Analysis & Research Proposal 50%
   b. An essay OR a 3-unit Level III course 50%

3) Research Project: XXX*** 4060 (18-unit)

   a. Supervisor’s mark 5%
   b. Final seminar 15%
   c. Thesis defence 10%
   d. Thesis 70%

*** where XXX = Agricultural Science (AGRIC), Food and Nutrition Science (FOOD SC), Horticulture (HORTICUL), Viticulture (VITICULT), Wine Science (OENOLOG), Plant Science (PLANT SC) or Soil Science (SOIL&WAT) as appropriate.

12 Unit Honours Program (BVO only)

1) Professional Development Workshops

2) Research Project (12-unit)

   a. Literature Analysis & Research Proposal 15%
   b. Supervisor’s Mark 5%
   c. Final Seminar 10%
   d. Thesis 70%

Minimum requirements for passing Honours:

24 Unit Honours Program

The 24 Unit (full year) Honours degree is composed of a 6-unit course ‘Advanced XXX Science Part 1 (Honours)’, and an 18-unit ‘Research Project XXX’. Both components must be completed to fulfil the requirements of the 24 Unit Honours degree.

To pass the 24 Unit Honours degree, students must gain an overall mark of at least 50% for the 6-unit Advanced course and at least 50% for the 18-unit Research Project. Failure to meet these minimum requirements may result in a student failing the Degree or being offered an additional assessment task(s).

12 Unit Honours Program

The 12 Unit (half year) Honours degree in the BVO is composed of a single 12-unit ‘Research Project’. To graduate with the BVO(Honours) degree, students must gain an overall mark of at least 50% for the 12-unit Research Project and meet all other requirements for passing the BVO program. Failure to meet this minimum requirement may result in a student failing the BVO(Honours) or being offered an additional assessment task(s).
6. Program Details

The only courses that you must enrol in are Part A and Part B components of the Honours course. You will have been notified of these courses in your letter of acceptance. Ensure that you have enrolled in Part A for the first part of your Honours and Part B for the second.

Professional Development Workshops
School-wide workshops, designed to be interactive and to develop life-long learning skills, will be conducted to help students achieve research goals and to maximise career prospects.

How to present a good seminar
- Basics in presenting to an audience
- Pitfalls and traps
- Example research plan seminar layout

Endnote
- Downloading references into Endnote
- Modifying in text citations
- Modifying reference lists

Communication Skills – Part 1
- Critical analysis of literature
- Research proposal

Communication Skills – Part 2
- Structure and assessment of thesis

Project Development & Management
- Experimental design
- Project planning
- How you use your time?
- Accessing resources
- Managing risk
- Is it affordable?

Students use their projects to explore these issues

Mentoring/ Careers
- CV’s
- How to approach potential employers?
- When to start planning?
**Research Plan Seminar**

Each student will present two research seminars. The initial seminar will provide an insight into the research question that is the focus of the Honours year. This will include coverage of the background information underlying this question, clear aims or hypotheses, the experimental design and a description of the methods to be employed. Students should endeavour to address current controversies in their area, and to give the audience some insight into the main schools of thought, as presented in the literature. 15 minutes are allocated for the first seminar, comprising of a 10-12 minutes talk and 3-5 minutes for questions. Although no formal mark is recorded, the presentations will be assessed and feedback given to the student.

**Due date:** as per Timetable

**Submission:** an e-copy of Power Point presentation must be submitted to Canvas by 5pm on the date before your scheduled presentation. Students should also bring a copy on a USB drive to the presentation venue as a backup.

**Literature Analysis and Research Proposal**

**Part 1. Literature Analysis**

An analysis of the Literature means just that; a *critical review* of published work related to the project area, to ‘set the scene’ for the development of the aims / hypotheses addressed by the project. The final paragraphs of the Literature Analysis should be a summary highlighting the outstanding questions to be addressed in the honours project. The word limit is 4000 words ± 10%.

This part contributes to 70% of overall mark for the Literature Analysis and Research Proposal. It will form the Literature Analysis in your final thesis (incorporating the suggestions from examiners and changes to the direction of your project).

**Part 2. Research Proposal**

The Research Proposal is a short document to outline the project to be conducted. It should include an introductory paragraph (~1/2 page) summarising the literature thus providing the context for the project. This is necessary so that each part can be read on its own. The word limit is 1500 words ± 10%.

This part contributes to 30% of overall mark for the Literature Analysis and Research Proposal. Please use the Research Proposal Template in the ‘Assessment Criteria and Marking Sheet’ section to complete your research proposal.

**Due date:** as per Timetable

**Submission:** an e-copy of Part 1 and Part 2 together as one file must be submitted online via the Honours website MyUni Canvas by the Due Date.

The Literature Analysis and Research Proposal is marked by two examiners nominated by your supervisor. Please refer to the assessment criteria in this booklet.
Scientific Method and Design of Experiments

In general, it is a good idea to consider several approaches to your project problem. You need to consider the time-tabling of your experiments or other data collection, and to pose yourself a series of "if this, then that" statements or "what if" questions to help you to decide how best to distribute your work-load in a busy year.

From Hypothesis to Theory

In your research project you will make initial observations and attempt to explain them. These tentative explanations are called hypotheses and their validity is tested by systematically forming and rejecting alternative explanations.

An experiment is a contrived situation designed to test one or more hypotheses. Any hypothesis that cannot be rejected from the results of an experiment is provisionally accepted. This leads to a set of current explanations for your observations. These explanations are not permanent and may be rejected on the basis of a future investigation. A hypothesis that has withstood many such tests and has been shown to allow predictions to be made is known as a theory.

Constraints on Experimental Designs

Limits may be set by the availability of subjects, cost of treatment, availability of a chemical or space and time. Time needed for collection or harvesting of your treatments and for recording and analysis of the data might also be limiting factors.

Replicates

Subjects given the same treatment are known as replicates. Replicate results show how variable the response is within treatments. They allow you to compare the differences among treatments in the context of the variability within treatments - you can do this via statistical tests such as analysis of variance. Larger sample sizes tend to increase the precision of estimates of statistical parameters and increase the chances of showing a significant difference between treatments if one exists.

If the total number of replicates available for an experiment is limited by resources, you may need to compromise between the number of treatments and the number of replicates per treatment. It might be good to seek advice from a statistician at this stage. Statistical support (if required) should be sought early in the project. Consult your supervisor in this instance who will be able to assist you and/or make an appointment with a statistician who will be able to assist you.

Randomisation of Treatments

Randomisation means the positioning of treatments within experimental blocks as well as the allocation of treatments to the experimental subjects. Have a talk to your supervisor or biometry consultant to help you choose the best design for your experiments.

Repetition of Experiments

Even if you have taken great care to ensure that your experiment is well designed and statistically analysed, you are limited in the conclusions that can be made. Be aware that what you can say is valid only for a particular place and time, with a particular investigator, experimental subject and method of applying treatments. If your results were significant at the 5% level of probability, there is still an approximately one-in-twenty chance that the results did arise by chance. To guard against these possibilities, it is important that experiments are repeated. However, this may not be possible in the time frame of the Honours year.

(Information on Record Keeping and Scientific Methods was taken from: Jones, A., Reed, R. & Weyers, J. 1994, Practical Skills in Biology, Longman Scientific & Technical, UK).
Essay/ Level III Course (Applicable to 24 Unit Honours Program only)

Essay Guidelines

The essay must be in a different topic to the thesis topic.

The format for the essay:

- **Introduction**: provide general background information about the topic and end with a clear statement about the approach you are going to follow in the analysis of the topic.

- **Body of Essay**: the body is made up of a series of paragraphs each beginning with a topic sentence. Sub-sections with headings can be used to advantage with the inclusion of illustrations as appropriate. A broad concluding sentence for a paragraph or section can be helpful to the reader.

- **Conclusion**: a synthesis of the main ideas in the essay leading to a final overall response on the essay topic.

- **References**

The essay should provide evidence of critical thought and argument. **The word limit is 4000 words ± 10%**.

The essay is marked by your primary supervisor and one examiner nominated by your supervisor (can be the same examiner as for your thesis or different). Please refer to the assessment criteria in this booklet.

**Due date**: as per Timetable

**Submission**: an e-copy must be submitted to Canvas by the Due Date

Course Guidelines

If you and your supervisor selected for the course option (as opposed to the Essay), the course must be relevant to the field of research and be agreed upon by the student, supervisor and Honours coordinator, and subject to approval by the Course Coordinator.

You need to contact the Academic Support Officer (David Hart: david.hart@adelaide.edu.au) with the following information:

- Name of the course and code selected
- Semester in which it is offered (E.g. Summer, Term 1)

**You do not ‘officially’ enrol in the course. If you do you will be charged the appropriate fees for the course!**

Thesis

Each student will prepare a thesis describing his or her research and be prepared in strict accordance with the instructions provided. The thesis is the students’ own original work, and the supervisors’ role is to read drafts of the theses, to give general guidance and to answer direct questions. The Honours students should feel free to allow people other than their examiners, for example post-docs in the laboratory, friends, etc, to read drafts and to offer suggestions.

The thesis must be written in the form of a manuscript to be submitted for a scientific journal. In consultation with your supervisor(s) you should chose a journal that is appropriate to your subject area. The journal selected must be of international standing. The “Instructions to Authors” must be strictly adhered to for the journal that is selected. **The only variations allowed are the following**: the thesis must be typed on A4 paper, with 12 point, Times New Roman font (double-spaced; block justified), with 2 cm margins at the top, bottom and right-hand side of the page, and a 3.5cm margin on the left-hand side of the page.
For Journals that do not have a word limit, the manuscript should not be substantially longer than a “standard” research article (5000 words, as a general guide). Excessive length of any section may be penalised. Figures, tables, references, acknowledgements, appendices-supplementary material are not included in the final word count. Material that does not conform to manuscript style (e.g. questionnaires, methods development or evaluation) should be added as appendices-supplementary material.

**The thesis submitted for examination should include:**

1. A table of contents
2. A preface
3. The manuscript, plus any supplemental materials allowed by your chosen journal
4. An appendix containing the instructions to authors for the chosen journal.
5. Other appendices containing relevant information that is not included elsewhere in the thesis (if applicable).
6. In the case that the manuscript has been submitted or accepted for peer-reviewed publication, students are required to include the following documents as an appendix in the thesis for examination when applicable: 1) The original submitted manuscript; 2) The reviews’ comments from each revision; 3) A summary of the changes that have been made based on the reviewers’ comments and the submitted revised manuscript(s) for each revision.

**Appendices:** Each appendix should have an informative title and be self-explanatory. Each appendix should be referred to in the table of contents and in the preface, but not in the manuscript. Here are some examples of information you might want to put in appendices:

- Records of any additional experiments that you conducted that were not included in the manuscript. These records should be brief but should include some information on the rationale for the experiments, the materials and methods used and the results obtained.
- Details of statistical and bioinformatics analyses beyond those included in the manuscript.
- Any scientific information that you would like to present for use by future researchers.
- Submitted manuscripts and reviewers’ comments.

**Preface:** Use the preface to outline contributions of all authors on the manuscript, contributions of other people who are not listed as a co-author, and any permitted deviations from the journal’s Instructions to Authors. A suggested format is shown below. This is only an example and should be modified to suit your thesis.

**Preface**

I have chosen to follow the format of [name of journal]. Instructions to authors for the journal is included in Appendix [x]. I have followed these instructions except that I have (mention anything like margins or lack of line numbering for which your manuscript differs from the journal’s instructions) in order to satisfy the thesis guidelines for the Honours program.

The word count for the manuscript (excluding references and supplementary material) is: .....  

Authors for the manuscript are: X, Y, Z [list the title and name of all authors in the same order as manuscript]. Their contributions are outlined below:

X: ....
Y: ....
Z: ....

Contributions from other people who are not listed as a co-author (e.g. Assisted with sample/data collection, statistical analysis, development of a method/technique used in the study, etc.):

A: ....
B: ....
C: ....
Please note that you do not need to submit the literature review with your thesis for examination at this stage. The literature review is to be included in your final thesis after the thesis examination process has been completed.

**Due date:** as per Timetable

**Submission:** an e-copy must be submitted to Canvas by 5pm on the due date.

**Final Seminar**

In the final seminar students will present the results of their research project and indicate how their work has contributed to a greater understanding of the research area. Students should cover the background and aims of the project, experimental design and techniques, the analysis, presentation and interpretation of results, and the discussion and summary of key findings. Presentation skills also form a component of the assessment. Students are allocated about 20 minutes for this seminar. University computers do not always have the latest version of software, and transitions from Mac or other operating systems to PC may lead to problems with animations and fonts! Make sure you pre-check your presentation on a University computer.

The seminar will be assessed by your thesis examiners (2) nominated by your supervisors and the honours coordinators.

**Due date:** as per Timetable

**Submission:** an e-copy of power point presentation must be submitted to Canvas by 5pm on the date before the Due date. Students should also bring a copy on a USB drive to the presentation venue as a backup.

**Thesis Defence**

**Format of the defence (approximately 20 minutes duration)**

1. The thesis defence will follow directly after your final seminar presentation.
2. Your examiners (or proxy(ies); should your examiner(s) not be present at the defence) and the honours coordinators will ask you questions to explore your understanding of the project. If you don't understand the question, you can ask the examiner to repeat it. The questions that can be asked are wide and varying, and are likely to include the following:
   a. your understanding of key background literature
   b. the techniques you used and why those were chosen
   c. your results and how you interpreted them
   d. strengths and weaknesses of your work
   e. why the project is important
   f. what future research should be done in the area and why
3. Your supervisors (if present) are there as observers and are NOT to answer questions for you nor will they interject during the defence.
4. When there are no more questions (after approx. 20 mins) you will be handed copies of your marked thesis (from your examiners/proxies), asked to correct them (in consultation with your supervisor(s)), and submit a final corrected e-copy of your thesis on MyUni by the due date. See the following section ‘Final Thesis Submission’ for guidelines on thesis corrections.
5. The Honours coordinators will meet with the examiners to make a final determination of each student’s assessment. At this meeting the students are ranked on the basis of their overall performance and a decision about the final grading of each student is made.
6. Your Honours Class/Band will NOT be released until such a time that the Faculty has reviewed all grades and when the copy of the final thesis have been submitted.

Due date: as per Timetable

The defence will be assessed by your thesis examiners (2) nominated by your supervisors and the honours coordinators.

**Final Thesis Submission**

The submission of the final corrected version of the Honours thesis must be received before any notification of the final Honours Class is given.

The following guidelines should be adhered to when correcting and submitting the thesis.

**Thesis Corrections**

All students will receive a list of essential corrections and annotated versions of their Thesis that were examined by their assessors. Students are only required to make the corrections to the Thesis that are identified by the examiners, *in consultation with the supervisor*. It is also important to note that students may only make the following corrections:

(a) The essential corrections identified by the examiners

(b) Corrections of minor typographical or numerical errors which were not identified by their assessors.

*Students must not undertake major revisions of their thesis beyond these corrections.*

Students are asked not to approach any of their assessors unnecessarily for further clarification of points written in the draft Thesis. Points considered to be important have been raised in the assessors’ report and should be discussed with the supervisor if required.

Due date: as per Timetable

Submission: an e-copy must be submitted to MyUni Canvas by 5pm on the Due Date. In addition, submit one bound copy to the senior Academic Support Officer David Hart at the School Office.

Below are some of the businesses who provide thesis binding service:

2. William Harley and Son, 28 Dew St, Thebarton, SA 5031. Ph: 8443 7515

You may wish to have hard-bound copies for yourself and/or your supervisors, and this should be discussed with your supervisor(s). In compiling the final thesis, **be sure that you have included your Literature Analysis** (that was previously assessed earlier in the year, see the following pages on Final Thesis Format).

**Final Thesis Format (see next page)**

1. A Title page
2. A Declaration
3. A Table of contents
4. The Literature review
5. The Manuscript
6. Appendices containing relevant information that is not included elsewhere in the thesis (if applicable).
DECLARATION

I declare that this thesis is a record of original work and contains no material which has been accepted for the award of any other degree or diploma in any university. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text.

Signature of Jo Bloggs
Jo Bloggs
(Date)

*******page 2 of thesis

The statement should be signed (in all copies) over a typed version of your name and dated.
7. Honours Grade

<table>
<thead>
<tr>
<th>Class</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>80 - 100</td>
</tr>
<tr>
<td>Class 1 (i)</td>
<td>90 – 100</td>
</tr>
<tr>
<td>Class 1 (ii)</td>
<td>85 – 89</td>
</tr>
<tr>
<td>Class 1 (iii)</td>
<td>80 – 84</td>
</tr>
<tr>
<td>Class 2</td>
<td>60 - 79</td>
</tr>
<tr>
<td>Class 2A</td>
<td>70 – 79</td>
</tr>
<tr>
<td>Class 2B</td>
<td>60 – 69</td>
</tr>
<tr>
<td>Class 3</td>
<td>50 – 59</td>
</tr>
<tr>
<td>Fail</td>
<td>0 – 49</td>
</tr>
</tbody>
</table>

It is expected that the majority of students who are accepted for Honours will be capable of achieving Class 2A, and we hope that you will all strive to achieve this. To do this, you will need to perform at a consistent, very high standard, judged at an Honours level rather than at an undergraduate standard. Class 2B will be awarded to students who perform well but show weakness in some area(s).

In the past, some students who have worked consistently well have been disappointed when they were not awarded Class 1 Honours. This grading is reserved for exceptional students who show a consistent first class understanding of their subject area, well-developed skills in scientific communication, and a high degree of initiative and originality in addition to the characteristics that would win a Class 2A award. Please remember that a Class 2A award should always be viewed as an excellent achievement.

8. Assessment Criteria and Marking Sheets
# Research Plan Seminar Feedback (Tick the appropriate box)

<table>
<thead>
<tr>
<th>Name of Student: __________________________</th>
<th>Class 1(i) (90 – 100%) Outstanding</th>
<th>Class 1(ii/iii) (80-89%) Excellent</th>
<th>Class 2A (70 – 79%) Very Good</th>
<th>Class 2B (60 – 69%) Good</th>
<th>Class 3 (50 – 59%) Satisfactory</th>
<th>Fail (&lt;50%)</th>
</tr>
</thead>
</table>

## BACKGROUND
- Was the background information to the project relevant and described adequately?  
- Was the material put appropriately into the context of the broader research field?

## AIMS/ HYPOTHESIS
- Were the aims of the project clearly stated?  
- Were the aims and hypotheses logically presented?

## PROPOSED METHODOLOGY
- Were the methods described clearly?  
- Were the methods appropriate and achievable?

## UNDERSTANDING OF THE TOPIC
Did the student demonstrate a clear understanding of the topic and project aims?

## PRESENTATION
- Was the seminar well structured, with a clear and logical flow?  
- Did the student speak clearly and have good voice projection?  
- Did the student make effective use of audio-visual aids?

## COMMENTS (Please use other side if required)
Literature review and research proposal

Checklist for Literature Review and Research Proposal
• Included Part 1 (literature analysis, maximum of 4000 words) & Part 2 (project proposal, maximum of 1500 words)
• Included a Budget signed by your supervisor

Research Proposal Template

Project Title:
Background: Review of Current Research and Literature
• Briefly (1/2 of an A4 page) review the literature and current research in the area.
• Succinctly define the need for the project.
• If appropriate, identify the project’s relevance to industry development plans or government (ARC) research priorities.

Aim & Hypothesis (if appropriate)
Objectives
• State succinctly "what" is to be achieved rather than "why" or "how" it is to be achieved.

Significance
• The nature and magnitude of the expected benefits in economic (eg % lower cost of production; % increased sales), social and environmental terms.
• Indicate which industries or parties will benefit from the proposed research

Methods
• Be specific about data collection methods, how many samples you will collect / process and what controls you will use.
• Describe the approaches you will use to ensure that you have sufficient information to make conclusions.

Data analysis
• Be specific about how you will statistically analyse the data collected.

Milestones with timelines
• Milestones are clearly definable goals or decision points within a project. They mark either the completion of a task or the achievement of a critical step within a continuing task. They should be outcome-oriented and linked to reporting dates and defined performance indicators.
• All major outputs/assessments should be identified as milestones and the expected completion date indicated with timelines (GANTT chart)

GANTT CHART

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reading / Literature Analysis</td>
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</table>
Facilities

- Describe the facilities (e.g., laboratories, libraries, marketing and commercial development groups, major items of equipment, etc.) available to support the project.

Risk Management

- Identify the threats to the objectives being achieved, and to the result being adopted. Describe the means of overcoming these threats.

Budget

A detailed budget should be prepared as part of your Research Proposal. Students may have access to up to $1000 from the School of Agriculture and Wine, to partially support their research project. Most projects will cost significantly more than $1,000 to conduct. Your supervisor must provide the additional resources. Supervisors are required to sign the budget before it is submitted confirming it is appropriate and that they have the funds to cover all aspects of the project. Any costs involved in preparation, photocopying and binding of the thesis should be included in the budget.

This form was developed with the assistance of Margaret Cargill
## Budget Template for Research Proposal

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Amount Req</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE</strong></td>
<td></td>
</tr>
<tr>
<td>• chemicals and other consumables</td>
<td></td>
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<tr>
<td>• vehicle use (60c per km for University vehicles) and other travel</td>
<td></td>
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<tr>
<td>• accommodation/camping allowance</td>
<td></td>
</tr>
<tr>
<td>• pots, soil, plants, glass house space &amp; plant maintenance</td>
<td></td>
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<tr>
<td>• equipment</td>
<td></td>
</tr>
<tr>
<td>• photocopying</td>
<td></td>
</tr>
<tr>
<td>• films and costs for developing and printing</td>
<td></td>
</tr>
<tr>
<td>• final thesis binding (~ $25.00 per copy)</td>
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</tr>
</tbody>
</table>

**Total budget costs (exclusive of GST)**

**Support from other sources** (e.g. $1000.00 from the School, or external funding)

**Outstanding amount to be covered by Supervisor**

---

**Supervisors signature required**

I confirm that the budget is appropriate for the project and that I will provide the necessary funds to cover ALL aspects of the project that are not covered by other support.

**Supervisor’s Signature**

**Supervisor’s Name**

**Date**
Information for Assessors of Honours Literature Review & Research Proposal

All Honours students are required to complete a detailed and critical analysis of the literature related to their research project. Students have been instructed that the Literature Analysis should not be more than 4000 words (excluding the References). The Analysis has been completed within the first 10 weeks of the Honours course by which time a clear understanding of the subject matter related to their project should be expected.

We would like you to assess the Literature Analysis and Research Proposal using the Marking Criteria provided. We have also provided a separate Feedback section where you can provide written feedback to the student about the strengths and weaknesses of their Literature Analysis and Research Proposal. You are encouraged to write comments on the written work that can be returned to the student. Constructive feedback is extremely important as it enables the students to identify areas for further improvement.

The students were given this information: “The Literature Analysis and Research Proposal are submitted together (Part 1 and Part 2). The final paragraphs of the Literature Analysis should be a summary highlighting the outstanding questions to be addressed in the honours project. Part 2 (Research Proposal) should include an introductory paragraph (=1/2 page) summarising the literature thus providing the context for the project. This is necessary so that each part can be read on its own. Remember, Part 1 will form the Literature Analysis in your final thesis (incorporating the suggestions from examiners and changes to the direction of your project).” The students were also given the attached “Proposal Proforma” to follow for preparing their Research Proposal. Students should not be penalised if the hypothesis section is not completed.

Please do not adjust your rating on the basis that the word limit has been exceeded as the Honours Co-ordinator will deduct marks for all overlong analyses after the marks have been returned and collated.
Marking Criteria for Literature Review (Contributes 70% to the overall mark for the Literature Review and Research Proposal)

Student: ___________________________; Examiner (optional): ____________________________; Date: _______________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Class 1(i) (90 – 100%) Outstanding</th>
<th>Class 1(ii/iii) (85-89%/80-84%) Excellent</th>
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<th>Class 3 (50 – 59%) Satisfactory</th>
<th>Fail (&lt;50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (10%)</strong></td>
<td>• Logically develops towards defining aim of the review.</td>
<td>• Logically develops towards defining aim of the review.</td>
<td>• Aim of the review is defined.</td>
<td>• Aim of the review is not clearly defined.</td>
<td>• Poorly constructed introduction with undefined aim of the review.</td>
<td>The work is very poorly written and well below expected standard or the relevant component is absent.</td>
</tr>
<tr>
<td></td>
<td>• Rational/motivation for review is well articulated and justified.</td>
<td>• Rational/motivation for review is articulated.</td>
<td>• Rational/motivation for review is described.</td>
<td>• Rational/motivation for review is not provided.</td>
<td>• Rational/motivation for review is not provided.</td>
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<tr>
<td></td>
<td>• Focus of review is well articulated and justified.</td>
<td>• Focus of review is articulated and justified.</td>
<td>• Focus of review is defined.</td>
<td>• Focus of review is unclear.</td>
<td>• Focus of review is not provided.</td>
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<td>• All new terminology or concepts introduced are defined or clarified.</td>
<td>• All new terminology or concepts introduced are defined or clarified.</td>
<td>• Some new terminology or concepts introduced are defined or clarified.</td>
<td>• New terminology or concepts introduced are not defined.</td>
<td>• New terminology or concepts introduced are not defined.</td>
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<tr>
<td></td>
<td>• Outline of the review is clearly presented.</td>
<td>• Layout of review is provided showing what to be discussed.</td>
<td>• Overview of the review is outlined.</td>
<td>• Layout of review is not provided.</td>
<td>• No outline is provided.</td>
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</tr>
<tr>
<td><strong>Literature Review - Content &amp; Organisation (25%)</strong></td>
<td>• All relevant literature is reviewed, ranging from seminal early papers to latest current developments.</td>
<td>• A good general review of the literature covering most of the seminal early works and latest current developments.</td>
<td>• Satisfactory review of the literature based on adequate number of papers relevant to review scope.</td>
<td>• Unsatisfactory review of the literature based on insufficient number of papers relevant to review scope.</td>
<td>• Poor review of the literature based on too few or too many papers.</td>
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<tr>
<td></td>
<td>• Excellent selection of papers for review - are clearly coherent and inter-related.</td>
<td>• The papers reviewed are coherent and inter-related.</td>
<td>• Some of the papers reviewed are coherent and inter-related.</td>
<td>• The papers reviewed are weakly related to each other and unrelated to the chosen topic.</td>
<td>• The papers chosen for the review are irrelevant, scattered and unrelated.</td>
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<tr>
<td></td>
<td>• Presentation of literature reviewed is logical and concise.</td>
<td>• Presentation of literature reviewed is logical.</td>
<td>• Presentation of literature reviewed is acceptable.</td>
<td>• Presentation of literature reviewed is unsatisfactory.</td>
<td>• Presentation of literature reviewed is poor.</td>
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<tr>
<td></td>
<td>• Information is organised in subtopics that clearly lead to and support the central theme of the review.</td>
<td>• Information is logically presented showing clear relationship with the topic of the review.</td>
<td>• Information presented is within the scope of the review.</td>
<td>• Information presented does not clearly or effectively relate to the topic of the review.</td>
<td>• Information presented is disorganized and unrelated to the topic of the review.</td>
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<tr>
<td></td>
<td>• Ideas presented clearly support the aim of the review and articulate</td>
<td>• Ideas presented support the aim of the review and articulate</td>
<td>• Ideas presented support the aim of the review.</td>
<td>• Ideas presented do not support the aim of the review.</td>
<td>• Ideas presented do not relate to the topic of the review.</td>
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</tr>
<tr>
<td>Literature Review - Analysis &amp; Synthesis of Literature (40%)</td>
<td>• Analysis of literature is critical and insightful. Synthesis of literature is outstanding. • Clearly identifies and critically evaluates all issues in the literature that are directly related to the topic. • Presents balanced contrasting views/arguments relevant to the central theme of research topic. • Evidences are clearly provided to support arguments/claims made. • Demonstrates excellent understanding of the current state of knowledge on the research topic. • Clearly identifies key research issues and gaps in knowledge.</td>
<td>• Analysis of literature is insightful. Synthesis of literature is good. • All issues in the literature that are directly related to the topic are presented and evaluated. • Different views/arguments related to the research topic are presented and compared. • Sufficient evidences are provided to support arguments/claims made. • Demonstrates good understanding of the current state of knowledge on the research topic. • Key research issues and gaps in knowledge are identified.</td>
<td>• Analysis of literature is adequate but lacks depth. Some synthesis of literature is evident. • Issues from the literature that are related to the research topic are presented. • Presents a variety of ideas relevant to the research topic. • Some evidences are provided to support arguments made. • Demonstrates adequate understanding of the current state of knowledge on the research topic. • Some key research issues and gaps in knowledge are identified.</td>
<td>• Ideas presented do not support aim of the review. • Unsatisfactory analysis and synthesis of the literature reviewed. • Ideas presented are merely summary of findings from a few sources. • No appraisal is made of the issues presented. • Demonstrates inadequate understanding of the current state of knowledge on the research topic. • No key issues and gaps in knowledge are identified.</td>
<td>• Analysis of the literature is not evident. Poor synthesis of the literature reviewed. • Ideas presented are merely summary of findings from one or two sources. • No appraisal is made of the issues presented. • Demonstrates lack of understanding of the current state of knowledge on the research topic. • No key issues and gaps in knowledge are identified.</td>
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<tr>
<td>Conclusion (10%)</td>
<td>• Summarizes clearly the main findings of the review. • Implications of findings are clearly articulated. • Succinct and precise conclusions are made based on the review. • All conclusions are strongly supported by the contents of review. • Suggestions for future research are articulated.</td>
<td>• Summary of the main findings of the review is provided. • Implications of findings are articulated. • Detailed conclusions are reached from the review. • Conclusions are supported by the contents of review. • Future research direction is suggested.</td>
<td>• Summary of the findings of the review is provided. • Implications of findings are mentioned. • Conclusions are reached from the review. • Some of the conclusions are not supported by the contents of review.</td>
<td>• The main findings of the review are not summarized. • Implications of findings are not stated. • There is some indication of conclusions drawn from the review. • Conclusions are not supported by the contents of review.</td>
<td>• No summary of the findings from the review. • Implications of findings are not stated. • There is little or no indication of any conclusions drawn from the literature review. • No suggestion for future research.</td>
<td></td>
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</tbody>
</table>
| Citations & References (5%) | • All necessary citations are included in the body of the review.  
• All sources cited are of high quality and are accurately & correctly documented.  
• All references cited in text are included in the Reference list.  
• Consistent & correct format used for citations & references. | • All necessary citations are included in the body of the review.  
• All sources are accurately documented.  
• All references cited in text are included in Reference list.  
• Consistent & correct format used for citations & references. | • Future research direction is unclear.  
• An acceptable number of sources are cited.  
• All sources are accurately documented, but some are not in correct format.  
• All references cited in the text are included in Reference list.  
• Consistent & correct format used for citations & references. | • No suggestion for future research.  
• Insufficient number of sources is cited.  
• Some sources are not accurately documented and/or are in incorrect format.  
• Some references included in Reference list are not cited in the text.  
• Inconsistent format used for citations & references. | • Information is not cited or is cited incorrectly.  
• Reference list is not provided.  
• Inconsistent or incorrect format used for citations & references. |

| Academic Standard (10%) | • Exceptional-quality presentation.  
• Logical, easy to follow structure.  
• The writing is clear and concise.  
• Spelling, English grammar, punctuations, etc. are perfect.  
• Material is presented in most appropriate way.  
• Figures of excellent quality and referred to in text.  
• Figures and tables are correctly formatted and captioned. | • High-quality presentation.  
• Logical, easy to follow structure.  
• The writing is clear with no repetition or unnecessary verbiage.  
• Spelling, grammar, punctuations, etc. have no errors.  
• Material is presented in most appropriate way.  
• Figures of high quality and referred to in text.  
• Figures and tables are correctly formatted and captioned. | • Satisfactory presentation.  
• Easy to follow structure.  
• The writing is generally clear but unnecessary words/repetitions are occasionally used.  
• Spelling, grammar, punctuations, etc. are satisfactory with a few common errors.  
• Material is presented in appropriate way.  
• Figures of acceptable quality and referred to in text.  
• Figures and tables are correctly formatted and captioned. | • Unsatisfactory presentation.  
• Difficult to follow structure.  
• Numerous repetitions in text with unnecessary verbiage.  
• Spelling, English grammar, punctuations, etc. are poor with many errors.  
• Material is not appropriately presented.  
• Figures of poor quality and not referred to in text.  
• Figures and tables are incorrectly formatted and captioned. | • Poor presentation, showing complete lack of details.  
• Difficult to follow structure.  
• Numerous repetitions in text with unnecessary verbiage.  
• Numerous spelling mistakes and grammatical errors.  
• Material is poorly presented.  
• Figures of poor quality and not referred to in text.  
• Figures and tables are incorrectly formatted and not captioned. |

Please provide any additional Comments in the space below (attached additional pages if needed):
# Marking Criteria for Research Proposal (Contributes 30% to the overall mark for the Literature Review and Research Proposal)

Student: _______________________________; Examiner: ____________________________; Date: _______________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Class 1(i) (90 – 100%) Outstanding</th>
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<th>Fail (&lt;50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background (10%)</strong></td>
<td>• The research problem is articulated in well structured &amp; logical arguments.</td>
<td>• The research problem is clearly stated, well organized &amp; logically presented.</td>
<td>• The research problem generally is well stated and logically presented.</td>
<td>• The research problem is vaguely described and non-logically presented.</td>
<td>• Description of research problem severely lacks in clarity, organization, and logic.</td>
<td>The work is very poorly written and well below expected standard or the relevant component is absent.</td>
</tr>
<tr>
<td></td>
<td>• Rationale for undertaking the research is well articulated.</td>
<td>• Rationale for undertaking the research is outlined.</td>
<td>• Rationale for undertaking the research is outlined.</td>
<td>• Rationale for undertaking the research is unclear.</td>
<td>• Rationale for undertaking the research is not provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Significance of the proposed research is well articulated.</td>
<td>• Significance of the proposed research is articulated.</td>
<td>• Significance of the proposed research is documented.</td>
<td>• Significance of the proposed research is not discussed.</td>
<td>• Significance of the proposed research is not discussed.</td>
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<tr>
<td></td>
<td>• Potential value of solution contribution to the research problem in advancing knowledge in the field of study is well articulated.</td>
<td>• Potential contributions of research outcomes to advancing knowledge are made clear.</td>
<td>• Potential contributions of research outcomes to advancing knowledge are discussed.</td>
<td>• Potential contributions of research outcomes to advancing knowledge are not discussed.</td>
<td>• Potential contributions of research outcomes to advancing knowledge are not discussed.</td>
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<tr>
<td></td>
<td>• Engaging and accessible to the non-expert.</td>
<td>• Engaging and accessible to the non-expert.</td>
<td>• Understandable to the non-expert.</td>
<td>• Understandable to the non-expert.</td>
<td>• Understandable to the non-expert.</td>
<td></td>
</tr>
<tr>
<td><strong>Aims &amp; Objectives (10%)</strong></td>
<td>• Concise and focused aim is clearly articulated.</td>
<td>• Aim of proposed research is clearly and concisely stated.</td>
<td>• Aim of proposed research is clearly stated.</td>
<td>• Aim of proposal is unclear.</td>
<td>• Aim of proposed research is not clearly stated or is non-existent.</td>
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<tr>
<td></td>
<td>• Succinct, logical and focused objectives are clearly articulated.</td>
<td>• Sufficient number of concise and focused objectives is articulated.</td>
<td>• Objectives presented are reasonably focused.</td>
<td>• Objectives presented are vague or insufficiently focused.</td>
<td>• Objectives are not clearly stated or are non-existent.</td>
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</tr>
<tr>
<td></td>
<td>• Objectives will deliver Aim.</td>
<td>• Aim is achievable with stated objectives.</td>
<td>• Objectives would deliver Aim.</td>
<td>• Unclear how objectives will deliver Aim.</td>
<td>• Unclear how Aim will be achieved.</td>
<td></td>
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<tr>
<td></td>
<td>• Objectives clearly relate to Methodology.</td>
<td>• Objectives relate to Methodology.</td>
<td>• Objectives relate to Methodology.</td>
<td>• Objectives weakly relate to Methodology.</td>
<td>• Objectives do not relate to Methodology.</td>
<td></td>
</tr>
<tr>
<td><strong>Summary of literature review (10%)</strong></td>
<td>• Thorough but focused on material of direct relevance.</td>
<td>• Complete and focused on material of direct relevance.</td>
<td>• Reasonably focused on material of direct relevance.</td>
<td>• Focus of literature review is unclear.</td>
<td>• Literature review is unfocused.</td>
<td></td>
</tr>
</tbody>
</table>

School of Agriculture, Food & Wine

30

The University of Adelaide
<table>
<thead>
<tr>
<th><strong>Methods</strong> (40%)</th>
<th><strong>Research gaps/questions clearly identified and articulated.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fully supports rationale for proposed work.</td>
</tr>
<tr>
<td></td>
<td>Overall, a critical and reflective review indicating excellent understanding and ability to build on past work.</td>
</tr>
<tr>
<td></td>
<td><strong>Research gaps/questions identified and articulated.</strong></td>
</tr>
<tr>
<td></td>
<td>Supports rationale for proposed work.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates good understanding and ability to build on past work.</td>
</tr>
<tr>
<td></td>
<td><strong>Research gaps/questions are clearly identified.</strong></td>
</tr>
<tr>
<td></td>
<td>Information has minor weaknesses in relation to and support of proposed research.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates understanding and ability to build on past work.</td>
</tr>
<tr>
<td></td>
<td><strong>Research gaps/questions unclear.</strong></td>
</tr>
<tr>
<td></td>
<td>Information has major weaknesses in relation to and support of proposed research.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates reasonable understanding and ability to build on past work.</td>
</tr>
<tr>
<td></td>
<td><strong>Research gaps/questions are unclear.</strong></td>
</tr>
<tr>
<td></td>
<td>Information has non-supportive, unrelated to proposed research.</td>
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<tr>
<td></td>
<td>Overall, an incomplete review indicating lack of understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Methods</strong> (40%)</th>
<th><strong>Details for each major step of approach, including methods/tools to be used, results to be produced, data analysis and expected outcomes, are clearly presented &amp; articulated.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rationale for selection of each method is clearly articulated and justified.</td>
</tr>
<tr>
<td></td>
<td>Scope of study and any underpinning assumptions and limitations are clearly articulated and justified.</td>
</tr>
<tr>
<td></td>
<td><strong>Details for each major step of approach provided, including methods/tools to be used, results to be produced, data analysis and expected outcomes, are presented.</strong></td>
</tr>
<tr>
<td></td>
<td>Proposed methodology in relation to the research problem is fully justified.</td>
</tr>
<tr>
<td></td>
<td>Appropriate and important limitations and assumptions are presented and addressed.</td>
</tr>
<tr>
<td></td>
<td><strong>Sufficient details for major steps of approach, including methods, data analysis and expected outcomes, are presented.</strong></td>
</tr>
<tr>
<td></td>
<td>Proposed methodology in relation to the research problem is adequately justified.</td>
</tr>
<tr>
<td></td>
<td>Appropriate and important limitations and assumptions are adequately addressed.</td>
</tr>
<tr>
<td></td>
<td><strong>Insufficient details for major steps of approach, including methods, data analysis and expected results.</strong></td>
</tr>
<tr>
<td></td>
<td>Rationale for selection of methods is not explained nor justified.</td>
</tr>
<tr>
<td></td>
<td>Limitations and assumptions are not adequately addressed.</td>
</tr>
<tr>
<td></td>
<td><strong>No details for major steps of approach, including methods, data analysis and expected results, are provided.</strong></td>
</tr>
<tr>
<td></td>
<td>Proposed methodology does not match the research problem.</td>
</tr>
<tr>
<td></td>
<td>Limitations and other methodological issues are unaddressed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Citations &amp; References (5%)</strong></th>
<th><strong>All factual statements are supported by suitable references.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All sources cited are of high quality (e.g. peer reviewed papers) and are accurately &amp; correctly documented.</td>
</tr>
<tr>
<td></td>
<td>All references cited in text are included in the Reference list.</td>
</tr>
<tr>
<td></td>
<td>Consistent format used for citations &amp; references.</td>
</tr>
<tr>
<td></td>
<td><strong>All factual statements are supported by suitable references.</strong></td>
</tr>
<tr>
<td></td>
<td>All sources are accurately documented.</td>
</tr>
<tr>
<td></td>
<td>All references cited in text are included in the Reference list.</td>
</tr>
<tr>
<td></td>
<td>Consistent format used for citations &amp; references.</td>
</tr>
<tr>
<td></td>
<td><strong>Some factual statements are supported by references.</strong></td>
</tr>
<tr>
<td></td>
<td>All sources are accurately documented, but some are not in correct format.</td>
</tr>
<tr>
<td></td>
<td>All references cited are included in the Reference list.</td>
</tr>
<tr>
<td></td>
<td>Consistent format used for citations &amp; references.</td>
</tr>
<tr>
<td></td>
<td><strong>Many factual statements are not supported by suitable references.</strong></td>
</tr>
<tr>
<td></td>
<td>Some sources are not accurately documented and/or are in incorrect format.</td>
</tr>
<tr>
<td></td>
<td>Some references included in the Reference list are not cited in the text.</td>
</tr>
<tr>
<td></td>
<td>Inconsistent format used for citations &amp; references.</td>
</tr>
<tr>
<td></td>
<td><strong>Factual statements are not supported by references</strong></td>
</tr>
<tr>
<td></td>
<td>Reference list is incomplete or not provided.</td>
</tr>
<tr>
<td></td>
<td>Inconsistent or incorrect format used for citations &amp; references.</td>
</tr>
<tr>
<td>Planning (including Budget) (15%)</td>
<td>Thorough and detailed with timeline, milestones, outcomes &amp; deliverables articulated in words and in charts or tables.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Details of significant resources required and how to be provided.</td>
</tr>
<tr>
<td></td>
<td>Realistic timeframe towards completion of project.</td>
</tr>
<tr>
<td></td>
<td>Management/supervision arrangements outlined, particularly if multi-student project or primary supervisor is external.</td>
</tr>
<tr>
<td>Well thought through with timeline, milestones, outcomes &amp; deliverables presented in words and, if necessary, in graphics (e.g. timeline diagram).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Details of significant resource required.</td>
</tr>
<tr>
<td></td>
<td>Realistic timeframe towards completion of project.</td>
</tr>
<tr>
<td></td>
<td>Management/supervision arrangements outlined, particularly if multi-student project or primary supervisor is external.</td>
</tr>
<tr>
<td>Reasonable plan with timeline, milestones, outcomes &amp; deliverables presented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Details of resources required to conduct research.</td>
</tr>
<tr>
<td></td>
<td>Reasonable timeframe towards completion of project.</td>
</tr>
<tr>
<td></td>
<td>Management/supervision arrangements outlined, particularly if multi-student project or primary supervisor is external to School.</td>
</tr>
<tr>
<td>Poorly thought out plan with insufficient details on timetable, milestones, outcomes &amp; deliverables.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources required to conduct research are not clear.</td>
</tr>
<tr>
<td></td>
<td>Unrealistic timeframe for completion of project.</td>
</tr>
<tr>
<td></td>
<td>Management/supervision arrangements are unclear.</td>
</tr>
<tr>
<td></td>
<td>Incomplete plan lacking details on timetable, milestones, outcomes &amp; deliverables.</td>
</tr>
<tr>
<td></td>
<td>Resources required to conduct research are not addressed.</td>
</tr>
<tr>
<td></td>
<td>Unrealistic timeframe for completion of project.</td>
</tr>
<tr>
<td></td>
<td>Management/supervision arrangements are not addressed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Standard (10%)</th>
<th>Logical, easy to follow structure.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The writing is clear and concise.</td>
</tr>
<tr>
<td></td>
<td>Spelling, English grammar, puncuations, etc. are excellent.</td>
</tr>
<tr>
<td></td>
<td>Material is presented in most appropriate way.</td>
</tr>
<tr>
<td></td>
<td>Figures of excellent quality and referred to in text.</td>
</tr>
<tr>
<td></td>
<td>Figures and tables are correctly formatted and captioned.</td>
</tr>
<tr>
<td>Logical, easy to follow structure.</td>
<td></td>
</tr>
<tr>
<td>The writing is clear with no repetition or unnecessary verbiage.</td>
<td></td>
</tr>
<tr>
<td>Spelling, English grammar, puncuations, etc. have no errors.</td>
<td></td>
</tr>
<tr>
<td>Material is presented in most appropriate way.</td>
<td></td>
</tr>
<tr>
<td>Figures of high quality and referred to in text.</td>
<td></td>
</tr>
<tr>
<td>Figures and tables are correctly formatted and captioned.</td>
<td></td>
</tr>
<tr>
<td>Easy to follow structure.</td>
<td></td>
</tr>
<tr>
<td>The writing is generally clear but unnecessary words &amp; repetitions are occasionally used.</td>
<td></td>
</tr>
<tr>
<td>Spelling, English grammar, puncuations, etc. are satisfactory with a few common errors.</td>
<td></td>
</tr>
<tr>
<td>Material is presented in appropriate way.</td>
<td></td>
</tr>
<tr>
<td>Figures of acceptable quality and referred to in text.</td>
<td></td>
</tr>
<tr>
<td>Figures and tables are correctly formatted and captioned.</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory presentation; difficult to follow structure.</td>
<td></td>
</tr>
<tr>
<td>Numerous repetitions in text with unnecessary verbiage.</td>
<td></td>
</tr>
<tr>
<td>Spelling, English grammar, puncuations, etc. are poor with many errors.</td>
<td></td>
</tr>
<tr>
<td>Material is not appropriately presented.</td>
<td></td>
</tr>
<tr>
<td>Figures of poor quality and not referred to in text.</td>
<td></td>
</tr>
<tr>
<td>Figures and tables are incorrectly formatted and captioned.</td>
<td></td>
</tr>
<tr>
<td>Poor presentation, showing complete lack of details.</td>
<td></td>
</tr>
<tr>
<td>Difficult to follow structure.</td>
<td></td>
</tr>
<tr>
<td>Numerous repetitions in text with unnecessary verbiage.</td>
<td></td>
</tr>
<tr>
<td>Numerous spelling mistakes and grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>Material is poorly presented.</td>
<td></td>
</tr>
<tr>
<td>Figures of poor quality and not referred to in text.</td>
<td></td>
</tr>
<tr>
<td>Figures and tables are incorrectly formatted and not captioned.</td>
<td></td>
</tr>
</tbody>
</table>

Please provide any additional comments in the space below (attached additional pages if needed):
Marking Sheet for Literature Review and Research Proposal

Student: _____________________________; Examiner: _____________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Mark out of 100</th>
<th>Weighted Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Mark out of 100*weighting)</td>
</tr>
<tr>
<td><strong>Literature Review</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Review - Content &amp; Organisation</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Review - Analysis &amp; Synthesis</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations &amp; References</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Standard</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total weighted mark for Literature Review</strong></td>
<td></td>
<td></td>
<td>/100</td>
</tr>
</tbody>
</table>

| **Research Proposal**                         |           |                 |               |
| Background                                    | 10%       |                 |               |
| Aims & Objectives                             | 10%       |                 |               |
| Summary of literature review                  | 10%       |                 |               |
| Methods                                       | 40%       |                 |               |
| Citations & References                        | 5%        |                 |               |
| Planning (including Budget)                   | 15%       |                 |               |
| Academic Standard                             | 10%       |                 |               |
| **Total weighted mark for Research Proposal** |           |                 | /100          |
## Essay

**Marking Criteria for Essay**

Student: ______________________________; Examiner (optional): ______________________________; Date: _______________

<table>
<thead>
<tr>
<th>MARKING CRITERIA</th>
<th>Class 1(i) (90 – 100%) Outstanding</th>
<th>Class 1(ii/iii) (85-89%/80-84%) Excellent</th>
<th>Class 2A (70 – 79%) Very Good</th>
<th>Class 2B (60 – 69%) Good</th>
<th>Class 3 (50 – 59%) Satisfactory</th>
<th>Fail (&lt;50%)</th>
</tr>
</thead>
</table>
| Topic focus      | • The topic is appropriately focused.  
• There is a clear and compelling direction for the essay. | • The topic is appropriately focused with the general direction clear. | • The topic is focused but lacks direction. | • The topic is not adequately focused for the scope of the essay. | • The topic is not clearly defined and/or unclear or confusing.  
• There is little or no direction to the essay. | The work is very poorly written and well below expected standard or the relevant component is absent. |
| Integration of Knowledge (30%) | • Superior evaluation and integration of existing literature, with arguments congruent with and linked to conclusions in the essay. | • The evaluation and integration of existing literature is very sound without being outstanding; arguments support conclusions in the essay. | • Provides an adequate coverage of the literature, although it tends to be more descriptive than evaluative, and arguments are often disjointed with limited relevance to essay conclusions | • Coverage of the necessary literature is weak, with insufficient information provided to support the arguments made, or conclusions drawn within the essay. | • Coverage of the necessary literature is inadequate, with little information provided relevant to the claims made, or conclusions drawn, within the essay. | |
| Depth of Discussion (20%) | • In-depth discussion & elaboration in all sections of the essay. | • In-depth discussion & elaboration in most sections of the essay. | • In-depth discussion & elaboration in some sections of the essay. | • The writer has omitted pertinent content or content runs-on excessively.  
• Quotations from others outweigh the writer’s own ideas excessively. | • Cursory discussion in all the sections of the essay or brief discussion in only a few sections or consisting of general and/or undeveloped ideas. | |
| Critical awareness of strengths and limitations (20%) | • Critical and nuanced insight into the strengths and limitations of the argument and content of the essay. | • Good insights into the strengths and limitations of the argument and content of the essay.  
• Some weaknesses acknowledged with | • Satisfactory insight into some strengths and limitations of the argument and content of the essay.  
• Weaknesses acknowledged, with | • Limited insight into some strengths and limitations of the argument and content of the essay.  
• Weaknesses are cursorily | • Absent or misguided insight into strengths and limitations of the argument and content of the essay.  
• Weaknesses are not acknowledged, with | |
<table>
<thead>
<tr>
<th>Category</th>
<th>Potential weaknesses acknowledged with strong recommendations for how these may be addressed.</th>
<th>Excellent consideration of competing explanations and rationales.</th>
<th>Good consideration of competing explanations and rationales.</th>
<th>Adequate but limited recommendation on how these may be addressed.</th>
<th>Acknowledged, with inappropriate recommendation on how these may be addressed.</th>
<th>No recommendation for how these may be addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression (10%)</td>
<td>Outstanding command of expression and logical argument in a skillfully structured essay.</td>
<td>The essay is well written, logically argued, and generally well structured.</td>
<td>Generally competently written, although some problems exist in the logical organisation of the text and the way it is expressed.</td>
<td>The work is not well written and shows flaws in the structuring of logical arguments.</td>
<td>The work is poorly written and shows a serious inability to structure and present a logical argument.</td>
<td></td>
</tr>
<tr>
<td>Citations &amp; References (10%)</td>
<td>All necessary citations are included in the body of the review. All sources cited are of high quality and are accurately &amp; correctly documented. All references cited in text are included in the Reference list. Consistent &amp; correct format used for citations &amp; references.</td>
<td>All necessary citations are included in the body of the review. All sources are accurately documented. All references cited in text are included in Reference list. Consistent format used for citations &amp; references.</td>
<td>An acceptable number of sources are cited. All sources are accurately documented, but some are not in correct format. All references cited in the text are included in Reference list. Consistent format used for citations &amp; references.</td>
<td>Insufficient number of sources is cited. Some sources are not accurately documented and/or are in incorrect format. Some references included in Reference list are not cited in the text. Inconsistent format used for citations &amp; references.</td>
<td>Information is not cited or is cited incorrectly. Reference list is not provided. Inconsistent or incorrect format used for citations &amp; references.</td>
<td></td>
</tr>
</tbody>
</table>

Please provide any additional comments in the space below (attached additional pages if needed):
### Marking Sheet for Essay

Student: _____________________________; Examiner: _____________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Mark out of 100</th>
<th>Weighted Mark (Mark out of 100*weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic focus</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration of knowledge</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of Discussion</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical awareness of strengths and limitations</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations &amp; References</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total weighted mark /100**
**Mid-Year Progress Review**

All Honours students are required to. The purpose of the review is to get the student to see how they are tracking towards their milestones (as outlined in their research proposal) and allow them to determine whether the remaining milestones are appropriate AND achievable in the remaining time. The review is to be conducted by both the students and the supervisors.

- **Students**: complete a brief progress report using the Progress Review Proforma and make a time to review his/her progress with the supervisors.
- **Supervisors**: complete the Laboratory/Filed Performance Assessment Checklist, discuss with the student any issues/concerns identified and recommend actions to address the issues (including discussing with the honours coordinators if needed).
- **Students & supervisors**: keep a copy of the Progress Review Performa and Laboratory/Filed Performance Assessment Checklist for comparison with the end of the year assessment.

**Progress Review Proforma**

**Name of Student:**

<table>
<thead>
<tr>
<th>Milestone (with dates*)</th>
<th>Progress towards each milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Examples provided in italics</em></td>
<td><em>(Are you on-track? Is the milestone still appropriate and do-able in the time frame? If not, what can you do instead)</em></td>
</tr>
<tr>
<td>milestone 1</td>
<td>Completed. Briefly summarise the results indicating whether the experiment was successful etc.</td>
</tr>
<tr>
<td>milestone 2</td>
<td>Delays due to poor weather. Will not be possible to complete. Alternatives are x, y &amp; z.</td>
</tr>
<tr>
<td>milestone 3</td>
<td></td>
</tr>
<tr>
<td>Problems / Potential problems</td>
<td>Solutions / Additional help required</td>
</tr>
</tbody>
</table>

* If you did not include dates in your Research Proposal, include them now.
Laboratory / Field Performance Assessment Checklist – Mid-year
(filled out by supervisor mid-year and returned to the student as part of progress review)

Student: ....................................................
Supervisor: ....................................................

Laboratory/ field, analytical and problem solving skills

Maintenance of quality control and understanding of the need for precision, accuracy and reproducibility in any experimental methodology

Rigorous and methodical approach to the maintenance of laboratory/field records

Capacity to identify and evaluate a technical or methodological problem and thereby optimise existing / new methodology

Clear insight into the steps required for appropriate analysis of experimental data (including the statistical treatment of data)

Effective time management

Consideration of people & equipment in laboratory setting

Research potential

Has demonstrated an original and critical approach in the assimilation of the current state of knowledge in this particular field of research

Understands the gaps or flaws in understanding in this particular research field

Has independently put forward ideas for future experimental investigation in this research area

Has shown interest and curiosity in scientific questions beyond the confines of the current project

Has shown the overall ability to use the skills required to perform original scientific research

---

good  bad
good  bad
good  bad
good  bad
good  bad
good  bad
End of year Laboratory / Field Performance Assessment (Completed by the supervisor)

The laboratory /field assessment is included when the final Honours grading is determined. As a supervisor of an Honours student we seek your input in the assessment of the student's laboratory/field performance and research potential. We would like you to rate the student's skills in a number of categories on the attached form. As a general guide to the overall grading scheme, it is expected that the majority of students who we accept for Honours will be capable of achieving Second Class Division A standard. Second Class Division B will be awarded to students who perform well but show weakness in some area(s). First Class Honours is a grading reserved for exceptional students who show a consistent first class understanding of their subject area, well-developed skills in scientific communication, and a high degree of initiative and originality, in addition to the characteristics that would win a Second Class Division A award.

For this component of the assessment please rate your student's skills by checking the appropriate box for each of the categories listed on the attached form overleaf. We ask you to mark your student in relation to your experience of other students at a similar level of research training. The following may serve as a guide to the mark you award:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 (i) 90-100%</td>
<td>A truly outstanding and rare level of achievement. A clear First Class result. In the top 5% of all Honours level students.</td>
</tr>
<tr>
<td>Class 1 (ii) 85-89%</td>
<td>A very high level of achievement. A clear First Class result.</td>
</tr>
<tr>
<td>Class 1 (iii) 80-84%</td>
<td>A high level of achievement. A First Class result.</td>
</tr>
<tr>
<td>Class 2A 70-79%</td>
<td>A very good level of achievement expected of an upper 2A Honours student.</td>
</tr>
<tr>
<td>Class 2B 60-69%</td>
<td>A good level of achievement expected of a 2B Honours student.</td>
</tr>
<tr>
<td>Class 3 50-59%</td>
<td>A satisfactory level of achievement expected of Pass Honours student</td>
</tr>
<tr>
<td>Fail &lt;50%</td>
<td>A level of achievement below that considered appropriate for an Honours level student.</td>
</tr>
</tbody>
</table>
Laboratory / Field Performance Assessment Report – End of year

Filled out by supervisor at the end of year – for comparison to mid-year assessment

Student .................................................... ; Supervisor: ..........................................................

Supervisor’s Mark:           /100

Laboratory/ field, analytical and problem solving skills

Maintenance of quality control and understanding of the need for precision, accuracy and reproducibility in any experimental methodology

Rigorous and methodical approach to the maintenance of laboratory/field records

Capacity to identify and evaluate a technical or methodological problem and thereby optimise existing / new methodology

Clear insight into the steps required for appropriate analysis of experimental data (including the statistical treatment of data)

Effective time management

Consideration of people & equipment in laboratory setting

Research potential

Has demonstrated an original and critical approach in the assimilation of the current state of knowledge in this particular field of research

Understands the gaps or flaws in understanding in this particular research field

Has independently put forward ideas for future experimental investigation in this research area

Has shown interest and curiosity in scientific questions beyond the confines of the current project

Has shown the overall ability to use the skills required to perform original scientific research

**If you award a mark in any category of 1 (iii) or higher, or less than 2B, please provide the reasons for your assessment in the space provided (insert additional pages if needed):**
Thesis

Information for assessors of Honours thesis

All Honours students in the School of Agriculture Food and Wine are required to complete a thesis describing their research project. This is to be written in the form of a scientific journal paper (12/24 Unit Honours). ALL students have been advised that the thesis can be as long as reasonably necessary, but no more than 5000 words should be required (excluding Figures, References, Acknowledgements, Appendices/Supplementary Material). Please do not adjust your rating on the basis that the thesis has exceeded the recommended length as the Honours Co-ordinator will deduct marks for overlong theses after the marks have been returned and collated. The format of the thesis is to be based on a specific journal chosen by the student in consultation with the principal supervisor(s). The thesis must include as an Appendix, the “Instructions for Authors” for the journal chosen by the student.

Students have attended an Honours Workshop where the elements of a good thesis have been identified and discussed. Students will have discussed the contents of the thesis with their Supervisors prior to examination.

We would like you to assess the thesis using the following criteria, in relation to your experience of other students at a similar level of research training.

The thesis should demonstrate:

• that the student has a comprehensive grasp of the current state of knowledge in their research area. Such evidence will normally be evident in the Introduction and Discussion sections of the thesis.

• a high level of competence in the techniques of data collection, analysis and presentation, as evidenced by the Methods and Results section of the thesis.

• an ability to evaluate and interpret the student's own work, and the work of others, in a critical manner with a high degree of reliability and insight. Such evidence will normally be evident in the Discussion section of the thesis.

• a high level of competence in the ability to summarise, in a clear and concise manner, the issues addressed in the study and its outcome. Such evidence will normally be evident in the Conclusions or Abstract section of the thesis.

• a high level of competence in the written communication of scientific material. The style, presentation and readability of the thesis are to be generally of a standard that would be expected by editors of scientific journals.

Please use the attached rubric to grade the thesis against these criteria (this will be sent to all examiners). Please also feel free to provide written feedback for the student, highlighting the strengths and weaknesses of their thesis paper. Constructive feedback is important as it enables the students to identify areas for improvement.

As a general guide to the overall grading scheme, it is expected that the majority of students who we accept for Honours will be capable of achieving Second Class Division A standard or above.

A Class 1 Honours indicates a high level of achievement in the criteria listed above.

A Class 2A Honours indicates the work was very good but lacked one or more of the aspects listed above.

A Class 2B Honours indicates the work was good, but lacked depth, presentation and/or interpretation.

A Class 3 Honours indicates a poor performance overall judged against the assessment criteria.
Marking Criteria for Thesis

Student: _______________________________; Examiner: ___________________________; Date: _______________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Class 1(i) (90 – 100%) Outstanding</th>
<th>Class 1(ii/iii) (85 – 89%/80-84%) Excellent</th>
<th>Class 2A (70 – 79%) Very Good</th>
<th>Class 2B (60 – 69%) Good</th>
<th>Class 3 (50 – 59%) Satisfactory</th>
<th>Fail (&lt;50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract (5%)</td>
<td>• Summarizes clearly the key methods and findings of the study.</td>
<td>• Summary of the main methods and findings of the study is provided.</td>
<td>• Summary of the methods &amp; findings of study is provided.</td>
<td>• The main methods &amp;/or findings of the study are not summarized.</td>
<td>• No summary of the findings from the review.</td>
<td>The work is very poorly written and well below expected standard or the relevant component is absent.</td>
</tr>
<tr>
<td></td>
<td>• Succinct and precise discussion &amp;/or conclusions are made based on the results.</td>
<td>• Discussion &amp;/or conclusions are made based on the results.</td>
<td>• Some of the discussion &amp;/or conclusions are not supported by the findings.</td>
<td>• Discussion &amp; /or Conclusions are not supported by the findings.</td>
<td>• There is no indication of any discussion &amp; /or conclusions drawn from the findings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implications of findings are clearly articulated.</td>
<td>• Future research direction is suggested.</td>
<td>• Implications of findings are not stated.</td>
<td>• Implications of findings are not stated.</td>
<td>• Implications of findings are not stated.</td>
<td></td>
</tr>
<tr>
<td>Introduction (15%)</td>
<td>• Introduction is very well structured and logically developed.</td>
<td>• Introduction is well structured and developed.</td>
<td>• Introduction in general indicates the main purpose of the study.</td>
<td>• Introduction lacks detail and is not well referenced/supported by the literature relevant to the topic.</td>
<td>• The background of the literature is not well documented.</td>
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<td>• The aims and significance of the study are clearly described.</td>
<td>• The aims and significance of the study are clearly described.</td>
<td>• All the elements of the literature relevant to the study are presented and referenced.</td>
<td>• Gaps maybe identified but reasoning behind why the study was conducted is not clear.</td>
<td>• There is no clear rationale as to why the study was conducted</td>
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<td>• Rationale for the study is well articulated and justified.</td>
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<td>• The aims and significance of the study are present but may not be conclusive.</td>
<td>• Evidence that only one or two major reviews were used to source information.</td>
<td>• No clear statement of aims/objectives or hypotheses to be tested.</td>
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<td>• The article is well referenced based on the literature that is available for the topic of study.</td>
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<td>Materials &amp; Methods (15%)</td>
<td>• Materials and methods are very clearly described, concise.</td>
<td>• Materials and methods are clearly described, well structured.</td>
<td>• Clear and well-organised descriptions of materials and methods used.</td>
<td>• Description of materials and methods is sufficient to allow a general</td>
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School of Agriculture, Food & Wine

The University of Adelaide
| Results (25%) | Unambiguous and very well structured.  
- All experimentation could easily be repeated independently of the author without any additional information.  
- Statistical analysis is very clearly described. | All experimentation could easily be repeated independently of the author without any additional information.  
- Statistical analysis is clearly described. | Some minor amounts of information may not be present, but experiments could be repeated based on descriptions presented.  
- Statistical analysis is generally described but lack of some details. | Understanding of what was undertaken.  
- The reader may find it difficult to repeat the experiment without additional information.  
- Statistical analysis is not well described with some errors. | Details of any novel procedures used are insufficient.  
- The methods used are not linked with the aims/objectives of the work.  
- The reader would not be able to repeat the experiment without further information. |
| Discussion & Conclusions (25%) | Results reflect the aims/objectives of the study very well.  
- The results are concise and unambiguous and presented very logically.  
- Figures and table legends can be interpreted as stand-alone without reference to the text in the main body.  
- Statistical analysis of the data (if appropriate) is complete and valid. | Results reflect the aims/objectives of the study.  
- The results are presented logically.  
- Figures and table legends can be interpreted as stand-alone without reference to the text in the main body.  
- Statistical analysis of the data (if appropriate) is complete and valid. | Results are presented in text with figure and table legends also described clearly.  
- A logical progression of results is evident.  
- However, there may be one or two inconsistencies with data interpretation based on the information presented.  
- Statistical analysis is mostly appropriate. | Results do not convey to the reader all the findings of the study.  
- Some of the figures and tables may not support the findings reported.  
- There is little evidence of statistical analysis of the data. | No description or very little attempt at describing the results of the study.  
- Data are not supported by appropriate figures and tables. |
| Citations & References (5%) | All necessary citations are included in the body of the review. | All necessary citations are included in the body of the review. | An acceptable number of sources are cited. | Insufficient number of sources is cited. |
| | All sources cited are of high quality and are accurately & correctly documented. | All sources are accurately documented. | All sources are accurately documented, but some are not in correct format. | Some sources are not accurately documented and/or are in incorrect format. |
| | All references cited in text are included in the Reference list. | All references cited in text are included in Reference list. | All references cited in the text are included in Reference list. | Some references included in Reference list are not cited in the text. |
| | Consistent & correct format used for citations & references. | Consistent & correct format used for citations & references. | Consistent & correct format used for citations & references. | Inconsistent format used for citations & references. |

| | Logical, easy to follow structure. | Logical, easy to follow structure. | Easy to follow structure. | Difficult to follow structure. |
| | The writing is clear and concise. | The writing is clear with no repetition or unnecessary verbiage. | The writing is generally clear but unnecessary words/repetitions are occasionally used. | Numerous repetitions in text with unnecessary verbiage. |
| | Spelling, English grammar, punctuations, etc. are perfect. | Spelling, grammar, punctuations, etc. have no errors. | Spelling, grammar, punctuations, etc. are satisfactory with a few common errors. | Spelling, English grammar, punctuations, etc. are poor with many errors. |
| | Material is presented in most appropriate way. | Material is presented in most appropriate way. | Material is presented in appropriate way. | Material is not appropriately presented. |
| | Figures of excellent quality and referred to in text. | Figures of high quality and referred to in text. | Figures of acceptable quality and referred to in text. | Figures of poor quality and not referred to in text. |
| | Figures and tables are correctly formatted and captioned. | Figures and tables are correctly | Figures and tables are incorrectly formatted and captioned. | Figures of poor quality and not referred to in text. |

" throughout the discussion. The implications explored, and the conclusions accurate and valid. & The implications explored, and the conclusions accurate and valid. & Limited evidence suggesting independent thought. & Information is not cited or is cited incorrectly. |

Citations & References (5%) & All necessary citations are included in the body of the review. & All necessary citations are included in the body of the review. & An acceptable number of sources are cited. & Insufficient number of sources is cited. |

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| • The Journal’s Instructions for authors are strictly adhered with the exception of the allowable variations outlined in the Preface. | formatted and captioned. • The Journal’s Instructions for authors are adhered with the exception of the allowable variations outlined in the Preface. | • Figures and tables are correctly formatted and captioned. • The Journal’s Instructions for authors are adhered with the exception of the allowable variations outlined in the Preface. | • The Journal’s Instructions for authors are adhered with some variations other than those that are allowed. | formatted and not captioned. • Significant variations to the Journal’s Instructions. |

Please provide any additional Comments in the space below (attached additional pages if needed):
Marking Sheet for Thesis

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9. General information related to the academic side of your Honours program

Role of the Supervisor

A supervisor is someone who has expertise in a particular field of research and thus, is able to advise the student about techniques, literature and so on. Although the supervisor does not drive the project they do offer support, constructive criticism and direction to the student, particularly in the early stages of the Honours course. The student should find their supervisor easy to talk with and someone they can work with and learn from.

Supervisor’s responsibilities:

- Provide continuous supervision during the Honours program.
- Read drafts of written work (literature analysis, essays, progress report, the thesis) and help with seminar preparations. Generally a supervisor will read only 1-2 drafts.
- Provide adequate infrastructure for the research project.
- Ensure that the student is adequately trained in, and adopts all OH&S, AQIS, OGTR and other ethical regulations as required for the project to be completed.
- Identify two suitable examiners (at least one internal examiner) and check that they will be available at the times that their assistance is required (approximate times detailed below).

Student responsibilities:

- Maintaining close contact with the supervisor, in the form of fortnightly meetings or e-mails.
- Dedicating at least 20 hours (12 units) or 40 hours (24 units) per week to the Honours course.
- Raise any problems when they arise.
- Take responsibility for the timely progression of their research program.
Role of the Honours Co-ordinator

The role of the Honours Co-ordinator is to offer advice and support as needed. The co-ordinator directs the workshop program and coordinates the assessment of final marks and ranking. If problems arise between the student and supervisor or with the development of the project, the Honours Co-ordinator should be informed.

An informal group meeting with the Honours co-ordinators will be held in mid-year. This meeting provides you the opportunity to share your progress and experience with your fellow students and to discuss any issues or suggestions to improve the Honours Program. If you would like to discuss any issues with the honours coordinator in private, please contact the coordinator to make a time to do that.

Weekly Seminars and Postgraduate Seminars

Weekly/fortnightly seminars are held mostly during semester in the School. You should attend group meetings when at all possible. Your supervisor can inform you of the group meetings/seminars that you should be attending. Notification of the seminars are generally distributed either by email and are also posted on the electronic ‘bulletin’. Additional seminars are scheduled at various times. Students located in an outside research centre (such as ACPFG or CRCs) are expected to attend local seminars. Weekly/fortnightly seminars are an important part of your research education. As you narrow your research focus with your own project it is important to remain aware of a wide range of techniques and problem solving approaches. An added bonus is that you may find inspiration and new ideas for your own project in seemingly unrelated projects. It also means that you will be providing support to others, as you will receive support when you present your seminar(s). The weekly/fortnightly seminar is also an excellent opportunity to find the Honours co-ordinator and other members of staff and ask questions or raise any issues that you may have.

Statistical Support

The Biometry group provide statistical support to researchers within the School of AFW on a consultancy basis. If you require statistical support for your projects, please discuss this with your supervisors. Your supervisors will need to contact Dr Olena Kravchuk at the Biometry Hub to discuss the research objectives and experimental constraints of your project so that appropriate statistical support for you can be arranged. It will be your responsibility to follow the advice given for the design and analysis of your experiments. Advices for relevant training courses to facilitate data management and analyses will be provided when appropriate.

Research Group

Most laboratories or research groups have regular meetings or discussion groups to discuss not only matters relevant to the functioning of that group but to find out about each other’s research, review journal articles or extend everyone’s knowledge. Your supervisors will expect you to participate in these group meetings.
There are also various other meetings (such as those of different professional societies) that may be of benefit to you. If you have a particular interest, ask your supervisor about other group meetings that may be beneficial.

**Record keeping, IP and research ethics**
During your studies you will be expected to maintain a laboratory book according to the standards used in your Supervisor’s laboratory. While the accurate maintenance of this laboratory book is extremely important for writing your thesis and publications, it is also important if you believe Intellectual Property (IP) will be generated. If commercially viable IP might result from your research or you may need to sign a confidentiality agreement (usually because of industry funding), your supervisor should tell you during your induction.

Any ethical clearance required for a project is the responsibility of your supervisor but you need to be aware of this process in order to complete the forms to fulfil the requirements for the core component of your structured program (and copies of relevant letters will need to be attached).

In terms of record keeping, your supervisor/s may also expect you to maintain records of expenditure (and accounts) in the laboratory and it is recommended that you keep a database or similar of the references that you read or copy (Endnote is recommended for this purpose – please see later section on referencing). It is also important to maintain honesty, be tidy in the laboratory and considerate of others’ needs in your work environment.

**Communication**
The preferred mode of communication for most notices and general information within the School is by email. It is your responsibility to check your email regularly and to remove unnecessary messages from the mailbox routinely to ensure that mailboxes are not full and new messages can be received. Students working with research partners (e.g. ACPFG, CSIRO) may have their emails automatically forwarded.

**Library**
As a student of the University of Adelaide, you will be able to borrow items from the Library; your student card is also your library card. Honours students are able to borrow up to 20 books at a time for a period of 4 weeks. You are also able to borrow bound copies of journals for a 24 hour period. In addition, you have access to electronic journals and databases that are available through the library homepage at: [http://www.adelaide.edu.au/library/](http://www.adelaide.edu.au/library/)

There is a specialist research librarian dedicated to each research area of the University. Shortly after you enrol as a postgraduate student you will be notified of the librarian specific to your area of research.

Libraries are located on both the Waite (the Woolhouse Library) and Roseworthy campuses. Items that are held in the Barr Smith Library (on North Terrace) can be sent to these libraries for pick-up through the document delivery service.
Research Facilities
Depending on the nature of your research project, you may be required to utilise one (or more) of the research facilities associated with the School: the Wine Science Laboratory, the Orchard, the Vineyard and/or the Farm. In addition, the School has various glass houses and animal houses that are available for booking for the running of experiments. You should discuss your requirements for your research with your supervisor. Some of the research facilities will charge for extended bookings and you will need to discuss this with your supervisor.

Ethical Clearance

Research Ethics & Compliance Unit

All University of Adelaide students must ensure that they identify all relevant legislative and compliance requirements of the university and also of regulatory and advisory bodies in relation to their research. They must also undertake the necessary steps to meet their obligations with regard to obtaining the necessary clearances prior to commencing their work. While the supervisor is responsible for applying for ethics approval, the student may be involved in preparing the application and must undertake appropriate training before beginning research. Failure to comply with regulations may result in the cancellation of candidature as it has the potential to place University licences at risk. The Office of Research Ethics, Compliance and Integrity (ORECI) provides resources, advice and assistance regarding ethics and compliance obligations. The ORECI is located at the Research Branch, Level 7, 115 Grenfell Street, The University of Adelaide, SA, 5005 (www.adelaide.edu.au/research/ethics).

Human Research Ethics

All human research must obtain appropriate ethical clearance before commencing any activities. All human research must comply with the:

2. National Health and Medical Research Council (NHMRC) Values and Ethics - Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research
3. NHMRC Guidelines Under section 95 and section 95A of the Privacy Act 1988

University staff and students must be aware of and adhere to the following guidelines in the practice of their research:

- Australian Code for the Responsible Conduct of Research 2007
- In addition researchers should refer to NHMRC Guidelines which is being continuously updated.

For more information, visit: http://www.adelaide.edu.au/ethics/human/
Animal Ethics
As of 1 January 2011, all University of Adelaide Honours students using animals for research are requested to complete the two-part Animal Ethics and Welfare training, and append a certificate to this effect to their bound Honours thesis at the end of the year. From 1 February 2011, all animals housed on University premises and subject to multiple ethics approvals must be identified by the display of the relevant approval numbers from all approving committees. This information must be clearly attached to each cage in addition to the existing information regarding the project and include researcher names. Any unexpected or adverse events associated with the use of animals are to be reported promptly to the University Animal Ethics Committee and relevant local committees.

Ethics approval must be granted before you can proceed with the use of animals. Thus, it is important to ensure that the application is lodged as soon as possible.

The University has made provision for students who have a conscientious objection to using animals in teaching and assessment. A student who is expected to use animals in research and has concerns should discuss the situation with their principal supervisor and Deputy Head of School (Postgraduate research) if necessary.

For more information, visit: http://www.adelaide.edu.au/ethics/animal/

Recombinant DNA/GMOs Ethics
Students whose research will involve recombinant DNA or genetically modified organisms will need appropriate approvals from the Institutional Biosafety Committee and where necessary, the Office of the Gene Technology Regulator. Your supervisor is responsible for obtaining the required ethical clearance, however you will be involved in preparing applications for approval.

For more information, visit: http://www.adelaide.edu.au/research/ethics/gentech/

Quarantine Regulations
Students have a responsibility to ensure that they comply with the Quarantine Act 1908 when dealing with quarantine status material and with the requirements of all other regulatory organisations prior to and after importing or exporting the materials.

For more information, visit: http://www.adelaide.edu.au/research/ethics/quarantine/

Radiation Regulations
Students whose research will involve the use of ionising radiation (excluding non-ionising radiation eg, ultraviolet, microwaves) have an obligation to ensure that their work does not affect the safety of other staff, students or the public by any action or inaction. In particular they must ensure that they do not expose others to radiation. All persons using ionising radiation must comply with the directions of (and report to) the licensed Area Radiation Safety Officer.
Travel and Field Trip Procedures

Before you embark on travel associated with your research (e.g., conference attendance or a field trip) you will be required to complete a “Request for Approval of STUDENT travel” form. This form provides the base information regarding your travel and needs to be signed by the Supervisor, Finance Manager, and Head of School. This form is available electronically on the University’s website. Your supervisor will be able to assist you in this process.

If you are undertaking a field trip, you will also have to complete a “Field Trip Form”. This form provides an assessment of your trip and emergency contact details. Please get these forms from your supervisor and be sure to complete it prior to undertaking the field trip.

Both these forms can be lodged with Nicola Featherstone (Technical Services, Building 20) PRIOR to your departure.

Other Details

Referencing
Accurate referencing of information is critical and computer programs such as ‘EndNote’ and ‘Reference Manager’ simplify this task. These programs enable you to import reference searches directly from databases such as Current Contents and CAB Abstracts, and allow you to choose the output style of these references when collated in a bibliography. In addition the ‘cite as you write’ function within these packages allow accurate referencing within the text as you write. The programs are relatively straight forward BUT do not leave it till the last minute.

At the Endnote Workshop you will be introduced to this program.

There is also a tutorial for Endnote available on Canvas and this is highly recommended. For information see http://www.library.adelaide.edu.au/gen/bibsoft/endtutinstr.html

Word Processing
It is advisable to learn formatting features of Microsoft Word (or equivalent) program early in the year. This will make it easier to provide consistent formatting throughout your written work, and will make the production of table of contents etc much easier.

Deadlines
Deadlines for all course components should be strictly adhered to. Submission times are always by 5:00pm on the day indicated in the Course Timetable (unless specified otherwise). If an extension is not applied for or not granted, then a penalty for late submission will apply. A penalty of 10% of the value of the assessment for each calendar day that is late (i.e. weekends count as 2 days), up to a maximum of 50% of the available marks will be applied. This means that an assignment that is 5 days late without an approved extension can only receive a maximum of 50% of the mark. Assessment submitted more than 5 days (including weekend) after the due date without an approved extension will not be marked.
10. General information related to the administrative side of your Honours program

The School releases a regular “Bulletin” which contains information about upcoming seminars, social events, administrative news and other important information. Please make yourself familiar with this. Karen Chance notifies staff when a new bulletin is available.

Computers, Email and the Internet

School policy for Honours students and computer access: There are various computer suites available to students to access – all that is required is your login and password. Each computer should be set up to enable access to a printer and server capabilities. Discuss access to computers with your supervisor – ITS will help make access possible.

If you experience technical difficulties with your computer, you must contact the ITS Help Desk on 8313 3000. Ensure that you receive a “job number” for your issue. The ITS Help Desk will liaise with the ITS personnel available on each campus if required.

Your email account will be automatically activated once you have been enrolled. Generally your email address will be of the format: givenname.familyname@adelaide.edu.au. You should be on various email lists (both at the University and School level), depending on your area of research – contact Michelle Coe to ensure you are on the correct lists.

The University has an IT use policy regulating usage of the Internet which is available at: http://www.adelaide.edu.au/policies/?mode=dl;doc=793/ITAcceptableUsePolicy.pdf

Students should note that their Internet usage is monitored. Not only does Internet time cost your laboratory research group but you also need to use your time responsibly.

You should become familiar with the School’s Intranet page, available at: http://www.agwine.adelaide.edu.au:978/staff/

This page contains links to the School’s Emergency Procedures, Safety Information, IT Support, School policies and general School administration.

Workspace

Your supervisor will allocate desk and laboratory space to you.

Photocopying

Photocopiers are available for use by students in:

- Waite Main Building – GN03 and N102
Before use, you will have to seek assistance from your supervisor on how to operate this machine (GN03). Library photocopiers use your student card or a copy card that can be purchased from the machines in the library. Money can be added to either of these cards using the machines in the library. Also, ask your supervisor/s whether there is a laboratory/group copy card/s.

**Mail and Phone Services**

All incoming mail is distributed into the mailboxes in GN03 at Waite or forwarded onto your organisation if you are located in other buildings. At Waite, the student mailboxes are labelled as “postgrads” and with a block of alphabet (eg, A-G, H-L). You should check the mailboxes regularly. To send mail internally (that is, to other people on Waite Campus, other institutions on campus, or other campuses), use a yellow internal envelope and to send mail externally ensure the envelope is stamped or in a University envelope (if University business) and then place in the outgoing mailbox/mailbag.

Most university phone numbers have the prefix 8313 followed by the extension number (8313 XXXX). To place a call to outside the University you must dial 0 first. STD and international calls are only allowable in certain instances with your supervisor’s approval. Discuss this with your supervisor.

**Meeting rooms and tea facilities**

Within each building there are usually several dedicated meeting rooms. Meeting rooms need to be booked and can be used for meetings with supervisors, seminar practice and presentations. Your Honours co-ordinator and/or supervisor will explain the procedures for booking the meeting room in your area.

Most of the larger buildings on Waite Campus also have a dedicated morning tea once per week where important announcements and introductions are made. The tea room usually contains refrigerators that you are able to use for storage of your lunch and drinks (laboratory spaces should not be used for storage of food or drinks). Please remember that this is a shared facility and remove unwanted items. The procedures for tea and coffee making (rosters, costs, etc) differ across the Campus. Your supervisor should inform you of the location of the tea room and any other special requirements.

**Cars, parking permits, maps and campus parking rules**

Maps of the three campuses can be found at:

http://www.adelaide.edu.au/campuses/

Parking on the Waite and Roseworthy Campuses is not regulated by parking permits. However, you will need to park in the designated parking spaces or you could be fined. On both campuses there are various “Authorised vehicles only” spaces located close to the main buildings – these spaces are for University vehicles only. If visiting the North Terrace campus you will need a parking permit – permits are available from the car booking room (Waite
reception). Some off-site students may have access to permits from their own organisation (e.g., ACPFG have two permits held at Reception in the PGC). These permits must be displayed when parked at North Terrace.

Your supervisor should also explain the School’s online Vehicle Booking System (http://uafleet.lingosystems.net.au/SignIn.aspx ) for access to parking permits and University cars and the costs involved with their usage. To be able to drive a University car you will need to record your Australian drivers licence number with the School. When you have finished your journey (work usage only), the logbook in the glove box should be used to record the kilometres at the start of the journey, kilometres at the end of the journey, total kilometres of journey, purpose of journey, your name, and the project code for payment. When using the cars it is important to use them responsibly, return them on time and in a reasonable condition, and return the keys (and parking permit if appropriate) when you are finished with the car.

Petrol cards (Motorcharge cards) are supplied with each car. Cards are accepted at most service stations – check prior to filling the car. At the time of purchase you will need to supply the attendant with the current mileage.

**Purchasing procedures and the store**
The School provides basic stationery (pens, pads, etc) free of charge to students and staff of the School. Stationery cupboards are usually located at the reception of each building. Please only take what you require.

Other items are required to be purchased through the University acquisition system available through Access Adelaide. You will need to have your University log-in and password as well as a project code. This site can be accessed through the School’s Intranet site.

**Student card and after hours access**
Once you have enrolled you will be able to collect your student card – you will need to take along a copy of your enrolment verification. For students at the Waite Campus you can collect your card from Card Services at North Terrace. Your card will need to be validated each year, even if you were an undergraduate student at the University of Adelaide.

If you require after hours access to any buildings see Ben Pyke in the first instance (most Waite buildings), and for access to the Plant Research Centre (see reception in that building). It will take two or three days for your student card to be activated so that you can use it in the swipe machines attached to the doors to allow access after hours. If there are any security issues ring campus security in the first instance. Security staff will wear a blue uniform, which is badged, and patrol the buildings after hours.

**Safety information**
The School of Agriculture, Food and Wine is obliged to follow the University Occupational Health & Safety policy and procedures. To ensure that you know and understand the procedures for your immediate work area (laboratory or field), building and campus, you are required to complete a series of safety
inductions. This includes an online OH&S Induction (http://www.adelaide.edu.au/hr/ohs/training/), a local area induction (to be completed with your Supervisor or Lab Manager) and a School Safety Induction (you must attend one of the two sessions scheduled in the Honours Timetable).

If you are involved in an incident or a “near miss” situation, you are required to complete an “Incident/near miss form”. These forms are bright yellow and are available from within your lab safety folder (that will be within the supervisor’s lab). The forms need to be lodged with the relevant Health & Safety Officer for your area.

All laboratories have a safety booklet near the phone outlining what to do in an emergency. Make sure you become familiar with emergency procedures.

**Grievances**

Most grievances should be directed through the Honours Co-ordinator or your supervisor, and if necessary the Head of School. It is important to keep in mind that it is extremely rare that a problem cannot be resolved, so make sure you seek advice early on.

**11. Student Support Services**

**Ask Adelaide**
- Provide non-academic support to all students, including assistance with fees, graduations and other services.
- Location:
  - Waite Campus: Waite Student Hub, Lower Ground Floor, McLeod Building (under Lirra Lirra), phone 8313 5208.
  - North Tec Campus: in Hub Central, Plaza Building, phone 8313 5208

**Waite Campus**
The Waite Student Hub is a new one-stop, one step service for all student information queries at the Waite Campus. Services for students are delivered face-to-face and on-line in an informal learning space with project lounges and information technology facilities that encourage informal and flexible learning practices. The Waite Student Hub is located in the lower ground floor of the McLeod Building, below Aroma (Lirra Lirra) Café.

The Waite Campus branch of the Adelaide University Union (AUU) is also located at the Waite Hub. AUU provides students at Waite with a representative voice and a social environment. AUU maintains a shopfront and office/information area, with regular events and activities throughout the year. For more information visit: http://www.auu.org.au/Common/ContentWM.aspx?CID=142

**North Terrace Campus**
The major student support system is located on the North Terrace Campus. All postgraduate students are entitled to assistance from the Adelaide University Postgraduate Students’ Association. More information on their services is available at: http://www.adelaide.edu.au/pgsa/ In addition, there are various counselling services available to students:
Education and Welfare Officers
- Provide a broad-based help service and act as the first point of contact for counselling, referral and advocacy in relation to students with a wide range of needs or problems.
- Provide assistance if you feel that you are being harassed, treated unfairly or discriminated against.
- Located on the ground floor of the Lady Symon Building, phone 8313 5430

Counselling Centre
- Provide a drop-in service, telephone counselling and individual appointments to cover a range of issues affecting students and their ability to study.
- Located on the ground floor of the Horace Lamb Building, phone 8313 5663

International Student Centre
- Provide non-academic support to international students, including assistance with visas, health insurance and accommodation.
- Located on the ground floor of the Old Classic Wing Building, phone 8313 4828

12. After honours

What options exist for you after your honours year?

During your Honours year you should be considering what it is you want to do in the following year and thereafter. Do you want a job? Do you want to pursue a research career and earn a doctorate? Members of the School are available to consult you on this (e.g. Honours Coordinator, your supervisor(s), and other Faculty staff).

It cannot be stressed enough that you should consider these options early. There are a variety of options that are available to you should you choose the PhD path. During the second half of the year, you will be bombarded with literature about PhD scholarship opportunities (of which there are many). Importantly, forms need to be COMPLETED and submitted while you are still finishing your Honours. If you are serious about a PhD then you should consult with potential supervisors as soon as possible to discuss what projects they have on offer.

For more information visit the Adelaide University Graduate Centre website at: http://www.adelaide.edu.au/graduatecentre/ and/or talk to your Honours coordinator.
13. Appendix 1: Written work checklist

Handy Hints

Early in the drafting process

➢ Talk to others about your ideas for discussions /research proposal / essay topics to get a reality check of your ideas, are they logical, what are the possible counter arguments. Informal discussions with Post-Docs and PhD students over coffee or beer are excellent for this.

➢ Search for and review relevant literature. Note that over reliance on secondary sources (text books, reviews, extension articles) is unacceptable.

➢ Prepare drafts early (for essays at least a week, and for your thesis at least four weeks before it is due).

➢ Getting the structure right is usually the hardest. Try using bullet points and move them around until the flow is logical. Then start writing sentences. If you get stuck at any point, make a copy, go back to bullet points move them around again and repeat until it works!

➢ Get others to read early drafts and comment.

➢ As you read the literature:
  o summarise key points in your own words
  o make comments about whether the results were convincing
  o clearly identify outstanding questions (and think about how they could be resolved)

➢ Put the draft away for a few days (use this time to read and summarise references).

2. Checklist for all written work (including slides / posters)

➢ Redraft, edit and proof read.

➢ Edit for cohesion – is there a good flow between each paragraph and section.

➢ Is each sentence simple and coherent, can it be read in a single pass? (a good test is to ask yourself would I say it this way if I was talking to someone).

➢ Does each sentence add value? (a good test is to ask, would it matter if I deleted this sentence – you’ll be surprised at how often the answer is NO!).

➢ Can the subheadings be re-written to make them more informative or to provide more impact?

➢ Always use a spell checker for the last draft. Add scientific words to a custom dictionary so that you check for these as well.

➢ Check that you have followed the instructions for word lengths, page formatting.

➢ Check the assessment criteria and ensure that you have given appropriate weighting to each section.
**Referencing**

Accurate referencing of information is critical at all times and computer programs such as ‘EndNote’ and ‘Reference Manager’ simplify this task. These programs enable you to import reference searches directly from databases, and allow you to choose the output style of these references when collated in a bibliography. In addition the ‘cite as you write’ function within these packages allow accurate referencing within the text as you write.

There are many different systems of citing references. Different journals use different systems. Please discuss the system to be used with your supervisor based on the ‘journal style’ that is selected for your thesis paper.

Every time you refer to work of other authors you have to identify their work by making reference to it - both in the text of your thesis, and in a list at the end of your thesis. No matter if you quote, copy, paraphrase or summarise you have to identify the original author and the page number if quoting or referring to a specific part of the work.

A simple author-date referencing system is the Harvard system. Examples for the usage of the Harvard system are given in the following table. It shows you how to reference different sources in the text and the reference list. One way of citing gives prominence to the author by using the author’s name as part of your sentence, the date in brackets, e.g., *Smith (1989)* has argued....

The other way of citing references gives prominence to the information, with all the required details in parentheses. E.g. *The sheep industry in Australia’s rangelands is in economic crisis (Smith, 1989).*

If you simply present information as in the above example, without any critical comment or questioning of the information, the reader assumes that you agree with the information. Compare the following examples:

*Populations of insectivorous birds are stable in southern South Australia (Jeffries 1998).*

AND

*Jeffries (1998) states that populations of insectivorous birds are stable in southern South Australia. However his study had significant limitations and is the only study that has been undertaken.*
## Points to consider when writing the thesis

| Title & Summary | The Title is clear and concise, and alerts the reader to the main point of the study.  
|                 | The Abstract outlines in a concise and accurate manner:  
|                 | - the reasons for doing the experiments;  
|                 | - how they were performed;  
|                 | - the main findings;  
|                 | - the principal conclusions from the results.  
|                 | The format corresponds to the convention used by the chosen journal.  
| Language conventions | Give background information (usually in the present tense).  
|                     | Report the principal activities you have undertaken in your research in the past tense/present perfect tense.  
|                     | Describe methods you used in the past tense.  
|                     | Report your results in the past tense.  
|                     | Write conclusions in the present tense and use tentative verbs/modal auxiliaries (will, would, should, may, could).  
|                     | Generally you should lead from general statements into more specific statement. |

| Literature analysis | The literature review will be substantially based on the literature analysis you prepared early in the year. Be sure to include i) changes suggested by your reviewers ii) recently published literature and iii) literature relevant to changes in direction of the research that may have occurred during the year.  
|                    | Provides the reader with background information to understand your study.  
|                    | Assures the reader that you are familiar with the important research in your area.  
|                    | Establishes your study as one link in a chain of research that is developing and enlarging knowledge in your field.  
|                    | Supporting information provided in the literature analysis displays logical thought, and serves to present the hypothesis as a reasonable scientific proposal (i.e., the hypothesis fits the known facts and is testable).  
| Language conventions | Use present tense for facts.  
|                     | Use present perfect tense for citations where the focus is on the research area of several authors.  
|                     | Use past tense for author prominent citations to report the findings of individual studies closely related to your own (Author (1990) found, showed, reported, noted, observed).  
|                     | Use tentative verbs of report (proposed, suggested, hypothesised) for suggestions or proposals. |
| Materials & Methods | • Materials and Methods are described accurately, and with sufficient detail that a reasonably knowledgeable colleague could repeat the experiments using this description.  
• Novel techniques or deviations from standard practice are described in detail.  
• Brief descriptions and appropriate references are provided for established techniques.  
• Statistical treatment of the data is appropriate, and adequately explained.  
• The design of the study, as described, is suitable to test the stated hypothesis. |
|---|---|
| Language conventions | • Procedures you used in carrying out your study should usually be described in the *simple past tense*.  
• Standard or conventional equipment in your field should be described in the *present tense*.  
• Descriptions of specially designed materials with which other workers in your field may not be familiar are usually written in the *past tense* use present tense for facts. |
| Results | • Present the findings of your study.  
• Material presented in the Results section is relevant to the hypothesis.  
• Tables and Figures used are appropriate to illustrate the data and aid in its interpretation (remember to refer to them in the text).  
• Tables and Figures are presented in a scientifically acceptable form.  
• Tables and Figures with their legends are capable of being understood without reference to the text.  
• The same data are not duplicated in both Tables and Figures.  
Language conventions | • Use *present tense* to locate your data in a figure.  
• Report your findings in the *past tense*. |
| **Discussion** | • The main findings are clearly stated.  
• The Discussion interprets the results (not merely recapitulates them) and matches the outcomes with the expectations based on the hypothesis.  
• The Discussion displays a clear and logical development of arguments and conclusions about the meaning of the results.  
• The arguments presented in the Discussion clarify the relevance, usefulness, possibilities and limitations of the experiments and the results obtained.  
• If limitations are identified, solutions to overcoming these are suggested.  
• Interpretation of the findings is rigorous, and conclusions are logically consistent with the known facts (including the present findings).  
• Implications of the study for current understanding in the area and future research are summarised appropriately. If speculative comments are made, they should fit the known facts.  
• The Discussion is not overly long, and does not contain material that is of marginal relevance to the results obtained, or the original hypothesis.  
• All literature cited has the function of supporting arguments used to interpret the findings, and is appropriate to the statement being supported (preferably the original source of the information, not from review papers).  

| **Language conventions** | • The verb tense most commonly used in referring to the purpose of the project, the hypothesis, and the findings is the *simple past*.  
• When comparing your findings to those of other researchers, use the *present tense*.  
• For general statements about the importance of the study as a whole, use *simple present tense* and *modal auxiliaries* (will, would, should, may, could). |

| **Style, presentation & readability** | • The grammar, punctuation and spelling demonstrate a proficiency in the English language that allows effective written communication of scientific material.  
• The thesis is written in a style that displays precision and avoids ambiguities.  
• The writing style is clear. Sentences and paragraphs are capable of being easily understood after being read at a single pass.  
• The writing style avoids unnecessary repetition.  
• The thesis does not contain excessive use of abbreviations or acronyms, which detract from readability.  
• The thesis lacks careless errors and/or inconsistencies.  
• Citations are used appropriately, and are complete and accurate.  
• Citations in the References section correspond exactly with those in the text.  
• The format of the thesis, including citations, corresponds to the convention used by the chosen journal. |
### Appendix 2: Key Dates for Examiners & Supervisors (see Timetable on the exact dates for the current year)

<table>
<thead>
<tr>
<th>Required times</th>
<th>Receive to mark</th>
<th>Marking due back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marking Literature Review &amp; Research Proposal</td>
<td>Mid-April</td>
<td>End of April</td>
</tr>
<tr>
<td>Essay (if you were asked to be the examiner for Essay, which is applicable for 24 unit students only – can be different examiner)</td>
<td>Mid-June</td>
<td>End of June</td>
</tr>
<tr>
<td>Marking Thesis</td>
<td>Late October</td>
<td>Mid-November</td>
</tr>
<tr>
<td>Final Seminar and Thesis Defence (oral)</td>
<td>Mid-November</td>
<td>On the date of the seminar &amp; defence</td>
</tr>
<tr>
<td><strong>Other dates of interest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Plan Seminar</td>
<td>March</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## 15. Appendix 3: Honours Program Summary Form

Complete the form, email a copy to jo.zhou@adelaide.edu.au and cc’ed all your supervisors and examiners in the email, and submit an e-copy to MyUni Canvas.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title:</td>
<td></td>
</tr>
<tr>
<td>Principal Supervisor name:</td>
<td></td>
</tr>
<tr>
<td>Contact details</td>
<td>Postal:</td>
</tr>
<tr>
<td></td>
<td>Phone:</td>
</tr>
<tr>
<td></td>
<td>Email</td>
</tr>
<tr>
<td>Co-supervisor name (if any):</td>
<td></td>
</tr>
<tr>
<td>Contact details</td>
<td>Postal:</td>
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<tr>
<td></td>
<td>Phone:</td>
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<td></td>
<td>Email</td>
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<tr>
<td>Examiner’s Name (1):</td>
<td></td>
</tr>
<tr>
<td>Contact details</td>
<td>Postal:</td>
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<tr>
<td></td>
<td>Phone:</td>
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<td></td>
<td>Email</td>
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<tr>
<td>Examiner’s Name (2):</td>
<td></td>
</tr>
<tr>
<td>Contact details</td>
<td>Postal:</td>
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<tr>
<td></td>
<td>Phone:</td>
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<td></td>
<td>Email</td>
</tr>
</tbody>
</table>

### Occupational Health and Safety (OH&S)

<table>
<thead>
<tr>
<th>Completed (Y/N)</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Area Induction¹</td>
<td></td>
</tr>
<tr>
<td>OH&amp;S Online Induction (see timetable for link and attach your completion form to this sheet)</td>
<td></td>
</tr>
<tr>
<td>School of Agriculture, Food and Wine Safety Induction (see timetable for induction dates)</td>
<td></td>
</tr>
</tbody>
</table>

The following only applicable to 24 unit Honours students

<table>
<thead>
<tr>
<th>Option 1: Essay</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 2: Level III Course² (see Page xx of the Handbook)</td>
<td>Course name, code and course co-ordinator</td>
</tr>
</tbody>
</table>

### Essay Examiners:

<table>
<thead>
<tr>
<th>Examiner 1: Principal Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examiner 2: ........................</td>
</tr>
</tbody>
</table>

### Signatures

| Student ................................| Date.................. |
| Supervisor: (1).........................| Date.................. |
| Supervisor: (2)........................| Date.................. |

¹ *Lab work not to commence until completed. To be signed by Honours supervisor or Lab Manager.*

² *Do not enrol in the course. Please contact the Senior Academic Support Officer (ASO) – David Hart with details of the course prior to the beginning of the appropriate semester.*