



Australia's  
Global  
University

**Faculty of Medicine & Health  
School of Medical Sciences**

# SOMS3001

## Research Internship

COURSE OUTLINE

TERMS 2 and 3, 2021

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Please read this outline in conjunction with the following pages on  
the [School of Medical Sciences website](#):

- [Advice for Students](#)
- [Learning Resources](#)

(or see "STUDENTS" tab at [medicalsciences.med.unsw.edu.au](http://medicalsciences.med.unsw.edu.au))

## **COURSE AIMS**

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The main aim of the course is to introduce undergraduate students to research in the biomedical sciences. Students will undertake a supervised research project that places emphasis on advanced disciplinary knowledge, the use of specialised techniques relevant to their chosen research area, critical thinking and scientific communication. Students gain experience in semi-independent research activity, scientific writing and oral presentation.

### **SOMS3001 Convenor**

Professor Patsie Polly

[patsie.polly@unsw.edu.au](mailto:patsie.polly@unsw.edu.au)

Level 4 East, Wallace Wurth Building

Ph: 9385 2924

## **GRIEVANCE RESOLUTION**

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If you have a grievance you should then contact the SOMS3001 convenor. If you are still unable to resolve any grievance, you should consult the School's nominated Grievance Resolution Officer, Professor Nick Di Girolamo ([n.digirolamo@unsw.edu.au](mailto:n.digirolamo@unsw.edu.au) ; Ph: 9385 2538).

## **APPROACH TO LEARNING AND TEACHING**

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The learning and teaching philosophy underpinning this course is centred on students taking on the role of a researcher, under close supervision. The student serves as an intern or, more appropriately, an apprentice. In doing so, they develop advanced disciplinary knowledge, the use of specialised techniques relevant to their chosen research area, critical thinking, evaluation and synthesis of information in addition to scientific research communication in the oral and written forms. The principal form of teaching is based on research supervision and direction by specialist researchers within the Faculties of Science or Medicine. The technical knowledge for this course, in the form of techniques, protocols, technical tips and materials, is provided by each laboratory and supervisor. The scientific knowledge is gathered independently, using Web-based and other resources. It is up to the student to take major responsibility for their own learning and completion of tasks within the course.

## **STUDENT LEARNING OUTCOMES**

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At the conclusion of this course, students should be able to:

1. Describe and critically evaluate scientific literature that informs their research topic
2. Demonstrate practical skills in research, including attempting techniques directly related to their specific research topic and accurate recording of experimental data
3. Critically evaluate research data, integrate it into the wider field and communicate findings effectively in both oral and written formats

## **ATTENDANCE REQUIREMENT**

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The course extends for one term. Attendance requirements will be dictated by the nature of the work in relation to preparing and writing a project proposal and subsequently a research report, preparing and delivering a journal club presentation and by the nature of the research

project. Attendance requirements will be agreed mutually between student and supervisor, depending on the nature of the work at the time. As with academic staff, the minimum time required is 10 hrs/week. Enrolment into SOMS3001 is by invitation only and requires a WAM 75+.

The University acknowledges that students are involved in many extra-curricular activities throughout their studies. The School of Medical Sciences is generally supportive of students' activities but must be confident that these do not significantly impact on research activities or completion of assessment requirements.

## **MEDICAL CERTIFICATES AND SPECIAL CONSIDERATION**

See:

- [student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

## **STUDENT SUPPORT SYSTEMS**

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Key Dates

- <https://student.unsw.edu.au/dates>

Transitioning to Online Learning

- <https://www.covid19studyonline.unsw.edu.au/>

Guide to Online Study

- <https://student.unsw.edu.au/online-study>

UNSW Student Life Hub

- <https://student.unsw.edu.au/hub#main-content>

Student Support and Development

- <https://student.unsw.edu.au/support>

IT, eLearning and Apps

- <https://student.unsw.edu.au/elearning>

Student Support and Success Advisors

- <https://student.unsw.edu.au/advisors>

Equitable Learning Services

- <https://student.unsw.edu.au/els>

## **STUDENT RIGHTS AND RESPONSIBILITIES**

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<https://student.unsw.edu.au/policy>

## **ACADEMIC HONESTY**

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The School of Medical Sciences will not tolerate plagiarism in submitted written work. The University regards this as academic misconduct and imposes severe penalties. Evidence of plagiarism in submitted assignments, etc. will be thoroughly investigated and may be penalized by the award of a score of zero for the assessable work. Flagrant plagiarism will be directly referred to the Division of the Registrar for disciplinary action under UNSW rules.

See [student.unsw.edu.au/plagiarism](https://student.unsw.edu.au/plagiarism)

## HEALTH AND SAFETY

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UNSW aims to provide a physically safe, healthy and secure learning and working environment for all students. Your supervisors in this course are responsible for your safety during dedicated research time. In return you are expected to behave with respect toward them and your fellow students; you are expected to follow instructions from your supervisors and complete the necessary training. If you are concerned about your health or safety during the course, please tell your supervisor immediately. You may also access the NSW Work and Health Safety (WHS) regulation 2017 and NSW Work and Health Safety Act 2011 for more information.

It is important that you familiarise yourself with the risks and hazards involved with your research work and the control measures in place to prevent harm to you and others. At the start of your SOMS3001 research internship you must complete mandatory H&S courses and identify with your supervisor other H&S courses or training you need to undertake. Before commencing specific laboratory tasks, you should familiarise yourself with any relevant risk assessments and safe work procedures. You should document your completion of these H&S activities. You should discuss specific training and other requirements with your supervisor.

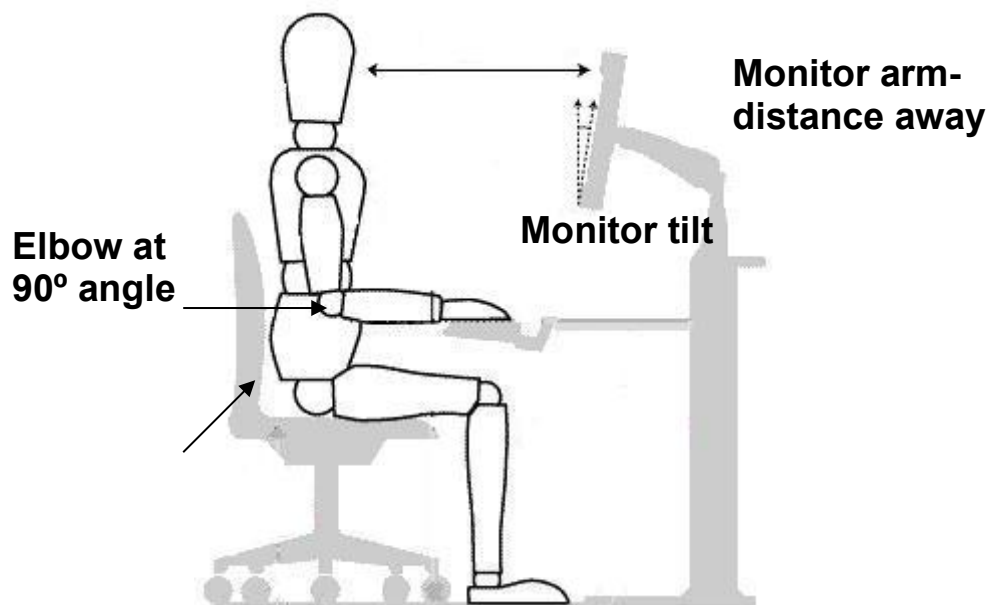
Information and contacts regarding H&S training and requirements can be found at:  
<http://medicallsciences.med.unsw.edu.au/staff/health-safety/induction-and-training>

Below is a list of the mandatory and other common H&S courses that students taking part in research activities within SOMS undertake training. Students need to enrol into the mandatory courses following course enrolment.

- OHS awareness training (online, mandatory for all students)
- Ergonomics training (online, mandatory for all students)
- Green lab (online, mandatory for all students undertaking laboratory work)
- Lab safety awareness and hazardous substances for students (online, mandatory for all students undertaking laboratory work)
- PC2 Biosafety training (mandatory for all students who will be working in a PC2 laboratory, enrol via myUNSW)
- Ionising radiation training (mandatory for all students who will be working with radiation, enrol via myUNSW)
- Others – Animal Handling, S8 drugs, GMOs – as required (discuss with supervisor)

Workstation set-up

Top of monitor  
at eye-height



Personal Protective Equipment Required



Closed in Footwear

All pots contain real human tissue that has been generously donated to medical science and **must be treated with appropriate respect and dignity.**

Specimens are preserved in Perspex and contain a range of preserving chemicals that may be harmful. Chemicals used include **formalin, pyridine, sodium dithionate**. A full list of chemicals and associated MSDS information is available in the H&S Station and on the SoMS website.

**MANUAL HANDLING OF POTS**

It is recommended that all students wash their hands thoroughly as they leave practical class. Chemical residues may be present on pots.

**Carry one pot at a time.** Use two hands at ALL TIMES and support the base of pot.

**Avoid rough handling and/or tilting of pots.** This can cause leaking joints or tear tissue in specimen.

**Limit the number of pots on a table at any one time.**

**SPILLS AND LEAKAGES**

If a specimen is leaking or broken, do not attempt to wipe up the spillage. Clear the area and immediately inform the Museum Manager or a member of academic staff. A spill kit will then be used to absorb the chemicals.

**Emergency Procedures**

In the event of an alarm, follow the instructions of the demonstrator. The initial sound is advising you to prepare for evacuation and during this time start packing up your things. The second sound gives instruction to leave. The Wallace Wurth assembly point is in the lawn in front of the Chancellery. In the event of an injury inform the demonstrator. First aiders and contact details are on display by the lifts. There is a first aid kit in the laboratory.

**Clean up and waste disposal**

Not necessary in these practicals.  
No open-toe shoes allowed

**Declaration**

I have read and understand the safety requirements for this practical class and I will observe these requirements.

Signature:..... Date:.....  
Student Number:.....

Date for review: 13/2/2022



Hazards	Risks	Controls
Physical Sharp plastic	'Stabbing' wound of hand	<ul style="list-style-type: none"> <li>• Use disposable gloves</li> <li>• Do not eat, drink or smoke in the teaching laboratory</li> <li>• Use disposable gloves</li> </ul>
Biological Antibody	Inoculation/Irritant	
Chemical Acrylamide Azide ...PBS	Corrosive/Flammable Irritant/neurotoxic Irritant Mild Irritant	
		<ul style="list-style-type: none"> <li>• Low concentrations of chemicals used</li> <li>• Use disposable gloves</li> </ul>

**Pipetting ergonomics**

Pipetting is another work aspect that can cause aches and pains. Here are some handy hints:

- Adjust your chair or stool so that your elbow is at a 90° angle while pipetting.
- Adjust the height and position of sample holders, solution container, and waste receptacle so that they are all approximately the same.
- Try to work with your hands below shoulder height.
- Let go of the pipette from time to time and give the fingers/hand a break
- Do not twist or rotate your wrist while pipetting
- Use minimal pressure while pipetting
- Try to switch periodically between different types of work.

For more information on preventing repetitive strain while pipetting: <https://www.anachem.co.uk/Protect-Yourself-from-RSI>

**Personal Protective Equipment required**

 Closed in Footwear	 Lab. Coat optional	 Gloves	 Safety Goggles optional
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**Emergency Procedures**

In the event of an alarm sounding, stop the practical class and wait for confirmation to evacuate from demonstrators. Then wash your hands and pack up your bags. Follow the instructions of the demonstrators regarding exits and assembly points.

**Clean up and waste disposal**

- Remove your gloves and dispose in the biowaste bins provided.
- Dispose of all pipette tips in the bin provided.

**Ethics Approval**

This type of practical does not require ethics approval.

**Declaration**

I have read and understand the safety requirements for this practical class and I will observe these requirements.

Signature:.....Date:.....



## ASSESSMENT

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Journal Club Presentation	30%
Project Proposal	20%
Research Report	50%

### **Journal Club Presentation** **30%**

**Description:** The Journal Club Presentation is of 20 minutes duration, with 15 minutes for presentation and 5 minutes for questions. The presentation should describe and critically evaluate three (3) primary peer reviewed scientific journal articles most directly relevant to the project being undertaken. The key experiments and methods need to be identified, and the relevant background and rationale described.

Evaluation of the results and integration of key findings across these three (3) articles should be presented and connected to your Internship Project, reaching a conclusion as to what gaps your project hopes to address. The Journal Club Presentation should be critical, highlighting limitations of the literature and/or areas of controversy.

The seminar should have clear and logical flow, good pace (i.e. neither hurried nor laboured) and use good quality visual aids. The student should demonstrate understanding of the three (3) papers during question time by giving appropriate answers.

**Feedback Process:** Assessment and feedback are based on a rubric aligned with that used for Honours in SoMS. Criteria within the rubric address the following: Background, Hypotheses, Aims, Methods, Project Plan, Rationale and Significance, Presentation Skills and Questions. The seminar will be marked, and feedback provided by the supervisor and guest academics and/or research group members.

**Learning Outcomes Assessed:** Describe, critically evaluate and reference three (3) primary scientific articles that informs their research topic. Critically assess research data, integrate it into the wider field, and effectively communicate the findings in oral format. This task addresses learning outcomes 1 and 3 (see page 3).

**Date:** Week 3

**Venue:** TBA (see Moodle)

**Length:** 20 minutes in duration. 15 mins presentation, 5 minutes question time

**Feedback Process:**

- one round of review from supervisor prior to presentation day – ideally by the end of Week 2
- examiner and convener feedback – ideally by the end of Week 3, in time for students to consider for the project proposal due in Week 4

## **Project Proposal**

**20%**

**Description:** The project proposal should be 500 words or 1 page (12 point font and single spaced) and should give a detailed project plan, rationale and significance. A brief background project context incorporating relevant published scientific literature to support the project plan, rationale, significance and methods should be given.

The hypothesis, aims and integration of the methods to be used should be given. It should be adequately referenced with recent and appropriate studies and have clear and logical flow. The word count for the project proposal excludes non-text elements such as diagrams and tables, which can be used. References are not included in the word count. Penalties will apply for an inability to observe the word limit. The general and referencing style should follow that of the SOMS3001 convention.

**Feedback Process:** Assessment and feedback are based on a rubric aligned with that used for Honours in SoMS. Criteria within the rubric address the following: Background Project Context, Project Rationale, Hypotheses, Aims, Integration of Methods, References and Presentation. The project proposal will be marked and feedback provided by the supervisor and examiner.

**Learning Outcomes Assessed:** Describe, critically evaluate and integrate relevant research findings. Referencing published scientific literature that informs their research topic. This task addresses learning outcomes 1 and 3 (see page 3).

**Due:** Week 4

## **Project Proposal**

**Length:** 500 words +/- 10%

**Copies:** One soft copy must be submitted via Turnitin© via Moodle.

### **Feedback Process:**

- one round of review from supervisor prior to submission day – ideally by beginning of Week 4
- examiner and convener feedback - ideally by 10 working days after submission of the Project Proposal

## **Research Report**

**50%**

**Description:** The general format of the research report is aligned with the guidelines for the project manuscript assessment item submitted for Honours in the School of Medical Sciences. It should contain an abstract, acknowledgements, brief scientific background with aims and hypotheses, materials and methods, results, discussion and references sections. The word count should be 2,000 words. This word limit excludes the abstract, acknowledgements and references sections, as well as supplementary data (if present), tables, figures and legends used in the text. Penalties will apply for an inability to observe the word limit. The abstract

should succinctly and accurately summarise the aims and outcomes of the project. The acknowledgments are to be used to indicate how much of the research was performed independently or cooperatively. The brief introduction, aims and hypothesis section 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. It should identify the limitations of the literature and areas of controversy and give clear and valid aims and hypotheses. The methods should be appropriate and valid for the stated aims and clearly described and fully referenced. The results should reflect the body of laboratory work including controls and analysis of data using appropriate statistical tests (if applicable). Material needed for a complete understanding or evaluation of the work, but which does not fit well in the manuscript format, should be included as supplementary data. Presentation of the results should be clear and logical and should be communicated appropriately (using figures and tables as well as text). The discussion should be relevant to the scientific background, methods, and results sections, logical in presentation and scientific content, show critical/creative analysis, place the findings of the study in the context of past studies and have suggestions for future studies. Please note that all work which is integral to the manuscript but was not performed by the student (i.e. undertaken by another member of the research group) is to be clearly disclosed in the Methods and/or Results sections of the report, where appropriate. This work may then be referred to in the Discussion and be assessed in the context of the methods and results attained by the student. The referencing style of the project manuscript should align with the requirements of the literature review.

**Feedback Process:** Assessment and feedback are based on a rubric aligned with that used for Honours in SOMS. Criteria within the rubric address the following: Scientific background, Hypothesis, Aims, Materials and Methods, Results, Discussion, References and Overall Presentation. The report will be marked and feedback provided by the supervisor and examiner.

**Learning Outcomes Assessed:** Describe, critically evaluate and reference a body of scientific literature that informs their research topic and findings.

Critically assess their research data, integrate it into the wider field, and communicate effectively the findings in written format. This task addresses learning outcomes 1, 2 and 3 (see page 3).

**Due:** Week 10

**Length:** 2,000 words +/- 10%

**Copies:** One soft copy must be submitted via Turnitin© via Moodle.

Feedback Process:

- one round of review from supervisor prior to submission day – ideally by end of Week 8
- examiner and convener feedback - ideally by 10 days after submission of the Research Report

## **E-PORTFOLIO AND REFLECTIVE PRACTICE**

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Reflective practice is an important aspect to developing critical thinking and evaluation of outcomes in medical research. Students have the option to engage in this practice and can reflect on their research experience within their ePortfolios/reflective blogs.

Students should also be aware that research data discussions should be kept within lab meetings and for presentation as part of course requirements via Moodle or within the scheduled assessment tasks. Therefore, due to the competitive nature of medical research communication, please be advised that any data should be kept confidential and not shared online. This is how research integrity is maintained.

NOTE: The ePortfolios/reflective blogs should be used as a reflective space, rather than discussing research content and any data or unpublished methods that may have been generated as part of your own research project or the laboratory you have trained in. Students should NOT upload research data or methods into any digital space or their ePortfolios/reflective blogs if they chose to keep a digital reflective space. Always set your ePortfolio or any digital workspaces to 'private' in order to avoid general visibility and retain confidentiality.

This activity is **total optional**. It is up to the individual student if they would like to engage with ePortfolio/reflective blogging.

**Assessment of ePortfolio/reflective blogs will be based on the following criteria or elements:** demonstration engagement with ePortfolio/reflective practice, building an awareness of skills, including subject/course related skills, professional development and related skills, transferrable skills, development of career awareness and skills for future employability or post-graduate programs, work experience, personal values, strengths and weaknesses.

## **GUIDELINES FOR SUPERVISION**

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The primary supervisor should be a SoMS Academic member of staff.

## **GUIDELINES FOR EXAMINATION SOMS3001 GRADES**

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Satisfactory/Unsatisfactory

## **School of Medical Sciences SOMS3001 Research Report - Instructions to Authors**

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**(Adapted from the Uniform Requirements for Manuscripts Submitted to Biomedical Journals, the British Journal of Pharmacology, the Journal of Anatomy, the Journal of Pathology and the Journal of Physiology)**

Manuscripts must include: 1. Title Page, 2. Abstract, 3. Introduction, 4. Methods, 5. Results, 6. Discussion, 7. Acknowledgements, 8. List of references, 9 Tables, 10. Figures and 11. Supplementary Data (optional).

### Title Page

Title: The title should contain no more than 150 characters (including spaces) and clearly indicate the subject matter of the paper.

Authors: The author's name in full and the name and addresses of the department(s) and institution(s) to which the work should be attributed.

Word Count: The word count excluding abstract, acknowledgments, references and figure legends should be listed.

Abbreviations: list all abbreviations used

### Abstract

An abstract of up to 200 words should follow the title page. The abstract should provide the background for the study, experimental approach, major findings and conclusions. It should be understandable without reference to the rest of the paper. References may not be cited.

### Introduction

The introduction should give a clear account of the background for the study, and the research objective or hypothesis tested should be stated. The introduction should be understandable to a non-specialist.

### Methods

The methods must be described in sufficient detail to allow the experiments to be interpreted and repeated by an experienced investigator. Give references to established methods, provide references and brief descriptions for methods that have been published but are not well known; describe new or substantially modified methods. Identify the apparatus, drugs and chemicals used, give the manufacturer's name and address in parentheses after each item. Describe the statistical methods used and define all statistical terms, abbreviations, and symbols. Specify the computer software used. Where appropriate, describe your selection of the subjects (patients or laboratory animals, including controls), identify the age, sex, strain, number used and other important characteristics of the subjects.

### Results

Present your results in logical sequence in the text, tables, graphs and illustrations. The description of the experimental results should be succinct, but in sufficient detail to allow the experiments to be analysed and interpreted by the reader. Where data is presented the mean results with standard errors, the number of observations, and statistical significance, should

be given where appropriate. The rationale for performing the experiments may be briefly mentioned in the Results section, but conclusions or interpretation of results should not be presented. Do not repeat in the text all the data that is presented in the tables or graphs. Headed paragraphs may be used to aid in the presentation of the results.

Please note that all work which is integral to the research report but was not performed by the SOMS3001 student (i.e. was undertaken by another member of the supervisor's and/or co-supervisor's research group) is to be clearly disclosed in the Methods, Results and/or Acknowledgments as appropriate.

### Discussion

In the discussion explore possible mechanisms or explanations for the findings of your study, compare and contrast your results with those from other relevant studies, state the limitations of the study, and explore the implications of the findings for future research. Do not repeat in detail data or other material given in the Introduction or the Results sections. The main conclusions should be conveyed in the final paragraph.

### Acknowledgements

The author should acknowledge those who have provided funds, reagents, technical help and scientific advice.

### References

In the text, references to other work should take the form: (Bolton and Kitamura, 1983) or 'Bolton and Kitamura (1983) showed that...' When a paper written by two authors is cited, both names are given; for three or more authors, only the first name is given, followed by 'et al.' References to unpublished observations or personal communications should be mentioned in the text only, and not included in the list of references. Direct reference to original research sources should be used whenever possible.

The reference list at the end of the manuscript must be arranged alphabetically according to the surname of the first author. When the names of first authors are identical, the alphabetical order of the surnames of subsequent authors takes precedence over the year of publication. The authors' names are followed by the year of publication in brackets. If more than one paper by the same authors in one year is cited, a, b, c, etc. are placed after the year of publication, both in the text and in the list of references. All authors should be quoted for papers with up to seven authors; for papers with more than seven authors, the first six should be quoted followed by et al.

The format for references to papers and books, and to chapters in books, is as follows:

Lipp P, Egger M & Niggli E (2002). Spatial characteristics of sarcoplasmic reticulum  $Ca^{2+}$  release events triggered by L-type  $Ca^{2+}$  current and  $Na^+$  current in guinea-pig cardiac myocytes. *J Physiol* 542, 383-393.

Adrian ED (1932). *The Mechanism of Nervous Action*. Humphrey Milford, London.

Buchan AMJ, Bryant MG, Polak JM, Gregor M, Ghatei MA & Bloom SR (1981). Development of regulatory peptides in the human fetal intestine. In *Gut Hormones*, 2nd edn, ed. Bloom SR & Polak JM, pp. 119-124. Churchill Livingstone, Edinburgh.

For those articles published online ahead of print, that have not been assigned full publication details the DOI (digital object identifier) should be used. See example below:

Lipp P, Egger M & Niggli E (2002). Spatial characteristics of sarcoplasmic reticulum  $\text{Ca}^{2+}$  release events triggered by L-type  $\text{Ca}^{2+}$  current and  $\text{Na}^+$  current in guinea-pig cardiac myocytes. *J Physiol*; DOI: 10.1113/jphysiol.2001.013382.

The format for an online article:

Provide the URL of the homepage where the online version of the article is available via search.

Poniewozik, J. (2015, November 17). When TV turns itself off. The New York Times. Retrieved from <http://www.nytimes.com>

Project for Excellence in Journalism. ( 2006 ). A day in the life of the media. The State of the News Media, 2006. Retrieved from <http://www.stateofthedia.org/2006/>

### Tables

Each table should be given on a separate page. Tables are numbered consecutively according to the order in which they have been first cited in the text. Tables should be numbered with Arabic numerals and the number should be followed by a brief descriptive title at the head of the table. Tables should be self-explanatory, with necessary descriptions provided in footnotes underneath the table. Give each column a short or abbreviated heading.

### Figures and Legends

Figures should be numbered consecutively according to the order in which they have been first cited in the text. Figure legends can appear below the figure and/or on a separate page. Each figure should be given a title and a legend that explains the figures in sufficient detail that, whenever possible, they can be understood without reference to the text. All symbols and abbreviations should be explained within the legend. If a figure has been published, acknowledge the original source.

### Supplementary Data

Material needed for an in-depth evaluation of the work, but which does not fit well in manuscript format, should be included as Supplementary Data. These data should only be included if they enhance the overall understanding of the research but should not be essential for the understanding of the manuscript.

### Abbreviations, Units and Symbols

Use only standard abbreviations; the full term for which an abbreviation stands should precede its first use in the text. SI units and symbols should be used for physicochemical quantities. Gene names and loci should be in italics, and proteins should be in roman. Virus nomenclature (and acronyms) should follow the guidelines of the International Committee on the Taxonomy of Viruses (ICTV). Chemical nomenclature should follow the International Union of Pure and



Applied Chemistry (IUPAC) definitive rules for nomenclature. Pharmacological units should follow the guidelines given in the British Journal of Pharmacology.

### Formatting and Technical Instructions

Text should be Times New Roman, 12 point font, with 1.5 line-spacing throughout the manuscript. Margins should be 3 cm on the left-hand side, 2 cm on the right-hand, 2 cm at the top and 2 cm at the bottom. The manuscript should be no more than 2000 words excluding; the abstract, acknowledgements and references, tables, figures, legends, and supplementary data.

<b>Journal Club Presentation (Mark out of 10 for each marking criteria)</b>			
<b>Criteria</b>	<b>9 Excellent</b>	<b>7 Good</b>	<b>5 Needs improvement</b>
<b>Background, Hypotheses &amp; Aims &amp; Methods</b>	<ul style="list-style-type: none"> <li>• Very clear &amp; concise description of background leading to the papers. Can be easily understood by a non-expert audience. Identifies and describes clearly hypotheses, aims, major methods</li> </ul>	<ul style="list-style-type: none"> <li>• Less well clearly defined background and/or difficult to understand. Some lapses in defining and describing hypotheses, aims and major methods</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking sufficient background. Often hard to understand. Unclear what the hypotheses and aims were. Methods not clear or described</li> </ul>
<b>Results and Integration</b>	<ul style="list-style-type: none"> <li>• Identifies key results and describes them clearly</li> <li>• Links results across 3 papers well</li> <li>• Identifies how outcomes from each paper builds or adds to others</li> </ul>	<ul style="list-style-type: none"> <li>• Some key results glossed over</li> <li>• Some aspects of linking or descriptions unclear</li> <li>• Some integration of outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient results presented</li> <li>• Descriptions of results unclear</li> <li>• Results presented but poorly linked</li> </ul>
<b>Project Plan, Rationale and Significance</b>	<ul style="list-style-type: none"> <li>• Integrates how Internship project plan builds on or integrates with background literature presented</li> <li>• Rationale and significance of project clearly outlined</li> <li>• Specific and “Big picture” significance given</li> </ul>	<ul style="list-style-type: none"> <li>• Describes Internship project plans clearly</li> <li>• States significance and rationale of project</li> <li>• Specific or “Big picture” significance given</li> </ul>	<ul style="list-style-type: none"> <li>• Internship project plans unclear</li> <li>• Fails to describe why it’s important</li> <li>• Significance poorly described</li> </ul>
<b>Presentation: Structure &amp; Material Engagement</b>	<ul style="list-style-type: none"> <li>• Display / layout enhances the presentation.</li> <li>• Figures clearly labelled.</li> <li>• Clear and logical structure throughout</li> <li>• Timing precise</li> <li>• Articulate and professional delivery. No errors</li> <li>• Well-paced and timing perfect.</li> <li>• Good body language and pitch style</li> </ul>	<ul style="list-style-type: none"> <li>• Display good, but sometimes distracting.</li> <li>• Figures copied from papers with labels unclear.</li> <li>• Mostly clear and logical structure</li> <li>• Timing within 2 mins</li> <li>• Occasional lapses in clarity and/or speed.</li> <li>• Some major lapses in body language</li> </ul>	<ul style="list-style-type: none"> <li>• Display too crowded or distracting.</li> <li>• Figures not always used and hard to follow</li> <li>• Disorganised in structure</li> <li>• Timing over 2 mins long or short</li> <li>• Some bits - poor clarity and pitch.</li> <li>• Major lapses in body language</li> </ul>
<b>Questions</b>	<ul style="list-style-type: none"> <li>• Demonstrated clear understanding of the papers.</li> <li>• Could link project to presented papers and their methods</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of the papers.</li> <li>• Could link aspects of project to presented papers</li> </ul>	<ul style="list-style-type: none"> <li>• Responses didn’t demonstrate adequate understanding of the papers or how they link to the project</li> </ul>
<b>Overall Level (circle as appropriate)</b>	10/10 > >> >> > >> >> > >> >> > >> >> > >> >> > >>> > >>> > >4/10		
<b>Feedback Comments</b>			

	Project Proposal		
Criteria	9 Excellent	7 Good	5 Needs improvement
<b>Background Project Context</b>	Succinct yet focused Orientates project in the context of the literature. Cites 3-5 key references	Areas were not focused or relevant	Background seems less relevant to project Verbose or unclear.
<b>Hypotheses &amp; Aims</b>	Clearly outlined Link to background. Link to plan and methods	Stated but aspects unclear Some links but could be improved.	No hypotheses or aims apparent.
<b>Project Plan and Methods</b>	Description of proposed experiment(s) is concise yet clear Methods concise and clear Analysis mentioned Methods link to plan.	Experiment(s) described but too ambitious or too minimal. Methods missing aspects Links between plan and method inconsistent.	Experiments poorly described. Feasibility weak Methods generally not clear or appropriate
<b>Rationale and Significance</b>	The rationale for doing the experiments relates to the background and aims Broader significance of potential outcomes clear and justified (not overstated). More focussed outcome of results identified.	Project rationale stated but unclear or not linked to background Big picture outcome overstated or absent. Impact in field a bit vague	Project rationale or outcomes not well articulated or unrealistic.
<b>Presentation</b>	No grammatical or spelling errors. Professional expression and style Length adheres to criteria Balance and length appropriate Citations free from errors	Some grammatical and spelling errors. Over or under length, poorly balanced Some citation errors	Frequent errors. Poor style and length Missed citations
<b>Overall Level (circle as appropriate)</b>	10/10 > >> >> > >> >> > >> >> > >> >> > >> >> > >> >> > >>> > >>> > >>> >4/10		
<b>Feedback Comments</b>			

Criteria	Research Report		
	9 Excellent	7 Good	3-5 Needs improvement
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Concise and clear background</li> <li>• Integrates different sources</li> <li>• Hypotheses / aims stated and linked to literature.</li> <li>• Cites recent/classical relevant papers, 10-20</li> </ul>	<ul style="list-style-type: none"> <li>• Sources listed more than integrated</li> <li>• Hypotheses / aims stated but links to literature weaker.</li> <li>• Excessive or irrelevant citations</li> </ul>	<ul style="list-style-type: none"> <li>• Background descriptions unclear and parts not relevant</li> <li>• Hypotheses / aims unclear.</li> <li>• Insufficient citations</li> </ul>
<b>Materials &amp; Methods</b>	<ul style="list-style-type: none"> <li>• Clear and detailed description of experiments and analysis (including statistics if relevant)</li> <li>• Clear identification of what was done by student and by others in the lab.</li> <li>• Written so procedures can be readily reproduced</li> </ul>	<ul style="list-style-type: none"> <li>• Good description of experiments and data analysis, with minor errors.</li> <li>• Some areas of methods unclear and/or difficult to reproduce</li> </ul>	<ul style="list-style-type: none"> <li>• Some major details in methods lacking.</li> <li>• Frequent errors in methods or lacking clarity.</li> <li>• Procedures can't be followed or reproduced</li> </ul>
<b>Results:</b>	<ul style="list-style-type: none"> <li>• Data and/or analysis presented clearly using Figures, graphs and tables as relevant</li> <li>• Graphs, tables, figures clearly and fully labelled</li> <li>• Minimal interpretation of results presented.</li> <li>• Reflect a suitable body of work</li> <li>• Demonstrate experience in at least one technique (be it wet-lab or dry-lab) and associated analysis</li> <li>• Controls and samples identified and presented clearly (at least n=1)</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of results or analysis unclear</li> <li>• Some poor examples of Figures, Tables, Graphs</li> <li>• Some aspects hard to follow</li> <li>• Lacking appropriate recognition of control or samples</li> </ul>	<ul style="list-style-type: none"> <li>• Description of the experimental results lacks required detail and appropriate reference to figures and tables.</li> <li>• Results do not reflect a body of laboratory work that demonstrated experience in techniques used</li> <li>• Graphs, tables, Figures poorly presented</li> <li>• Insufficient controls and samples used (n &lt;1).</li> <li>• Major errors or omissions in data analysis.</li> </ul>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>• Insightful, clear and logical.</li> <li>• Results interpreted with reference to previous studies.</li> <li>• Significance of findings clear.</li> <li>• Critical analysis of strengths and limitations</li> <li>• Future directions identified and clearly justified.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and logical.</li> <li>• Some integration with literature but lacks depth</li> <li>• Significance of findings stated.</li> <li>• Some critical analysis but superficial in parts</li> <li>• Future directions identified</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks clarity</li> <li>• Only minimal integration with literature</li> <li>• Significance of findings unclear or not justified.</li> <li>• Lacks critical analysis of approach</li> <li>• Future directions vague</li> </ul>
<b>Overall Presentation</b>	<ul style="list-style-type: none"> <li>• No grammatical or spelling errors</li> <li>• Professional expression and style used consistently.</li> <li>• All figures accurate, focussed and informative</li> <li>• Word count 2000±200</li> </ul>	<ul style="list-style-type: none"> <li>• Some grammatical or spelling errors</li> <li>• Professional expression / style occasionally.</li> <li>• Some errors in figures and/or irrelevant</li> <li>• Word count &gt; +/- 250</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent grammatical or spelling errors</li> <li>• Poor expression and style throughout.</li> <li>• Frequent errors in figures or not clear</li> <li>• Word count &gt; +/- 500</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Good spread of primary articles and key reviews</li> <li>• 20-30 articles cited</li> <li>• Many articles from recent or seminal publications.</li> <li>• Citation style correct and consistent</li> <li>• Reference list completely accurate with no errors</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive use of reviews or selected papers</li> <li>• 20-30 articles cited</li> <li>• Most articles from recent or seminal publications.</li> <li>• Occasional errors in citation style or reference list</li> </ul>	<ul style="list-style-type: none"> <li>• Too few articles</li> <li>• Excessive articles cited</li> <li>• Insufficient use of seminal publications.</li> <li>• Frequent errors in citation style or reference list</li> </ul>
<b>Overall Level (circle as appropriate)</b>	10/10 > >> >> > >> >> > >> >> > >> >> > >> >> > >>> > >>> >4/10		
<b>Feedback Comments</b>			