



Independent Learning Project

Induction Kit & Journal
Year 3 2011

UNSW
MEDICINE

Name : _____

Student ID : _____

ILP Journal

Name : _____

Student ID : _____

Project topic : _____

Supervisor : _____

Project location : _____

From: ____ / ____ / ____

To: ____ / ____ / ____

Student's signature: _____

Dated : _____

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ILP Work Contract | i

This form is to be completed by the supervisor and the student. Please make sure that all sections are completed, signed and dated by the ILP supervisor, ILP student and the head of School/Unit/Institute. A signed copy of this completed contract must be forwarded to ILP Administrator, the Dean's Office, Faculty of Medicine, UNSW, Sydney 2052 (or faxed to 9385 8670) by Monday 13th June 2011.

Title:

Supervisor (please print):

Student (please print):

Student number:

Human (HREC) and/or Animal (ACEC) ethics approval number(s):

Assessment Deadlines: ILP1: Contract returned	Monday 13th June 2011
Literature Review	(10.00AM on eMed) Monday 11th July 2011
Supervisor's Report	Friday 15th July 2011
ILP2: Supervisor's Report	Friday 11th November 2011
ILP3: Final Report	(10.00AM on eMed) Monday 5th March 2012
Supervisor's Report	Monday 12th March 2012 (expected)
Examiner's Report	9th December 2011 (expected)

Project time line and Planning:

Proposed Date

Draft Literature Review (must be prior to the above deadline):

Anticipated completion of data collection:

Anticipated completion of data analysis:

Presentation of project to peers (if applicable):

Draft Final Report (must be prior to the above deadline):

Anticipated Absences of Supervisor:

Anticipated Absences of Student: *In 2011, all ILP students are entitled to UNSW sessional recesses. Students are advised to discuss the specific demands of their project when planning the exact timing of their recess, some degree of flexibility can be entertained but the overall time commitment must not be reduced. Specific dates are noted on page 3 of induction kit.*

Anticipated timetable of Extra Faculty/General Education courses: *Students are required to complete extra courses outside the MBBS program. The extra courses (12 UoC) are designed to be taken at the same time as ILP2 (10 UoC) in semester 2. Students may be required to provide proof of enrolment (can be downloaded from my.unsw.edu.au) and a weekly timetable to their supervisor/ILP Convenor. You must provide in the space below, the timetable of all the extra course(s) you plan to undertake during your ILP. You must update this timetable in the beginning of semester and this update should be initialled by the supervisor.*

Extent and timing of student / supervisor interactions: *Your answer should include an indication of the face-to-face contact hours per week, the extent of assistance provided and a proposed time for regular (preferably weekly) meetings. Weekly meetings should be regarded as an opportunity to review how the project is progressing and the level of participation in collegial activities. Both the student and supervisor should sign the student journal at these meetings (see below).*

Activity	Date / Regularity
<i>e.g. Departmental seminar</i>	<i>e.g. Weekly Tuesday – 1-2 pm</i>
<i>e.g. Lab meeting</i>	<i>e.g. Friday 3-5 pm</i>

Participation in collegial activities (ILP Journal – see Induction Kit): *Students should participate in at least one such activity (eg. Departmental seminars, journal clubs, discussion groups) per week, participation is to be recorded in a journal entry that includes brief notes (~1/3 page) indicating the date, time and content discussed. This journal should be signed by the supervisor at each of the scheduled meetings. A dated ILP journal will be provided to all students, this journal may be requested by the Committee when reviewing the progress of a student.*

Resources and facilities available for the project: *(e.g. specific tools, equipment, desk space, databases, software, computing or other such facilities necessary for the successful completion of the project).*

Statistical analysis: *The supervisor and student should discuss what statistical analyses will be required for the project and agree on a plan on how to obtain the appropriate expertise. Apart from coursework modules, “qualitative and quantitative research methods”, no additional Faculty support is available.*

Have all practicable measures been put in place to inform the students of their occupational health and safety (OHS) responsibilities?

Although the principal responsibility for OHS lies with the ILP supervisor, all students will, as part of the ILP induction process, be introduced to the legislative framework and the application of UNSW OHS guidelines. A copy of the UNSW guidelines will be supplied to each student; project specific instructions must be provided by the supervisor.

Supervisor’s signature:

Date:

Student’s signature:

Date:

Head of School/Unit/Institute:

Date:

All amendments should be initialled and dated by the supervisor and the student. Substantial amendments should be supported by explanatory notes that are initialled and dated.

THE UNIVERSITY OF NEW SOUTH WALES



FACULTY OF MEDICINE

MFAC4501-MFAC4503

**Independent Learning Project 1-3
(Year 3 Students, 2011)**

Induction Kit

Version 7, 2011

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Goals and Objectives of the ILP

The Independent Learning Project (ILP) is intended to provide UNSW medical students with a period of in-depth study that engenders an approach to medicine that is constantly questioning and self-critical. The ILP aims to promote lifelong learning patterns and skills which will enable them to approach future medical challenges in their careers with a rigor and depth not possible without a detailed knowledge of the formal processes of research, literature appraisal, data collection, analysis and presentation. By the end of the ILP the students will be expected to achieve the following specific goals:

- An ability and inclination to question the basis of current scientific thinking in relation to medical and public health practice.
- To retrieve literature on a topic and demonstrate a familiarity with the use of medical databases.
- To evaluate current knowledge in a field and to provide a critical appraisal of that body of knowledge.
- To identify a problem in their chosen field and to understand and participate in the process of designing a scientific investigation of the problem.
- To be aware of the ethical issues involved in medical research as applied to their area of study.
- To critically evaluate data including the appropriate use and application of analytical procedures.

2011 Key Dates

Monday 16 May 2011	Induction – Day 1 ILP 1 commencement date
Monday 6 June 2011 (Thursday 9 June 2011*)	Induction – Day 2
Monday 11 July 2011	(10.00 am) ILP 1 – Lit review due date ILP 2 start
Friday 15 July 2011	Supervisor's report due date
09/07/2011 - 17/07/2011	Recess
Friday 9 September 2011	Scientific writing course
10/09/2011 – 18/09/2011	Recess
Friday 11 November 2011	Supervisor's ILP2 report due date
14/11/2011 - 8/01/2012	Summer break
Monday 9 January 2012	ILP 3 start
Week beginning 23/01/2012	Quantitative and Qualitative Research Method tutorials and lecture
Monday 12 March 2012	(10.00 am) Final report due date
Monday 19 March 2012	Supervisor's report expected due date
Monday 26 March 2012	Examiner's report expected due date

* Further information will be given in the first day of induction program

Roles and Responsibilities

The ILP has been designed and conceived based on the input of numerous academic, clinical and research staff. The day-to-day supervision, assessment and running of individual ILPs are responsibilities that are shared by students and project supervisors. This joint responsibility is supported and overseen by an ILP & Honours Convenor and the ILP & Honours Committee. It is the responsibility of the ILP & Honours Convenor and the ILP & Honours Committee members to ensure that a sufficiently large and diverse pool of projects is offered. Furthermore, in conjunction with the ILP & Honours Convenor, the ILP & Honours Committee is responsible for ensuring that individual projects are consistent with the goals and assessment guidelines for the ILP.

ILP & Honours Committee Members

Dr John Hunt (chair)
(*ILP & Honours Convenor and Coordinator*)
School of Medical Sciences

Dr Karen Gibson
Senior Lecturer
School of Medical Sciences

Associate Professor Kay Double
Lecturer (Conjoint)
Prince of Wales Clinical School

Dr Melissa Green
Senior Lecturer
School of Psychiatry

Dr Rachel Thompson
Lecturer
Office of Medical Education

Professor Ken Ashwell
Professor of Anatomy
School of Medical Sciences

Ms Sally Nathan (currently on leave)
Lecturer
School of Public Health & Community Medicine

Professor Ken Hillman
Professor, Department of Anaesthetics, Emergency
Medicine & Intensive Care
South Western Sydney Clinical School

Professor Hazel Mitchell
Professor
School of Biotechnology and Biomolecular Sciences

Dr Husna Razee
Lecturer
School of Public Health & Community Medicine

ILP Administration
Mrs Joanna Tjojoatmodjo
Faculty of Medicine

Roles and responsibilities of the ILP & Honours Committee

1. To continuously develop a framework or blueprint which effectively integrates the independent learning project into phase 2 of the program.
2. To promote the ILP across all schools and oversee the selection of proposed projects. To ensure that supervisors understand the objectives of the ILP and provide adequate supervision.
3. To review supervisors' reports and confirm the appointment of examiners for the final reports.
4. To review unsatisfactory outcomes and recommend appropriate remedial action.
5. To review evaluation and assessment data, and suggest modifications to content and design of the ILP as appropriate.

Roles and responsibilities of the ILP supervisor

1. To ensure that ethics requirements have been complied with and a copy of the ethics approval numbers are included in the ILP contract prior to commencement of the ILP.
2. To maintain regular contact with the student in order to provide ongoing support, resolve any problems and meet deadlines.
3. To devise a time-line detailing steps that will facilitate the successful completion of an ILP project including regular meeting times. This time-line should be documented, agreed to and signed by the supervisor, student and the head of school / institute / unit; amendments should be accompanied by

explanatory notes that are initialled and dated (this need only be retained by the supervisor). Students will be provided with a simple proforma for this task.

4. To nominate an independent examiner for the Final Report.
5. To provide an assessment (satisfactory/unsatisfactory) of the student's completed literature review.
6. To determine that the student has / has-not made satisfactory progress in their projects as the student completes their ILP1 and ILP2 enrolments.
7. To provide reasonable access to any specific tools, reagents, equipment, databases, software, computing or other such facilities necessary for the successful completion of the project.
8. To provide, or ensure that the student has reasonable access to the level of training necessary for the successful completion of the project.
9. To provide a safe research environment for the student that complies with Occupational Health and Safety (OH&S) regulations.
10. Ensure that the student is informed of the Occupational Health and Safety (OH&S) regulations relating to their environment and work practices.
11. To notify the ILP coordinator as soon as practicable of any accident, serious illness, emergency situation or similar circumstance affecting any of the students.
12. To notify the ILP coordinator of any unexplained extended absence by a student and/or lack of participation or unsatisfactory progress.
13. To ensure that the student has the opportunity to participate in the collegial and scholarly activities particular to their environment. Such activities may include: research meetings, journal clubs and school seminars.
14. To submit a report at the end of ILP3 commenting on the student's overall performance, and award a mark out of 100 using the grading criteria

Roles and responsibilities of the ILP student

1. To attend the ILP induction session (see 2011 key dates on page 3 of this induction kit) and OHS training as required.
2. To actively participate in the drafting of an ILP-work contract. This contract will include a time-line detailing the steps that will facilitate the successful completion of an ILP project. This will be documented, agreed to and signed by the student and the supervisor (original to be retained by the supervisor, a photocopy should be forwarded to the ILP administrator by Monday 13 June 2011); amendments should be accompanied by explanatory notes that are initialled and dated (this need only be retained by the supervisor).
3. To complete the ILP journal on a daily basis.
4. To complete the record of supervisors meeting (induction kit page 23 – 30).
5. To attend and satisfactorily complete ILP coursework modules.
6. To maintain regular contact with the supervisor, identify and undertake measures aimed at resolving problems as they arise and meet deadlines.
7. To actively participate in the project for a minimum of 30 hours per week during ILP1 and ILP3, and 15 hours per week during ILP2.
8. To keep the supervisor informed as to the overall progress in the ILP so that the supervisor can make an informed assessment of your progress in the ILP.
9. To provide draft and amended versions of the Literature Review for the supervisor to comment upon prior to submission of the final Literature Review.
10. To provide draft and amended versions of the Final Report for the supervisor to comment upon prior to submission of the Final Report.
11. To comply with the Occupational Health and Safety (OH&S) regulations relating to their environment and work practices.
12. To inform the ILP supervisor as soon as practicable of any accident, serious illness, emergency situation or similar circumstance affecting their progress in the ILP.
13. To notify the ILP supervisor and relevant UNSW administration of any unexpected/extended absence.
14. To actively participate in the collegial and scholarly activities particular to their environment. Such activities may include: research meetings, journal clubs and school seminars. A record of these activities should be recorded in the ILP Journal. This journal is to be viewed and signed by the ILP supervisor and student at their scheduled meeting.
15. To disclose to supervisor the timetable for all extra courses outside the MBBS program that are undertaken during ILP program. The timetable should be recorded in the ILP work contract. Any amendment to this

Roles and responsibilities of the ILP Examiner

The examiner will only be required to examine and mark the final report. This process should be completed at arm's length from the project supervisor and student.

ILP Assessment

Overview

Structure

Three courses [MFAC4501-3] collectively comprise the Independent Learning Project and must be taken consecutively. Progression from one course to the next can only occur when all the assessment requirements have been satisfied. In order to progress from one course to the next each student must attain satisfactory grades. During the course of the ILP period the students will also complete 12 units of credit in courses offered by Faculties other than the Faculty of Medicine. In order to complete both of these requirements, the 24 week ILP enrolment will be staggered, as 16 weeks full-time and 16 weeks part-time, over 32 weeks.

[MFAC4501] Independent Learning Project 1 - Literature review and Progress Report

By 10.00AM Monday 11 July 2011 students must submit a literature review (maximum 3000 words, excluding references, figure legends and tables) that presents a scholarly account of the literature relevant to their area of study. The review will be assessed as satisfactory or unsatisfactory by the supervisor; a copy of the review must be submitted to the portfolio system and may be viewed by the ILP committee. The project supervisor must warrant that the student is making satisfactory progress in all aspects of their project.

[MFAC4502] Independent Learning Project 2 – Supervisor's Report

By the end of the second ILP period (Friday 11 November 2011) supervisors will submit a progress report on the student. The student's performance will be graded as satisfactory or unsatisfactory.

[MFAC4503] Independent Learning Project 3

At the end of the 32 week ILP period (10.00AM Monday 12 March 2012) students will submit a written report of the studies undertaken during their ILP. The report will be in the form of a research paper (maximum 5000 words, excluding statement of contribution, abstract, references, figure legends and tables). The format of the report will include an abstract (250 words) and match the format of papers in their area of research.

The student's overall mark for the ILP will be based on two evaluations. One will be a mark (out of 100) awarded by the supervisor based on the student's overall performance during the year. The other will be a mark (out of 100) awarded by the external examiner for the final ILP report. The final mark awarded to the student will be calculated with the supervisor's mark contributing 40% and the external examiner's mark contributing 60%. A student will have to gain minimum score of 50% from each examiner and supervisor and a combined score of at least 50% in order to successfully complete the ILP.

Final reports not submitted on time will attract a late-penalty of 2% per day for reports up to 25 days late. Reports submitted more than 25 days late will automatically be graded as a fail. Following grading of the submitted report, the ILP committee will take into account any applications for special consideration and has the authority to waive or reduce any late penalty.

a) Supervisor's Report

By the end of ILP-3 (Monday 19 March 2012) supervisors will submit a report commenting on the student's overall performance, and award a mark out of 100 using the grading criteria (page 9).

b) Examiner's Report

The examiner will grade the final report by (Monday 26 March 2012), awarding the report a mark out of 100 based on the approved grading criteria (see page 10).

Submission Process

All ILP submissions (literature review and final report) and assessors' reports (ILP supervisor and examiner) will be collected using the Faculty of Medicine's electronic submissions system, eMed. Students must submit their Literature Review and Final reports by 10.00AM (EST, Australia) on the due date. Late submissions will be subject to penalty described above. All comments contained in supervisor's or examiner's reports will be released to students.

ILP-1: Students must submit their literature reviews by 10.00 am Monday 11 July 2011. In the week following submission of the literature review, supervisors will receive an email detailing how and where (<http://emed.med.unsw.edu.au/>) to submit their assessment. The online reporting system will allow for separate grading (Satisfactory / Unsatisfactory) of the Literature Review and the student's progress. Space will be provided for the supervisor to add comments or flag concerns relating to the student's progress.

ILP-2: Towards the end of ILP 2, an email will be sent to the supervisor requesting submission of the ILP-2 progress report.

ILP-3: Students must submit their final report by 10.00 am Monday 12 March 2012. Supervisors must submit their final grade and report by Monday 19 March 2012. The external examiner will receive an email that includes an attachment of the final report along with the details on how and where (web link) to submit their assessment. Examiners are expected to submit their grades by Friday Monday 26 March 2012.

Detailed instructions for Students, Supervisors and Examiners.

[MFAC4501] Independent Learning Project 1 - Literature review and Progress Report

The production of the literature review is expected to reflect the culmination of a collaborative process, of review and editing, in which both the student and the supervisor are satisfied that the end product is a scholarly account that accurately reflects the current standing of knowledge in the area of research. At the time of submitting the literature review (see below) the supervisor will be required to warrant, not only that the *literature review* been completed to their satisfaction, but that the student has made timely and appropriate *progress* in all aspects of their ILP project. Both requirements must be met before a **satisfactory** grade is recorded on the student's academic record.

Literature Review

In order to achieve a satisfactory grade in the *literature review*, the student must demonstrate an active and timely engagement in the preparation, editing and review of the literature review. [Students should note that the preparation of a literature review often involves several revisions of their original draft. Therefore, it is important that writing of the review is commenced in a timely manner and feedback from peers is sought – during the ILP this is most likely to be your supervisor and/or co-supervisor]. Late submissions will be referred to the ILP committee for further consideration. The literature review should display the following attributes:

- Appropriate background information provided
- Covers the main issues in sufficient detail
- Identifies the areas of controversy and assesses them critically.
- Has clear and logical flow.
- Citation style appropriate and consistent.
- Citation list free of careless errors.

In the determination of a satisfactory grade the supervisor must be convinced that the student has made a concerted effort to achieve the following ILP goals:

- An ability and inclination to question the basis of current scientific thinking in relation to medical and public health practice.
- To retrieve literature on a topic and demonstrate a familiarity with the use of medical databases.
- To evaluate current knowledge in a field and to provide a critical appraisal of that body of knowledge.
- To identify a problem in their chosen field and to understand and participate in the process of designing a scientific investigation of the problem.

Supervisor's Report (ILP-1)

In addition to the preparation of a Literature Review, students are expected to actively participate in the collegial activities of the Research Group/Department/School and make appropriate and timely *progress* in all aspects of their ILP. Participation in collegial activities and progress in the project shall be reviewed at regular, *preferably weekly*, meetings between the supervisor and student. At these meetings the supervisor should review and sign the ILP Journal – this journal may be requested by the ILP committee when determining the final grade.

When awarding a satisfactory grade the supervisors must be convinced that the student has made a concerted effort to engage in the range of collegial activities and further the progress of their project. The online reporting system will allow for separate grading (Satisfactory/Unsatisfactory) of the Literature Review and the student's progress. Space will be provided for the supervisor to add comments, or flag concerns relating to the student's progress; these comments will be released to students. Both students and supervisors are encouraged to discuss all concerns as they arise. Where concerns arise that cannot be resolved between the student and supervisor, or where either party wishes additional advice, both parties are encouraged to contact the ILP coordinator *as-soon-as-possible*.

In all cases the initial approach is confidential and need go no further. However, where the ILP coordinator feels further action is warranted the ILP coordinator may approach the supervisor, student or seek guidance from the ILP committee and/or UNSW bodies. All concerns will be dealt with in accordance with the UNSW policy on grievance resolution procedure for undergraduate and postgraduate (coursework) students.

[MFAC4502] Independent Learning Project 2 – Supervisor’s Report

Towards the end of the second ILP-enrolment [MFAC4502] ILP supervisors are required to warrant that the student has made appropriate and timely progress in all aspects of their ILP. This assessment should be undertaken with reference to the original project description, the time-line described in the ILP-work contract, the activities described in the student’s ILP journal and with appropriate consideration to the diligence and effort with which the student attempted to resolve problems as they arise. Matters beyond the student’s immediate control (e.g., unexpected delays in the supply essential equipment or reagents) should not contribute to the student’s assessment.

[MFAC4503] Independent Learning Project 3

a) Supervisor’s Final Report

By the end of ILP3 (Monday 19 March 2012) supervisors will submit a report on the student’s overall performance during the ILP using the following criteria:

Grading Criteria for the Final Supervisor’s Report

Supervisors should award marks within the following bands, when a student’s performance is **best characterised** by the following descriptors.

Fail (< 50%):

The student has:

- not reviewed the literature with any degree of competence, retelling other sources with inadequate analysis or development of an argument,
- not engaged with the project or applied themselves for the required time period of the ILP (i.e. equivalent of 24 weeks full-time research),
- not met deadlines in a timely manner,
- performed or analysed the research poorly,
- shown little or no understanding of the project and is unable to effectively communicate the results, or answer questions concerning the research.

Pass (50-65%):

The student has:

- demonstrated a relatively superficial or limited understanding of the core aspects of the topic,
- reviewed the literature competently,
- usually met deadlines,
- engaged with the project in an adequate but superficial manner,
- displayed some ability to communicate aspects of the study,
- one or two aspects may not be well done but the overall result is still satisfactory.

Credit (65-74%):

In addition to meeting the criteria for a pass grade, the student has:

- applied themselves diligently to the project and was successful in completing the tasks set,
- shown evidence of critical analysis,
- met all deadlines in a timely manner,
- communicated clearly and effectively.

Distinction (75- 84%):

The student has performed well in all areas of the project. This level of performance involves all of the characteristics of a credit performance but also:

- a degree of originality, creativity, or depth of thought and understanding,
- the student demonstrates abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications,
- demonstrates a superior understanding of the relevant literature with a clear synthesis of ideas,
- can answer questions regarding the project intelligently and with insight.

High Distinction (85-100%):

The student performance has matched that required for a distinction AND

- the research is substantial and represents an original contribution to the field,
- has shown initiative and an in-depth and sophisticated understanding of the project,
- has shown characteristics of a maturing independent researcher, suggesting new avenues of research or redefining the questions being asked,
- has taken a lead role in attempts to publish the results (if appropriate).

Space will be provided for the supervisor to add comments. These comments will be released to students.

b) Examiner's Report

The production of the Final Report is expected to reflect the culmination of a collaborative process, of review and editing, in which both the student and the supervisor are satisfied that the end product accurately reflects the outcomes of the project. The final report should be a single document that contains all text and figures. Where possible the document should be submitted as a .pdf. An external reviewer will assess and fully grade this report. This process of review will be at arm's length from the supervisor and the student. When examining the final report the following attributes should be examined in accordance with the Grading Criteria for the final report.

Project report attributes

The report will be in the form of a research paper (maximum 5000 words, excluding abstract, references, figure legends and tables). It must contain an abstract (maximum 250 words).

The remainder of the report must be presented in the format of an appropriate journal in the field. For example, a report from a qualitative study might include an introduction, methods, findings, and conclusions, whereas a report from a laboratory-based quantitative project might include a brief introduction, aims and hypotheses, materials and methods, results and discussion sections. The length and format of all sections should be based on those in representative published papers, while staying within the 5000 word limit.

The introduction (or introductory sections) should define the problem being examined and place it in the context of published work in the area without being a complete review of the literature. All students should identify the limitations of the literature and areas of controversy and give clear and valid aims (and/or hypotheses).

The methods should be appropriate for the stated aims and clearly described and fully referenced.

The results or findings should reflect a significant body of work that has been analysed using appropriate statistical tests or qualitative approaches and that is presented in a clear and logical manner.

Figures, tables, illustrations, or quotes etc must be used to support points raised in the body of the report. Figures or tables must be visually instructive; axes should be clearly labeled and accompanied by a legend.

The discussion should be relevant to the introduction, methods, and results or findings sections, logical in presentation and scientific content, show critical/creative analysis, place the findings of the study in the context of past studies and/or relevant theories and have suggestions for future studies.

The references cited should be presented accurately, and in a style consistent with journals in the relevant field.

Grading Criteria for the Final Report**Fail (< 50%):**

This grade is used when the student has not submitted completed work for assessment, failed to comply with a prescribed remedial process, misunderstood the point of the project or failed to address key issues. The literature review may rely on retelling other sources with inadequate analysis or development of an argument. Important research may be poorly performed and the results presented in a superficial manner that shows little attention to detail and are inadequately analysed. Overall the written report displays little coherence with the conclusions being poorly substantiated by the research conducted or the literature cited.

Pass (50-65%):

The report is satisfactory. The student has demonstrated a relatively superficial or limited understanding of the core aspects of the topic. The project report may contain reasonable components, but be minimally

integrated or fail to synthesise the report into a convincing coherent statement or argument. Written work displays little evidence that the student is capable of transforming the literature into personal understanding or that the student is able to communicate that understanding. Elements of the project are treated superficially.

Credit (65-74%):

The project report comes together to make a broadly coherent whole. The report addresses the topic selected, makes a sound argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. The project report demonstrates an understanding of the literature relevant to this topic. Communication is clear and effective.

Distinction (75- 84%):

This level of performance involves all of the characteristics of a credit performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Demonstrates understanding of the relevant literature with a clear synthesis of ideas and well constructed thesis.

High Distinction (85-100%):

This level of performance involves all of the characteristics of a distinction performance where all aspects of the report are well done and the scope of the work described is both substantial and represents an original contribution to the field of research. This project report is of sufficient standard to have a high probability of being published in a peer reviewed journal.

Academic honesty and plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own*. Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:
<http://www.lc.unsw.edu.au/plagiarism>

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

The Faculty of Medicine regards the maintenance of academic integrity by staff and students as a matter of the highest priority. The Faculty participates in the University's trial of the similarity detection software Turn-It-In (See <http://www.turnitin.com/static/index.php>). A sample of the assignments and projects submitted to the eMed: Portfolio system will be compared to other assignments and projects in the eMed system, to material on the Internet, and to items in the Turn-It-In database.

Rules of Progression

[MFAC 4501] - Independent Learning Project - 1

At the time of submitting the literature review (see below) the supervisor will be required to warrant, not only that the *literature review* been completed to their satisfaction, but that the student has made timely and appropriate *progress* in all aspects of their ILP project. Both requirements must be met before a **satisfactory** grade is recorded on the student's academic record. Late submissions will be marked as unsatisfactory and referred to the ILP&Honours committee.

1. Where both the *Literature Review* and the student's *progress* are satisfactory the student will progress to ILP-2 [MFAC4502].
2. Where a *Literature Review* is found to be **unsatisfactory** by the supervisor, the ILP&Honours committee will inform the student that they may resubmit a revised report by a given date, and a WD (With Held) recorded on the student's academic record.

If the revised Literature review:

- a) is found to be **satisfactory**, the revised literature review will be retained in the student's portfolio and the grade will change, subject to attaining a satisfactory progress grade (point 3), from a WD to Satisfactory on the student's academic record.
 - b) is **not** submitted by the due date, or found to be **unsatisfactory**, the grade will change from a WD to an UF (Unsatisfactory Fail). A copy of the revised Literature review will remain in the student's portfolio.
3. Where the student's *progress* is found to **unsatisfactory** the student will be referred to the ILP committee and a WD (With Held) recorded on the student's academic record. Following examination of the ILP-work contract, ILP Journal and consultation with the supervisor and student, the ILP committee will devise an appropriate course of action: this may include variation in the project design and/or supervisor, and the establishment of a remediation process.

Where the student:

- a) **complies** with the remedial action, the grade will change from a WD to Satisfactory on the student's academic record and the student may progress to ILP2.
 - b) **fails to comply** with the remedial action the grade will change from WD (With Held) to UF (Unsatisfactory Fail).
4. Where both the student's *Literature Review* and *progress* have been found to be **unsatisfactory** the conditions of points 2 and 3 must be met before any change in the student's grade is made. In the case where the student **fails to comply** with any of the aspect of remediation the student's grade will change from WD (With Held) to UF (Unsatisfactory Fail).

Those students failing to achieve a **satisfactory** performance in ILP-1 (i.e., those falling into categories 2b, 3b or 4 above) will be ineligible to progress to an ILP-2 enrolment. Following discussions with the ILP supervisor and the student, the ILP committee may recommend that:

- a) the student commence their clinical course work and re-enrol in ILP-1 [MFAC 4501] the following year, or
- b) the student re-enrol in ILP-1 [MFAC-4501] and proceed with the same, revised or a new ILP project.

The nature of the recommendation will be determined on a case-by-case basis by the Assessment Review Committee following a recommendation from the ILP&Honours Committee.

[MFAC 4502] - Independent Learning Project - 2

1. Those students demonstrating a **satisfactory** level of progress will proceed to their final, ILP-3 [MFAC4503] enrolment.
2. Those students whose progress has been **unsatisfactory** will be referred to the ILP committee and a WD (With Held) recorded on the student's academic record. The ILP committee, in consultation with the supervisor and the student will devise an appropriate course of action: this may include variation in the project design and/or supervisor, and the establishment of a remediation process.

Where the student:

- a) **complies** with the remedial action then the grade will change from a WD to Satisfactory on the student's academic record and the student may progress to ILP3.
- b) **fails to comply** with the remedial action the grade will change from WD (With Held) to UF (Unsatisfactory Fail). Subsequent re-enrolment of students falling into this category will be at the discretion of the ILP committee.

[MFAC 4503] - Independent Learning Project - 3

1. If a student's performance is deemed to be **unsatisfactory** (as determined by a combined score graded less than 50%), the ILP committee will review the reports and comments and a WD (With Held) recorded on the student's academic record. In consultation with the project supervisor and examiner, the ILP committee will determine the nature of any remedial assessment and advise the student of their decision.

Where the student:

- a) **complies** with the remedial assessment the grade will change from a WD to a Pass (PS 50%), no grades greater than 50% will be awarded.
 - b) **fails to comply** with the terms of the remedial assessment the grade for the course will change from WD (With Held) to UF (Unsatisfactory Fail). Subsequent ILP enrolment of students falling into this category will be determined on a case-by-case basis by the ILP-committee.
2. The ILP&Honours Committee reserves the right to review all grades awarded by the primary supervisor or external examiner.
 3. On the basis of special circumstances, a student or supervisor may make an application to the ILP&Honours Committee to seek a review of a grade awarded. If there are sufficient grounds, as determined by the ILP&Honours Committee, additional evaluation will be undertaken. This may involve review by the ILP&Honours Committee of grades and comments, further consultations with the student, primary supervisor or co-supervisor, or a decision to seek an independent evaluation of the final report. After the review procedure has been completed the ILP&Honours Committee will make a recommendation of the final mark to the assessment review committee.

Special Consideration for Illness or Misadventure affecting Assessments

Students applying for Special Consideration for an illness or misadventure that may have affected their ability to prepare or complete an assessment are required to follow the procedures outlined by the University in MyUNSW and available at the following site: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Special Consideration - Illness & Misadventure

On some occasions, sickness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course. Such assessable requirements may include formal end of session examination, class test, laboratory test, seminar presentation, etc. It is also possible that such situations may significantly affect your performance in an assessable task. The University has procedures that allow you to apply for consideration for the affected assessments. Depending on the circumstances, the University may take action to allow you to overcome the disadvantage; eg. give you additional assessment or extend a deadline.

You should note that merely submitting a request for Special Consideration does not automatically mean that you will be granted additional assessment, nor that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a session/year in a course you may be failed regardless of illness or other reason affecting a final examination in that course.

The University has a centralised procedure for Special Consideration applications. Many course authorities and faculties have 'local' procedures that you will also need to follow.

It sometimes happens that a student may encounter a situation that is so significant or personal they do not want to use the Special Consideration procedures. In a case like this you may prefer to contact the University Health Service, the Counselling Service, an academic adviser in your program office or the Assistant Registrar in the Student Information and Systems Office. Remember that it is always important to let the University know if there is anything that may affect your ability to continue your studies.

Students should particularly note the additional requirements beyond a standard medical certificate to include an assessment of the severity of your illness or misadventure and opinion of the likely effect on your capacity to undertake the assessment task/s concerned. **The timeline for submission i.e. within 3 days of the assessment is also critical.**

A summary of each request for Special Consideration will be forwarded to the Faculty's Student Affairs Coordinator (SAC) who may in turn arrange to meet the student to provide assistance as required. The SAC only receives a summary of each Special Consideration, so therefore students will need to give a copy directly to the SAC if they want the SAC to have a full and complete copy of their Special Consideration. The SAC will also attend the Assessment Review Group meeting. Any information provided by the student to the SAC is confidential and will not be disclosed without consent.

Faculty of Medicine Student Affairs Coordinator:

Dr Susan Allman (<http://www.med.unsw.edu.au/medweb.nsf/page/student+affairs+coordinator> ph. 9385 1931; email: s.allman@unsw.edu.au)

PLEASE NOTE: This process does not prevent or discourage a student from attending their own doctor, University Health Service, the Counseling Service or the Assistant Registrar in the Student Information and Systems Office.

Grievance Resolution Procedure for Undergraduate and Postgraduate (Coursework) Students

UNSW Document

<http://www.gs.unsw.edu.au/policy/documents/studentcomplaintproc.pdf>

1. OVERVIEW

The Grievance resolution procedure for undergraduate and postgraduate (coursework) students should be read in conjunction with the policy on *Grievance Resolution for Students* (<http://www.gs.unsw.edu.au/policy/documents/studentcomplaintpolicy.pdf>). Research students should refer to the Grievance Resolution Procedure for Research Students.

The University is committed to providing a safe, harmonious and productive work environment where grievances are dealt with sensitively and promptly. An essential part of developing this environment is ensuring that where students have grievances which they don't believe they can resolve, they are encouraged to raise those grievances with their supervisor, who will take appropriate action to address the grievances.

2. PROCEDURE

STEPS	ACTIONS	WHO IS RESPONSIBLE?	TIMELINE FOR RESOLUTION
STEP ONE	Try to resolve the grievance directly with the person(s) concerned.	Complainant	Normally within 10 working days
STEP TWO:	Complainant may refer matter to a Senior Officer.	Complainant Senior Officer	Normally within 20 working days
STEP THREE:	Grievance may be referred to the Director, UNSW Student Services (and formal notification of the grievance must be provided to the Independent Grievance Officer).	Complainant Director, UNSW Student Services	Normally within 20 working days
STEP FOUR:	Appeal process.	Complainant Presiding Member of the Undergraduate Studies Committee (USC); or the Presiding Member of the Postgraduate Coursework Committee (PCC).	Normally within one calendar month

The University expects that student complaints and claims of unfair treatment should in most instances be able to be resolved through informal discussion and consultation directly with those involved. However, where this is not possible or if the student is unable to resolve the matter, the procedure set out below may be followed. Academic staff are expected to consult with and seek advice from their Head of School, Faculty Associate Dean or Dean as appropriate.

STEP 1 – RESOLUTION AT THE LOCAL LEVEL

1.1. A student should make his/her grievance known within a reasonable time period of the event giving rise to the grievance, normally within ten (10) working days.

The student should attempt to resolve the grievance with the staff member responsible for the event. This would usually be:

- ❖ Tutor/Lecturer/Lecturer in charge of course.
 - Complaint about marks/grades awarded for a piece of assessed work of overall grade awarded for a course
- ❖ Honours Co-ordinator
 - Complaint about honours grade or difficulties arising in honours program
- ❖ Tutor/Lecturer/Lecturer in charge of course
 - Complaint about an event occurring during class

If in doubt about who to speak to about the grievance, the student should seek advice from UNSW Student Central or the appropriate School/Faculty Student Centre.

1.2. If the grievance is not resolved, the student may either take no further action on the matter or may lodge a formal complaint under Step 2 of the process.

STEP 2 – RESOLUTION BY SENIOR OFFICER

(Senior Officers of the University include the Head of School, Associate Dean, Dean, University Librarian, Chief Information Officer, and Senior Officers of UNSW Student Services)

2.1 If the student decides to lodge a formal complaint, it will be forwarded to the appropriate Senior Officer in writing normally within ten (10) working days of being notified of the outcome of Step 1. Alternatively the student may complete the formal complaints form (see attached Appendix A). In addition to lodging a written complaint, the student will also provide any relevant or supporting documentation.

A staff member who is involved in the complaint should not participate in the management of the complaint process once Step 1 is concluded. For example, where the subject matter of the complaint relates to the Head of School, then the matter should be referred to the Faculty Associate Dean (Education).

The Senior Officer will consult all parties and take action to find a fair and equitable resolution of the complaint. The Senior Officer may also consider mediation as an option.

A response in writing should be provided to the student by the Senior Officer detailing the reasons for any recommendation or decision in respect of the matter, and normally within twenty (20) working days of receiving the complaint. Where appropriate, a different timeline may be negotiated upon the agreement of all parties.

2.2 Where the subject matter of the complaint relates to an administrative unit, for example, the University Library or UNSW Student Central, the complaint should be referred in the first instance to the Director, UNSW Student Services.

2.3 Students are entitled to invite a support person to any interviews conducted by the Senior Officer. The student must advise the Senior Officer that a support person will be in attendance at an interview prior to the meeting.

2.4 In some instances it may be appropriate for the Senior Officer to offer mediation to parties to the complaint at an early stage of the grievance resolution process. Participation in mediation is voluntary, however all parties need to agree to participate in mediation before the process can proceed. For further information and advice on options for mediation and a suitably trained mediator, please contact the Independent Grievance Officer.

STEP 3 - REFERRAL TO DIRECTOR, UNSW STUDENT SERVICES

If the student is not satisfied with the outcome of the complaint after Step 2, he/she may either take no further action on the matter or may refer the complaint to the Director, UNSW Student Services to consider the matter and undertake any review or investigation as necessary.

- 3.1 The student must lodge a request for consideration of the matter by the Director, UNSW Student Services normally within ten (10) working days of being notified of the outcome of Step 2. The request for consideration of the complaint must state why the student is dissatisfied with the outcome of Step 2 and the grounds for that dissatisfaction including any pertinent supporting material.
- 3.2 At this stage the Director, UNSW Student Services (or a Senior Officer from UNSW Student Services nominated by the Director) must provide formal notification of the complaint to:
 - the Independent Grievance Officer and
 - the appropriate Faculty Dean/Rector.
- 3.3 The Director, UNSW Student Services (or nominee) will undertake such investigations as he/she deems are necessary and may seek advice including from the Independent Grievance Officer on managing the grievance effectively. Any investigation undertaken by the Director, UNSW Student Services (or nominee) will include reference to the Head of School (or the Faculty Associate Dean) as appropriate, notification of the respondent and may also include interviews with the student or the student's nominee or advocate and other key persons that may be suggested by either the School and/or the student. Any investigation undertaken will be conducted in accordance with the principles of procedural fairness.
- 3.4 Students are entitled to invite a support person to any interviews conducted by the Director. The student must advise the Director that a support person will be in attendance at an interview prior to the meeting.
- 3.5 At the conclusion of the investigation, the Director, UNSW Student Services may:
 - decline to take any further action with respect to the complaint; or
 - enter into negotiations with the Head of School or Faculty Associate Dean or Dean/Rector for an acceptable outcome to resolve the complaint; or
 - resolve the complaint in favour of the student; or
 - decline to make a determination and refer the matter to the Presiding Member of the appropriate Studies Committee under Step 4 of these procedures.

The Director, UNSW Student Services will provide a written decision (including reasons) to the student, normally within twenty (20) working days. In more complex matters requiring extensive investigations, the timeframe may be longer. All parties concerned will be duly notified.

STEP 4 – APPEAL PROCESS

- 4.1 If the student remains dissatisfied, he/she may either take no further action on the matter or may lodge an appeal on the basis that the student has been denied due process during Steps 1 to 3 of the grievance resolution process.

The appeal must be in writing and lodged with either the:

- the Presiding Member of the Undergraduate Studies Committee (USC) for undergraduate student matters; or
- the Presiding Member of the Postgraduate Coursework Committee (PCC) for postgraduate (coursework) student matters.

The student must lodge an appeal within ten (10) working days of receiving notification under Step 3 and must include sufficient grounds to support the appeal.

- 4.2 Within ten (10) working days of receiving the appeal, the Presiding Member of the appropriate Studies Committee may seek advice from the Independent Grievance Officer and may:
 - decline to take action in cases where he/she considers that insufficient or unfounded reasons have been given by the student and shall inform the student accordingly; or
 - attempt to resolve the complaint by negotiation; or
 - refer the matter to an Appeal Sub-Committee, empanelled for the purpose by the Presiding Member.
 The

Presiding Member will chair the Appeal Sub-Committee unless there is a conflict of interest or apprehended bias, in which case a member of the corresponding Studies Committee will be appointed as Chair. The Appeal Sub-Committee will consist of at least three members, one of whom will be a student.

The student member will be drawn from the Academic Board or from the current list of student members of faculties. No member of the Appeal Sub-Committee will have been associated with either the original decision or any earlier step in the appeal process.

The student (along with a support person if requested by the student) will have the opportunity to attend a meeting of the Appeal Sub-Committee. This does not include a legal representative unless the Presiding Member agrees to the presence of a legal representative. If the student is permitted legal representation then the Appeal Sub-Committee may obtain legal assistance for their deliberations.

The Appeal Sub-Committee should make a decision on the matter normally within one (1) calendar month. Decisions made by Appeal Sub-Committees will be reported annually to the Academic Board in a way that does not identify the parties involved. The Presiding Member will advise the student, the Head of School and the Dean/Rector of the outcome of the appeal in writing and give reasons for that decision. The Presiding Member will refer the Sub-Committee's decision to the Head of School and Dean/Rector for implementation if appropriate.

4.3 There is no further avenue of appeal.

3. OUTCOMES OF THE GRIEVANCE RESOLUTION PROCEDURE

Outcomes could include:

- complainant gaining a better understanding of the situation and no further action taken;
- a decision or outcome which was the subject of the grievance is affirmed as an appropriate decision in the circumstances;
- a decision of outcome which was the subject of the grievance is revised or rescinded;
- the complainant or respondent receiving a verbal or written apology;
- the respondent or complainant receiving a verbal or written reprimand;
- one or both parties agreeing to participate in some form of counselling;
- disciplinary action where UNSW policy or the Code of Conduct were found to have been breached, and/or where misconduct/serious misconduct or unsatisfactory performance has occurred.

4. ROLE OF THE INDEPENDENT GRIEVANCE OFFICER

The role of the Independent Grievance Officer is to:

- determine where each matter fits within University policy framework governing grievance handling and resolution;
- refer matters to the appropriate unit within the University (and discuss and recommend options for managing the grievance or complaint);
- monitor the management of grievances and complaints (including monitoring the steps in the mediation or conciliation process, managing workplace investigations, managing the grievance in a timely manner and providing feedback to the complainant);
- provide advice on real or perceived conflicts of interest that may arise during the grievance and complaint handling process;
- regulate and assess the effectiveness of the University's grievance and complaint handling systems;
- provide an impartial view of the University's obligations and responsibilities in respect to grievances and complaints;
- maintain a central repository of data on grievances at UNSW, including the identification of trends and systemic issues, and the provision of regular reports to senior management; and
- provide advice to complainants at the earliest appropriate level where required.

5. DISCLOSURE PRIVACY STATEMENT

The information gathered during the course of a grievance is to be treated in a confidential manner.

Sensitive and Confidential Information

The University recognizes that the information provided by complainants and respondents is usually of a personal and sensitive nature. The University considers information to have been given in confidence, and

undertakes to treat it confidentially. The University will maintain confidentiality where it is necessary for the protection of essential public interests and the private and business affairs of persons and organisations in respect of whom information is collected. The University is bound by legislation to prevent the indiscriminate release of information.

Disclosure within the University

In addition to the Head of School or head of administrative unit, the information provided may be disclosed to other persons involved in resolving the grievance.

Information to be reported for statistical purposes will, as far as is practicable and reasonable, be in a de-identified form. Data capture and analysis will assist in the identification of trends and systemic issues that require rectification.

Access and Retention

Documentation relating to a grievance will be retained on files in the UNSW Recordkeeping System before being destroyed in accordance with the requirements of the *State Records Act 1998 (NSW)*. Access to these files will be restricted to authorised individuals.

Under State privacy legislation you have a right to find out what information the University holds about you and to inspect it. You can also ask for records to be amended or corrected if the information about you is inaccurate, irrelevant, or out of date. Enquiries regarding access to this information should be directed to the UNSW Privacy Officer.

6. FURTHER INFORMATION AND ADVICE ON THE PROCEDURE

Further information and advice may be obtained from:

- UNSW Student Services (ext 58500)
- University Counselling Services (ext 55418)
- Student Guild Advocates
- the School Grievance Officer (where the School has nominated a staff member to undertake the role of Grievance Officer)
- your Head of School, the Associate Dean (Education) or Presiding Member of your Faculty
- Equity & Diversity Unit (ext 54734)
- Independent Grievance Officer
- International Student Services (ext 55333)

Further information may also be obtained from external agencies including the NSW Ombudsman.

7. REVIEW OF PROCEDURE

The Director, UNSW Student Services has responsibility for the regular review and update of this procedure.

8. ASSOCIATED DOCUMENTS

Student Misconduct Rules <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

UNSW Code of Conduct <http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

UNSW Code of Conduct for the Responsible Practice of Research

<http://www.gs.unsw.edu.au/policy/documents/researchcode.pdf>

Conflict of Interest Policy <http://www.gs.unsw.edu.au/policy/documents/conflictinterestpolicy.pdf>

Behaviour Required of Students <https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html>

Student Responsibilities

Student Discrimination and Harassment Grievance Policy and Procedures

<http://www.gs.unsw.edu.au/policy/documents/studentcomplaintpolicy.pdf>

Getting Started on Your Literature Review

A General Guide for Postgraduate Research Students

There is no one single correct method to writing a literature review. Therefore, this resource is a guide only. Check with your supervisor/lecturer/school to ascertain whether there are any specific requirements for your literature review before proceeding.

What is a Literature Review?

A literature review is an examination of the research that has been conducted in a particular field of study. Hart (1998) defines it as:

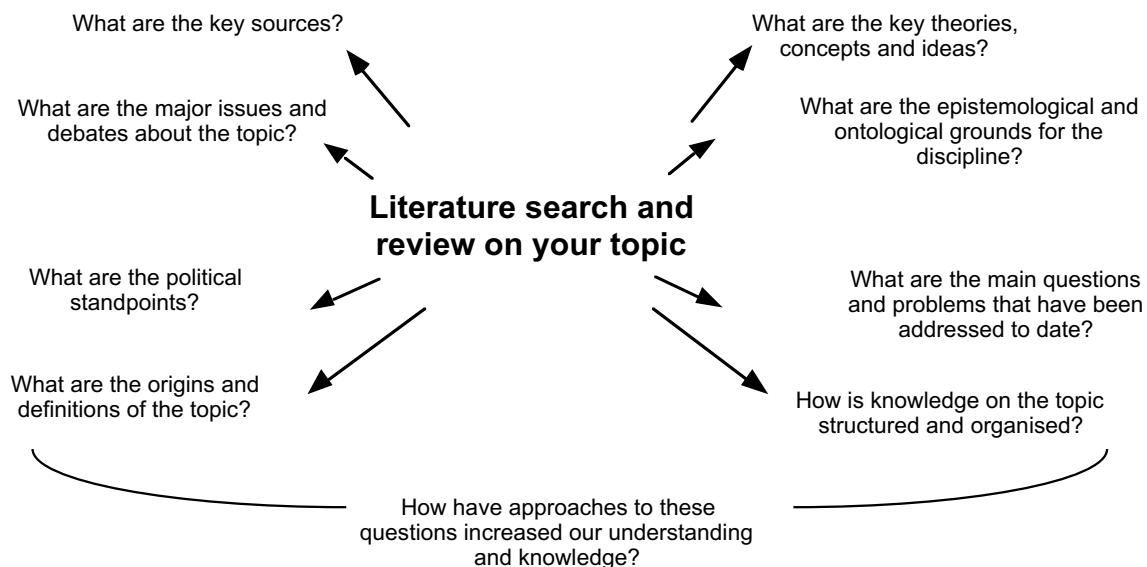
- The **selection** of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence. [This selection is] written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and
- The effective **evaluation** of these documents in relation to the research being proposed (p. 13).

What is the Purpose of a Literature Review?

- To demonstrate your scholarly ability to identify relevant information and to outline existing knowledge.
- To identify the 'gap' in the research that your study is attempting to address, positioning your work in the context of previous research and creating a 'research space' for your work.
- To evaluate and synthesise the information in line with the concepts that you have set yourself for the research.
- To produce a rationale or justification for your study.

Initially, you may read quite broadly on the topic to enrich your understanding of the field. This is useful for refining your topic and establishing the perspective that your research will take. For example, reading broadly may help you work out where there are gaps in the research, which may provide you with a niche for your research. It may also enable you to establish how your research extends or enhances the studies already done.

However, remember that the literature review needs to relate to and explain your research question. Although there may seem to be hundreds of sources of information that appear pertinent, once you have your question you will be able to refine and narrow down the scope of your reading.



Some of the questions the review of the literature can answer

Source: Hart, C. (1998) *Doing a literature review: Releasing the social science research imagination*, Thousand Oaks, Sage, p. 14.

What do I need to be able to do in order to write a literature review?

Please be aware that the following steps are not necessarily linear and you may have to revisit them at various points. Remember that undertaking your literature review is really an on-going process throughout your thesis. However, there will be times when you focus more specifically on reviewing the literature.

- **Identify your research question.** This is essential in helping you direct and frame your reading.
- **Identify and locate appropriate information.** Consider searching library catalogues, data bases, CD Roms, media releases, research publications etc.—these will depend on your discipline.
 If you are a postgraduate and are unsure about how to use the library's print, electronic or internet resources effectively, then make an appointment for a Research Consultation with the UNSW library (this can be done online at <<http://www.library.unsw.edu.au/prac.html>>). This service is available to postgraduate research students and academic staff. A PRAC consultation will help you to develop and refine your research skills in the area of print, electronic and/or internet resources.
- **Read and critically evaluate the information that you locate.** Examine its strengths and weaknesses in relation to your research. Take notes of not only the information that you read, but also your thoughts about this information. This will help you draw your ideas together when you start writing your literature review section. (For effective note-making strategies, see the Learning Centres study resource on notetaking).
- **File and store your readings and notes.** Use an effective method that lets you retrieve information quickly and easily. Remember that there is no one 'right' way of organising your materials. However, it is important to know the literature that you have found and where you have stored it, so that you can access it quickly and easily. Use a program like EndNote <<http://www.endnote.com>> to help you organise and store your notes relating to the readings that you have undertaken.
- **Plan, organise and write critically about the literature that you have located.** You will need to establish which literature is most pertinent to your review and be able to synthesise and critique the relevant materials. Don't underestimate the planning stage. Having a sense of the overall organisation of your literature review may help expedite the process. Some people find that in the initial stages, drawing diagrams of how the literature fits together is very useful in providing a 'big picture' of the information to be incorporated.

How could I write my Literature Review?

When writing your literature review, it is essential to remember that it will only be completed when your thesis is almost finished, because new research and publications are constantly being produced. At some stage you will have to be happy with what you have and leave it at that; however, you will be continually adding to your review and will probably rewrite it a number of times.

It is always invaluable to read the literature reviews in other theses. These will provide possible structural models for your own literature review. The UNSW library now has many theses available on-line, so it is easy to locate examples of current theses in your area of research. Check out the UNSW library website for the Australian Digital Thesis database <<http://adt.caul.edu.au>>. Another useful strategy is to examine how literature reviews are undertaken in journal articles, although these are generally much shorter.

It is important that your literature review has a logical and coherent structure, and that this structure is clearly apparent to the reader. It is a good idea to let your readers know exactly how the review is organised. Although the suggestions (at right) are commonly used in structuring the literature in a review, these methods are by no means the only ways of organising material. Remember that the way that you choose to organise your review will largely depend upon the type of information that you have gathered and that some literature reviews use a combination of structural approaches.

Discussing and Evaluating the Literature

Critically examine the literature

The literature review needs to critically examine the texts that relate to your research question, rather than to just list what you have located. Therefore, you must link the literature to your research question, demonstrating how it supports or extends the topic or the existing knowledge in the area. You should also highlight the strengths, weaknesses and omissions of the literature, providing a critique of the research. Hence, the language used in a literature review is often evaluative and demonstrates your perspectives of the literature in relation to your question.

Make your 'voice' clear

Your 'voice', that is, your perspective, position or standpoint, should be clearly identifiable in the literature review, as in the thesis as a whole. However, in the literature review because you are writing about other people's work it is easy for your own 'voice' to be lost. The literature review then reads like a mixture of different tones and arguments. It is important that, firstly, your theoretical position is clearly and strongly stated and that your critical evaluations are an integral part of this. Secondly, it is important that your language indicates your own or other writers' attitudes to the question or issue. Some ways of using language to do this are outlined on the next page.

Some Possible Ways of Structuring a Literature Review

Chronological organisation

The discussion of the research /articles is ordered according to an historical or developmental context.

The 'Classic' studies organisation

A discussion or outline of the major writings regarded as significant in your area of study. (Remember that in nearly all research there are 'benchmark' studies or articles that should be acknowledged).

Topical or thematic organisation

The research is divided into sections representing the categories or conceptual subjects for your topic. The discussion is organised into these categories or subjects.

Inverted pyramid organisation

The literature review begins with a discussion of the related literature from a broad perspective. It then deals with more and more specific or localised studies which focus increasingly on the specific question at hand.

References

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In 1984, Jenny Cushman, in her **perceptive** article, 'The Chinese community in Australian historiography' made a passionate plea for historians to move away from studies of Australian attitudes to "relocate the Chinese experience within the Chinese community itself". She further urged researchers to investigate the way Chinese customs, legal notions and kinship relations were adapted to the Australian physical and social environment. **It is tempting to credit** many of the succeeding changes to Cushman's appeal. However, the new approaches **must** be viewed within the context of the changing tide of historiography and the impact of 'multiculturalism'.

Attitude marker: words or phrases that indicate a writer's assessment of or attitude to an issue

Emphatic expressions: Words or phrases which relate to the strength of the claim or to your degree of confidence in what is said.

Hedging expression: word or phrases which make statements about the degree of certainty, possibility or probability of a question

...

 But to say this is to point to wider **implications** for history making in Australia. The Eurocentric histories of the past **cannot simply be** corrected by including the 'Chinese', especially if clear ethnic separations based on assumed single identities are maintained. **It is necessary** to go beyond Orientalist contrasts between us and them, Australian and Chinese, and to engage in a re-examination of sites of difference and dialogue. These sites will show the need to envisage multiple identities. They **may** also **sometimes point** to shared experiences of a shared world. Separate histories of ethnic peoples are not enough, especially if they serve to contain and exclude these peoples. Instead there is a need for a new synthesis in Australian history. The crucial need for historians is to personally engage with the contemporary politics of difference.

Relational marker (underlined): words or phrases that indicate, explicitly or implicitly, the writer's relationship to the audience or the scholarly community in which they are writing.

Text source: Ryan, J. (1997). Chinese Australian history. In W. Hudson & G. Bolton (eds) *Creating Australia: Changing Australian history*. Allen & Unwin, Sydney.(pp. 75, 77)

NB: Technically emphatic expressions, attitude markers and relational markers are also hedging expressions, but they are described here in terms of their primary function.

There are numerous resources at the Independent Learning Centre and in the library that can help support you in the writing of your literature review. Please remember that there is no one way of writing a literature review and that it is essential that you discuss your chosen approach with your supervisor.

Every effort has been made to locate and acknowledge sources of information. Please let us know if we have inadvertently plagiarised material.

Written and compiled by T. Ferfolja and L. Burnett, © The Learning Centre, UNSW, 2002.

Time Management

The Learning Centre • <http://www.lc.unsw.edu.au>

Good time management is essential to success at university. Planning your time allows you to spread your work over a session, avoid a 'traffic jam' of work, and cope with study stress.

Studying at uni often involves meeting conflicting deadlines, and unless you plan ahead, you'll find it impossible to manage. To meet the demands of study you need to spread your workload over a session. Work out what needs to be done and when. Work out how to use your available time as efficiently as possible.



Plan Ahead and Prioritise

The first step to good time management is to prioritise your tasks. In other words, deciding which task is most important and should be completed first. For example, in a choice between reading for an essay due in *four* weeks or preparing a seminar presentation in *two* weeks, choose to prepare the presentation.

To prioritise successfully you must develop weekly and long term time management plans. Many students find long, medium and short term planning useful for organising their study. Planning ahead saves time, stress and energy.

Long-Term Planning

Using a Yearly Planner

A yearly planner you can place on your wall or by your desk allows you to plan your workload over an entire session and helps to remind you about deadlines and upcoming commitments.

- Place the planner in a position where you have easy access to it.
- Write in the dates assignments are due and exams are scheduled.
- Work out how long you will need to complete each task. Allow yourself plenty of time.
- Remember to allow for extra workload. If you have several assignments due at the same time, then you'll need to begin each task earlier.
- Set start dates for each task and write them on your planner.
- Draw lines back from the due dates to 'start' dates. Use different colour pens for different subjects, assignments or exams. Doing this will give you a good indication of how much time you have to complete tasks and cue you to start them.

Tips to Make Time Management Easier

- Don't put off small tasks. Completing them straight away encourages you to begin tackling larger tasks.
- Try 'chunking' all long/ difficult tasks into sections. This allows you to approach a large task as a series of manageable parts.
- Don't try to write an entire assignment in one sitting. Complete it section by section.
- If you have writer's block, try writing something—anything—down. Even if you change it later, at least you've started.

Your study and the time you spend on it is up to you. If you find yourself losing direction, remind yourself of why you are doing your degree; remembering your goals can put things into perspective.



Planning on a Weekly Basis

Use Time Slots Wisely

Students often believe they have no time to study, but many of them think of study time in terms of long time slots (three hours or more). While long time slots are necessary, medium and short time slots can be used just as effectively. A well-used 15 minutes is more effective than a wasted 2 hours. Different periods of time suit different activities. For example:

Short Time Slots	Medium Time Slots	Long Time Slots
One hour or less is useful for: <ul style="list-style-type: none"> • reviewing lecture notes • completing short readings • previewing long readings • doing problems • revising for exams • jotting down essay plans • proofreading an assignment 	One to three hours is a good time for more concentrated study. Medium slots can be used for: <ul style="list-style-type: none"> • more detailed note-reviewing • reading for courses/ assignments • taking notes from readings • drafting/editing an assignment • revising for exams 	More than three hours can be set aside for: <ul style="list-style-type: none"> • working on an assignment • completing an extensive amount of reading • doing research for assignments • revising for exams
<i>Bus and train journeys or lunch breaks are useful for this kind of work.</i>	<i>During medium and long time slots, divide study time up into one hour sections and take breaks. Try not to study for longer than an hour at a time, as concentration begins to slip.</i>	

Fill in a Weekly Planner

For weekly planning, use a diary, a timetable or a Learning Centre Weekly Study Schedule.

Fill in all the main demands on your time:

- Uni lectures and tutorials.
- Hours of work (if you have a part-time job).
- Any regular sport or leisure commitments.
- Mealtimes and regular family commitments.
- Sleep times.

When you have blocked in the main demands on your time, look at the blank time slots left. This will help you work out how many hours a week you actually have for study.

Next, plan time slots to use for uni-related work. Fill in times that could be used as study periods including short, medium and long time slots.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6-7 am		GYM	SHORT	SHORT	SHORT	SHORT	Sleep
7-8 am	SHORT		Tutorial	Lecture			Sleep
8-9 am	Lecture	SHORT			GYM	Work	Sleep
9-10 am		Lab					Sleep
10-11 am							
11-12 pm			MEDIUM	LUNCH			
12-1 pm	SHORT			Lab			
1-2 pm	LUNCH	LUNCH	LUNCH		LONG		
2-3 pm	SHORT		Discussion				LONG
3-4 pm	Tutorial	MEDIUM	Group			MEDIUM	
4-5 pm							
5-6 pm		Lecture	MEDIUM	DINNER	DINNER	Party!!!	
6-7 pm	GYM		LONG	Work	Work	Let My Hair Down!!!	
7-8 pm	SHORT		DINNER				DINNER
8-9 pm	DINNER		MEDIUM				
9-10 pm	Sleep	Dinner	LONG				
10-11 pm		Sleep					
11-12 pm			Sleep				Sleep

Be Flexible

Some weeks will be busier than others, and unforeseen things can happen. Remember that a timetable is only a plan or a guide. You don't have to follow it religiously every week, but try to stick to your plan as best you can. If you plan a study time slot and miss it, don't panic—look at the schedule and rearrange your time.

Be Realistic

A great deal of time management is really about taking responsibility for your learning. The best plan is to be aware of how much time you have and to manage it effectively. Be realistic about your time and what you can do with it.

Over commitment

Before you undertake study, you need to realistically assess all the demands on your time. Consider paid employment, family duties, sport, leisure or civic commitments. Good time management will not help if you are overcommitted. If you study full time, spend more than about 12 hours per week in paid employment and spend every evening at the gym, you won't have much time to study. If you suspect you might have taken on too much, reassess your commitments, prioritise and compromise.

Be realistic about the amount of time an assignment will take you to complete. Different tasks require different amounts of preparation time. For example, you might only need a few hours to prepare for a tutorial, but writing an assignment will take significantly longer. You can't produce good, well-written work unless you give yourself enough time to think, research and write. Brilliant assignments are not written the night before, so start them in good time.

Seeking Help

It's easy to procrastinate when you experience difficulties with an assignment, but putting off starting only means you'll have less time to work on it. If you miss an assignment deadline, you will lose marks. So, if you think you need some assistance, ask for it. Remember, good time management includes good self-management. Talk to your tutor about difficult assignments, or visit services like The Learning Centre or The Counselling service. Don't put off seeking advice—the longer you wait, the more anxious you'll feel.

Common Time 'Thieves'

Problem: Feeling so overwhelmed and anxious about your workload that you 'freeze', put things off and don't get anything done.

Solution:

1. Set priorities.
2. Get started.

Actually starting a task reduces your anxiety about it. List all the tasks you have to do in order of importance and urgency, and work through them one at a time. For example, if an assignment is due in one week, then it goes to the top of your 'to do' list.

Problem: Putting off starting a task because it feels so overwhelming or difficult that you can't face it.

Solution: Break up the workload into small chunks.

This is a very effective strategy. Divide work into as many small, achievable tasks as you can. Then when you sit down to study, you are not facing a huge, daunting pile of work, but one small task.

Complete a 'chunk' every study period. It might be a task or a period of revision. Take a break after completing a 'chunk'. If it's something you've really been dreading, reward yourself when you've done it!

Problem: Procrastination (or spending time on irrelevant tasks when you know you should be studying)

Solution: Set study goals and vary your study techniques.

If you're feeling stressed about a task, putting it off will only make things worse. Make a start, even if it's simply to note down a plan about how you will proceed further.

Break up the task into 'chunks' and list each one from start to finish. Set yourself a goal and tackle one chunk at a time.

Be conscious of what you're doing. If you catch yourself delaying study in order to perform some 'essential' task—stop yourself and do it later.

Problem: Daydreaming or ‘drifting off’**Solution:** Check your energy level and concentration.

Take a short break or a little exercise every hour. Open a window and walk around. If you drift off, try visualising a red stop light. Hold that image for a few seconds—then switch to a green light and go back to work.

Problem: Feeling that you can’t begin because you won’t be able to produce a ‘perfect’ assignment**Solution:**

Forget about writing a masterpiece—aim for reasonable results. It’s better to produce a reasonable effort and pass, than to delay for so long that you produce nothing.

Student Strategies

Some of the following comments from university students at the end of their first year discuss issues of study and time that might sound familiar (Field, Gilchrist & Gray, 1989). The comments are about two areas: planning ahead without getting obsessed about it, and developing effective habits for dealing with worry and stress.

Trying to plan ahead without going overboard:

“Compared to school, it’s not that the work is harder, it’s just that it’s more detailed and therefore more time-consuming“

“Instead of procrastinating, start thinking about the assignment right away so that you’re the first one to get to the books. Most importantly, if you get a good start on an assignment you allow yourself enough time to deal with any unexpected problems”

Developing effective habits for dealing with worry and stress:

“Having some fun or relaxation on the weekend gives me enough strength to regain my sanity to start another week”

“Even though I’m not finding everything awful or the workload too great, I get anxious sometimes. Last week, for example, I was sick and didn’t get half as much done as I had planned. So I have more to do this week. I’m finding right now that I can’t get all my reading done. So I just have to read what is most important, as I know I can’t possibly read every single thing”

**Further Readings**

Covey, S 1990, *The Seven Habits of Highly Effective People*, Simon & Shuster, New York.

Field, D, Gilchrist, G & Gray, N 1989, *First Year University: A Survival Guide*. Ontario Institute for Studies in Education.

MacQueen, C 1998, *Getting Ahead in Tertiary Study: A Practical Guide for Business, Social Science and Arts Students*, UNSW Press, Sydney.

Northedge, A 1990, *The Good Study Guide*, The Open University, Milton Keynes.

Prepared by The Learning Centre, The University of New South Wales © 2001. This Guide may be distributed for educational purposes and adapted with proper acknowledgement.

ILP Planner

<u>Week 1 – 16/05/2011 – 20/05/2011</u>		<u>Induction Day</u>
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 2 – 23/05/2011 – 27/05/2011</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 3 – 30/05/2011 - 03/06/2011</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 4 – 06/06/2011 – 10/06/2011</u>		<u>Induction Day</u>
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

<u>Week 5 – 13/06/2011 – 17/06/2011</u>		<u>ILP Contract Due</u>
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 6 – 20/06/2011 – 24/06/2011</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 7– 27/06/2011 – 01/07/2011</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 8 - 04/07/2011 – 08/07/2011</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor in attendance	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

<u>11/07/2011 – 15/07/2011</u>	<u>Literature Review Due Recess</u>												
<u>Week 9- 18/07/2011 – 22/07/2011</u>													
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><u>Weekly Meeting:</u></td> <td style="width: 30%;"></td> <td style="width: 40%; text-align: right;"><i>Signature</i></td> </tr> <tr> <td>Was the supervisor in attendance</td> <td>Yes /No</td> <td>.....</td> </tr> <tr> <td>Was the student in attendance</td> <td>Yes /No</td> <td>.....</td> </tr> <tr> <td colspan="3">Reason for absences:</td> </tr> </table>		<u>Weekly Meeting:</u>		<i>Signature</i>	Was the supervisor in attendance	Yes /No	Was the student in attendance	Yes /No	Reason for absences:		
<u>Weekly Meeting:</u>		<i>Signature</i>											
Was the supervisor in attendance	Yes /No											
Was the student in attendance	Yes /No											
Reason for absences:													
<u>Week 10 – 25/07/2011 – 29/07/2011</u>													
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><u>Weekly Meeting:</u></td> <td style="width: 30%;"></td> <td style="width: 40%; text-align: right;"><i>Signature</i></td> </tr> <tr> <td>Was the Supervisor in attendance</td> <td>Yes /No</td> <td>.....</td> </tr> <tr> <td>Was the Student able to attend</td> <td>Yes /No</td> <td>.....</td> </tr> <tr> <td colspan="3">Reason for absences:</td> </tr> </table>		<u>Weekly Meeting:</u>		<i>Signature</i>	Was the Supervisor in attendance	Yes /No	Was the Student able to attend	Yes /No	Reason for absences:		
<u>Weekly Meeting:</u>		<i>Signature</i>											
Was the Supervisor in attendance	Yes /No											
Was the Student able to attend	Yes /No											
Reason for absences:													
<u>Week 11 – 01/08/2011 – 05/08/2011</u>													
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<u>Weekly Meeting:</u>		<i>Signature</i>											
Was the supervisor in attendance	Yes /No											
Was the student in attendance	Yes /No											
Reason for absences:													
<u>Week 12 – 08/08/2011 – 12/08/2011</u>													
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><u>Weekly Meeting:</u></td> <td style="width: 30%;"></td> <td style="width: 40%; text-align: right;"><i>Signature</i></td> </tr> <tr> <td>Was the supervisor in attendance</td> <td>Yes /No</td> <td>.....</td> </tr> <tr> <td>Was the student in attendance</td> <td>Yes /No</td> <td>.....</td> </tr> <tr> <td colspan="3">Reason for absences:</td> </tr> </table>		<u>Weekly Meeting:</u>		<i>Signature</i>	Was the supervisor in attendance	Yes /No	Was the student in attendance	Yes /No	Reason for absences:		
<u>Weekly Meeting:</u>		<i>Signature</i>											
Was the supervisor in attendance	Yes /No											
Was the student in attendance	Yes /No											
Reason for absences:													

Week 13 – 15/08/2011 – 19/08/2011

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the supervisor in attendance	Yes /No	.....
Was the student in attendance	Yes /No	.....
Reason for absences:		

Week 14 – 22/08/2011 – 26/08/2011

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

Week 15 – 29/08/2011 – 02/09/2011

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

Week 16 – 05/09/2011 – 09/09/2011

Scientific Writing Course

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

12/09/2011 – 16/09/2011

Recess

Week 17 - 19/09/2011 – 23/09/2011

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

Week 18 – 26/09/2011 – 30/09/2011

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

Week 19 – 03/10/2011 – 07/10/2011

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

Week 20 – 10/10/2011 – 14/10/2011

<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		

<u>Week 21 – 17/10/2011 – 21/10/2011</u>		
<u>Weekly Meeting:</u>		
Was the Supervisor able to attend	Yes /No	<i>Signature</i>
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 22 – 24/10/2011 – 28/10/2011</u>		
<u>Weekly Meeting:</u>		
Was the Supervisor able to attend	Yes /No	<i>Signature</i>
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 23 – 31/10/2011 – 04/11/2011</u>		
<u>Weekly Meeting:</u>		
Was the Supervisor able to attend	Yes /No	<i>Signature</i>
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 24 – 07/11/2011 – 11/11/2011</u>		
		<u>Supervisor's ILP 2 report</u>
<u>Weekly Meeting:</u>		
Was the Supervisor able to attend	Yes /No	<i>Signature</i>
Was the Student able to attend	Yes /No	.....
Reason for absences:		
12/11/2011 – 09/01/2012		Summer Break

Week 25 - 09/01/2012 – 13/01/2012

Weekly Meeting: *Signature*
Was the Supervisor able to attend Yes /No
Was the Student able to attend Yes /No
Reason for absences:

Week 26 – 16/01/2012 – 20/01/2012

Weekly Meeting: *Signature*
Was the Supervisor able to attend Yes /No
Was the Student able to attend Yes /No
Reason for absences:

Week 27 – 23/01/2012 – 27/01/2012

Weekly Meeting: *Signature*
Was the Supervisor able to attend Yes /No
Was the Student able to attend Yes /No
Reason for absences:

Week 28 – 30/01/2012 – 03/02/2012

Weekly Meeting: *Signature*
Was the Supervisor able to attend Yes /No
Was the Student able to attend Yes /No
Reason for absences:

<u>Week 29 – 06/02/2012 – 10/02/2012</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 30 – 13/02/2012 – 17/02/2012</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 31 – 20/02/2012 – 24/02/2012</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
<u>Week 32 – 27/02/2012 – 02/03/2012</u>		
<u>Weekly Meeting:</u>		<i>Signature</i>
Was the Supervisor able to attend	Yes /No	.....
Was the Student able to attend	Yes /No	.....
Reason for absences:		
05/03/2012	ILP3 Final Report Due	

ILP Journal Guidelines

- This journal is provided so that you can record the daily activities you performed while completing your ILP. The details should include where you performed these activities and at what time.
- You should update it on a daily basis, and date and sign the entry accordingly.
- This is a legal document. Apart from your supervisors' signatures, no other person should write in this journal.
- You should write legibly and with a pen.
- Any corrections made should be initialled, dated and co-signed by your supervisor.
- No pages or entries may be removed from this journal, and you should leave no blank pages.
- The ILP journal should not take the place of a laboratory/project notebook if your department has such a system in place. However, in addition, you should still summarise your daily activities in the ILP journal.
- You should present your journal to your supervisor at your regular meeting time. Your supervisor should sign and date the journal entry only if they agree that it is a true record of your efforts.
- The journal may be used by the ILP committee in assessing whether you have met the attendance requirements.

Date

Student's name

Supervisor's name

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Student's name

Supervisor's name

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Title of Experiment

Page 9

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Student's name

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Title of Experiment

Page **16**

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Title of Experiment

Page **71**

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Faculty of Medicine

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May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 Induction Day	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
June				1	2	3	4	5	6 Induction Day 2	7	8	9 Induction Day 2	10	11	12	13 Work contract DD	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
July						1	2	3	4	5	6	7	8	9	10	11 Literature Review (LR)	12	13	14	15 LR Supervisor's report	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Aug	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Recess				20	21	22	23	24	25	26	27	28	29	30	31					
Sept					1	2	3	4	5	6	7	8	9 Scientific Writing course	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Oct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Nov				1	2	3	4	5	6	7	8	9	10	11 ILP2 supervisor report	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
Dec						1	2	3	4	5	6	7	8	9	10	11	Summer break											28	29	30	31					
Jan	1	2	3	4	5	6	7	8	9 ILP 3 commencement date	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
Feb				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29				
Mar					1	2	3	4	5 Final Report	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	