BUSN19021 *Project*
Term 1 - 2017

All details in this unit profile for BUSN19021 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
This unit will provide you with the opportunity to complete a supervised project at an advanced level that relates to your discipline area. You will typically enrol in this unit in the later stages of your course of study, and will only be permitted to enrol in this unit with prior agreement from a discipline supervisor and the Dean of School, Business and Law.

Details
Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Prerequisite: Enrolment in this unit requires approval of the Dean of School, Business and Law
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 20%
2. **Written Assessment**
Weighting: 20%
3. **Written Assessment**
Weighting: 60%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses
Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course Evaluation

Feedback
would be great if this course has less assignment

Recommendation
Generally the current assessment strategy appears to be acceptable to most students and ensures students do work progressively through term. Revising the assessment strategy to two items will be discussed within the discipline.

Action
The first two assessments actually form draft sections for the final report, so reducing the number of assessments would not change the total assessment load for the students. The current three assessments does help supervisors to maintain a closer relationship to students and their work that would be lost if it was reduced to two. The current three part strategy will be continued, but the matter will continue to be monitored..

Feedback from Course Evaluation

Feedback
Have enjoyed the scope of the course, perhaps more examples of actual reports would assist.

Recommendation
Consider posting more examples of assessment submissions.

Action
More examples of completed assessments have been made available.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. demonstrate the ability to select a topic suitable for major project work
2. justify the project topic based on secondary information searches and preliminary primary research
3. formulate project schedules from initial problem definition through to the presentation of final information
4. draft and complete proposal, progress and final reports for the project
5. develop practical skills of project management through the implementation of a 'real world' project of your choice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	●	●	●	●	●
2 - Written Assessment - 20%	●	●	●	●	●
3 - Written Assessment - 60%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	
2 - Problem Solving		•	•	•	•
3 - Critical Thinking	•	•		•	•
4 - Information Literacy	•	•			•
5 - Team Work					•
6 - Information Technology Competence	•	•			
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•		•	•		•				
2 - Written Assessment - 20%	•			•		•				
3 - Written Assessment - 60%	•	•		•		•				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Endnote (available through Library - see Moodle link)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Garrick Small Unit Coordinator
g.small@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Research topic discussion with supervisor (mandatory) • Initiate literature review (initial searches, organise bibliographical listing system, initial reading)		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Topic finalisation • Start writing project proposal • Source and read literature		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Discuss proposal components with supervisor • Progress the project proposal document • Source and read literature		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Finalise project proposal • Source and read literature		**Project Proposal** Due: Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Discuss conceptual framework and literature review with supervisor • Extend literature search and continue reading		

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Discuss conceptual framework and literature review with supervisor • Continue to read literature		

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Finalise and submit progress report		**Literature Review and Conceptual Framework** Due: Week 7 Friday (28 Apr 2017) 11:00 pm AEST

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Deepen literature review and begin writing final paper.		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Deepen literature review and continue writing final paper.		

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Discuss structure and contents of final report with supervisor		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Prepare project paper and discussion with supervisor		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Make final revisions to project report and submit		**Final Project Report** Due: Week 12 Friday (2 June 2017) 11:00 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

There are two streams of study within Project. Most students will be pursuing general topics negotiated with their individual supervisors or the unit coordinator. The second group will be engaged with the Gladstone Social Innovation Studio which will follow a separate and independent programme of study with an independent set of assessments. Both groups will be working towards the common goal of deep investigation into a specific topic related to their discipline. Full details for each stream are available on the Moodle site for the unit.

Assessment Tasks

1 Project Proposal

Assessment Type
Written Assessment

Task Description
For general Project topics this assessment consists of a research proposal of 600-1,000 words. It may include:

- **A statement of the problem**/research gap that you would like to explore. This will summarised into the research topic name.

- **Research questions/hypothesis**: What are the potential research questions or hypotheses that can address the problem/research gap?
- **Justification of the research project**: Why your chosen project topic is important theoretically and practically?
- **A brief statement of method**: What is/are the potential approach and method(s) you will use to conduct your study, collecting and analysing data? What are the sources of data and how practical to obtain such data within a very short period of time? Remember you do not have to write a detail methodology here as it requires in your second assignment.
- **Organisation of the study**: How many chapters do you expect in your report and what are they?
- **Gantt chart**: Provide a Gantt chart indicating what you will do in each week over the twelve week period.

For students engaged in the Gladstone Social Innovation Studio:specific details of this assessment will be found on the Moodle site. Due dates for students engaged in this programme may vary from those set out in the unit profile. See Moodle for details.
Further details and support resources may be found in Moodle for all students.

Assessment Due Date
Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Return Date to Students
Week 6 Friday (21 Apr 2017)

Weighting
20%

Assessment Criteria
Your report will be graded according to its overall quality on the following criteria:

1. Presentation, structure, grammar, style, clarity of expression and brevity
2. Literature used to frame the proposal
3. Clarity of exposition of the Research aims, objectives and justification
4. Clarity, depth and practicality of the Method
5. Effectiveness of planning and strategy
6. Originality and Insight

The various levels of pass will typically display the following:
P – Pass
Used for a mark in the range 50% – 64%.
Evident as: a sound level of presentation, with a basic structure, adequate grammar & writing style that fulfills the basic requirements of the assignment. The literature review will contain a basic array of relevant literature reviewed at a satisfactory level. The conceptual framework will provide a standard account of the relevant issues.
C – Credit
Used for a mark in the range of 65% – 74%.
Evident as: a professional level of presentation with an easily readable structure, use of grammar and writing style that comfortably fulfills the requirements of the assignment. The literature review will contain a competent array of relevant literature reviewed at a sound level to communicate the conceptual framework for the topic.
D – Distinction
Used for a mark in the range of 75% – 84%.
Evident as: a professional level of presentation with a polished structure, use of grammar and writing style that very competently fulfills the basic requirements of the assignment. The literature review will contain a comprehensive array of relevant literature reviewed with evident mastery using correct referencing style. The various sections will convey a mastery of the relevant issues with some originality, insight including extended application.
HD – High Distinction
Used for a mark in the range 85% – 100%.
Evident as: a outstanding and faultless level of presentation with a polished structure, use of grammar and writing style that shows an excellent understanding of knowledge, skills and application required for the assignment indicating keen interest and considerable capacity in all aspects; The literature review will contain a comprehensive array of relevant literature reviewed with evident mastery using correct referencing style.. The The various sections will convey a mastery of the relevant issues with considerable originality, insight including extended application.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
All submissions to be made in word processing formats capable of being opened using Microsoft Word (eg. '.doc' format)

Learning Outcomes Assessed

- demonstrate the ability to select a topic suitable for major project work
- justify the project topic based on secondary information searches and preliminary primary research
- formulate project schedules from initial problem definition through to the presentation of final information
- draft and complete proposal, progress and final reports for the project
- develop practical skills of project management through the implementation of a 'real world' project of your choice.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Literature Review and Conceptual Framework

Assessment Type
Written Assessment

Task Description
For students engaged in general Project Topics: Assessment 2 requires the preparation of a progress report on your project. It will focus on a draft conceptual framework and literature review. It will also generally outline your progress in the overall project as proposed in assessment item 1 and may include comments on revision and development of other sections, such as aim, objectives or method. Following this assessment the draft literature review and draft conceptual framework will both be refined and completed to their final form which will likely provide the second chapter of your final project report.
The submission will likely be between 800 – 1,500 words and will use APA (author, date) in text citations. It is recommended that EndNote bibliographic software be used to managed references and citations.
Full details will be found on the Moodle site.
For students engaged in the Gladstone Social Innovation Studio: specific details of this assessment will be found on the Moodle site. Due dates for students engaged in this programme may vary from those set out in the unit profile. See Moodle for details.
Further details and support resources may be found in Moodle for all students.

Assessment Due Date
Week 7 Friday (28 Apr 2017) 11:00 pm AEST

Return Date to Students
Week 9 Friday (12 May 2017)

Weighting
20%

Assessment Criteria
Your report will be graded according to its overall quality on the following criteria:

1. presentation, structure, grammar, style, clarity of expression and brevity
2. extent of literature and effectiveness of review
3. effectiveness of draft conceptual framework
4. quality of analysis of field data and information
5. assessment of project progress and completion strategy
6. Originality and insight

Standards required for the various grades of pass use the university grades and results procedures. The various levels of pass will typically display the following:

P – Pass

Used for a mark in the range 50% – 64%.

Evident as: a sound level of presentation, with a basic structure, adequate grammar & writing style that fulfils the basic requirements of the assignment. The literature review will contain a basic array of relevant literature reviewed at a satisfactory level. The conceptual framework will provide a standard account of the relevant issues.

C – Credit

Used for a mark in the range of 65% – 74%.

Evident as: a professional level of presentation with an easily readable structure, use of grammar and writing style that

comfortably fulfils the requirements of the assignment. The literature review will contain a competent array of relevant literature reviewed at a sound level to communicate the conceptual framework for the topic using correct referencing style.

D – Distinction

Used for a mark in the range of 75% – 84%.

Evident as: a professional level of presentation with a polished structure, use of grammar and writing style that very competently fulfils the basic requirements of the assignment. The literature review will contain a comprehensive array of relevant literature reviewed with evident mastery using correct referencing style. The conceptual framework will provide a mastery of the relevant issues with some originality, insight including extended application.

HD – High Distinction

Used for a mark in the range 85% – 100%.

Evident as: a outstanding and faultless level of presentation with a polished structure, use of grammar and writing style that shows an excellent understanding of knowledge, skills and application required for the assignment indicating keen interest and considerable capacity in all aspects; The literature review will contain a comprehensive array of relevant literature reviewed with evident mastery using correct referencing style. The conceptual framework will provide a mastery of the relevant issues with considerable originality, insight including extended application.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
All submissions to be made in word processing formats capable of being opened using Microsoft Word (eg. '.doc' format)

Learning Outcomes Assessed

- demonstrate the ability to select a topic suitable for major project work
- justify the project topic based on secondary information searches and preliminary primary research
- formulate project schedules from initial problem definition through to the presentation of final information
- draft and complete proposal, progress and final reports for the project
- develop practical skills of project management through the implementation of a 'real world' project of your choice.

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

3 Final Project Report

Assessment Type
Written Assessment

Task Description
This assessment represents the culmination of the term-long project work completed in this unit. It involves presentation of a full report which will outline the project topic question and strategy, review the literature, provide a conceptual framework, analyse the particularities of the research question/topic and make suitable conclusions. It will be written as an academic paper using standard referencing and a bibliography. Full details are available on the unit Moodle page.
For students engaged in the Gladstone Social Innovation Studio: specific details of this assessment will be found on the Moodle site. Due dates for students engaged in this programme may vary from those set out in the unit profile. See Moodle for details.
Further details and support resources may be found in Moodle for all students.

Assessment Due Date
Week 12 Friday (2 June 2017) 11:00 pm AEST

Return Date to Students
Exam Week Friday (16 June 2017)

Weighting
60%

Assessment Criteria

Your submission will be graded according to its overall quality on the following criteria:

1. presentation, structure, grammar, style, clarity of expression and brevity
2. effectiveness of problem outline and presentation of research strategy
3. extent & effectiveness of conceptual framework & literature review
4. quality of analysis of field data and information
5. strength of structured argument answering the research problem
6. originality and insight

Standards required for the various grades of pass use the university grades and results procedures. These are outlined in detail within the assignment outline found in the Moodle unit page within the assessment block.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

Submission Instructions

All submissions to be made in word processing formats capable of being opened using Microsoft Word (eg. '.doc' format)

Learning Outcomes Assessed

- demonstrate the ability to select a topic suitable for major project work
- justify the project topic based on secondary information searches and preliminary primary research
- formulate project schedules from initial problem definition through to the presentation of final information
- draft and complete proposal, progress and final reports for the project
- develop practical skills of project management through the implementation of a 'real world' project of your choice.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem