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Faculty of Medicine, Dentistry & Health Sciences

Melbourne School of Psychological Sciences

FOURTH YEAR PSYCHOLOGY

STUDENT MANUAL

SEMESTER 1, 2018

Table of Contents

1 GENERAL INFORMATION 4
Introduction 4
Key Contacts 4
Stop 1 4
School Administration 5
Subject Coordinators and Lecturers 5
Occupational Health & Safety 5
Email 6
Appropriate Behaviour 6
LMS (Learning Management System) 6
Student Portal 6
World Wide Web 7
2 ADMINISTRATIVE MATTERS 8
Policy on Enrolment Changes 8
Leave of Absence or Withdrawing from your Course 8
Work Commitments 8
3 STRUCTURE OF THE FOURTH YEAR PROGRAM 9
Compulsory Subjects 9
Elective Subjects 9
Research Project 9
4 RESEARCH PROJECT 10
Availability of Previous Fourth Year Empirical Reports (Honours Theses) 10
Use of Existing Data for a Research Project 10
Statistics Advising for Fourth Year Research Projects 10
Policy Surrounding External Supervision of Fourth Year Research Projects 10
Guidelines for Honours Thesis Draft Introduction 11
Guidelines for the Empirical Report (Honours Thesis) 15
Guidelines for 15 Minute Oral Presentation 19
5 ETHICS 20
Overview of Ethics Submission Procedures 20
Deadlines for Submitting Applications HESC Review 21
Instructions for Submission of Ethics Applications 21
Research Experience Program (REP) 24
Timeliness of Review Process 24
Further Information 24
6 ASSESSMENT 26

Class Attendance Requirements 26
Assessment Requirements 26
Examinations 26
Calculators in Exams 27
Submission of Work 27
Obtaining a Receipt 27
Penalty for Late Work 27
Extensions 28
Procedure for Submitting a Request for Extension 28
Procedure for requesting a continuation for an assignment extension 28
Evidence Requirements 29
Medical Certificates 29
Eligible circumstances 29
Ineligible circumstances 29
Word Count Policy and Penalties for Exceeding Word Limits 30
Citations and Referencing 30
Feedback on Assessment Tasks and Remarking 31
Special Consideration 32
Peerwise 33
Potentially Confronting Materials 33
Subject Evaluations 33
7 ACADEMIC HONESTY AND PLAGIARISM 34
What is plagiarism? 34
Video: Plagiarism and Academic Integrity 34
What is collusion? 34
Penalties for Plagiarism and Collusion 35
Resubmission of Previously Submitted Work 35
8 MELBOURNE SCHOOL OF PSYCHOLOGICAL SCIENCES FACILITIES 36
Graduate Resources Room 36
Printing 36
Key Hiring 36
9 STUDENT SERVICES 37
Counselling Service 37
Academic Skills Unit 37
University Computer Facilities 37
10 SCHOOL PRIZES 38
Norma Grieve Prize 38
Jeff Pressing Prize 38

1 GENERAL INFORMATION

Introduction

Welcome to your Fourth year studies in Psychology at The University of Melbourne.

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 a number of different ways:

ADDRESS:	Level 12, Redmond Barry Building, Melbourne School of Psychological Sciences The University of Melbourne VIC. 3010
PHONE:	(03) 8344 6377
EMAIL:	enquiry-psych@unimelb.edu.au
INTERNET:	www.psych.unimelb.edu.au
HOURS:	9am – 1pm, 2pm – 5pm Monday – Friday

This manual provides information about the structure, content, and organisation of the fourth year psychology course. It is intended as a reference for your use throughout the year. 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. 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. We hope that the year will be an enjoyable and successful one for you!

Key Contacts

Fourth Year Convenor	Dr Luke Smillie	lsmillie@unimelb.edu.au
Deputy Fourth Year Convenor	Dr Adam Osth	adam.osth@unimelb.edu.au
Director of Teaching and Learning	A/Prof Piers Howe	pdhowe@unimelb.edu.au
Head of School	Professor Sarah Wilson	sarahw@unimelb.edu.au

****Tips****
If you cannot find the information you need within the pages of this manual…
-Any queries regarding individual subjects in fourth-year should be directed to the relevant subject convener (see page 6 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 convenor is unavailable or on leave, the Deputy Fourth Year Convenor or Directory of Teaching and Learning may be able to assist you.

Stop 1

Stop 1 is the home of student services online, on the phone and in person. Stop 1 can help you with enrolment, course planning, administration, support services and skills and development.

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)
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, global experience, academic development, and student development.
- Support services including disability, housing, financial aid, and the Safer Community Program.

School Administration

The MSPS is part of the Faculty of Medicine, Dentistry and Health Sciences and is located within the Redmond Barry Building of the Parkville campus.

Student Services Team:	**Email**	**Phone**
General Enquiries at 12th floor reception	enquiry-psych@unimelb.edu.au	8344 6377
Andrew Howes (Academic Programs Manager)	andrew.howes@unimelb.edu.au	9035 5316
Marianela Delgado-Henriquez (Research Programs Officer)	mdelgado@unimelb.edu.au	8344 4387
Jessie Kelly (Academic Programs Officer)	jessica.kelly@unimelb.edu.au	8344 6592
Sarah Thorpe (Academic Programs Officer)	sarah.thorpe@unimelb.edu.au	8344 9605
Swaved Marcinski (Occupational Health & Safety Officer)	swaved.marcinski@unimelb.edu.au	8344 8841
Budget and Resources:		
Pras Rasiah (Resource Environment and Facilities Officer)	finance-psych@unimelb.edu.au	8344 6369
School Manager:		
Janine Sala	jsala@unimelb.edu.au	9035 4028

****Tip****
To contact professional staff in relation to any administrative issues relating to fourth year, please make use of the Fourth Year Inbox by emailing fourthyear-psych@unimelb.edu.au.

Subject Coordinators and Lecturers

Subject coordinators are academic staff members responsible for the teaching of your Psychology subjects (see page 6 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 a number of subjects and/or the Research Project, contact the Fourth Year Convenor 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/

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: http://studentit.unimelb.edu.au/findandconnect/activateresetaccount.html

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: http://www.studentit.unimelb.edu.au/study/googleapps.html

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 faculty, tutors and other students. In particular, they must avoid "peppering" staff or tutors with emails, posting inappropriate content on discussion forums and making derogatory or inappropriate verbal comments (particularly in public forums, such as tutorials). 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. The University's policy on appropriate behaviour can be found here: https://policy.unimelb.edu.au/MPF1324

LMS (Learning Management System)

The LMS is an on-line resource accessed via the student portal that provides important information about each subject you are enrolled in. You can only view the LMS sites for subjects you are enrolled in. Subject coordinators and lecturers will use the LMS to:

- Post lecture notes
- Post assignment details
- Answer questions asked by students on the subject's discussion board
- Upload audio and visual lecture recordings, and readings

Like your student email account, it is very important that you regularly check the LMS page of each of your subjects to avoid missing important information relevant to your studies.

Student Portal

The University's student portal provides a single point of access to a number of important online resources. You can access the student portal at:
https://auth.unimelb.edu.au/login/pages/login.jsp
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 learning management tools (e.g. LMS/Blackboard)
- 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 www.psych.unimelb.edu.au

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

- Ethics Information and Links to On-line Application Staff Research Profiles
- School Forms

2 ADMINISTRATIVE MATTERS

Policy on Enrolment Changes

All requests to switch from Full Time to Part Time (or vice versa) can only be approved at the discretion of the 4th-year convener. All requests should be sent to the Fourth Year Inbox by emailing fourthyear-psych@unimelb.edu.au. Students should be advised that:

1. Any requests to switch from FT to PT before completion of semester 1 will be approved only in very special circumstances, typically involving unexpected, major life events, and will not be granted in cases of changes of plan, altered work arrangements and so on. In the majority of cases the student will be required to decide whether they want to go ahead with FT study or else withdraw and apply for PT the following year. This will involve a new application, as positions in the fourth year program cannot be deferred.

2. Any requests to switch from FT to PT after completion of semester 1 coursework may be afforded more flexibility. However, if conversion to PT status is granted, the student must either (i) complete the thesis in semester 2 of that year, or (ii) complete the coursework in semester 2 of that year, abandon the existing thesis project, and commence a new thesis project in the following year.

3. All requests to switch from PT to FT, 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 valid reason for not attending your timetable. 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.

3 STRUCTURE OF THE FOURTH YEAR PROGRAM

The course structures for Bachelor of Arts Honours in Psychology, Bachelor of Science 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	Coordinator
PSYC40010	Research Project	Dr Luke Smillie
PSYC40005	Advanced Design and Data Analysis	Dr Adam Osth
PSYC40006	Theories and Professional Practice	Dr Margaret Osborne

Elective Subjects

Subject Code	Subject Name	Coordinator
PSYC40001	Current Topics in Developmental Psychology	Assoc. Prof Robert Reeve
PSYC40002	Current Topics in Social Psychology	Professor Yoshi Kashima
PSYC40004	Current Topics in Cognitive Neuroscience	Dr Christian Nicholas
PSYC40012	Models of Psychological Processes	Professor 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

- Subject Code: PSYC40010
- Credit Points: 50
- Convener: Dr Luke Smillie

The Research Project 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 June 29th 2018 at 8am**.
- **Empirical Report** with a maximum word length of 9,000 words, incorporating a revision of the Draft Introduction (100% weighting). **Due on October 19th 2018 at 8am.**
- **15-minute oral presentation** of research project (hurdle requirement) to be given during the fourth year Mini Conference. To be scheduled mid semester 2 (likely week 6).

4 RESEARCH PROJECT

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.

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 Honours 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 in order 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 analysis and modelling of data. In both 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. If roughly a quarter of that time were spent collecting data, approximately 85 hours of data collection (including piloting and any pre-processing) would be reasonable to expect.

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.

Guidelines for Honours Thesis Draft Introduction

Word limit: **3,000 words**
Due: **8am, June 29th, 2018**

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 a large number of 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 Turnitin by the due date and time (8am, June 29th, 2018), 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.

Important Guidelines for the Draft Introduction

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).

Please refer to other relevant sections of the Fourth Year Manual for other important details, including submission via Turnitin, 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 an 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.

Benchmark Criteria for a H1 standard Draft Introduction

The primary supervisor will evaluate the Draft Introduction using the following marking criteria and marking guidelines (below). Feedback will be provided via Turnitin, structured according to the feedback sheet below. 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, within the Empirical Report.

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.

Marking Guidelines

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 plus evidence of:** **1.** 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.) **Point 1, above plus evidence of:** **2**. 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, or 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, and 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 *TWO* strong weaknesses in the Draft Introduction, and there are likely to be significant weaknesses in the clarity of writing and the integration of information.
FAIL **< 65**	There are *TWO* or more serious weaknesses in the Draft Introduction, and serious weaknesses in the clarity of writing and the integration of information.

The University of Melbourne
Melbourne School of Psychological Sciences
4th Year Honours Thesis Draft Introduction Feedback Sheet

Student Name: **Student ID**:
Thesis Title:

Supervisor Name: **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 TURNITIN

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).	

Guidelines for the Empirical Report (Honours Thesis)

Word limit: **9,000 words**
Due: **8am, October 19th, 2018**

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 tittle/cover page (see appendix A), (2) a declaration/originality statement (see appendix B), (3) an acknowledgements page, (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.

Important Guidelines for the Empirical Report

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 this section of the thesis on their own without specific input from their supervisors. In other words, supervisors will 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 are capable of doing 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.

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.

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

Benchmark criteria for a standard H1 Empirical Report

Two academic experts within MSPS will evaluate the Empirical Report using the following marking criteria and marking guidelines (below). Feedback will be provided via Turnitin, structured according to the feedback sheet below. A numeric mark will not be provided, however, makers will indicate the grade band within which their mark falls.

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 and the paper will be formatted correctly according to APA style. The paper will 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 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;

Marking Guidelines

Grade & Range	Guide for awarding grades: The marking criteria for each grade band outlined in this table have been calibrated with reference to the criteria defining a standard H1empirical report (mark 80-84). 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.
H1 high **(90-94)** **(95-100)**	**Meets all benchmark H1 criteria A-E to an exceptional standard plus evidence of:** **1.** sophisticated evaluation of research findings and their implications in **E**; **2.** 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.). **Points 1 and 2 above plus:** **3.** work that constitutes a significant advance of knowledge in the field; **4.** 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 **A-E,** plus shows clear evidence of a sophisticated level of original thought in **E**.
H1 low **(80-84)**	Meets the benchmark H1 criteria **A-E.**
H2A **(75-79)**	There is a significant weakness in *ONE* of the sections **B-D,** or these sections are not as clearly written or as well integrated as would be expected for an H1, but **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 *TWO* of the sections **B-D** and it is likely that the clarity of writing and integration of the work are sub-H1 standard; or, the report fails to meet **E** but 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 and there are *TWO* 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 and the work is very poorly written. There is a total failure to communicate a coherent research question and method for addressing it.

The University of Melbourne
Melbourne School of Psychological Sciences
4th Year Honours Thesis Empirical Report Feedback Sheet

Student Name: **Student ID**:
Thesis Title:

Supervisor Name: **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 THESIS FEEDBACK COLLECTION FORM

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).	

Guidelines for 15 Minute Oral Presentation

Due: Semester 2, 2018, Week to be Confirmed

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 Turnitin 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.

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

5 ETHICS

Overview of Ethics Submission Procedures
(Note: More comprehensive information can be found in the Ethics Application Manual: http://psychologicalsciences.unimelb.edu.au/research/research-ethics)

Human research conducted by students and staff of the University of Melbourne requires ethical approval.

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 (https://www.nhmrc.gov.au/book/national-statement-ethical-conduct-human-research), and the Australian Code for the Responsible Conduct of Research (https://www.nhmrc.gov.au/guidelines-publications/r39).

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, you will need to submit an amendment, adding your name and details to the project, as well as any additional modifications.

If you are embarking on a new project, you will have to create and submit a new application. You will need to determine which of the following application types is most suitable:

1. **Minimal Risk:** To be completed for an individual research project considered to be of minimal risk. If you are unsure whether your research does fit within the guidelines for submission in this category, by selecting that option and completing the related checklist (in Themis) you will be able to determine whether the project can be considered to be of minimal risk. A Minimal Risk application can be approved by a HEAG.
2. **Standard Project:** All individual research projects require use of this form unless they are eligible for consideration as a project involving minimal risk or are part of an existing HREC approved program application. A Project Application requires HEAG review and HESC approval.
3. **Program:** To be completed where a group of researchers (or a whole department) wish to

seek approval for a program of research within which a series of related individual research projects will be undertaken. A Program Application requires HEAG review and HESC Approval. Related individual projects can then be approved by a HEAG. Honours students will not usually submit this type of application.

4. **Project within Program:** To be completed for an individual research project which is part of an HREC approved Program of research. If you are unsure whether your research fits within this category by selecting the option and completing the related checklist you can determine whether you can proceed with the Project within Program application. A Project within Program application can be approved by a HEAG.
5. **Transfer of External Ethics Clearance:** To be completed where a researcher needs to transfer an ethics clearance obtained from an HREC at another institution TO a University of Melbourne HREC as the Primary HREC (in which case the University of Melbourne will become responsible for the research).
6. **Registration of External Ethics Clearance:** To be completed where a researcher needs to register an ethics clearance obtained from an HREC at another institution and where the approving institution will remain the responsible HREC.

Once this is determined, you can begin the application process.

Deadlines for Submitting Applications HESC Review

Applications that require review by the Behavioural and Social Sciences HESC (standard projects and programs) need to be submitted according to the following timetable.

So, if you would like your application reviewed in the April HESC meeting, for example, your supervisor needs to have the PDF submitted to the HEAG for initial review by March 15.

2018 HEAG Submission Deadline	**2018 HESC Submission Deadline**	**2018 HESC Meeting Date**
4th December	2nd January	17th January (**urgent applications only**)
11th January	25th January	9th February
8th February	23rd February	9th March
15th March	30th March	13th April
12th April	27th April	11th May
10th May	25th May	8th June
7th June	21st June	6th July
5th July	20th July	3rd August
9th August	24th August	7th September

Instructions for Submission of Ethics Applications

A. Summary of the process (more detailed instructions below)

1) Upload the application into Themis.
2) Construct a single PDF of the entire application (see below for details). Send this to your supervisor for review and signature. Your supervisor will then email this to ethics-

psych@unimelb.edu.au (Please do not cc the chair of the HEAG).

PLEASE NOTE, we do not accept submission of these PDFs by students directly. While the student can complete the Themis submission, we require the responsible researcher (usually your supervisor) to email the PDF for review.

3) The PDF will then receive initial review by a HEAG member and any queries will be emailed to the responsible researcher.
4) Upon receiving any such queries, changes should be made as soon as possible (within 24 hours for standard project and program applications), and the responsible researcher should send (a) a detailed, point-by-point email (or attached document) explaining how the reviewer's concerns have been addressed and (b) an amended single PDF, to the reviewer with ethics-psych@unimelb.edu.au cc'd. If you are asked to make revisions to the PDF there is no longer any need to upload the revised documents into Themis.
5) Once you have satisfied the initial reviewer, a second review will be conducted by the chair of the HEAG. Any queries at this point will be dealt with in a manner similar to that outlined in steps 3 and 4.
6) Once you have satisfied the chair of HEAG, your application will be approved and signed.
7) If your application requires additional review by the Behavioural and Social Sciences HESC, then your reviewed application will be forwarded by HEAG to HESC and you may receive additional communication from HESC once your application has been reviewed by them. If your application does not require additional review by HESC, then the responsible researcher will be informed of approval and will be sent an official approval letter.

Please note: All correspondence with the HEAG should be conducted by the responsible researcher (usually your supervisor). It is your supervisor's responsibility to make sure that you understand the various ethical considerations and procedures involved in conducting research. Applications that do not comply with the procedures outlined here will be returned without being assessed. Should students have questions about their ethics application or the procedures below, they should contact their supervisor.

B. Additional, detailed instructions

Activating your Themis account: You will need to ensure that your University email account is activated.
Go to https://accounts.unimelb.edu.au
Click on the Student Account Management link
Enter the following details:

- Name
- Student number
- Date of birth
- Postcode of home residence (note: leave postcode blank if you are an international student)

Select option to activate email account and to activate Themis account. Note: if you get an error message saying validation failed, please call the 13MELB contact centre (13 6352) to check that you have the correct details. Once this has been checked, if you still can't log in call the Themis help desk on x40888 (8344 0888) > Option 3 for Technology > Option 2 for Themis Support.
Once the account has been successfully validated, log into Themis:

Go to: http://www.themis.unimelb.edu.au
Click on 'Log into Themis'
Enter your username and password, then click login
For detailed instructions on submitting your ethics application via Themis please refer to the Ethics Application Manual.

Uploading your application in Themis: To begin the submission process, log in to Themis and navigate to the Human Ethics workbench (via Research Self Service -> Ethics), from where you can begin your submission. You first need to decide whether you want to submit an amendment or a new application. Next, you need to work through a series of screens that will help determine whether your application is minimal risk. You will need to upload information about the kind of samples you'll be using, general information about procedures and information about the researchers on the project. You will then be presented with a link that enables you to download the application form in word format. Complete this in Word and then upload the completed form into Themis. **There is no longer any need to upload into Themis any of your supporting documents e.g. consent form, PLS, advertisement etc.** (Although these do need to be done and added to the single PDF for review). What you upload into Themis will not be reviewed – it merely acts as a placeholder, allowing you to be registered in Themis and to obtain an ethics application ID number (aka HREC number) for your application. While Honours students can submit the application in Themis, the supervisor must email the PDF for review.

Creating single PDF for review: Combine all relevant documents into a single PDF for review. Your PDF should include, in this order: (a) the Themis application summary (see below for further details) (b) the application form (c) supporting documents including advertisements, Plain Language Statement (PLS), consent form, debriefing statement, materials, other.

The file name of the combined PDF must be the ethics ID of the application which you will obtain in Themis. You can use Adobe Pro to do this. This combined pdf will be reviewed so it needs to be complete. If the pdf is too large to email to us you will need to reduce its size. The following website provides eight methods of reducing the size of pdfs: http://www.wikihow.com/Reduce-PDF-File-Size

Please remember: The responsible researcher, not the Honours student, must email this PDF to ethics-psych@unimelb.edu.au for review.

For amendments, please include the following in your PDF: application summary (which needs to be signed by the responsible researcher), and any documents that you have modified in the course of amending your original application. These may include: a modified application form, modified PLS, consent or debriefing, modified advertisements and modified materials. If no sections of the application form have changed, then you do not need to include it. Documents that won't be modified need not be included in the PDF.

For registrations, please include the following in your PDF: application summary, ethics application form from external HREC, a copy of the approval letter from the external HREC.

Obtaining an "Application Summary": You can only obtain an application summary once you have successfully submitted your application in Themis. Once you have done that, go to the

"List of Current Applications" section of your human ethics home page in Themis and click on the "View" icon for the application in question. For amendments, the application summary must be signed.

Please use PLS, consent and debriefing templates. Unless there is a compelling reason not to, you must use our templates of the PLS, Consent Form, and Debriefing Statement available on the departmental ethics website:
http://psychologicalsciences.unimelb.edu.au/research/research-ethics
Doing so will help streamline the review process. Still, please be sure to check your PLS and consent forms against the checklists provided in the application form.

Ensure that your forms are signed. Standard project and minimal risk applications must be signed by all researchers, even on the initial submission. The signature may be electronic or scanned but you cannot just type your name. For amendments, the responsible researcher must sign the application summary (obtained from Themis – see below).

Research Experience Program (REP)
If you are using 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

Timeliness of Review Process
We attempt to review applications in a timely manner, but we also rely on you and your supervisor to help us with this. To ensure timely review please (a) be aware of submission deadlines (noted above and on the MSPS website) for applications that require HESC approval, (b) try to complete any revisions of documents suggested by reviewers as soon as possible. This is especially important for those applications that require HESC approval. For these applications, we ask that you complete requested revisions within 24 hours. o. When the review process is complete, we will attach an approval letter to your application and upload it into Themis for you. If it is a project or a program application, we will send it off to HESC for their review. There is nothing further for you to do until you have heard back from them.
***Please remember to verify that your consent form and plain language statements actually do comply with the checklists in your application. *** We are regularly audited on this point and most of our initial applications fail in this regard. For project applications, please make sure that you submit your application by the relevant cut-off given on departmental ethics website.

Common errors. There are a few common oversights that slow down the ethics review process. To help speed things up, please:

- Use the ethics ID number (aka HREC number; obtained in Themis) in the subject of your emails and as the file name of your PDF
- Ensure that all forms are signed
- Include the Themis Application summary in the PDF
- Use the PLS, consent and debriefing templates available on the school website
- In addition, check that your PLS and consent forms meet the criteria noted in the checklists in the application form

Further Information

For further information about ethics and research integrity at the University of Melbourne, please visit: http://www.orei.unimelb.edu.au/

Your supervisor will provide advice and assistance with ethics approval procedures. For further information about local ethics procedures within MSPS, see http://psychologicalsciences.unimelb.edu.au/research/research-ethics

6 ASSESSMENT

Class Attendance Requirements
For all Psychology subjects, attendance at a minimum of 80% of classes is required in order to gain a pass in the subject.

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 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 B.Sc. (Honours) 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. It is your responsibility to find out the correct information regarding the time, date and location of your examinations. The examination timetable is published by the Student Administration Office at http://ask.unimelb.edu.au/app/answers/detail/a_id/5600/related/1. Alternatively, you can access your personal timetable through the Student Portal once it has been released (approximately week 10 of each semester).

Supplementary examinations are scheduled by the Student Administration Office. The examination timetable is published by the Student Administration Office on the Student Portal.

A **special** examination may be offered to students who were unable to attend the originally scheduled examination and whose application for special consideration has been accepted as grounds for further assessment. The normal range of marks is available to students who are

granted a special examination.

Calculators in Exams
Currently the university allows only one type of calculator in exams: Casio FX82 (any suffix). Spot checks will occur for all other calculators. It is no longer good enough for students just to get an "approved" sticker from Stop 1.
http://ask.unimelb.edu.au/app/answers/detail/a_id/6175/~/calculators-in-examinations

Submission of Work
All assignments are to be submitted via **LMS (Turnitin) by 8:00am** on the due date. There is no grace period, so it is strongly suggested that all students submit by 7:00 am at the latest to allow for unforeseen difficulties such as slow internet connections etc. Technology failure is not an excuse for late submission.

Obtaining a Receipt
On submission, Turnitin will display a receipt showing the date and time of submission. It is imperative that you take a screenshot of this receipt. If the assignment "goes missing", the late penalty cannot be waived unless a receipt can be shown. You should not rely on Turnitin emailing you a receipt since Turnitin typically does not email a receipt when the assignment "goes missing".

Students must:

1. Submit via Turnitin as per the instructions given by the Subject Coordinator
2. Type and double space all assignments
3. Include their **name, student number and page number** in the footer of each page
4. Include an accurate word count on the title page (see word count policy)
5. Save their file according to the following format to be uploaded to LMS Turnitin:
   LAST NAME (UPPERCASE)_Student Number_Assignment Name
   e.g. Smith_123456_PSYC10001_Assignment1
6. Ensure they have **backup copies** of their work – technology failure is not an excuse for late submission
7. Take a **screen shot** of their Turnitin receipt showing the date and time of submission

Students **must not:**

- Submit assignments via fax or emails
- Submit assignments to tutors' or academics' pigeonholes
- Submit assignments to the Psychology Office staff or
- Submit assignments under doors

Penalty for Late Work
For assignments submitted after the due date without an approved extension, the mark awarded will be reduced by 10% of the total marks available for each working day the work is 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.

Technology failure or lack of access to computers/word processing software is not an acceptable reason for late submission. Computers with the complete Microsoft Office suite have been made available for student use by the University in the Baillieu, ERC and Brownless Medical Libraries.

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 subject coordinator 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 3 days after the original submission deadline has passed will automatically be rejected. If there exists 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: http://students.unimelb.edu.au/admin/special
- 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. Information about Special Consideration can be found at: http://students.unimelb.edu.au/admin/special
- 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

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 Psychology subject.
- The School will contact you about your application within three working days of the receipt of the electronic Extension Request form.

Procedure for requesting a continuation for 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: http://students.unimelb.edu.au/admin/special

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:
http://www.justice.vic.gov.au/home/justice+system/legal+assistance/statutory+declarations/

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 or falsify 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 in order 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.
- Minor inconveniences
- 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.

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 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 http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
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.english.purdue.edu/owl/resource/560/1/

Feedback on Assessment Tasks and Remarking
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, Amy Perfors (amy.perfors@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, Amy Perfors (amy.perfors@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

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.

Special Consideration

Special consideration is granted to students who are experiencing a hardship that has significantly impacted their performance during the academic semester. As soon as you are aware of factors that are affecting your studies, or are likely to do so, you should talk to the Fourth Year Coordinator, or seek advice from a student advisor. You may also contact the relevant subject coordinator(s) to discuss ways of assisting with your situation.

Applications for special consideration are submitted through your Student Portal.
Details of all applications for special consideration are treated in the strictest confidence. Applications for special consideration are made in accordance with the Statute 12.4.5 (set out in the University Policy Library).

For more information about applying for special consideration go to: http://students.unimelb.edu.au/admin/special

Please note, ongoing and recurring episodic circumstances, are managed through the Student

Equity and Disability Unit: http://services.unimelb.edu.au/disability

Peerwise

Your subject coordinator may opt to make available to you a tool called PeerWise. This is entirely at the subject coordinator's discretion and will typically be done only for a large subject whose final exam contains a significant multiple choice questions component. PeerWise is an independent website that allows students to create, share and answer multiple choice questions authored by other students. In this way it allows students to revise subject-specific content in a collaborative and supportive environment. If you subject coordinator has opted to make PeerWise available for your subject, please see the following link for detailed instructions on how to use this tool:
https://peerwise.cs.auckland.ac.nz/docs/

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 to lecturers, subject coordinators, or the fourth year convenor at any time

7 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:
http://services.unimelb.edu.au/__data/assets/pdf_file/0004/821668/5297-Avoiding-PlagiarismWEB.pdf

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=boz1lFAxpZg**

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. In particular, they cannot carry over their assignment mark from when they previously did the subject:
http://www.unimelb.edu.au/__data/assets/pdf_file/0007/2024548/Academic-Board-Regulation.pdf

It is your responsibility to get in contact with 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.

8 MELBOURNE SCHOOL OF PSYCHOLOGICAL SCIENCES FACILITIES

Graduate Resources Room

Fourth year students are able to use the Department's computer laboratory in the Redmond Barry Building (Room 1009) 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. Once you have obtained a new Student ID card, please submit an MSPS Student Access Request online so the card can be updated.

Printing

All Fourth Year (Honours and Postgraduate Diploma) students are automatically allocated a printing account with a credit of 250 pages. This printing account can be used in the School's computer labs. To access the account you will need a user name and password. These are the same as those for email. The account details and balance will be displayed on the desktop when you log onto a University computer.

Recharging your account will cost 10 cents per page and can only be done by presenting your student card to the Psychology Enquiries Officer at the 12th Reception Desk, Redmond Barry building. **Make sure you check your account before the weekend or a public holiday.**

Key Hiring

Fourth year students who are allowed to hold lab keys have to complete a "Hire of Keys" form available from the web or from the Psychology Office and pay a $15.00 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.

9 STUDENT SERVICES

The University provides a number of services for students. Some of them are listed below, and a comprehensive list is contained at http://services.unimelb.edu.au

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: 8344 6927
Website: www.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: www.services.unimelb.edu.au/academicskills
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. Available applications are listed at http://www.studentit.unimelb.edu.au/study/featuredapps.html

You can book selected computers for up to 3 hours in the Library ahead of time.

- If you are on campus, browse to: http://bookit.unimelb.edu.au
- If you are away at home, you'll need to **VPN to Uni** to be able to browse to: http://bookit.unimelb.edu.au

10 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

$200.00 and acknowledgement in your academic transcript.

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) either in the Bachelor of Arts (Hons) in Psychology, Bachelor of Science (Hons) in Psychology or the Postgraduate Diploma in Psychology, 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

$ 200.00 and acknowledgement in your academic transcript.

APPENDIX A

THE UNIVERSITY OF MELBOURNE

[Title of Empirical Report]

Name: [Student's name]

Student Number: [Student number]

Supervised by: [All relevant supervisor names]

Word Count: [Accurate word count]

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

APPENDIX B

Declaration

I, [Student's name], declare that this thesis is my own work, except where acknowledged, and 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].

[Signature]

_____

[Student's name]

[Date Submitted]