**NUTRITION MINOR RESEARCH PROJECT**

**ASSESSMENT TASK 3 – FINAL REPORT**

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| **ASSESSMENT TASK** | **DATE DUE** | **ASSESSMENT WEIGHTING (% OF SUBJECT GRADE)** | **SUBJECT INTENDED LEARNING OUTCOMES ASSESSED** |
| Final Report (3,000 words) |  | 60% |  |

**SUBJECT DESCRIPTION**

In this subject, students will undertake a small project in nutrition that can be taken individually or as part of a group project, where individual objectives for the student's project are met. The project will provide students with experience and skills in project management, data collection, data analysis and interpretation, critical analysis, and preparation of a

scientific report. Students are expected to attend workshops, complete online modules, work independently in self-directed learning, and meet regularly with their project supervisor.

**SUBJECT INTENDED LEARNING OUTCOME (SILO)**

Upon successful completion of this subject, you should be able to:

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| **1** | Critically appraise the literature related to the project area |
| **2** | Design and implement a data collection tool and gain practical skills in data collection |
| **3** | Demonstrate understanding of and apply the principles of ethical conduct of research |
| **4** | Analyse and interpret data using simple statistical techniques |
| **5** | Develop practical experience in communicating research findings using a multimedia presentation at a level appropriate for peers and key stakeholders |
| **6** | Demonstrate the ability to communicate research findings in a scientific manner in the format of an original paper or review. |

**TASK DESCRIPTION**

In assessment task 3, you will need to submit a written final project report. The word limit for this report is 3000 words (n ot including the abstract, in-text and final references and tables). Please use APA 7 referencing style throughout your report.

Your project report should include the following elements:

• Abstract (250 words, not included in final word count)

• Background (including literature review)

• Methodology

• Results

• Discussion

• References

• Appendices (if relevant)

**MARKING RUBRIC**

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| **Marking Criteria** | **Demonstrated (25%)** | **Developing (50%)** | **Achieved (75%)** | **Exemplary (100%)** |
| Abstract  Report title (2) | Report title not relevant to research project. | Report title somewhat reflects the research project or topic. | Report title accurately reflects the research project or topic. | Report title is concise and meaningful that accurately reflects the research project. |
| Abstract  Abstract content (6) | Incomplete abstract or lacked clarity of aim(s) study design, methods, main findings and principle conclusions of the study. | Abstract mostly includes the aim(s), study design, methods, main findings and principle conclusions of the study. | Relatively clear abstract that includes the aim(s), study design, methods, main findings and principle conclusions of the study. | Logical and accurate abstract that includes a clear aim(s), study design, methods, main findings and principle conclusions of the study. |

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| Abstract  Word limit and word count (2) | Does not adhere to word limit and no word count included. | Does not adhere to word limit, word count included. | Adheres to word limit but no word count included. | Adheres to word limit  and word count included. |
| Introduction  Background and context of research (8) | Background and context of research study is not relevant to research topic or not adequately supported with peerreviewed literature. | Background and context of research study is mostly relevant to research topic with supporting peerreviewed literature included. | Background and context of research study is relevant with a summary and attempt to critically analyse supporting peerreviewed literature key relevant to the research topic. | Background and context of research study is welldefined, relevant and presented in a cohesive manner with a concise summary and critical analysis of key peerreviewed literature relevant to research  topic. |
| Introduction Project aim and hypothesis (2) | Project aim or hypothesis not included. | Project aim and hypothesis included but not relevant to background or research topic. | Project aim and hypothesis included. | Clear and relevant project aim and hypothesis. |
| Methodology  Study design and study sample (8) | Study design not identified and/or study sample information such as inclusion and  exclusion criteria, target population and recruitment methods not included. | Study design is incorrectly identified or not appropriate to the research topic. Some study sample information such as inclusion and exclusion criteria, target population and recruitment methods have been included with major details missing. | Study design is identified and mostly appropriate to research topic. Most  study sample information such as inclusion and exclusion criteria, target population and recruitment methods have been included. | Study design is correctly identified and appropriate to the research topic. All study sample information including target population and inclusion and exclusion criteria were described in a clear and succinct manner. |

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| Methodology  Ethics information (2) | Ethics information such as approval number or rationale for lack of ethics application not included. | Some ethics information such as approval number or rationale for lack of ethics application noted. | Most ethics information such as approval number or rationale for lack of ethics application noted. | Ethics information such as approval number or rationale for lack of ethics application noted. |
| Methodology  Outcome measures and data collection methods (8) | Outcome measures or data collection methods not included. | Outcome measures and data collection methods described with major details missing. | Outcome measures and data collection methods described with minor information missing. | Outcome measures and data collection methods described in a clear, logical and succinct manner. |
| Methodology  Statistical analyses (2) | Statistical analyses used included. | Statistical analyses used included. Rationale provided not appropriate to study design. | Statistical analyses used and rationale included. | Statistical analyses used and its rationale described in an easy to understand manner. |

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| Results  Relevant research findings (10) | Research findings presented not relevant to study aims and hypothesis. | Some relevant research findings in relation to study aims are presented. | Most research findings relevant to study aims are presented. Some irrelevant details included. | Research findings relevant to study aims are presented in a clear and concise manner. |
| Results  Tables or figures (5) | Tables and/or figures presented not relevant to research findings. | Tables and/or figures presented are repetitive of information written in text or with major errors. | Appropriate use of tables and/or figures to communicate key  findings and mostly labelled clearly and correctly. | Tables and/or figures presented are used effectively to communicate key findings and are labelled clearly and correctly. |
| Discussion  Research findings in relation to study aim (10) | Research findings discussed not linked to study aim and/or without reference to previous literature. | Research findings discussed lacked relevance to study aim with minimal reference to relevant previous literature. | Research findings are discussed in relation to study aim with some reference to previous literature. | Research findings are discussed in relation to study aim and previous literature in a clear, logical and concise manner. |
| Discussion  Strengths and limitations of the research study  (10) | Strengths and limitations were misinterpreted and/or not relevant to research study. | Generic and broad strengths and limitations of the research study, discussed. | Strengths and limitations specific to the research study, including confounding factors, are presented. | Insightful strengths and limitations of the research study, including confounding factors, are comprehensively discussed in a concise manner. |
| Discussion  Practical applications and implications (5) | Practical applications and implications are misinterpreted, not relevant and/or practical. | Practical applications and implications discussed  are not relevant to study findings. | Applications and implications of research findings discussed that are somewhat realistic and practical. | Meaningful, practical and realistic applications and implications of research findings discussed. |
| Discussion Recommendations and future research directions (5) | Recommendations, future research  directions and conclusion provided were misinterpreted. | Recommendations, future research  directions and conclusion briefly stated and may  not be realistic or feasible. | Recommendations and future research directions and generally align with study findings. | Recommendations and future research directions are logical, feasible and based from study findings. |
| Referencing  APA 7 referencing style and breadth of references (5) | Incorrect referencing style used. | APA 7 referencing style used as in-text citations or bibliography with multiple errors with inappropriate number of references. | Mostly correct use of APA  7 referencing style as in- text citations or in bibliography with minor errors. Appropriate breadth of references used. | Correct use of APA 7 referencing style as intext citations or in  bibliography with appropriate breadth of references used. |
| Clarity and Presentation Inclusion of cover page (2) | Inclusion of cover page with more than three pieces of missing information. | Inclusion of cover page with less than two pieces of missing information. | Inclusion of cover page with less than one piece of missing information. | Inclusion of cover page with student ID, subject code, date of submission and word count. |

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| Clarity and Presentation Scientific expression and presentation (2) | Report written in nonscientific style. | Good skills in clarity of scientific expression and presentation. | Well-developed skills in clarity of scientific expression and presentation with minor errors. | Highly developed skills in clarity of scientific expression and presentation. |
| Clarity and Presentation Information organisation and presentation (2) | Information lacks organisation and difficult to follow. | Information is poorly organised and presented. | Information is organised and presented in an easy to read manner, at times can be more concise. | Information is well organised and presented in a cohesive and concise manner. |
| Clarity and Presentation  Spelling and grammar (2) | Numerous spelling and grammatical errors. | Some spelling and grammatical errors. | Spelling or grammatical errors are rare. | No spelling or grammatical errors. |
| Clarity and Presentation  Word limit (2) | Word limit exceeded by over 10% with no word count stated. | Word limit exceeded by over 10% with word count provided. | Word limit adhere to without word count stated. | Word limit adhered to within +/-10% with word count provided. |