



Faculty of Medicine, Dentistry & Health Sciences
**Melbourne School of Psychological
Sciences**

FOURTH YEAR PSYCHOLOGY STUDENT MANUAL 2026

Version 5

Date: March 4, 2026

Introduction.....	5
Key Contacts	5
Subject Coordinators and Lecturers	6
Occupational Health & Safety.....	6
Stop 1.....	6
Other Support Services	7
Email	7
Appropriate Behaviour	7
Canvas (Learning Management System)	7
Student Portal.....	8
World Wide Web	8
Administrative matters.....	9
Enrolment Changes.....	9
Leave of Absence or Withdrawing from your Course.....	9
Work Commitments	9
Structure of the Fourth Year Program.....	10
Compulsory Subjects.....	10
Subject Code	10
Subject Name.....	10
Coordinator.....	10
Elective Subjects	10
Subject Code	10
Subject Name.....	10
Coordinator.....	10
Research Project (PSYC40010)	11
Availability of Previous Fourth Year Empirical Reports (Honours Theses)	11
Use of Existing Data for a Research Project.....	11
Statistics Advising for Fourth Year Research Projects	11
Policy Surrounding External Supervision of Fourth Year Research Projects.....	12
Minimum Standards for Honours Project Supervision.....	12
Responsibilities of Honours Researchers	13
Guidelines for the Draft Introduction	14
Overview.....	14

Meeting the hurdle requirement.....	14
Draft Reading Policy	14
Feedback on Draft Introduction	14
Tips and suggestions for writing the Draft Introduction	15
Guidelines for 10 Minute Oral Presentation.....	16
Guidelines for the Empirical Report (Honours Thesis)	17
Overview.....	17
Draft Reading Policy	17
Other Guidelines.....	17
Marking of Empirical Report.....	17
Ethics.....	18
Overview.....	18
Research Experience Program (REP).....	18
Assessment.....	19
Class Attendance Requirements	19
Assessment Requirements	19
Examinations	19
Submission of Work	19
Penalty for Late Work	20
Extensions.....	21
Procedure for Submitting a Request for Extension	21
Procedure for Requesting a Continuation of an Assignment Extension.....	22
Evidence Requirements.....	22
Medical Certificates	22
Eligible Circumstances	22
Ineligible Circumstances	23
Special Consideration (Unexpected Circumstances)	23
Special Consideration (Ongoing Support).....	25
Potential Consequences of extended submission dates	25
Word Count Policy and Penalties for Exceeding Word Limits	25
Citations and Referencing.....	26
Accessing Library Articles.....	26
Feedback on Assessment Tasks and Remarking	26

Potentially Confronting Materials.....	28
Subject Evaluations.....	28
Academic Honesty and Plagiarism	29
What is plagiarism?	29
Video: Plagiarism and Academic Integrity	29
What is collusion?.....	29
Penalties for Plagiarism and Collusion	30
Resubmission of Previously Submitted Work.....	30
Facilities	30
Graduate Resources Room	30
Key Hiring.....	30
Working in isolation form	30
Student Services.....	30
Counselling Service	31
Academic Skills Unit.....	31
University Computer Facilities	31
School Prizes	32
Norma Grieve Prize	32
Jeff Pressing Prize	32
APPENDIX A: Documents relating to assessment of Draft Introduction	33
Benchmark Criteria for a H1 Standard Draft Introduction.....	33
Grade Descriptions for the Draft Introduction.....	33
Draft Introduction Feedback Sheet	35
Appendix B: Documents relating to assessment of Empirical Report	36
Benchmark criteria for a standard H1 Empirical Report.....	36
Grade Descriptions for Thesis	37
Empirical Report Feedback Sheet	39
Appendix C: Front matter for the Empirical Report.....	40

Introduction

Welcome to your Fourth Year Psychology at Melbourne School of Psychological Sciences (MSPS). We hope that this year will be both an enjoyable and successful year for you.

This manual provides information regarding the structure, content, and submission of work for Fourth Year Psychology, as well as many of the policies and procedures within the MSPS. You will find that it answers most of the common questions that arise and provides guidance about where to seek answers to any other questions. Thus, the manual should act as your **first point of reference** for any questions or queries, but also provides guidance about where to seek answers to any other questions you may have.

Your feedback on this manual is always valued, so please contact the Fourth Year Convenor if you have suggestions for additional content for this manual. Note that the Convenor may update the manual from time to time, so also check that you have the latest version.

Key Contacts

The Melbourne School of Psychological Sciences is part of the Faculty of Medicine, Dentistry and Health Sciences. It is one of the largest and finest psychology schools in Australia. You can contact the School in several different ways:

ADDRESS	Level 12, Redmond Barry Building Melbourne School of Psychological Sciences The University of Melbourne Victoria, 3000
PHONE	(03) 8344 6377
EMAIL	enquiry-psych@unimelb.edu.au
WEB	psychologicalsciences.unimelb.edu.au
SCHOOL OFFICE	10am – 1pm, 2pm – 4pm, Mondays, Tuesdays, Thursdays, Fridays (Please note the office is closed on Wednesdays)

Key Fourth Year Personnel

Fourth Year Convenor	Dr Khandis Blake: fourthyear-psych@unimelb.edu.au
Fourth Year Deputy Convenor	Dr Benita Green: fourthyear-psych@unimelb.edu.au
Director of Teaching and Learning	Prof Katherine Johnson: kajo@unimelb.edu.au
Head of School	Prof Kristen Pammer: hod-psych@unimelb.edu.au

*****Tips*****

- Any queries regarding individual subjects in fourth year should be directed to the relevant subject convener (see below for a list of fourth year subject conveners)
- Any queries regarding (a) the Research Project, or (b) the fourth-year program more generally should be sent to the dedicated Fourth Year Inbox: fourthyear-psych@unimelb.edu.au.

- If the fourth year Convener is unavailable or on leave, the Deputy Convenor or Director of Teaching and Learning may be able to assist you.

Subject Coordinators and Lecturers

Subject coordinators are academic staff members responsible for the teaching of your Psychology subjects (see below for a list of fourth year subject coordinators). Consult the appropriate subject contact person if you are having difficulties with a subject. If you are having difficulties or concerns that affect several subjects and/or the Research Project, contact the Fourth Year Convener and relevant professional staff by emailing: fourthyear-psych@unimelb.edu.au.

Occupational Health & Safety

All students must be familiar with their occupational health and safety obligations. Please refer to the University web page on OH&S to complete your required training: <https://safety.unimelb.edu.au/>

Stop 1

Stop 1 is the home of University student services online, on the phone and in person. As a student, Stop 1 can help you with enrolment, course planning, administration, support services and skills and development. The range of services you can access through Stop 1 includes:

- Administrative and information services including student ID cards, enrolment queries, fees, transcripts, scholarships, and graduations.
- Skills and development services including employability, academic development, and student development.
- General support services including disability, housing, financial aid, and the Safer Community Program.
- Academic support including Academic Adjustment Plans and special consideration via the Student Equity and Disability Support (SEDS) which provides services as indicated at <http://services.unimelb.edu.au/student-equity> for students who need ongoing support with their studies.

You can contact Stop 1 via the following sources:

Web: <http://students.unimelb.edu.au/stop1>

Email and live chat: <https://ask.unimelb.edu.au>

Phone: 136-352

Walk in: 757 Swanston Street (Parkville), Elisabeth Murdoch (Southbank)

You can book a general Stop 1 advisor by going here: <http://students.unimelb.edu.au/myuniapps/book-a-stop-1-adviser>

Other Support Services

The University of Melbourne offers one of the most comprehensive student support networks in Australia. This includes academic support (e.g. writing help, IT help, course planning help, study help), general support (e.g. childcare, financial aid, special consideration, legal support), health and wellbeing support (e.g. health services, security, counselling, eyecare, sport facilities) and career support. For further details, refer to this manual, or please see here: <https://services.unimelb.edu.au/finder/home>

Email

Email is the School's primary mode of communication with students, so it is imperative that you activate your student email account. Lecturers, tutors, and administrative staff all use the University email system to communicate with students. It is your responsibility to check this email account regularly to avoid missing important information relevant to your studies. If you have not yet activated your student email account or are having difficulties doing so, please visit this website: [Student IT @ UniMelb](#)

Information on how to set up your student email account on your smart phone/tablet, or how to have your student emails forwarded automatically to your personal email account, can be found here: <https://studentit.unimelb.edu.au/study/software/google-workspace>

Please note that staff can only be expected to respond to emails during business hours and tutors only during their official employment hours. Please allow at least 3 business days for the staff member to respond and understand that responses may be delayed in some circumstances (e.g. sick leave, annual leave, overseas conferences, etc.).

Appropriate Behaviour

Students are required to behave in an appropriate manner towards academic staff, tutors, professional staff, and other students. They must avoid "peppering" staff or tutors with emails, posting inappropriate content on discussion forums and making derogatory or inappropriate comments either in public forums, such as lectures or seminars, or in surveys, such as the SES. They must not attempt to intimidate, harass, or bully staff or other students. It is never appropriate for students to vent their frustration or anger at staff or other students.

Additionally, students may not take photographs, video or audio recordings of lectures, tutorials, rehearsals, performances, or practical classes without the express written permission of both the staff member supervising the activity (or the subject coordinator) and the written permission of the identifiable individual, or their legal guardian. You are also not allowed to upload or share course material (e.g. lecture notes, subject manuals) on third-party websites. The University's policy on appropriate behaviour can be found here: <https://policy.unimelb.edu.au/MPF1324>

Canvas (Learning Management System)

Canvas is an on-line resource accessed via the student portal that provides important information about each subject in which you are enrolled. Subject coordinators and lecturers will use the LMS to post lecture notes, post assignment details, and upload audio and visual lecture recordings, and readings. Staff will use the LMS to send announcements to students. Like your student email account, it is very important that you regularly check the LMS page and all LMS announcements for each of your subjects to avoid missing important information relevant to your studies.

Please note that once a subject has finished and the LMS website for that subject has closed, you will no

longer be able to access the material for that subject. We are not able to reactivate the subject for individual students.

Student Portal

The University's student portal provides a single point of access to several important online resources. You can access the student portal at: <https://auth.unimelb.edu.au/login>

The student portal will allow you to:

- Access central University timetables, view your personal timetable and sign up for lecture/laboratory times via the ISIS system
- Access the learning management system (e.g. Canvas)
- Access your student email account
- Access your library borrowing records and the library home page (where you can search multiple library databases and catalogues)
- View your enrolment details/study plan, enrol, change, or withdraw from subjects
- View your exam timetable and recent results
- Apply for scholarships and grants; pay fees
- Update your personal details
- Obtain information regarding housing, health and welfare, jobs and employment, social and cultural activities, academic services, and financial advice

World Wide Web

You will find the Melbourne School of Psychological Sciences at <http://www.psych.unimelb.edu.au>

For Honours specific information, please go to:

<https://psychologicalsciences.unimelb.edu.au/study/fourth-year-honours>

The school is continually reviewing and expanding its website. Some of the important information you will find on the web includes:

- Ethics Information
- Staff Research Profiles
- School Forms

Administrative matters

Enrolment Changes

Students are typically allocated to a research project for PSYC40010 (Research Project) by the end of January in the year they commence study. If they would still like to change to part-time after this allocation, then this will require the cancellation of enrolment in the coursework subjects. The research project must be continued once allocation has occurred.

If a student elects to postpone their coursework subjects to the following year, it is important for them to note that semester 1 compulsory subjects PSYC40005 (Advanced Design and Data Analysis) and PSYC40006 (Ethics and Evidence-Based Practice) are designed to provide essential methodological and ethical foundations that support the successful completion of the research project. Accordingly, the School recommends that these subjects be undertaken concurrently with the thesis. Should a student want to transition to part-time enrolment anyway, they are strongly advised to consult their research project supervisor prior to making any changes. This discussion will allow them to determine the potential academic implications of the enrolment change and to identify strategies to mitigate any adverse impact of completing the thesis prior to completion of these compulsory subjects.

All requests to switch from part-time to full-time, which would normally entail a late enrolment in PSYC40010 (Research Project), are subject to supervisor availability at the time of the request.

Leave of Absence or Withdrawing from your Course

Leave of absence or course withdrawal must be requested in writing and submitted to Melbourne School of Psychological Sciences Office by emailing fourthyear-psych@unimelb.edu.au. There are particular deadlines that occur within each semester for these activities; the time you take leave or withdraw affects the fees you will incur for that semester. These key dates are set out in the [Student Diary](#).

Work Commitments

Please note that a clash with work commitments is not regarded as a valid reason for not attending your classes. While the imperative to work is recognised, such commitments will not be treated as grounds for special consideration. It is your responsibility to manage your work commitments so that they do not interfere with your studies and to ensure that your timetable is workable so that you are able to meet the attendance requirements of your subjects.

Structure of the Fourth Year Program

The course structures for Bachelor of Arts Honours in Psychology, Bachelor of Science Honours in Psychology, Bachelor of Biomedicine Honours in Psychology, and Graduate Diploma in Psychology (Advanced) are identical, and comprise:

- A compulsory original supervised research project (50 points)
- Two compulsory subjects (total of 25 points)
- Two advanced elective subjects (total of 25 points)

Compulsory Subjects

Subject Code	Subject Name	Dates	Coordinator
PSYC40010	Research Project	Year long	Dr Khandis Blake
PSYC40005	Advanced Design and Data Analysis	Sem 1	Dr Geoff Saw & Dr Andrew Legg
PSYC40006	Ethics and Evidence-Based Practice	Sem 1	Dr Vanja Rozenblat

Elective Subjects

Subject Code	Subject Name	Dates	Coordinator
PSYC40001	Current Topics in Developmental Psychology	Sem 2	Prof Katherine Johnson
PSYC40002	Current Topics in Social Psychology	Sem 2	Prof Yoshi Kashima
PSYC40004	Behavioural and Cognitive Neuroscience	Sem 2	Dr Daniel Feuerriegel
PSYC40012	Models of Psychological Processes	Sem 2	Prof Philip Smith

NB: Students must complete two elective subjects from the ones listed here. Subject descriptions can be found here: <http://www.psych.unimelb.edu.au/study/fourth-year>

Research Project (PSYC40010)

The Research Project is worth 50 credit points. It involves individual training in research design, practical methodologies, measurement, data analysis, scientific interpretation, and report writing. There are no scheduled classes for this subject. Instead, students meet regularly with their supervisor and undertake a research project to obtain experience in all aspects of conducting and reporting an independent empirical research project. Associated activities include obtaining ethics approval for your research, giving an oral presentation of your study, and writing an empirical report on your research findings.

The three components of assessment relating to the research project are:

- **Draft Introduction** with maximum word length of 3,000 words (hurdle requirement). Due on Thursday, June 25th 2026 by 11:59pm.
- **10-minute oral presentation** of research project to be given during the fourth year Mini Conference (hurdle requirement). The conference will be held on Monday, 28th September 2026 between 9am – 5pm (the first day of the non-teaching week of Semester 2).
- **Empirical Report** with a maximum word length of 9,000 words, incorporating a revision of the Draft Introduction (100% weighting). Due on Thursday, October 22nd 2026 by 11:59pm.

Availability of Previous Fourth Year Empirical Reports (Honours Theses)

To provide you with examples of successful Fourth Year Empirical Reports, prize-winning theses from previous years will be made available to you (conditional upon the authors' consent). These will be available on LMS (under Research Project PSYC40010).

Use of Existing Data for a Research Project

Where an opportunity exists to use existing data, some fourth year students will not personally collect the data that forms the basis for their research project. In these instances, it is expected that students will collect some data as part of the research training aspect of the Fourth Year program. For example, a student may analyse the first wave of data already collected for an ongoing longitudinal data set and contribute to data collection for a second wave. This is required to ensure that the student still has an opportunity to gain experience and skills in data collection, as part of their research training. It is also to ensure a level of equity among students— it would not be fair if some students did not have to spend any time collecting data when others did.

How much data collection is appropriate? The answer to this question will vary widely because no two projects are exactly alike. For example, for some projects data collection may be very labour intensive, or there may be a stronger emphasis on task programming or data analysis and modelling. In the latter instances, slightly less data collection may be appropriate. As a rough guide, consider that the university's handbook estimates the total time commitment of the Research Project to be 340 hours per semester. If roughly a quarter of that time were spent collecting data, then it would be reasonable to expect the typical project to involve approximately 85 hours of data collection (including collection of pilot data and any pre-processing of data).

Statistics Advising for Fourth Year Research Projects

It is expected that honours students will only undertake data analysis in which their research supervisor has the expertise to provide effective advice. Accordingly, statistical consulting by other staff members will be available to honours students only in exceptional circumstances.

Policy Surrounding External Supervision of Fourth Year Research Projects

Some Fourth Year Research Projects will be primarily supervised by someone who is not based within the Melbourne School of Psychological Sciences. To ensure that externally-supervised students benefit from the input of a supervisor who is familiar with relevant norms, standards, and practices within our school, they will have a nominated internal supervisor. Critically:

- Although the primary expertise for their project may come from the external supervisor, the internal supervisor is the 'responsible supervisor', i.e., they are responsible for ensuring the project runs smoothly and will serve as their first port of call for the student.
- The responsible supervisor will always participate in the draft reading process to ensure that students receive feedback on their progress that closely reflects norms and standards within MSPS.
- The students are required to physically meet with the internal (i.e. responsible) supervisor on at least a monthly basis, or more often if necessary.

Minimum Standards for Honours Project Supervision

The School is committed to ensuring that all Honours students receive appropriate academic supervision and support throughout the research year. While supervision styles and arrangements vary depending on the nature of the project, the supervisory team, and the stage of the research, the following minimum standards outline shared expectations for both supervisors and students.

Supervisor Availability and Contact

Students can expect that a member of their supervisory team will be reasonably available for consultation across the research year. As a general guide, this typically corresponds to approximately 30 minutes of supervisory contact per week or 60 minutes per fortnight, averaged across the year. This guideline is intended as an indicative benchmark, not a rigid requirement. Periods of more or less frequent contact are normal and expected depending on the stage of the project (e.g., ethics submission, data collection, analysis, or writing).

Supervision Style and Structure

Supervision styles vary considerably. Some supervisors schedule regular meetings, while others meet on an as-needed basis when there are new materials, data, or drafts to discuss. A lack of regularly scheduled meetings does not, in itself, indicate inadequate supervision, provided that appropriate guidance and feedback are offered across the year. Students are expected to take an active role in arranging meetings, preparing materials in advance, and communicating progress or concerns to their supervisory team.

Feedback and Guidance

Supervisors are expected to provide timely, constructive feedback on submitted work, within reasonable timeframes and taking into account academic workloads and peak periods.

- Where oral feedback on written work is requested (e.g., discussion of a draft in a meeting), students should allow at least one week's notice.
- Where written feedback is requested, students should allow at least two weeks' notice.

These timeframes represent expectations for standard drafts submitted during the research year and may not apply during peak periods or immediately prior to submission deadlines. Supervisors provide guidance on research design, methodology, analysis, and academic writing; however, responsibility for

the final work rests with the student.

Raising Concerns

If a student has concerns about the level of supervision or support they are receiving, they are encouraged to raise these issues early. In the first instance, students may discuss concerns with their supervisor where appropriate. Students may also contact the Honours Convenor for advice or support at any point if they feel that minimum supervision standards are not being met or if they are unsure how to proceed.

Responsibilities of Honours Researchers

Honours researchers are expected to engage actively and responsibly in their research training. Specifically, Honours researchers will:

- Be self-directed in their learning and research, including maintaining practicable timetables for completion of research and the thesis.
- Make good progress. Honours researchers are expected to meet deadlines and adhere to agreed time commitments. Delays in progress may affect the timing of thesis assessment and, in turn, the conferral of the final Honours grade, which may have implications for eligibility for subsequent postgraduate study. A full-time Honours researcher should spend, on average, approximately 20 hours per week on their thesis.
- When seeking feedback from supervisors, provide work in sufficient time to allow detailed review prior to agreed deadlines.
- Be accessible to a reasonable extent via email and other online tools or in person, should contact be needed outside of the agreed meeting schedule.
- Conduct research ethically and responsibly and complete any mandatory training.
- Understand the codes of conduct expected of staff and students, and cooperate in ensuring that the University is a safe and supportive working environment, as documented in the Student Charter and Respect at the University.
- Be aware of and access, as necessary, the University's support services for mental and physical health, including Counselling and Psychological Services and the Safer Communities program.
- Seek to resolve problems—such as health issues, financial or personal difficulties, or disputes with supervisors—when they arise, and keep supervisors informed of obstacles to and delays in progress. Serious concerns, such as ethical or wellbeing issues, should be raised in an appropriate, positive, and respectful manner.
- Stay informed. Formal information is communicated via University email accounts and the Student Portal. Students are responsible for ensuring contact details are kept up to date and for checking email regularly, at least once per week and preferably daily.

Guidelines for the Draft Introduction

Overview

This assessment comprises a Draft Introduction to the Empirical Report. It will include a statement of the purpose and scope of the Empirical Report, a critical review of the relevant literature, a rationale for the proposed research, and a clear statement of one or more hypotheses to be tested. A title page and list of cited references should be supplied, but an abstract is not required.

The critical review may take any number of different forms. For example, it may comprise a broad theoretical framework, or a synthesis of many background studies. There is no expectation regarding the number of references to be cited in the review. Irrespective of the breadth or depth of the review, the rationale for the ensuing Empirical Report should be clear. The Draft Introduction should conclude with one or more specific hypotheses.

It is assumed that the (final) Introduction to the Empirical Report will comprise a revision of the Draft Introduction and may include overlapping text.

Meeting the hurdle requirement

Submission of the Draft Introduction is a hurdle requirement for the subject PSYC40010 (Research Project). Meeting the hurdle requirement for the Draft Introduction requires that it be submitted via the plagiarism checker software on LMS by the due date and time and that it is assessed by the primary supervisor to be of at least H3 standard (i.e., 65%).

Failure to meet the Draft Introduction hurdle requirement will result in failure of PSYC40010 (Research Project) and so will result in failure of the course requirements for the awards of Honours in Psychology/Graduate Diploma in Psychology (Advanced). Draft Introduction documents submitted after the due date will be accepted only if there are grounds for extension via the MSPS extension procedure or via the Special Consideration process.

Draft Reading Policy

A strict zero-draft-reading policy applies for the Draft Introduction. The purpose of this assessment is for the student to provide their very best attempt to produce an introduction to their Empirical Report, and *then* receive detailed feedback from the primary supervisor. The Draft Introduction can then be reworked as appropriate and then incorporated into the final Empirical Report.

The zero-draft-reading policy does not preclude discussions in supervisory meetings regarding how to approach the Draft Introduction, including the best structure, the most salient themes, the relevant studies to emphasise, and finalisation of hypotheses.

Because this is a hurdle requirement, the deduction of marks for exceeding the word length (as described in the Fourth Year Manual) does not apply to the Draft Introduction. Note however that primary supervisors will only read and provide feedback on a maximum of 3,299 words of text (i.e., the stated word limit plus a <10% leeway).

Feedback on Draft Introduction

The primary supervisor will evaluate the Draft Introduction using the marking criteria and marking guidelines in Appendix A. Feedback will be provided via the LMS, structured according to the feedback sheet in Appendix A. The primary supervisor's feedback will include an indicative grade, reflecting their judgement regarding the standard of the submitted work. These same criteria will again be applied to the final Introduction in the Empirical Report.

Please refer to other relevant sections of the Fourth Year Manual for other important details, including submission via the plagiarism checker software, obtaining an extension, what is and is not included in the word count, and penalties for plagiarism or collusion.

Tips and suggestions for writing the Draft Introduction

Providing a clear overview of the purpose and scope of the research project:

- Is there a clear, brief statement of the study topic early in the Draft Introduction?
- Is the structure of the review of the literature described early in the Draft Introduction?
- Are theoretical and technical terms clearly described throughout the Draft Introduction?

Providing a critical review of the relevant literature

This section will describe the theory or conceptual framework relevant to the ensuing Empirical Report, and any relevant previous studies. A good literature review should be systematic, comprehensive, and analytic.

- Is the review up-to-date, and comprehensive, omitting unnecessary extraneous literature?
- Is there a clear development of an argument, or rationale for the Empirical Study?
- Is there a clear consideration of the relevance and methodological rigour of studies reviewed, according to relevant criteria, such as sample composition and size, definition, and quality of measurement of relevant variables, procedural details, quality of experimental control (where appropriate), and strength of study interpretation?

To take a few examples:

- Are independent and dependent variables well-validated and reliable?
- Are important independent variables confounded?
- In an experimental study, can the experimental procedure be improved?
- In a clinical study, are appropriate control samples and patient types utilised?
- Is statistical significance distinguished from effect size and both interpreted correctly?
- Are there omissions in previous studies, and is there a compelling argument that rectification of the omission would change the interpretation of previous findings?

Providing a clear statement of one or more hypotheses

A clear, logical connection between the reviewed literature and the study hypotheses should be evident and elaborated in sufficient detail for the non-expert reader to understand the reasoning. It should be clear whether the hypotheses are a-priori and directional, or more exploratory. It should also be clear how the hypotheses will, or may, be tested.

Guidelines for 10 Minute Oral Presentation

Due: Monday 28th September, 2026 (Monday of the mid-semester break in Semester Two).

Students will present a 'status report' on their Research Project in Semester Two. The presentation will be advertised within the school and open for anyone to attend. This aim of the presentation is to give students an opportunity to present their work to people outside their laboratory group and receive constructive feedback on their research while their Empirical Report is still being drafted. It is not necessary to have a complete set of results, or even complete data, for the purposes of the Oral Presentation. Students should consult their supervisors for guidance regarding the content and format of their presentation. A short research abstract will be due via the LMS early in Semester 2 to facilitate scheduling.

To ensure the mini-conference is a good experience for all, all students will be required to attend a minimum of two sessions. First, you must attend the full session in which your own talk has been scheduled. It is not permissible to leave after your own talk, or only turn up to give your own talk. Second, you must attend one other full session. It is not possible to opt-out of the Oral Presentation due to work or study commitments or scheduling changes. Attendance and presentation at the conference are mandatory unless there is a legitimate and serious reason for being unable to attend.

Further details will be communicated by the 4th year Convenor.

Guidelines for the Empirical Report (Honours Thesis)

Overview

This assessment comprises a full report of the research project, written in the style of an empirical journal article. It will comprise (1) a title/cover page (see Appendix C), (2) a declaration/originality statement (see Appendix C), (3) any acknowledgments you would like to make, (4) a table of contents, (5) a list of figures and/or tables, (6) an abstract, (7) an introduction, method, results, and discussion section, (8) a list of cited references, and (9) appendices as required. The introduction section will comprise a revised version of the Draft Introduction submitted at the end of Semester 1. There is no need to include the Plain Language Statement, Consent Form, Ethics Approval letter, REP advertisement, debriefing statements etc. in the Appendix. Please do mention in the Method section, if appropriate for your study, that the study was conducted with the approval of the [nominate appropriate committee/s] Ethics Committee, and that participants provided informed consent.

Draft Reading Policy

A strict draft-reading policy applies for the Empirical Report. Specifically, primary supervisors will provide feedback on (1) an initial draft of the method and results sections, and (2) a final draft of the full Empirical Report, omitting the Discussion section, and preferably submitted to the supervisor as a single document. This draft-reading policy does not preclude discussions in supervisory meetings regarding how to approach the Empirical Report, including issues surrounding structure, content, and organisation of information.

Although supervisors may discuss issues pertaining to the Discussion section with their students, students must write the Discussion on their own without specific input from their supervisors. Supervisors must not read or edit drafts of the Discussion section. The purpose of this requirement is to give students an opportunity to develop their own independent ideas and to present what they can do as independent researchers. The spirit of the requirement dictates that the students should not receive any input from other people (including other staff members, lab colleagues, graduate students, family, friends, and acquaintances) on their writing of the Discussion section.

Other Guidelines

The Discussion section of the Empirical Report should contain at least (but not be limited to) the following points: (1) a concise summary of the results in relation to the initial research questions and hypotheses; (2) implications of the results within the context of the literature discussed in the introduction section; (3) weaknesses of the research reported in the thesis; (4) a brief description about what should be done next (e.g. a follow-up study that rectifies the weakness of the current research); and (5) a summary and conclusion.

To reduce potential marker bias, student and supervisor names or labs are not to be included in the Empirical Report. Please refer to other relevant sections of the Fourth Year Manual for other important details, including submission via the plagiarism checker software, obtaining an extension, what is and is not included in the word count, and penalties for plagiarism or collusion.

Marking of Empirical Report

Two academic experts will evaluate the Empirical Report using the marking criteria and guidelines in Appendix B. Feedback will be provided on LMS according to the feedback sheet in Appendix B.

Ethics

Overview

Human research conducted by students and staff of the University of Melbourne requires ethical approval. An overview of the Ethics Submission Procedures can be found at:

<https://gateway.research.unimelb.edu.au/resources/ethics-and-integrity/infonetica-review-manager-system/infonetica-learning-support-resources>

Before planning and designing your project, please ensure that you have a discussion with your supervisor about the various ethical considerations relevant to your project. These include (but are not limited to):

- participant risk/benefit trade-offs,
- informed consent,
- issues specific to particular research methods (e.g., genetics),
- issues relevant to specific samples (e.g., those in dependent/unequal relationships with researchers), and
- various processes of research governance (e.g., conflict of interest, data management).

These discussions should take place against the background of the broad values and principles that guide the ethical conduct of research: research merit and integrity, justice, beneficence and respect. For more information on these issues, please see the National Statement on Ethical Conduct in Human Research and the Australian Code for the Responsible Conduct of Research. On the basis of these discussions, you will determine the nature of the ethics application that you will need to submit.

If you are joining a research project that already has ethics approval at the University of Melbourne, your supervisor will need to submit an amendment, adding your name and details to the project, as well as any additional modifications.

If you have any questions about the ethics process after reviewing the Infonetica website, check with your supervisor, and if your questions remain, then please write an email to this address: HumanEthics-Enquiries@unimelb.edu.au

Research Experience Program (REP)

If you are recruiting REP participants in your study, you must (a) include a debriefing statement and (b) provide a short written report (1-2 pages) of the findings of the study to all participants. Additional details about these and related REP procedures can be found here:

<http://psychologicalsciences.unimelb.edu.au/research/research-experience-program>

Assessment

Class Attendance Requirements

Please consult individual subject syllabi to ensure you are aware of any attendance requirements.

Assessment Requirements

Fourth year grades in Psychology are based on performance in the Research Project and the four coursework subjects completed during the year. The Research Project is weighted to the equivalent of four units. To obtain a pass in Psychology Honours, you are required to meet the following criteria:

Arts students are required to (a) complete 100 points of study at fourth year level and (b) achieve an honours grade (i.e. H1, H2A, H2B or H3) for each component of assessment in fourth year, and an overall grade of at least H3, in order to meet the requirements of the

B.A. (Honours) degree.

Science and Biomedicine students are required to (a) complete 100 points of study at fourth year level, (b) achieve an overall weighted average of at least 65% for their honours subjects and (c) meet all fourth year subject hurdle requirements, in order to meet the requirements of the degree.

Graduate Diploma in Psychology (Advanced) students are required to obtain a result of 50% in each of the five subjects, including the Research Project. In addition, you must submit all lab reports and written assessments in order to pass.

Students may not be returned as having failed or not satisfied the examiners in a subject unless two members of the examination board have independently satisfied themselves that the student's performance in the subject as a whole is below pass standard.

Examinations

All subject examinations will be held during the University examination period at the end of the semester in which the subject is held. Until the final exam timetable is published, you are expected to be available to sit an exam at any time during the examination period (including the supplementary exam period). It is your responsibility to find out the correct information regarding the time, date and location of your examinations via <http://students.unimelb.edu.au>

NB: Being unavailable to sit an examination is not grounds for special consideration.

Calculators in Exams

For the latest policy please refer to: [On-campus written exams \(unimelb.edu.au\)](http://students.unimelb.edu.au)

Submission of Work

All assignments are to be submitted via LMS (Canvas) **by 11:59 pm** on the due date. The submission time refers to the time that the work is received and recorded on the LMS system. Any submission that is received after this point (i.e., from 12:00 am midnight onwards) will be considered at least one working day late. There is no grace period, so it is strongly suggested that all students submit by 11:00 pm at the latest to allow for unforeseen difficulties such as slow internet connections etc. Technology failure is not an excuse for late submission."

NB: Because the final empirical report (honours thesis) is examined by two academics, you must submit

two copies of your thesis to two folders (one for 'Marker A' and another for 'Marker B').

Penalty for Late Work

For assignments submitted after the due date without an extension, the mark awarded will be reduced by at least 10% of the total marks available (i.e., it will be considered at least one University working day late). For each additional working day the work is submitted late, the mark will be further reduced by 10% of the total marks available. As an example, the following penalties would apply for an assignment due at 11:59 pm on a Friday (assuming the following weekdays are not University holidays):

Submission date/time	Working days late	Penalty applied
Up to 11:59 pm Fri	0	0%
12:00 am Sat - 11:59 pm Mon	1	10%
12:00 am Tue - 11:59 pm Tue	2	20%
12:00 am Wed - 11:59 pm Wed	3	30%
12:00 am Thu - 11:59 pm Thu	4	40%
12:00 am Fri - 11:59 pm Fri (5 working days after original due date)	5	50%
From 12:00 am Sat (more than 5 working days after original due date)	More than 5	100%

The above reasoning assumed that Monday was a regular working day. However, if the Monday was a University holiday then it would also not count as a working day. In that case, if the assignment were handed in by 11:59 pm on the Tuesday it would still count as only one working day late.

Assignments submitted more than 5 working days after the due date without an approved extension will not be marked and will receive no marks.

Extensions

Submission dates for assignments will be provided by the subject coordinators well in advance. Given this, extensions are only approved under exceptional circumstances. You are expected to manage your time to allow for minor illnesses, technology problems, heavy workloads, outside work commitments, transport problems etc.

- The MSPS may grant an extension of up to 10 working days to allow for unforeseen circumstances that have impacted a student during the time allocated for the preparation of an item of assessment.
- Applications submitted more than 4 working days after the original submission deadline has passed will automatically be rejected. If there exist exceptional circumstances that prevented a timely application from being made, then you are advised to request support under the Special Consideration Procedure. Information about Special Consideration can be found at: <https://students.unimelb.edu.au/your-course/manage-your-course/exams-assessments-and-results/special-consideration>
- Where more than one assessment task is affected, you must submit a separate extension request application for each item of assessment.
- Submission of an application for extension does not guarantee approval.
- If you need an extension of more than 10 working days, or were granted the maximum extension but are experiencing circumstances that are still preventing you from submitting the assessment by the revised due date, then you must submit an application under the Special Consideration Procedure.
- It is recommended that when applying for special consideration you also apply for an extension to act as a buffer should your special consideration request be denied.
- If you are experiencing difficulties of an ongoing or recurring episodic nature, then you are advised to seek support and advice from the Student Equity and Disability Unit: <http://services.unimelb.edu.au/disability> In particular, it may be appropriate for you to obtain an Academic Adjustment Plan.

Procedure for Submitting a Request for Extension

- Compile supporting documentation that outlines how your circumstances have affected your ability to complete the assessment item before the original deadline
- Complete the electronic Extension Request Form, which can be obtained via the Extensions link in the main menu on the LMS site for each subject (including the Research Project, PSYC40010).
- The School will contact you about your application within three working days of the receipt of the electronic Extension Request form.

While waiting for the outcome of their extension request, students should still submit what they have by the original due date, in case their extension request is denied. If their extension request is successful, they can then submit a revised version of their assignment by the new due date. If students expect to submit more than one version of their assignment, it is requested that they inform the subject coordinator to ensure that the correct version is marked. This should be done immediately after they have applied for an extension. An appropriate email would be:

“Dear Dr [surname]

I have applied for an extension for [assignment name]. While I will submit what I can by the original due date, if I am granted an extension, I will submit a revised version by the new due date. If my extension request is unsuccessful, I will inform you of this, so you know to mark my original submission. Otherwise, I would be grateful if you would ensure that you mark the revised version.

Yours sincerely,

[Your name and student ID number]”

Procedure for Requesting a Continuation of an Assignment Extension

If your circumstances continue to negatively impact your studies beyond the duration of the original extension duration, then you must apply for an extension continuation using the link that was emailed to you at the time your original extension request was approved. Be advised that if you have already received a 10-day extension, then you are not eligible for a continuation. You should instead apply for special consideration. Information can be found at: <https://students.unimelb.edu.au/your-course/manage-your-course/exams-assessments-and-results/special-consideration>

Evidence Requirements

It is your responsibility to ensure that adequate supporting documentation is included in your application for an extension request. Applications submitted without supporting evidence will be rejected. Supporting evidence may take the form of a medical certificate, a University Academic Adjustment Plan, or an authorised legal document such as a statutory declaration. Further information about statutory declarations can be accessed from the Victorian Department of Justice and Regulation: <https://www.justice.vic.gov.au/statdecs>

Medical Certificates

The School will not approve an extension request that exceeds the duration of the medical condition as stated by the health professional on a medical certificate. If your condition continues to affect your studies and you require a continuation on your extension, then you will need to provide new and updated medical documentation. Be advised that the School regularly checks the validity of medical certificates. DO NOT, under any circumstances, forge, falsify or alter medical documents. Falsifying documents constitutes fraud and is treated very seriously by the University. Students caught falsifying medical documents may have their enrolment at the University terminated.

Eligible Circumstances

Extensions may be granted in circumstances including, but not limited to, the following: Illness or a medical condition, supported by a medical certificate.

- Injury or physical or psychological trauma, impairment or incapacity arising from an event (e.g. as a result of a car accident), supported by a medical certificate and related documentation (e.g. police report).
- The death or diagnosis of a serious illness of a close family member or friend, supported by documentary evidence, and an explanation of the nature of your relationship to the person.

- Illness of a child, parent/guardian, or spouse, for whom the student is the primary caregiver, supported by documentary evidence.
- An unforeseen event that substantially impacts on the preparation of an assignment, such as family breakdown or substantial change to economic circumstances (e.g. bankruptcy), supported by documentary evidence.
- Legal commitments, where a student is called for jury duty or is subpoenaed to attend a court, tribunal, or hearing, supported by documentary evidence.
- Obligatory involvement in a religious ceremony or cultural event of a unique nature, supported by documentation from a relevant official or leader.

Ineligible Circumstances

Extensions will not be granted for the following circumstances.

- Computer failure. Software malfunction, disk failures and printing difficulties are an unavoidable aspect of computer use and should be anticipated and planned for. The subject coordinator may, *at their discretion*, grant an exception where computer failure affects submission of an assignment that had preparation time of less than a week, in which case an extension of up to 24 hours may be granted.
- Assessment tasks in other subjects due. You will be given fair notice of assessment due dates and are expected to manage their time to meet the set deadlines. This specifically includes assessment resulting from an approved overload.
- Employment responsibilities and routine financial support needs.
- Stress or 'normal' anxiety. The stress or anxiety normally associated with the completion of required assessment tasks or any aspect of coursework is not considered grounds for an extension. A medically diagnosed anxiety disorder may be grounds for an extension or other accommodation under the Student Equitable Adjustment Procedure.
- Study difficulties. Difficulties adjusting to university life, the self-discipline needed to study effectively, and the demands of academic work, or resulting from a lack of knowledge of the requirements of academic work or failing to anticipate correctly the time required to complete a specific task, are not grounds for extensions. You should consult with a student adviser about the options provided by support programs such as the learning skills programs offered by Academic Skills.
- Language difficulties. You are expected to possess a specified competency in English. If you are experiencing English language difficulties you should consult with a student adviser about ESL support options, such as those offered by Academic Skills.
- Regular, normal life events, such as family life, work, sporting activities, social, or other commitments
- Minor interruptions and disruption to routine that might result from minor illness, mishaps, or other minor adversity.
- Other minor inconveniences

Special Consideration (Unexpected Circumstances)

Special consideration (unexpected circumstances) is granted to students who are experiencing a hardship that has significantly impacted their performance during the academic semester which is expected to last less than six weeks. It is not appropriate to repeatedly seek special consideration (unexpected circumstances) for the same condition or to seek special consideration (unexpected circumstances) for a condition that has lasted or is likely to last six weeks or more or is likely to repeat. Attempting to do so is likely to significantly delay and may even reduce the amount of support that can be provided.

As soon as you are aware of factors that are affecting your studies, or are likely to do so, you should immediately get in touch with your subject coordinator so they can discuss your options. The sooner you get in contact with your subject coordinator, the more options you are likely to have.

Applications for special consideration (unexpected circumstances) are submitted through your Student Portal. For more information about applying for special consideration go to:

<https://students.unimelb.edu.au/your-course/manage-your-course/exams-assessments- and- results/special-consideration>

When a student has been deemed eligible for special consideration by Stop1, the School is required grant one of the outcomes listed in section 4.136 of the assessment and results policy <http://policy.unimelb.edu.au/MPF1326#section-4.31> . Students do not get to choose which of these options is granted. The choice is left entirely at the discretion of the School.

The School is required to balance the need to make reasonable adjustments for students experiencing short term adverse circumstances with the need to ensure that all students are treated in an equitable manner. After consultation with the Academic Secretary, the School has adopted the following policy: all students must complete all components of their subject by the end of the special exam period. We will not grant extensions beyond this date. We will also not schedule special exams beyond this date. For reasons of equity, this cut-off date is applied uniformly to all students, thereby ensuring that all students are treated in the same manner while still allowing reasonable adjustments to be made for students experiencing short term disadvantage.

If a student has been deemed eligible by Stop1 for an extension that exceeds this cut-off date, we award an extension up to the cut-off date. Similarly, if a student is deemed eligible for an exam at a date beyond the special exam period, we will grant an exam during the special exam period. If a student cannot complete the assignment or sit the exam by the cutoff date, we recommend the student applies for a late withdrawal.

As extensions requests are typically processed much quicker than special consideration requests, it is recommended that students applying for special consideration also apply for an extension via the School (if appropriate), to give them a buffer.

While waiting for the outcome of their special consideration request, it is recommended that students submit their assignment by the original due date (or by the revised due date if they have received an extension), so that if they are not awarded special consideration, they still have something submitted. If they are then awarded an extension by special consideration, they then may submit a revised version of their assignment by the revised due date.

If students expect to submit more than one version of their assignment, it is requested that they inform their tutor to ensure that the correct version is marked. This should be done immediately after they have applied for special consideration. An appropriate email would be:

“Dear Dr [surname]

I have applied for special consideration for [assignment name]. While I will submit what I can by the original due date, if I am granted special consideration, I will submit a revised version by the new due date. If my special consideration request is unsuccessful, I will inform you of this, so you know to mark my original submission. Otherwise, I would be grateful if you would ensure that you mark the revised version.

Yours sincerely,

[Your name and student ID number]"

Special Consideration (Ongoing Support)

Special consideration (ongoing support) is granted to students who are experiencing a hardship that has significantly impacted their performance during the academic semester that is expected to last six weeks or more or is likely to repeat. Such a condition is considered ongoing and the student needs to obtain an Academic Adjustment Plan from the Student Equity and Disability Unit:

<http://services.unimelb.edu.au/disability>

If the amount of support provided by the Academic Adjustment Plan is insufficient for the student to manage their current subject load, the student should discuss with the Student Equity and Disability Unit reducing their subject load.

Potential Consequences of extended submission dates

Students should understand that if they request an extension or apply for special consideration near the end of the semester, or if they request a special exam, this may delay the release of their marks. This may affect when they are eligible to graduate. This is a significant consideration if applying for extensions for the final submission of your Empirical Report. Doing so may mean that your marks are not received in time for consideration for entry to Masters/PhD programs. Please also see:

<https://students.unimelb.edu.au/your-course/manage-your-course/exams-assessments- and- results/exams/special-and-supplementary-exams>

Word Count Policy and Penalties for Exceeding Word Limits

Students are provided with a word limit for written assessments to promote the development of writing skills based on precise reasoning and carefully worded arguments. In recognition that the ability to formulate a concise argument is an important marker of academic scholarship, 10% of the total marks available for a given assessment task will be deducted for every 10% that the word count exceeds the word limit specified for the task.

Example: For an assessment task with a specified word limit of 1000 words marked out of 100:

There will be no penalty for assignments with a word count up to 1099 words; A penalty of 10 marks will be applied to assignments with a word count between 1100 and 1199 words; A penalty of 20 marks will be applied to assignments with a word count between 1200 and 1299 words; etc.

Students are required to report the word count accurately on the front page of each piece of work submitted for assessment, with incorrect reporting potentially liable to an allegation of academic misconduct on the grounds of providing false or misleading information. The word count should include all text in the body of the work (including in-text citations, in- text reporting of statistics, and footnotes).

but excluding all words in the title, abstract, headings, tables, figures, captions for tables and figures, references, and appendices.

The word count penalty will be capped at 50%. Thus, for an assessment task with a word limit of 1000 words worth 100 marks, if a student were to submit an assignment that was 1700 words long, 50 marks would be deducted as the word count penalty.

Citations and Referencing

The Melbourne School of Psychological Sciences requires students to adopt the American Psychological Association (APA) format for acknowledging the work of others through in-text citations and referencing. The APA provides some excellent resources for learning APA style:

<https://apastyle.apa.org/6th-edition-resources/basics-tutorial>

The following website is also a good resource for the correct application of APA style for both in-text references and your reference list:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Accessing Library Articles

Many articles can be accessed online by going to <https://library.unimelb.edu.au/home> and either typing the title of the article into the search box at the top of the page or selecting

“A-Z ejournals and databases” from the list of options below. It is also possible to set-up Google Scholar to access the article for you via the University of Melbourne subscription by clicking here:

http://unimelb.libguides.com/advanced_google/Googlescholarlibrarylinks

However, this does not work for all articles, in which case you will need to use one of the two previous search options. If you want to find all articles that have cited a particular article you can do that using the “Web of Science” database found in the “A-Z ejournals and databases” link mentioned above. If you are new to an area of research, we recommend that you start by reading a review article. For more information on how to use the library, please go here:

<https://library.unimelb.edu.au/services/workshops-and-tours>. There is also a specific link for Psychology, <http://unimelb.libguides.com/psychology>, which provides additional search tools, and guides in using the University’s recommended reference database Endnote.

Feedback on Assessment Tasks and Marking

All written assignments will be marked against the marking criteria that were provided by the academic member of staff who set the assignment. Markers will provide detailed comments against each of the marking criteria to justify the grade assigned. Assignments deemed not to be of a passing standard will be double marked.

Our remarking procedure follows that outlined in the University’s Assessment and Results Policy (<http://policy.unimelb.edu.au/MPF1326>).

Students are not automatically entitled to have their result reviewed or their work marked by a different marker. Requests for a remark will be assessed on an individual basis. Before formally requesting a remark you must first meet with your tutor to discuss the feedback you received. Requests to meet with your tutor must be made within 3 business days of receiving the initial feedback and formal requests for a remark must be made within 10 business days of receiving the initial feedback. The procedure is as

follows:

1. If you believe that the grade they have received is not adequately justified against the marking criteria then you should first contact your marker to discuss this. The request to meet with your marker must be made in writing via email and must not be made until one business day has passed from receiving the initial feedback and grade to ensure adequate time to consider the feedback. In particular, you should not approach your tutor before, during, or after a tutorial about remarking. The request to meet with your tutor must be made within three business days of receiving the initial feedback.
2. Within one business day of receiving a request to review an assignment, the marker will contact you to arrange a time to meet. This meeting should occur within 8 business days of you receiving the initial feedback. If you cannot arrange this meeting within that timeframe, you should inform the Deputy Director of Teaching and Learning: Dr. Jason Forte (jdf@unimelb.edu.au), immediately. You should bring the marked assignment and a copy of the marking criteria to the meeting with your tutor.
3. At the meeting, the marker will discuss the feedback and grade against the criteria. The marker will not provide you with a numerical breakdown of marks for each section of the report, but will discuss each section qualitatively against the criteria. No change to the original grade will be discussed at this meeting.
4. If you are not satisfied with the feedback provided at the meeting and still believe that there has been an error of academic judgment in the application of the marking criteria, then you may request a formal remark by emailing the Deputy Director of Teaching and Learning: Dr. Jason Forte (jdf@unimelb.edu.au), within 10 business days of having received the initial feedback on the assignment. Late requests will only be accommodated under exceptional circumstances.
5. Applications for remarking must include the following:
 - Full name
 - Student ID
 - Subject code and name
 - Name of the subject coordinator
 - The date the initial feedback was provided
 - If your request for a remark occurs later than 10 business days after you received the initial feedback you need to explain why. Late requests will be considered only under exceptional circumstances. Such a request must state 1) the date the tutor was initially emailed requesting the meeting, 2) the date the meeting occurred, and 3) why your remark request is late.
 - Your remark request must clearly state which of the official marking criteria you believe were not appropriately followed by the marker. Subjective disagreements with the judgment of the marker are not grounds for a remark.
 - You must include a clean copy of the assessment with identifying information removed
 - You must also include the marking criteria and a copy of the assignment with the comments that you are disputing

6. The Deputy Director of Teaching and Learning will decide whether there are sufficient grounds for remarking the assessment.
7. The re-marker will provide a detailed justification of their grade against the original marking criteria.
8. Feedback about the outcome of the re-mark will be provided to the original marker.
9. The re-marked result will be the final result for the assessment task regardless of whether it is higher or lower than the original result. No further change can be made the grade unless there are grounds to review the process of re-marking.

Potentially Confronting Materials

Academic staff will be considerate and sensitive when presenting materials in class that may provoke phobic or post-traumatic reactions in some students, although it is not possible to anticipate everything that may produce such reactions. In particular, staff will warn students well in advance before presenting graphic images or graphic discussions of sexual assault, blood, self-harm, suicide, combat/war or violence. However, staff are not expected to avoid potentially contentious topics if educationally justified. If you believe that there are exceptional reasons based on your personal reactions to class content why you require alternative tasks or assessments, you will need to apply for special consideration directly, as staff members will not make ad hoc arrangements with individual students.

Subject Evaluations

The University and the MSPS place great emphasis on promoting and monitoring the quality of their teaching programs. In order to receive feedback from students on teaching, each semester students are requested to complete an online subject questionnaire. Students will receive an email notifying them when the Subject Experience Surveys are available to be completed and can be accessed from the Student Portal. All questionnaires and comments provided are strictly confidential. Results from the questionnaire will be published on each subject's page on the LMS together with details of any action taken to address the issues raised as a result of the feedback process. Students are of course invited to provide feedback directly to lecturers, subject coordinators, or the fourth-year convenor at any time.

Academic Honesty and Plagiarism

What is plagiarism?

Plagiarism is the act of representing the creative work of another as one's own original work, without appropriate acknowledgment of the author or source. The following are examples of plagiarism if appropriate acknowledgement or referencing of the author or source does not occur:

- Copying directly (or allowing to be copied) paragraphs, sentences, a single sentence or significant parts of a sentence. An end reference without quotation marks around the copied text may also constitute plagiarism
- Copying ideas, concepts, research results, statistical tables, computer programs, designs, images, sounds or text, or any combination of these
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form, and/or progression of ideas maintained
- Relying on a specific idea or interpretation that is not one's own without identifying whose idea or interpretation it is
- Cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work
- Presenting as independent, work done in collaboration with other people (e.g., another student, a tutor)
- Submitting, as one's own, all or part of another student's original work
- Resubmitting your own work for more than one assessment, except where explicitly authorised to do so.
- Preparing an original and correctly referenced assignment and submitting part or all of the assignment twice for separate subjects or marks.
- Cheating in an exam, either by copying from other students or by using unauthorised notes or aids.

For the university's advice on academic integrity and plagiarism please see here:

<http://academicintegrity.unimelb.edu.au/>

For advice from the University's academic skills unit please see here:

<https://students.unimelb.edu.au/academic-skills>

Video: Plagiarism and Academic Integrity

Because this issue is so important, we have created a short video to remind students of the different forms of plagiarism: <https://www.youtube.com/watch?v=boz1FAxpZg>

What is collusion?

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct. Both the student presenting the assignment and the student(s) willingly supplying unauthorised material (colluders) are considered participants in the act of academic misconduct. Whilst discussion amongst

students is encouraged, it is expected that the written submission be planned and completed by each student independently, except when a group assignment is required.

Penalties for Plagiarism and Collusion

The potential penalties for plagiarism and collusion are severe and can include receiving a zero for the assignment or even the entire subject. If there are two or more pieces of work from different students that cannot be differentiated, all students involved may be penalised.

Resubmission of Previously Submitted Work

When students retake a subject, they are not allowed to hand in an assignment that they handed in the first time they took the subject. Doing so would be self-plagiarism or “recycling”:

<http://academicintegrity.unimelb.edu.au/>

In keeping with Academic Board regulation 28.6 students must perform an alternative assignment. They cannot carry over their assignment mark from when they previously did the subject. It is your responsibility to contact the subject coordinator and arrange to do an alternative assignment for any assignment that you have previously submitted, regardless of whether or not you received feedback on that assignment. You must do this by the end of Week 3. Failure to notify the subject coordinator in a timely fashion will not be considered grounds for an extension.

Facilities

Graduate Resources Room

Fourth year students may use the Department's computer laboratory in the Redmond Barry Building (Room 1009/1010) to produce written work. Entry is gained by swiping your student card. Access is arranged once your enrolment has been finalised and you have your current student card with the new expiry date. A valid Student ID card is required to access the Graduate Resources Room.

Key Hiring

Fourth year students who can hold lab keys have to complete a “Hire of Keys” form available from the web or from the Psychology Office and pay a \$30.00 deposit fully refundable once the key is returned. The form needs to be signed by the Academic staff member responsible for the lab to prove authorisation of access to that space.

Working in isolation form

Complete the Health and Safety Working in Isolation Form. The completion of this form is required for access to the RBB after hours. <https://psychologicalsciences.unimelb.edu.au/study/current-students/student-forms>

Student Services

The University provides a number of services for students. Some of them are listed below, and a comprehensive list is contained at <https://services.unimelb.edu.au/finder>. These services are provided to help your study, by providing training in study skills, language support and counselling for general problems. You should make the most of these and other services available to you.

Counselling Service

Phone	+61 3 8344 6927
Website	https://services.unimelb.edu.au/counsel
Location	Level 5, 757 Swanston Street
Hours	9am – 5pm Mon - Fri 9am – 6pm Wed during semester

Academic Skills Unit

Phone	13 MELB (13 6352)
Website	https://students.unimelb.edu.au/academic-skills
Location	757 Swanston St

University Computer Facilities

There are around 600 student computers distributed across all library sites. Student IT Helpdesks are located at the three libraries: [Baillieu](#), [Giblin-Eunson](#), and [ERC](#). All student computers require logins to access. (Login with your Student Portal's username and password). Wireless, printing and scanning facilities are available at libraries. You can book selected computers for up to 3 hours in the Library ahead of time. If you are on campus, browse to: <https://bookit.unimelb.edu.au/cire/login.aspx>. If you are away at home, you'll need to [VPN to Uni](#) to be able to browse to: <https://studentit.unimelb.edu.au/>

School Prizes

Norma Grieve Prize

The late Dr. Norma Grieve was an academic member of the Melbourne School of Psychological Sciences from 1953 until her retirement in 1990, continuing as an honorary senior associate until her passing in 2006. She made important contributions to the psychology of gender and social development and to feminist studies. Dr Grieve was especially committed to fourth year- level education. This prize is to honour her memory and contribution.

Eligibility Criteria

Fourth Year Psychology students who completed their thesis and their thesis topic falls in the category of “addressing issues concerning how individuals’ thinking and behaviour are moulded by their social and cultural milieu, or how in turn they may influence this context, as well as how individuals with psychological impairments, broadly defined, can be assisted to ameliorate or overcome obstacles to their full participation in society” are considered for this prize.

Selection Criteria

The prize awarded is based on thesis mark decided by a panel of two academic staff members who do not have a student nominated in that year.

Prize

Typically a monetary award and certificate.

Jeff Pressing Prize

The late Dr. Jeff Pressing was an academic member of the Psychology Department from 1993 until his untimely passing in 2002. His research made major contributions in fields as diverse as physical chemistry, jazz studies and cognitive psychology. He was also a gifted musician and composer. This prize honours his memory and his contributions to the department.

Eligibility Criteria

Eligibility is for students enrolled in the fourth year psychology thesis subject (Research Project) whose thesis project is judged to fall within the fields of cognitive psychology or the psychology of music.

Selection Criteria

The prize awarded is based on thesis mark decided by a panel of two academic staff members who do not have a student nominated that year.

Prize

Typically a monetary award and certificate.

APPENDIX A: Documents relating to assessment of Draft Introduction

Benchmark Criteria for a H1 Standard Draft Introduction

The Draft Introduction will:

- provide a clear overview of the purpose and scope of the Empirical Report
- review carefully and critically the essential empirical and theoretical literature pertaining to the research question/s;
- identify key gaps in the existing literature and/or conceptual or methodological difficulties with previous approaches to the problem;
- develop a clearly expressed and cogent rationale for the proposed research plan, taking into account the relevant literature;
- generate a clear set of research aims and/or a set of hypotheses to be tested.

Grade Descriptions for the Draft Introduction

Grade & Range	The marking criteria for each grade band outlined in this table have been calibrated with reference to the criteria defining a standard H1 empirical report (mark 80-84). Variation in scores within grade bands reflects variation in the clarity of writing and integration of information.
H1 high (90-94) (95-100)	Meets benchmark H1 criteria to an exceptional standard <u>plus</u> evidence of: <i>highly developed original thought</i> (e.g., principled suggestions for modifications to an existing theory or model; the principled derivation of new research hypotheses from a model or theory; etc.) Point 1, above <u>plus</u> evidence of: writing that is close to the benchmark required for publication in a high impact, international, peer-reviewed, journal.
H1 mid (85-89)	Meets benchmark H1 criteria to an exceptional standard
H1 low (80-84)	Meets the benchmark H1 criteria.
H2A (75-79)	There is a significant weakness in the Draft Introduction, <u>or</u> it is not as clearly written or as well integrated as would be expected for an H1. Here 'significant' is defined as a weakness that casts serious doubt on the interpretation offered, or a failure to consider other reasonable theory, justification, interpretations, or explanations.

H2B (70-74)	There is a significant weakness in the Draft Introduction, <u>and</u> it is likely that the clarity of writing and integration of the work are sub-H1 standard. Again, 'significant' is defined as a weakness that casts serious doubt on the interpretation offered, or a failure to consider other reasonable theory, justification, interpretations, or explanations.
H3 (65-69)	There are <i>TWO</i> strong weaknesses in the Draft Introduction, <u>and</u> there are likely to be significant weaknesses in the clarity of writing and the integration of information.
FAIL < 65	There are <i>TWO</i> or more serious weaknesses in the Draft Introduction, <u>and</u> serious weaknesses in the clarity of writing and the integration of information.

Draft Introduction Feedback Sheet

Student ID:

Thesis Title:

Date:

Indicative Grade (for guidance only):

- The Primary Supervisor should comment on each section of the Draft Introduction with reference to the Draft Introduction marking guidelines.
- Comments should indicate to students how they have performed against the criteria.
- Comments should further indicate how a student could improve their performance and what could be done to achieve outstanding results.
- Percentage values are indicative of the importance of each aspect of the Draft Introduction

Comments to be pasted into LMS

Overview of the purpose and scope of the research project	
Critical review of the relevant literature	
Rationale for the proposed research	
Statement of research hypotheses	
General Comments consider the integration of rationale and arguments across the entire report (include strengths and weaker points, with suggestions for improvement).	

Appendix B: Documents relating to assessment of Empirical Report

Benchmark criteria for a standard H1 Empirical Report

In the benchmark H1 empirical report there will be a clearly justified and articulated rationale for the research approach based on a balanced and comprehensive review and critical analysis of the existing literature. Each subsequent section of the report will be clearly linked to the introductory rationale, providing a sustained and coherent narrative structure throughout the entire report. The Discussion section will show clear evidence of independent thought and critical analysis. The writing will be clear and succinct. Please format according to APA style (7th edition for student publications) except where overridden by the requirements set out in the 4th year manual. The Empirical Report must not exceed the word limit.

- A.** The Abstract of the report will:
- summarise clearly and comprehensively the background, methods, results, and conclusions of the research in 200-250 words.
- B.** The Introduction to the report will:
- provide a clear overview of the purpose and scope of the Empirical Report
 - review carefully and critically the essential empirical and theoretical literature pertaining to the research question/s;
 - identify key gaps in the existing literature and/or conceptual or methodological difficulties with previous approaches to the problem;
 - develop a clearly expressed and cogent rationale for the proposed research plan taking into account the relevant literature;
 - generate a clear set of research aims and/or a set of hypotheses to be tested.
- C.** The Method section will:
- describe clearly a means to measure and manipulate the critical psychological constructs identified in the Introduction;
 - describe the methodological details clearly and succinctly to enable replication;
 - justify briefly the details of the chosen methodology in cases where the study/experiment could arguably be implemented in different ways (e.g., running separate experimental conditions interleaved or in separate blocks).
- D.** The Results section will:
- describe and represent the data carefully and clearly;
 - analyse the results utilising methods appropriate to address the research questions;
 - justify the approach to analysis;

- report and interpret the analyses accurately and with clear reference to each of the research questions/hypotheses.

E. The Discussion section will:

- summarise the research findings;
- interpret the research findings with clear reference to the research problem and to the theories/models and prior empirical work reviewed in the Introduction;
- consider the implications of the research findings for the theories and models referred to in the Introduction;
- reflect on the rationale, research methods, and results to address any possible concerns that might qualify the validity of the arguments;
- identify any issues that remain unresolved by the present study;
- propose one or more avenues for future empirical studies and theoretical development;
- provide a summary and conclusion

Grade Descriptions for Thesis

Grade & Range	<p>Guide for awarding grades:</p> <p>The marking criteria for each grade band outlined in this table have been calibrated with reference to the criteria defining a standard H1 empirical report (mark 80-84).</p> <p>Letters in bold refer to items A-E in H1 Benchmark criteria (above). Variation in scores within grade bands reflects variation in the clarity of writing and thematic integration over sections.</p>
H1 high (90-94) (95-100)	<p>Meets all benchmark H1 criteria A-E to an exceptional standard <u>plus</u> evidence of: sophisticated evaluation of research findings and their implications in E;</p> <p>highly developed original thought (e.g., principled suggestions for modifications to an existing theory or model; the principled derivation of new research hypotheses from a model or theory; etc.).</p> <p>Points 1 and 2 above <u>plus</u>:</p> <p>work that constitutes a significant advance of knowledge in the field;</p> <p>writing that is close to the benchmark required for publication in a high impact, international, peer-reviewed, journal.</p>
H1 mid (85-89)	<p>Meets benchmark H1 criteria A-E, <u>plus</u> shows clear evidence of a sophisticated level of original thought in E.</p>
H1 low (80-84)	<p>Meets the benchmark H1 criteria A-E.</p>

H2A (75-79)	There is a significant weakness in <i>ONE</i> of the sections B-D , <u>or</u> these sections are not as clearly written or as well integrated as would be expected for an H1, <u>but</u> E is strong. Here 'significant' is defined as a weakness that casts serious doubt on the interpretation offered, or a failure to consider other reasonable theory, justification, interpretations, or explanations.
H2B (70-74)	There is a significant weakness in <i>TWO</i> of the sections B-D <u>and</u> it is likely that the clarity of writing and integration of the work are sub-H1 standard; <u>or</u> , the report fails to meet E <u>but</u> meets A-D to a minimum standard. Again, 'significant' is defined as a weakness that casts serious doubt on the interpretation offered, or a failure to consider other reasonable theory, justification, interpretations or explanations.
H3 (65-69)	The report fails to meet E to a reasonable standard <u>and</u> there are <i>TWO</i> very weak sections in B-D . There are likely to be significant weaknesses in the clarity of writing and the integration of the report.
Pass (50-64)	There are significant weaknesses in all sections A-E and weaknesses in the writing and integration of the report.
N (<50)	All sections A-E have serious weaknesses <u>and</u> the work is very poorly written. There is a total failure to communicate a coherent research question and method for addressing it.

Empirical Report Feedback Sheet

Student ID:

Thesis Title:

Date:

Grade (do not enter a numerical mark):

- The Examiner should comment on each section of the Empirical Report with reference to the assessment criteria outlined in the Empirical Report Marking Guidelines.
- Comments should indicate to students how they have performed against the criteria.
- Comments should further indicate how a student could improve their performance and what could be done to achieve outstanding results.
- No numerical marks should appear anywhere in this document.

Comments to be pasted into LMS

Abstract	
Introduction	
Method	
Results	
Discussion	
General Comments consider the integration of rationale and arguments across the entire report (include strengths and weaker points, with suggestions for improvement).	

Appendix C: Front matter for the Empirical Report



THE UNIVERSITY OF
MELBOURNE

[Title of Empirical Report]

Student Number:

Word Count: [Accurate word count]

[Note: Do not include your name or your supervisor's name or lab here]

Submitted in partial fulfilment of the requirements for the degree of

[Degree Name]

Melbourne School of Psychological Sciences

Faculty of Medicine, Dentistry and Health Sciences

The University of Melbourne

Declaration

I declare that the work included in this thesis was primarily mine. I wrote the entire thesis with final revisions based on feedback from my supervisors, excluding the discussion section of the thesis, in which I contributed solely. I declare that the research reported in this thesis was conducted in accordance with the principles for the ethical treatment of human subjects as approved for this research by [relevant ethical approval body].

(PLEASE INDICATE AN X BELOW – DO NOT GIVE YOUR NAME)

[Student number]

[Date Submitted]