

University of Canberra

Faculty of Health

National Institute of Sports Studies



**UNIVERSITY OF
CANBERRA**
AUSTRALIA'S CAPITAL UNIVERSITY

Bachelor of Sport Studies (Honours)

Course 137JA

HANDBOOK

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If I have ever made any valuable discoveries, it has been owing to patient attention, than to any other talent. – Isaac Newton.

Introduction

National Institute of Sport Studies

The University of Canberra’s National Institute of Sports Studies (UCNISS) is located within the Faculty of Health. It offers courses at undergraduate and postgraduate level in sports science, coaching, leadership, management and media. Staff, within the Institute, are engaged in a range of applied research and teaching in fields such as biomechanics, management, exercise physiology, health, media, motor control, performance analysis, leadership and aging.

Academic staff and their research interests in UCNISS are listed below. More information about all staff and their areas of expertise can be found through:

www.canberra.edu.au/ucniss.

Dr Nick Ball	Mechanics of the muscle during maximal effort; Muscle pre-activation mechanisms in non-contact injuries; Optimal biomechanical methods of athlete conditioning - plyometrics / olympic lifting; Skeletal Maturation & Performance indicators in talent identification; Transfer of training effects to performance in power based sports; Electromyography & force analysis in sports and exercise performance.
Ms Sandy Daley	Physical education as a core curriculum area in primary schools & its impact on children's physical activity; Physical activity & target populations; AFL & the impact of supporting teams to the Canberra region; Technology & the urban soldier; The recreation industry & provision of services to support community physical activity.
Mr Tim Van Dalen	Player development of game & set play via structured working groups (problem solving); Adopting business concepts (e.g. decentralisation/consultation) in tactical player development; Role of the Coach as a CEO (working group accountability).
Ms Patti Denham-Mason	Human interface with technology.
Dr John Dodd	Life stages; The changing face of university education; Sport in the future; Greening of sport.
Professor Keith Lyons	Learning, teaching and coaching; Analysis of performance; Educational technology; Communities of practice & cultural studies; Athlete development; Knowledge discovery in databases.
Dr Robin McConnell	Leadership, particularly Sport and Team Leadership; Sport & special populations; Sport & the Arts; Families & Sport; Eco-sport; Indigenous sport; Sport across the curriculum; Best practice teaching in tertiary sport programs; Coaching; High Performance sport.
Dr Ben Rattray	Cognitive performance, fatigue & physical performance; Training & monitoring training for sport & performance; Acute & chronic cellular responses to exercise – cell stress, calcium, inflammation – link to chronic disease; Exercise & dietary influences on genetic expression (epigenetics); Talent identification & development.
Ms Disa Smee	Older adult functionality; Difference in muscle activity during functional tasks; The effect of elevated temperatures on older adults; Talent identification & development.
Mr Jason Washington-King	Sports training, health & fitness using body weight & medicine ball exercises; Skill acquisition; Motor control; Academic performance & gross motor development in children – SAQ & physical activity.
Dr Kate Pumpa	Energy expenditure in athletes, nutritional recovery to maximise sporting performance and exercise in cancer patients
Dr Keane Wheeler	Appropriate testing & training methods to improve skills in sport; Agility in sport; Strength & conditioning in sporting performance; Integration of science in coaching; Observations of rugby union.

Honours

The UCNISS offers the Bachelor of Sport Studies (Honours) as an extension on all streams of its undergraduate degrees (Sport and Exercise Science, formerly known as Coaching Science; Sports Management and Leadership and Sports Media). The main objective of the honours program is to provide students with a foundation and pathway for further research. The UCNISS sees this as an important contribution to student careers, developing advanced knowledge in sport science and management-leadership and meeting goals to advance and integrate exercise, sport and health in the community. Successful completion of Honours provides a direct pathway into a PhD research program, if desired.

Students in the Honours Program will complete an individual research project and write it up as a journal manuscript, for assessment. The UCNISS and students' supervisors will provide a research environment to stimulate students through workshops, journal clubs and research forums. Other forms of assessment will be met through these types of activities.

Honours is generally fulltime over two semesters (9.5 months). The project must have a realistic time frame within this as well as meeting normal research criteria, i.e. testable hypothesis or clear research goal, research design, results and analysis etc. Projects may involve the manipulation of existing data, specific measures within a larger project or small stand-alone projects. **Honours is a full-time 35 hour per week commitment or part-time equivalent.** The general expectation is that Honours candidates will have normal work hours (9am to 5pm every week day) although project demands may require time outside these hours and negotiation may be sought with the supervisor(s).

The official University of Canberra course information for the Honours program can be found [here](#).

Candidate Learning Outcomes

On successful completion of the candidature, students will be able to:

1. Source and critically appraise research in an identified Sport Studies research field;
2. Design and execute a research project to a publishable standard acceptable in their field of study;
3. Undertake an independent analysis of data relating their research project to existing literature and a wider societal relevance; and
4. Communicate the results of an independent research project in a form acceptable to the field of study.

Generic outcomes

Through the Honours candidature, students are expected to develop the following generic skills.

Communication

- express knowledge, ideas and opinions in their professional field, orally and in written form, with confidence and clarity;
- present arguments and ideas effectively;
- actively listen and respond to the ideas of other people;
- negotiate effectively; and
- create and present new ideas

Problem Solving

- identify problems and analyse the main features of problems relevant to their professional field;
- apply appropriate problem solving processes, arguments, critical and creative thinking;
- implement and evaluate strategies for the resolution of problems;
- anticipate and define new problems; and
- identify and resolve new problems in new fields.

Working With Others

- work with others as part of a group;
- take responsibility for carrying out agreed tasks;
- be aware of the different roles and responsibilities of group members;
- evaluate group performance;
- take initiative and demonstrate leadership; and
- respect the rights of others irrespective of their cultural background, race or gender.

Effective Workplace Skills

- demonstrate entrepreneurial skills including creativity, initiative, adaptability, leadership, resourcefulness;
- have the ability to initiate new ideas, implement decisions and cope with uncertainty; and
- be able to function in a multi-cultural or global environment.

Professional Ethics

- act responsibly, ethically and with integrity in the context of their profession and their obligations to society; and
- appreciate the social and cultural context of their profession.

Personal Attributes

- be independent thinkers and agents for change;
- have confidence to challenge existing ideas;
- show commitment to ongoing self-development;
- value and respect differing views;
- be confident in themselves and their own skills and knowledge.

Lifelong Learning

- be independent self-directed learners with the capacity and motivation for lifelong learning;
- be aware of how they best learn;
- possess self-knowledge and the ability to assess their own performance critically and accurately; and
- have an understanding of how to apply their knowledge and abilities to many different contexts and fields.

Information Literacy and Numeracy

- Graduates are expected to be able to locate, identify, collate, analyse, manipulate, evaluate, interpret and present information and numerical data.

Information and Communication Technology

- Graduates are expected to be able to select and use appropriate information and communication technology to retrieve, manipulate and present information.

Social Responsibility

- work toward improvement in society, and
- accept service to the community as the primary purpose for professional life.

Information Session

Each year in mid-October the UCNISS will invite all interested students to an information session to explore honours research possibilities. The information session will generally include presentations from staff on what the honours program involves, their research interests and potential research projects. The research projects are not exclusive and those students with their own research ideas may discuss these further with supervisors. Suitable supervisors can be determined by noting the staff research interests in this handbook as well as through further dialogue with staff.

It is expected that a limited number of ACTAS Honours Internships will be offered each year. The internships will provide the opportunity to work within the support services of an elite team and conduct applied research in negotiation with the coach and ACTAS.

Application

Entry into the Honours program will be based on:

- an undergraduate degree in a relevant sports studies discipline or related area
- credit or better grade point average (ie GPA of ≥ 5.0 , see [FAQs](#))
- outstanding performance in units the convenor deems directly related to research or the area of proposed research project. Due to the varied student pathways that may lead to admission into the Honours program, individual units considered cannot arbitrarily be identified but will follow similar principles to those presented in the example below.
- availability of suitable supervisor, equipment and resources
- in the case of the number of applications exceeding research opportunities, admission to the Honours program will be reviewed on a competitive basis

Example of unit results considered for entry into Honours

Project	<i>Mechanics of basketball free throw shooting</i>	<i>Increasing community sports event awareness</i>
Area of Research	Biomechanics	Management
Student Course	B Coaching Science	B Sports Management
Considered Units	Biomechanics 1 Biomechanics 2 Special Sports Studies (Research)	Marketing Research Methods Advertising Strategy Sport Research and Practice

Students should begin a dialogue with the course convener and/or potential supervisor as soon as they are interested in pursuing an Honours pathway when in their final year. The supervisor may ask the student to perform further reading in the research area to ensure interest and worthy research ideas. After this, the easiest way to apply for the Bachelor of Sports Studies (Honours) is by downloading and completing the direct [application form](#). Please note that it is not necessary to complete an Honours Supplement in addition to this form, (as requested on the application form).

Please note also that it is not possible to apply for Honours online through the university's online application system - you need to submit the paper-based form. The other way to apply is through the University Admissions Centre (www.uac.edu.au). The Honours program is under the postgraduate courses in UAC and the UAC Code is 137JA. You can apply for both Honours and the Postgraduate Diploma through UAC.

Information about courses and studying at the University of Canberra is available from www.canberra.edu.au. Specific questions about the administrative aspects should be directed to the UC Student Centre (phone 1300 301 727 or email

student.centre@canberra.edu.au). International students should enquire about the administrative aspects of admissions with the University's International Office.

The application will then come to the Honours Convener who will evaluate the application with the supervisor you have approached and other academic members. Applicants who wish to have their applications considered in the First Round of Offers should **lodge applications by** the end of the second semester examination period. For dates see the University Principal Dates calendar. Applications made after that date may still be processed subject to the availability of places.

Please note that the Honours program typically commences at the beginning of the first semester and requires one year of full-time study. Please contact the Honours convener if you want to study part-time. Honours is not presently available by external study. International students completing this course must enrol as full-time students and can only commence at the beginning of the first semester.

You will hear of your **application outcome** by mail by 15th January of the proposed study year. If successful you should proceed to [accept your offer](#).

Cost

The Bachelor of Sport Studies (Honours) is HECS based. For more information contact the University's University of Canberra's Enrolments and Fees Office at phone (02) 6201 2616/5366.

Research is to see what everybody else has seen, and to think what nobody else has thought. – Albert Szent-Gyorgyi, Biochemist, 1937 Nobel Prize

Funding

Honours is considered as an undergraduate level which enables Australian students to apply for government allowances (e.g. youth allowance/austudy). UCNISS is seeking to offer up to four \$5,000 **scholarships** to high calibre Honours candidates. Students are also encouraged to apply for [UC Honours scholarships](#). Up to \$500 for consumables may be made available for research projects. Further funding is dependent on supervisor grants or external funding (e.g. ACTAS). Candidates may be provided with the opportunity to demonstrate or tutor undergraduate units at casual pay rates.

Study Overview

Learning Outcomes

- 1 Source and critically appraise research in an identified Sport Studies research field
- 2 Design and execute a research project to a publishable standard acceptable in their field of study
- 3 Undertake an independent analysis of data relating their research project to existing literature and a wider societal relevance
- 4 Communicate the results of an independent research project in a form acceptable to the field of study

Unit Delivery	<u>Timetable</u>	<u>Addressing LO's</u>
Supervisor contact	Negotiated with supervisor, should be at least weekly in most instances	1, 2, 3, 4
Research workshops	As organised on Moodle site and with supervisor. Details .	1, 2, 3, 4
Journal Club meetings	Fortnightly as per Moodle site. Details .	1, 2, 3, 4

Unit Resources

Moodle site	The moodle site offers a bank of information for research students in the program. Check regularly for information. http://tinyurl.com/sshonours	1, 2, 3, 4
University	University offers a range of support services for research students. This includes a number of workshops through Academic Skills Program, the Library and online. See Moodle site and supervisors for further details.	1, 2, 3, 4

Assessment

Formative		<u>Due*</u>	
Seminar Presentation	Details	Week 10	1, 2, 4
Supervisor feedback on drafts		Ongoing	1, 2, 3, 4
Journal Club	Details		1, 2, 3, 4
Summative			
Critical Review Article	Details , contributes 20%	Week 9	1
UCNISS Research Presentation	Details , contributes 10%	Week 10	1, 2, 3, 4
Manuscript	Details , contributes 70%	9.5 months	1, 2, 3, 4

*Check Moodle for general of deadlines, manuscript deadlines are indicated in the course contract.

Course Contract

The course contract acts as agreement between candidate and supervisor(s). The contract sets out the due dates and understanding of both parties for the completion of the Honours program. The course contract should be agreed upon and provided to the course convenor within 4 weeks of commencement.

Assessment

Honours degrees are graded as first class, second class or third class. The second class is divided into two levels. Grades are referred to as:

- First Class Honours (H1, achieved 85-100% on total assessment and on manuscript)
- Second Class Honours – Division I (H2A, 75-84% on total assessment)
- Second Class Honours – Division II (H2B, 65-74% on total assessment)
- Third Class Honours (H3, 50-64% on total assessment)

In accordance with UC policy the grades have the broad criteria of:

H1: Work of exceptional quality showing clear understanding of subject matter and appreciation of issues; well formulated; arguments sustained; figures and diagrams where relevant; appropriate literature referenced; strong evidence of creative ability and originality; high level of intellectual work.

H2A: Work of high quality showing strong grasp of subject matter and appreciation of dominant issues though not necessarily of the finer points; literature referenced; evidence of creative ability and solid intellectual work.

H2B: Work of solid quality showing competent understanding of subject matter and appreciation of main issues though possibly with some lapses and inadequacies and with clearly identifiable deficiencies in logic, presentation or originality; some evidence of creative ability; well prepared and presented.

H3: Adequate work, reasonable quality but showing a minimal understanding of the research area with noteworthy deficiencies in content or experimental rigour; little evidence of creative ability or original thought. Sufficient to merit only a bare pass.

There is a **fixed deadline for submission of the final manuscript**, which marks the end of candidature. For full-time candidates the deadline is **9.5 calendar months** from the commencement of candidature.

Once the outcomes of all assessment items for a candidate are known, the Honours Convenor and primary supervisor meet as the Examination Panel for the candidate. The examination panel determines the final grade for Honours overall, consistent with examiners' reports on the manuscript and weightings of the assessment items and components. In cases where there is contention, the examiners will be asked to be members of the panel, particularly where a candidate's final grade may be close to the borderlines between grades

or the examiners differ widely. The task of the examination panel is to consider the assessments of the component parts and recommend a final overall grade taking into account any relevant factors. Where there is no consensus about the final grade, the panel will refer to the Dean of Faculty for resolution.

Extensions

Extensions to due dates will only be granted in exceptional circumstances, where the delay was determined to be beyond the candidate's control. The candidate can apply in writing to the Honours Convenor as early as possible for an extension equal to the time unavoidable lost. The letter from the candidate must detail the reasons for (including supportive evidence such as a medical certificate), and justify the length of proposed extension. A letter from the candidate's supervisor expressing strong support for the extension must also be provided.

Candidates enrolled in the Honours program are not permitted to postpone or defer their studies without formal approval.

Withdrawal

Sometimes a candidate will need to withdraw from the course for personal reasons. A candidate can withdraw without fail if their progress through the course has been less than 60% of the scheduled time. The 60% time will be calculated in whole weeks or part thereof. Candidates who make application for withdrawal after this time will receive a fail result, except in exceptional circumstances, which should be notified to the Convenor.

Research Skills Workshops

Weeks 2 to 6

A series of research skill workshops will take place early in candidature (normally weeks 2 to 6). Workshops will cover topics such as: the purpose of research; principles of quantitative and qualitative sport research; finding resources; literature critique/review; research design and statistics; manuscript writing and referencing. Candidates are required to attend core workshops and attendance at others may be negotiated with supervisors. Workshops are conducted by UCNISS staff and the [Academic Skills Program](#). Further research guides and tips can be found on the UCNISS Honours page. Formative assessment items may be used within the workshops.

Journal Club

Fortnightly

An Honours Journal Club is held fortnightly in the normal teaching term. Journal Club is designed to stimulate critical thinking and research critique. Journal Club is used to share ideas, solve research related problems, and critique current literature. The format is variable and may include debate, presentations, discussion of a research paper and will be structured in advance by either candidate or supervisor(s). During Journal Club students will be required to engage in their research area and to gain familiarity with external concepts that provide a wider understanding of research in sport and exercise. A feature of the Journal Club is the

UCNISS staff sharing of personal and professional research projects with Honours students in a collegial research context.

Formative Assessment

Candidates are encouraged to keep a reflective diary of the Journal Club. The diary can then form a resource from which candidates can refer back to conferences, journal articles or discussions that have helped formulate their thinking. Candidates should also keep a record of critical arguments and how their thought process about critical thinking and their research project develop. Candidates should self-assess their own learning of research and research critique throughout the candidature. Supervisors are encouraged to use the reflective opportunity this provides, as appropriate.

Critical review of the literature

Week 10 20%

The critical review of the literature serves to ensure a comprehensive understanding of the research area, direct the research project and display an ability to critically appraise the literature. The review should typically be between 4,000 and 6,000 words and identify how the Honours work will be positioned within existing literature. Your supervisor may instruct you to write the review in a format suitable for publication, in which case you should submit the journals guidelines relating to length etc along with the actual review. The item is due no more than ten weeks after commencement.

Assessment will be based on a comprehensive use of relevant literature and critical skills. The review will be assessed by a University of Canberra academic outside the candidate's supervisory team.

Summative Assessment

Assessment addresses the learning outcomes:

1. Source and critically appraise research in an identified Sports Studies research field;

Assessment Rubric

Criteria and Qualities	Weight	Standard		
		Fail	H2B	H1
Statement of problem and relevance	15%	Neither implicit nor explicit reference is made to the topic or purpose of the paper	Reader is made aware of the overall problem and some reference to need for research	Topic succinctly introduced, problem(s) clearly stated and relevance of problem apparent
Flow of concepts and argument	30%	No apparent direction to review, subtopics appear disjointed	Structure has general direction but does not always flow to specific conclusions. Relevance to problem is sometimes clear. Transitions are not always smooth.	Structure is intuitive and general ideas flow to specific conclusions. Relevance to the problem is always clear. Transitions tie sections together as well as adjacent paragraphs.

Coverage of relevant literature	15%	Few relevant studies included, inappropriate content and argument	Not all major parts of literature are included with some redundancy. Sources are mostly cited where specific statements are made. Significance of subject is not always clear. Issues with critiquing of literature are present.	Content is extensive and in depth without redundancy. Sources are cited when specific statements are made. Significance to the subject is clear. Appropriate critique of literature thorough and clear.
Clarity of writing	15%	Intention of writer unclear. Convoluted expression. Numerous mechanical errors (punctuation, grammar, spelling)	Writing is appropriate but parts may lack succinctness or clarity. Few mechanical errors.	Writing is crisp, clear and succinct. No or very few mechanical errors.
Conclusion – synthesis of ideas and application	15%	There is no indication the author tried to synthesize the information or make a conclusion based on the literature reviewed. No relevance to real world application	Overall conclusion is good but lacks insight and is not expressed in a succinct manner. Application to the real world are limited and not completely supported by review.	Succinct and precise conclusions made. Insights into the problem and gaps in the literature are appropriate. Conclusions and application to the real world are strongly supported in the review.
Referencing	10%	Referencing style of an appropriate journal not adopted, inconsistent or no referencing	Appropriate referencing adopted. Few omissions or inconsistencies.	Referencing style conforms completely with chosen appropriate journal. Referencing complete and consistent

Seminar Presentation

Week 10

The Seminar Presentations for Honours candidates are held in week 10. Honours candidates are required to compile a 10 minute presentation of their research proposal and field questions for 5-10 minutes. Presentations should include a brief background, research question or aims and hypotheses and the research design and methods. Fellow students and UCNISS academics will attend the Seminar presentations and provide constructive feedback on the research projects. The presentation is an important milestone within the Honours candidature and students not reaching adequate progress are likely to struggle for a timely completion of the research project. Such students will, initially at least, receive extra guidance from staff.

Formative assessment

Formative assessment of this item will take place in two forms. The research rationale and plan will receive constructive feedback by colleagues and academics during the presentation time. Candidates should make an effort to take note of this feedback. The presentation and presentation skills will be by a peer candidate and two academics attending the presentations. The marking rubric will take the form as per below. Please note, that in the following rubrics, some qualitative research students may use the term *research question(s)* in place of the term *hypothesis* or *hypotheses*.

Assessment Rubric

Criteria and Qualities	Standard		
	Fail	H2B	H1

Introduction and Background	Topic not introduced with few relevant studies included, inappropriate content and argument	Topic introduced but not completely supported by literature. Sources not always cited to support specific statements. Significance of subject not entirely clear. Elements of literature critique not always through or clear.	Topic succinctly introduced and literature supports need for research. Sources are cited when specific statements are made. Significance to the subject is clear. Appropriate critique of literature thorough and clear.
Statement of the Problem and Hypothesis(es)	Statement of problem unclear with relevance of topic and testability of hypothesis not demonstrated	Problem(s) stated but not entirely clear. Relevance of topic and hypothesis not entirely clear.	Problem(s) clearly stated, relevance of problem apparent and clear testable hypothesis
Methods	Methods not replicable with little or no justification to appropriately test hypothesis. Inappropriate referencing used	Methods are replicable with minor adjustment. Appropriate referencing. Methods justified but may not be entirely appropriate to tightly test hypothesis	Methods are clear allowing replication. Appropriate referencing. Methods justified and appropriate to tightly test hypothesis.
Presentation - Visual	Text is unclear with inappropriate use text or images and other media. No or little aesthetic appeal	Use of text, images and other media is predominately clear with some minor issues present. Aesthetics are mostly good	Clear and appropriate use of text and images and other media. Aesthetically appealing
Presentation - Skills	Presenter doesn't connect with the topic or audience. Poor clarity in speech and body language. Unable to control the flow or timing of presentation	General presentation skills are good with body language and speech clear and appropriate. Shows confidence in elements of presentation but unable to carry through entire session	Clarity of speech and body language show confidence in topic and understanding. Able to control pace and flow of presentation with ability to engage audience.

UCNISS Research presentation

November (June) 10%

A UCNISS Research Day is held annually around November. A shorter presentation day is also held towards the end of Semester 1. The research day is an opportunity for UCNISS to share its research accomplishments with the community, and a chance for individual researchers to communicate their work. UCNISS academics, UCNISS research students, industry partners, Sport Studies coursework students and the wider community are encouraged to attend. Honours candidates will normally be required to present their research during a morning forum with other Honours candidates. Presentations will be 15 min (10min presentation, 5 min questions). Practice of presentations can be offered as part of the journal club in the weeks leading up to the presentation.

Summative Assessment

Assessment will be based on presentation skills, the summary of the research aims, methods, results and discussion and the relevance of the findings. You will be expected to display good oral and visual presentation skills as well as be able to defend your research on questioning. Assessment will be by a peer candidate and two independent observers.

Assessment Rubric

Criteria and Qualities	Weight	Standard		
		Fail	H2B	H1
Introduction and	10%	Topic not introduced with	Topic introduced but not	Topic succinctly introduced and

Background		few relevant studies included, inappropriate content and argument	completely supported by literature. Sources not always cited to support specific statements. Significance of subject not entirely clear. Elements of literature critique not always through or clear.	literature supports need for research. Sources are cited when specific statements are made. Significance to the subject is clear. Appropriate critique of literature thorough and clear.
Statement of the Problem and Hypothesis(es)	10%	Statement of problem unclear with relevance of topic and testability of hypothesis not demonstrated	Problem(s) stated but not entirely clear. Relevance of topic and hypothesis not entirely clear.	Problem(s) clearly stated, relevance of problem apparent and clear testable hypothesis
Methods	15%	Methods not replicable with little or no justification to appropriately test hypothesis. Inappropriate referencing used	Methods are replicable with minor adjustment. Appropriate referencing. Methods justified but may not be entirely appropriate to tightly test hypothesis	Methods are clear allowing replication. Appropriate referencing. Methods appropriate to tightly test hypothesis.
Results	15%	Results are unclear and inappropriately represented. Statistics are unclear and/or inappropriate. Results do not specifically address hypothesis	Results are mostly clear and represented appropriately. Statistics are predominately appropriate and clear. Results address the hypothesis, but not in its entirety.	Results are clear and appropriately represented. Statistics appropriate and clear. Results specifically address hypothesis
Discussion and Conclusion	20%	Little or no link of discussion back to hypothesis. Results are not discussed with relevant literature. Incorrect or poor conclusions made. Little insight shown into opportunities into further research. Limited application to the real world.	Discussion related back to the hypothesis in a general manner only. Results discussed predominately relate to the literature but not always. Conclusions lack succinctness and precision. Discussion shows some limited insight into future research directions. Conclusion shave some degree of application to the real world	Discussion relates back to hypothesis and results. Results discussed in relation to relevant literature. Research supported speculation only. Succinct and precise conclusions made. Insights into further research opportunities clear. Conclusions and application to the real world are strongly supported by the study.
Response to questioning	10%	Fails to address the question offering no support or evidence for any argument. Little substance or evidence of preparation, incomprehensible at times.	Attempts to address questions with some supportive work. Questioning not fully addressed and lacks substance. May acknowledge but not explain limitations.	Counters arguments, questions offered developing a persuasive argument. Responds readily in a clear, fluent and well supported manner. Addresses all aspects of the question(s)
Presentation - Visual	10%	Text is unclear with inappropriate use text or images and other media. No or little aesthetic appeal	Use of text, images and other media is predominately clear with some minor issues present. Aesthetics are mostly good	Clear and appropriate use of text and images and other media. Aesthetically appealing
Presentation - Skills	10%	Presenter doesn't connect with the topic or audience. Poor clarity in speech and body language. Unable to control the flow or timing of presentation	General presentation skills are good with body language and speech clear and appropriate. Shows confidence in elements of presentation but unable to carry through entire session	Clarity of speech and body language show confidence in topic and understanding. Able to control pace and flow of presentation with ability to engage audience.

*Somewhere, something incredible is waiting to be known. – Dr Carl Sagan,
Astronomer and Writer*

Manuscript

9.5 months 70%

The major component of assessment is the manuscript. The format should be in accordance with the requirements of submission to a nominated journal. Note that the manuscript does not need to be published but must be in the format ready for submission for publication. Journal and journal submission requirements (e.g. Instructions to Authors) should be included in the final assessment as an appendix. Formatting guidelines are likely to include font and paragraph characteristics, page divisions, table and figure particulars and referencing style. The nominated journal must be peer-reviewed and should be selected based on its relevance to the student's research. It will also be approved by a Sport Studies research panel on such considerations as its professional standing, length of manuscripts etc.

In general it is expected that the Honours candidate will be the principal (first) author of any submission. Other **significant** contributors, such as the supervisor(s)) will be authors in order of contribution level. Supervisors should provide feedback on draft copies of the manuscript prior to final submission.

The manuscript should meet the requirements of the journal as well as providing evidence of:

- Definition of a problem, topic or theme and decision on research methods to be used,
- Background literature relevant to the research
- Analysis of information obtained,
- Development of conclusions based on results and literature
- Significance of the findings

Honours final assessment should include:

- Title page
- Abstract
- Acknowledgements
- Certificate of Authorship
- Review Article
- Manuscript
- References
- Appendices including journal and journal formatting requirements

Assessment addresses the learning outcomes:

1. Source and critically appraise research in an identified Sports Studies research field;
2. Design and execute a research project to a publishable standard acceptable to their field of study;
3. Undertake an independent analysis of data relating their research project to existing literature and a wider societal relevance;
4. Communicate the results of an independent research project in a form acceptable to the field of study.

The manuscript is to be assessed by two examiners external to the candidates supervisory team.

Assessment Rubric

All criteria in the assessment rubric are considered in deriving the overall representative grade.

Criteria and Qualities	Weight	Standard		
		Fail	H2B	H1
Background Literature	10%	Topic is unclear and no apparent link with study. No critique of the literature and flaws in current literature not discussed.	Topic is clear and literature in the area well represented. Existing literature reported is relevant and reasonable critique is made. A case for the need for the present study is made.	Topic succinctly introduced and literature supports need for research. Sources are cited when specific statements are made. Significance to the subject is clear. Appropriate critique of literature thorough and clear.
Statement of problem and relevance	5%	Neither implicit nor explicit reference is made to the topic or purpose of the paper	Reader is made aware of the overall problem and some reference to need for study supported	Problem(s) clearly stated, relevance of problem apparent and clear testable hypothesis
Flow of concepts and argument	10%	No apparent direction to background. Appears disjointed and no link or need for study identified.	Structure generally flows and presents a case for the present study. Few unclear references	Structure is intuitive and general ideas flow to specific conclusions. Relevance to the problem is always clear. Transitions tie sections together as well as adjacent paragraphs.
Methods	15%	Methods are unclear and could not be replicated. Methods inappropriate for testing hypothesis.	Method appropriate for testing hypothesis. Method can be reproduced with few errors	Methods are clear allowing replication. Appropriate referencing. Methods appropriate to tightly test hypothesis.
Results	10%	Results are unclear and include numerous errors. No relation of results to hypothesis	Results address hypothesis and are clear. Few errors.	Results are clear and appropriately represented. Statistics appropriate and clear. Results specifically address hypothesis
Discussion	20%	Discussion fails to address results in context of the hypothesis. No or inappropriate reference to literature. Speculation centred without support.	Discussion relates back to hypothesis and results. Appropriate reference to wider literature.	Discussion relates back to hypothesis and results. Results discussed in relation to relevant literature. Research supported speculation only.
Conclusion – synthesis of ideas and application	15%	There is no indication the author tried to synthesize the information or make a conclusion based on the literature reviewed. No relevance to real world application	Author has made clear attempt to synthesize results and literature in conclusion. Relevance to real world application is made.	Succinct and precise conclusions made. Insights into further research opportunities clear. Conclusions and application to the real world are strongly supported by the study.
Clarity of writing	5%	Intention of writer unclear. Convoluted expression. Numerous mechanical errors (punctuation, grammar, spelling)	Few mechanical errors. Writing is ambiguous in few sections.	Writing is crisp, clear and succinct. No or very few mechanical errors.
Writing Style	5%	Requirements of journal submission process not addressed	Some minor errors or omissions relating to the journal submission requirements	All requirements of journal submission process are met

Referencing	5%	Referencing style of an appropriate journal not adopted, inconsistent or no referencing	Appropriate referencing adopted. Few omissions or inconsistencies.	Referencing style conforms completely with chosen appropriate journal. Referencing complete and consistent
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Formative assessment of this item will take place in terms of student-supervisor interaction as drafts are formed and refined. Students and supervisors are encouraged to use the assessment rubric as part of this formative assessment utilising self, peer and supervisor feedback

Appeals

In general the University does not recognise grievances relating to academic judgement. In the case of an appeal against a decision on the level of Honours to be awarded, or a decision on progress through the Honours programme, the grievance will be dealt with in accordance with the current University [Student Grievance Resolution Policy](#).

Research is formalized curiosity. It is poking and prying with a purpose.
– Zora Neale Hurston, Writer

Roles and Responsibilities

Role of UCNISS

The UCNISS will supply each candidate with:

- An appropriate work space to pursue their experimental work
- Desk space with a lockable drawer or cupboard
- Access to computer facilities with appropriate software to pursue their research
- Access to cost-covered library services (via the supervisor)
- Access to participation in the research seminar

Role of supervisor(s)

There will be one or more supervisors for each Honours candidate. The primary supervisor must be a member of staff within Sports Studies at the University of Canberra.

When approving supervisory appointments, the Convener will consider the staff member's field of professional interest, workload, availability and willingness to undertake the role. A second supervisor may be appointed when such an appointment would materially assist the candidate in the research, if the primary supervisor is inexperienced, or if the candidate's work must be undertaken in a location difficult for sustained face-to-face contact with a University-based supervisor. Second supervisors may be appointed from academic or professional staff from the University of Canberra or other teaching institutions or from

appropriate staff in other professional organizations. Compatibility between candidate and supervisor will be one of the factors considered in the appointment of supervisors, as will their qualifications, experience, workload and research interests. Honours students have a strong UCNISS research community of potential supervisors upon which to draw.

The supervisor's role varies according to the nature of the study, the stage reached and the skills and personalities of the supervisor and the candidate. The following aspects of the supervisory role are likely to be necessary in most projects and are what a candidate may reasonably expect of their supervisor(s).

- Ensuring the student has a clear understanding of the research requirements
- Constructive scientific criticism and challenge in the chosen area of research
- Promotion of awareness of the latest research in the field
- Support and encouragement
- Introduction of the candidate to the scientific/sport and exercise community working in the field through encouragement of conference attendance and other networking activities
- Assistance in establishing a work schedule and a flow of comment on progress
- Commitment of adequate time to the candidate. Usually more time will be required at the beginning of the project and in the lead-up to submission
- Assistance in problem solving
- Meeting with the candidate at regular intervals to discuss and guide their work
- Informing the Honours Convener of any changes to enrolment as soon as possible
- Reporting as needed on the candidate's progress
- Reading any written work thoroughly in advance of meetings and provide regular and timely feedback on the candidate's work
- Arranging for independent assessment of non-manuscript items and recommend two independent examiners to the Honours Convener for approval one month prior to final submission
- Ensuring the candidate is included in the life of the research culture

The final submission should represent the candidate's work, assisted only by the general aid obtained by discussion with the supervisor on the most satisfactory way of developing and presenting the material.

Each supervisor is encouraged to bring forward to the Convener any information considered necessary to ensure a fair assessment. Any supervisor absences longer than two weeks must be notified in writing to the Convener. Supervisors should not plan to be absent from campus for more than two months during the candidacy, and for no longer than one month at a time. If by reason of absence, illness or other sufficient cause the person appointed as a supervisor is unable to perform the duties of the office, then, on application by the supervisor, the Convener may at any time approve a change of supervisor. If the candidate believes his/her relationship with his/her supervisor is interfering with academic progress the candidate may request a change in supervisory arrangements. The Convener will consider such applications confidentially.

Supervisors understand that it is not appropriate to contact examiners prior to and during the examination of an honours thesis, except when contacting examiners initially for their agreement to examine.

Role of candidate

The candidate undertakes a cooperative venture along with the supervisor, but ultimately each candidate must take responsibility for his or her own successful completion of the program.

As a candidate you should:

- Devote a full-time (35 h/wk) or part-time equivalent commitment
- Bring enthusiasm and energy to your topic area
- Strive to become an independent learner and researcher
- Develop a professional approach to your research and to your relationship with colleagues
- Develop your critical skills
- Develop your ability to effectively participate in scientific debate
- Negotiate your mutual needs and expectations with your supervisor(s) early in the term of your enrolment
- Seek advice and comments on your work in progress from others
- Have regular meetings with your supervisor(s)
- Have realistic expectations on the availability of supervisors
- Be honest when reporting on your progress
- Make sufficient time for the experimentation, reading and debate associated with study for a research degree
- Share responsibilities for finding solutions
- Self-evaluate your work prior to submission
- Meet assessment criteria on or before the due date
- Apply to the Honours Convener if circumstances beyond your control require an extension of time for assessment items

Contact Persons

The Honours Convener is Dr Ben Rattray. He can be contacted directly on Ben.Rattray@canberra.edu.au or phone (02) 6201 5145 or via the Administrative Officer, phone (02) 6201 2009. For information about specific research areas, please contact the appropriate academic. The associate convener, Dr Robin McConnell, provides another point of contact.

1500 years ago, everybody knew that the Earth was the centre of the universe. 500 years ago, everybody knew that the Earth was flat. And 15 minutes ago, you knew that humans were alone on this planet. Imagine what you'll know tomorrow. – Agent K, Men In Black.

FAQs

I would like to do a project outside the University, can an external act as my supervisor?

An external supervisor can act on the supervisory team and this is encouraged where they value add to the research experience. A Sports Studies academic must be the primary supervisor however.

I would like to work with a sport over the summer break, can I start mid-year to accommodate this?

Mid-year starts to the Honours program are possible. We encourage students to speak with the Honours convenor and potential supervisor in this instance.

I am struggling to finish my final submission on time, can I switch to part-time?

Part-time enrolment in the honours program is possible. Switching to part-time candidature is not possible late in the course due to deadline issues. Changes to a candidate's enrolment must take place before the semester census date. Extenuating circumstances may give provision for increasing the length of the candidature. Problems relating to the candidature should be discussed with the supervisor and Honours convenor as soon as possible.

Can you provide more tips on the scientific writing style?

A number of research resources are on the UCNISS honours homepage [insert link]. The resources include *Scientific Writing Guidelines* and *Handbook*. Your supervisor and the [Academic Skills Program](#) can provide further help in this area.

How do I calculate my GPA?

Your GPA is calculated on the basis of your unit results where:

High Distinction = 7.0

Distinction = 6.0

Credit = 5.0

P, UP = 4.0

P* = 3.0

NX, NC, NW = 0

Full details are included in the University [Grade Point Average Policy](#).