



CRIM11006 *Criminal Intelligence Analysis*

Term 1 - 2024

Profile information current as at 14/05/2024 03:06 pm

All details in this unit profile for CRIM11006 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

Criminology graduates are required to have strong problem solving skills, support their solutions with evidence-based research and perform analysis of intelligence data. In this unit you will examine qualitative and quantitative research methods in order to develop the best strategy to respond to any given interdisciplinary criminology problem. You will also develop professional practice skills in writing reports for a public sector audience, in project management and in working with others in a criminal justice environment. This unit also examines the requirements of ethical research. The assignments in this unit require you to work with other researchers and to reflect on the process but do not require collaboration on the final submitted artefact.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 - 2024

- Online

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. **Learning logs / diaries / Journal / log books**

Weighting: 30%

2. **Research Assignment**

Weighting: 40%

3. **Research Proposal**

Weighting: 30%

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 SUTE data

Feedback

The unit materials evaluation score dropped from 88% to 76% despite minimal changes to materials.

Recommendation

The UC will review unit materials for 2024 to ensure clarity.

Feedback from SUTE data

Feedback

Further review of the module content each week is needed.

Recommendation

The UC will continue to review the module content at the beginning of the workshop, focusing on key concepts from the mini lectures and readings and allow adequate time for student questions.

Feedback from SUTE data

Feedback

Quick responses to student queries and flexibility to accommodate student needs.

Recommendation

The UC will continue to respond in a timely manner to student queries via email and Moodle, and will maintain an open and flexible approach to unique student needs as and when they arise.

Feedback from SUTE teacher evaluations

Feedback

Students were very satisfied with the teaching by the UC, rating it as above average, and almost reaching the exceptional benchmark.

Recommendation

The UC will endeavor to maintain an above average standard of teaching for 2024.

Unit Learning Outcomes

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

1. Evaluate criminology problems through critical thinking, evaluating evidence and current practice and developing alternative solutions
2. Explain the use of a particular intelligence analysis methodology applied to a problem in the justice arena
3. Manage deployment of an intelligence analysis project including ethical aspects
4. Work with others to achieve collaborative project outcomes
5. Write well presented reports for a public sector audience.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Research Assignment - 40%	•			•	•
2 - Research Proposal - 30%	•	•			
3 - Learning logs / diaries / Journal / log books - 30%		•	•	•	

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 - Research Assignment - 40%	•	•	•	•	•			•		
2 - Research Proposal - 30%		•	•	•						
3 - Learning logs / diaries / Journal / log books - 30%		•		•	•			•		

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)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Emma Turley Unit Coordinator
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Schedule

Introduction - What is research in criminology? - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit What is research in criminology & why is it important?		

Critical thinking and criminology - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The importance of critical thinking in criminology research Evaluating material and sources - The CRAAP test	Howes, L.M. (2017). Critical thinking in criminology: critical reflections on learning and teaching. <i>Teaching in Higher Education Critical Perspectives</i> , 22(8), 891-907. https://www.tandfonline.com/doi/full/10.1080/13562517.2017.1319810	

Types of research in criminology - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The qualitative and quantitative approaches to research in criminology	Jacques, S. (2014). The quantitative-qualitative divide in criminology: A theory of ideas' importance, attractiveness, and publication. <i>Theoretical Criminology</i> , 18 (3), 317-334. https://journals.sagepub.com/doi/full/10.1177/1362480613519467	

The research process & research design - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Research design and processes	Wilson, J.H. & Joye, S.W. (2017). Research designs and variables (from beginning to the end of extraneous variables section pages 40 - 45). <i>Research methods and Statistics: An integrated approach</i> . Sage. https://methods.sagepub.com/book/research-methods-and-statistics/i921.xml Wilson, J.H. & Joye, S.W. (2017). Learning about a population from a sample (from beginning to end of bias in a sample section pages 73 - 77). <i>Research methods and Statistics: An integrated approach</i> . Sage. https://methods.sagepub.com/book/research-methods-and-statistics/i1107.xml	

Literature reviewing - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
What is a literature review? How to conduct a literature review.	Ellis, Lee, et al. (2009). Formulating Scientific Questions and Locating Background Research In Research Methods in Criminal Justice and Criminology : An Interdisciplinary Approach. Rowman & Littlefield	Assessment 1 submission due Learning Log portfolio Due: Week 5 Wednesday (3 Apr 2024) 9:00 am AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
How to critically review a published academic paper Assessment information	Amos, A, Wiltshire, S , Bostock, Y , Haw, S, & McNeill, A (2003). 'You can't go without a fag . . . you need it for your hash'—a qualitative exploration of smoking, cannabis and young people. <i>Addiction</i> , 99, 77–81	

Research questions & formulating hypotheses - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The difference between hypotheses and research questions How to formulate hypotheses and write research questions	Wallman, D (2011). Defining the research problem In <i>Social Research Methods</i> . Sage.	

Simple statistics & assessment information session - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
What are descriptive statistics & why are they used? Assessment information session	Ellis, Lee, et al. (2009) Theories, Models, Hypotheses, and Empirical Reality In <i>Research Methods in Criminal Justice and Criminology : An Interdisciplinary Approach</i> . Rowman & Littlefield	

Qualitative approaches: Observation & ethnography - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to the qualitative approaches of observation and ethnography	Tempkin, J., Gray, J.M., & Barrett, J. (2016). Different Functions of Rape Myth Use in Court: Findings From a Trial Observation Study. <i>Feminist Criminology</i> , 13, 2, 205-226. https://journals.sagepub.com/doi/full/10.1177/1557085116661627 Noaks, L. & Wincup, E. (2011). Ethnographic Approaches to Researching Crime and Deviance. In <i>Criminological Research</i> . London: Sage. https://methods.sagepub.com/base/download/BookChapter/criminological-research/n6.xml	

Survey & evaluation research - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to survey research and evaluation research	The Sex Worker Migration Survey: Survey Methodology https://aic.gov.au/publications/rpp/rpp131/survey-methodology Jorna, P., Smith, R.G., & Norman, K. (2020). Identity crime and misuse in Australia: Results of the 2018 online survey. <i>Australian Institute of Criminology</i> . Canberra. https://aic.gov.au/publications/sr/sr19	Assessment 2 submission due Literature Review Due: Week 10 Monday (13 May 2024) 9:00 am AEST

Ethics in criminological research - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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What are ethical issues in research?
Ethics in criminological research

Australian and New Zealand Society of
Criminology (ANZSOC) Code of Ethics
<https://anzsoc.org/about/ethics/>
British Society for Criminology Code of
Ethics
<https://www.britisoccrim.org/ethics/>

Using secondary sources & unit revision - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
How are secondary sources used as data? Unit revision	Jackson, S. Backett-Milburn, K., & Newall, E. (2013). Researching Distressing Topics: Emotional Reflexivity and Emotional Labor in the Secondary Analysis of Children and Young People's Narratives of Abuse. <i>SAGE Open</i> , 3,2, 1-12. https://journals-sagepub-com.ezproxy.cqu.edu.au/doi/full/10.1177/2158244013490705	Assessment 3 submission due Research Proposal Due: Week 12 Thursday (30 May 2024) 9:00 am AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Learning Log portfolio

Assessment Type

Learning logs / diaries / Journal / log books

Task Description

Word limit: 1200-1500 words

Students will submit a learning log portfolio of short activities relating to criminological research to demonstrate their knowledge and understanding of criminological research methods. The learning log portfolio will consist of activities students will be provided in the study guide.

In modules 1-4 students are provided with an assessment task to complete and can be found in each of the first four modules in the study guide. These short tasks make up the learning log portfolio. Each task is relevant to that module's particular topic and will develop your knowledge and practical skills in relation to criminal intelligence analysis. Only modules 1-4 will have tasks to complete for this assessment.

Word length **per task** 300-350 words (around half a side of A4). There are 4 tasks to complete as part of the learning log portfolio, one for each of the first 4 weeks of term.

Responses must be written as complete sentences except where tables or bullet points are appropriate. You should not copy and paste the task instructions into your submission, instead clearly number each task as 'task 1', 'task 2' etc. Students should include a separate reference list at the end of the portfolio for all material cited. Referencing must adhere to American Psychological Association (APA) guidelines, which can be found [here](#). The reference list is not included in the word limit.

Lecture notes should not be used as part of the reference list, instead students should find the original source/author. Remember to avoid non-scholarly sources such as dictionaries and Wikipedia.

Submission guidelines

A contents page is required at the beginning of the portfolio and pages should be numbered.

Use 11 or 12 point font size, a sensible font, and 1.5 or double line spacing.

Submission is via Moodle.

Assessment Due Date

Week 5 Wednesday (3 Apr 2024) 9:00 am AEST
submission via Moodle

Return Date to Students

Week 6 Wednesday (17 Apr 2024)

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 85-100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail below 50%
Student achievement					

Key Criteria	High Distinction 85-100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail below 50%
Organisation of portfolio	The ideas are arranged in an extremely logical, structured and coherent manner. Very well organised.	The ideas are arranged in a clearly logical, structured and coherent manner. Well organised.	The ideas are arranged in a mainly logical, structured and coherent manner, although some structural lapses. Generally well organised.	The ideas appear less logical, not well structured and presents in an incoherent manner at times.	There is little, if any, coherent structure to the document. Poorly organised.
Student achievement					
Content Knowledge	Demonstrates a balanced and very high level of detailed knowledge of the core concepts of CIA by providing a very high level of analysis.	Demonstrates a balanced and high level of knowledge of the core concepts of CIA by providing a high level of analysis.	Demonstrates a good level of knowledge of some of the core concepts by providing some level of analysis.	Demonstrates limited knowledge of core concepts by providing a limited level of analysis.	Demonstrates little, if any, knowledge of the core concepts with extremely limited, if any, analysis.
Student achievement					
Presentation and quality of writing	Quality of writing at a very high standard. Paragraphs are coherently connected to each other. Correct grammar, spelling and punctuation.	Quality of writing is of a high standard. Paragraphs are mostly well structured. Few grammar, spelling and punctuation mistakes.	Quality of writing is generally of a good standard. Few grammar, spelling and punctuation mistakes.	Some problems with sentence structure and presentation. Frequent grammar, punctuation and spelling mistakes. Use of inappropriate or informal language.	Quality of writing is at a very poor standard affecting clarity. Many spelling mistakes. Little or no evidence of proof reading.
Student achievement					
Referencing	Utilises current, appropriate and credible sources. Very well referenced, with correct referencing style.	Utilises mostly current, appropriate and credible sources. Well referenced, with minimal errors in referencing style.	Utilises some current, appropriate and credible sources. Generally referenced correctly, with some minor errors in referencing style.	Utilises few current, appropriate and credible sources. Frequent errors in referencing style.	Utilises limited, if any, current, appropriate and credible sources. Referencing style contains many errors.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Explain the use of a particular intelligence analysis methodology applied to a problem in the justice arena
- Manage deployment of an intelligence analysis project including ethical aspects
- Work with others to achieve collaborative project outcomes

Graduate Attributes

- Problem Solving
- Information Literacy
- Team Work
- Ethical practice

2 Literature Review

Assessment Type

Research Assignment

Task Description

Word limit: 1500 words

For this assignment students will write a critical review of the literature in the area of **either** rape and sexual assault on college and university campuses **or** hate crime.

Students can choose the particular focus of their literature review as long as the topic broadly addresses either rape and sexual assault on college and university campuses **or** hate crime. For example

- projects/programmes implemented by universities and/or colleges to improve students' knowledge of sexual consent
- who commits hate crimes and why?
- an exploration of the impact/experience of being a victim of hate crime

Writing a Literature Review: Some Guidelines

What Is a Literature Review?

A literature review is a survey of scholarly articles, books, or other sources that pertain to a specific topic, area of research, or theory. The literature review offers brief descriptions, summaries, and critical evaluations of each work, and does so in the form of a well organised essay. Scholars often write literature reviews to provide an overview of the most significant recent literature published on a topic. They also use literature reviews to trace the evolution of certain debates or intellectual problems within a field. Even if a literature review is not a formal part of a research project, students should conduct an informal one so that they know what kind of scholarly work has been done previously on the topic that they have selected.

How Is a Literature Review Different from a Research Paper?

An academic research paper attempts to develop a new argument, and typically has a literature review as one of its parts. In a research paper, the author uses the literature review to show how his or her new insights build upon and depart from existing scholarship. A literature review by itself **does not** try to make a new argument based on original

research, but rather **summarises, synthesises, and critiques** the arguments and ideas of others, and points to gaps in the current literature.

Picking a Topic

First, students need to pick a topic from the choice above. Second, the topic focus should be **relatively narrow** so that it does not overwhelm the writer. For example, the literature on the causes of the white collar crime is too vast for a short review essay. A review of recent scholarship published on the economic impact of internet bank fraud in Australia is probably narrow enough for a relatively short essay like this.

Finding Relevant Literature

As a result of electronic databases like JSTOR, Ebsco Host, Social Sciences Research Network (SSRN), and others, it has become relatively easy to find relevant and trustworthy sources for a literature review essay.

These and many more scholarly databases are available on the CQU Library website here:

<https://libguides.library.cqu.edu.au/az.php>

When searching these databases, remember to use keywords or phrases that are as closely associated with the topic as possible. Searching with one or two phrases surrounded by quotation marks (for example, "White collar crime" in tandem with "economic impact") will help to narrow down the most relevant results, as only articles that contain those two specific phrases will be found.

Evaluating the Literature

After students have found several articles or books related to a topic, they will evaluate them to determine which ones seem to make the most important contributions to the scholarship on the chosen topic. For undergraduate students, this step is often difficult since they are not experts and are just beginning to learn about major themes and debates within a field. Nonetheless, by asking some of the questions below, student writers can make a pretty well educated assessment about whether or not an article contributes something significant to the relevant area of scholarship. In addition, evaluating articles with these questions will be helpful in figuring out how to organise the material later when composing the essay.

Questions to Ask about Individual Articles

- Does the article have a clear position statement? Is it supported by a well organised argument that uses convincing evidence?
- What strategies or methodologies does the author use in the article?
- Was the article published in a respected academic journal? (Remember the importance of peer review.)
- Is the author someone who seems reliable? Might the author have some sort of agenda or ideological motivation that might affect the way the argument is presented? (A Google search can be useful.)
- How recently was the article published? In rapidly changing fields, research can become dated quickly, so it is generally preferable to use articles published within the past five to eight years or so.
- What original contribution does the article make to the discussion about the topic?

Organising the Literature Review

A successful literature review should have three parts that break down in the following way:

INTRODUCTION

1. Defines and identifies the topic and establishes the reason for the literature review.
2. Points to general trends in what has been published about the topic.
3. Explains the criteria used in analysing and comparing articles.

BODY OF THE REVIEW

1. Groups articles into thematic clusters, or subtopics. Clusters may be grouped together chronologically, thematically, or methodologically (see below for more on this).
2. Proceeds in a logical order from cluster to cluster.
3. Emphasises the main findings or arguments of the articles in the student's own words. Keeps quotations from sources to an absolute minimum.

CONCLUSION

1. Summarises the major themes that emerged in the review and identifies areas of controversy in the literature.
2. Pinpoints strengths and weaknesses among the articles (research design, methods used, gaps in research, problems with theoretical frameworks, etc.).
3. Concludes by formulating questions that need further research within the topic, and provides some insight into the relationship between that topic and the larger field of study or discipline.

It is recommended that students follow this structure when writing the literature review.

Creating Clusters or Subtopics

Chronological Groupings: With this method, you can group material according to when it was published or the time period the material addresses. For example, for a literature review about post-1965 immigration to Sydney, you might group the material that addresses the 1960s and 1970s in one section, and the 1980s and 1990s in another. This method works well in essays that trace the evolution of a certain theme or idea over time, but can be less coherent in other contexts.

Thematic Groupings: In this approach, sections might be organised around particular subthemes within the essay's topic. For the post-1965 immigration essay mentioned above, you might organise separate sections on literature dealing with different ethnic groups: from Asia, Europe, South America etc.

Methodological Groupings: A methodological approach differs from the two above in that it does not focus so much on the content, but the 'methods' of the researcher or writer. In the above example, authors who interpret demographic data from the census might be put in one group, while another group might be formed around work that uses ethnographic approaches.

Assessment Due Date

Week 10 Monday (13 May 2024) 9:00 am AEST
submission via Moodle

Return Date to Students

Week 12 Monday (27 May 2024)

Weighting

40%

Assessment Criteria

Key Criteria	Literature review (searching technique)	Critical evaluation	Formatting	Structure and development of argument	Grammar & Spelling
High distinction 85-100%	Outstanding evidence of systematic review using multiple searches, multiple databases	Outstanding evidence of appraisal and evaluation of most or all papers cited, clear critical thinking	Meets formatting criteria set by guidelines, very few errors, Correct referencing style	The paper is well organised, developing a clear argument and rooting this in evidence, shows balance breadth and consideration for reader	Excellent, few grammatical or spelling mistakes
Distinction 75-84%	Very careful reviewing, systematic combinations of search terms	Evidence of critical evaluation, of most or all papers cited.	Meets criteria set by guidelines, a few minor errors in referencing	The paper is well organised, developing an argument and basing this in evidence.	Clear, some minor grammatical or spelling errors
Credit 65-74%	Evidence of reviewing, possibly incomplete but using appropriate approaches	Some evidence of critical evaluation or partial critical appraisal	Generally meets criteria set by guidelines, some errors throughout. An obvious attempt to follow the formatting guidelines. Errors in referencing style.	There is a clear organisation to the paper, but arguments may not always be logical or flowing	Generally good, a few errors
Pass 50-64%	Incomplete and not systematic, but adequate to identify and review part of the literature	Very little evidence of critical evaluation of papers cited.	Meets some of the criteria set by guidelines, although limited. Some attempt at correct formatting. Frequent errors in referencing style.	Evidence of organisation of the argument, but only adequately structured	Adequate with a few errors affecting clarity
Fail Below 50%	Fails to identify enough of the literature to yield an informative review.	No evidence of evaluation of papers.	Falls far short of the formatting criteria. Reference list is incomplete and/or contains multiple stylistic errors	Poorly structured, no Development of argument	Poor, grammar sometimes makes meaning difficult to interpret, Inconsistent spelling or grammar

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Evaluate criminology problems through critical thinking, evaluating evidence and current practice and developing alternative solutions
- Work with others to achieve collaborative project outcomes
- Write well presented reports for a public sector audience.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

3 Research Proposal

Assessment Type

Research Proposal

Task Description

Word limit: 1000 words

What is a research proposal?

A research proposal is the first stage of a piece of research. Proposals are usually considered by a panel of experts who will permit or reject the research based on the information provided. A research proposal intends to illustrate that;

- the research is necessary
- the research is justified
- the research is well designed
- the researcher is competent to carry out the research

Research proposals should address;

- **what** will be accomplished
- **why** the researcher intends to carry out the research
- **how** the research will be conducted

Some guidelines

For this assignment students must produce a mini research proposal, either from a quantitative perspective **or** from a qualitative perspective. You should choose to base the proposal around either survey research (this can be from a qualitative or a quantitative paradigm) **or** ethnography and/or observation (these must be from the qualitative paradigm) The proposed research should be related to your area of interest within criminology, drawing upon the challenges completed during CIA sessions.

Contents of the proposal

1. Introduction

The main purpose of the introduction in a research proposal is to provide an outline of the background or context of the research that is being proposed.

For this proposal, your introduction will consist of an overview of either the qualitative or quantitative approach and a justification for your choice. This should take the form of an essay outlining the approach you have chosen (either qualitative or quantitative) and provide an overview of the methodology you have selected i.e. a survey, ethnography or observational research. You will need to justify why this choice is the most appropriate in light of the research question or hypothesis you wish to address. You will also need to include a brief critical evaluation of the selected methods. End this section by state the working research hypothesis (for a quantitative proposal) or the research question(s) (for a qualitative proposal).

[Guide: 450-500 words]

2. Method

The method section is an important part of the research proposal, as it informs readers how you plan to conduct the necessary research to answer the research question or hypothesis identified in the introduction. It should also contain sufficient information for readers to judge whether the proposed research is realistic and appropriate to address the research question.

The methods selected should be informed by the mini lectures and workshop sessions in Criminal Intelligence Analysis.

The epistemological position adopted by the research should be clearly presented – why is a quantitative/qualitative approach the most appropriate to answer the research question?

The research design must be appropriate and realistic, and should cover;

Ø Participant recruitment: how and where will participants be recruited? Who will take part? Which sampling strategy will be implemented? What is the justification for this?

Ø Method of data collection: which method is the most appropriate to collect the type of data needed for the research? Why?

Ø Procedure: How will the study be carried out? What activities will be involved? What apparatus is required?

Ø Resources: What is the estimation of costs?

Finally, you should address the ethical implications of your research e.g. are there any ethical issues related to the age/competence/status of the participants? How will you ensure confidentiality/anonymity/protection of participants?

[Guide: 450-500 words]

Submission guidelines & referencing

Use 11 or 12 point font size, a sensible font, and 1.5 or double line spacing. Submission is via Moodle.

- Referencing must adhere to APA style. See [here](#) for instructions.
- You **MUST** include a reference list of all sources cited in the proposal.

Only include authoritative references that have an author(s) and that have been **peer reviewed** (i.e. journals included in the online databases, textbooks, reputable journals accessed via Google Scholar etc).

Avoid non-authoritative sources such as dictionaries and Wikipedia.

Lecture notes are not to be used as part of the reference list. You will need to locate the original author/source.

The first page of the assignment is to be a title page containing: the assessment title, your name and student identification, the unit name and unit code, and the due date.

Assessment Due Date

Week 12 Thursday (30 May 2024) 9:00 am AEST
submission via Moodle

Return Date to Students

Exam Week Thursday (13 June 2024)
Withheld until certification of grades

Weighting

30%

Assessment Criteria

High Distinction:

- Excellent knowledge and understanding of relevant issues (including ethics) and theories, which shows a capacity to understand and explain interrelationships between concepts and apply them to research.
- Evidence of knowledge gained from a range of relevant and appropriate literature and other sources with clear evidence of consistent critical evaluation.
- Accurate and abundant referencing used to support arguments.
- Written communication is clear with a coherent argument and clear justification for the proposed research.
- Accomplished use, reporting and evaluation of the of research methods proposed.
- The methodology, including participant recruitment, data collection methods and procedures, are relevant and appropriate for the suggested research.

Distinction:

- Substantial knowledge of relevant issues (including ethics) and theories, which is evidenced in the ability to relate these to practical application in a balanced way.
- Accurate referencing of appropriate literature, which generally substantiates arguments and is reviewed critically.
- Written communication is clear and coherent, with justification for the proposed research.
- Proficient use, reporting and evaluation of the research methods proposed.
- The methodology, including participant recruitment, data collection methods and procedures, are relevant and mostly appropriate for the suggested research.

Credit:

- Generally appropriate knowledge (including of ethical issues), with ability to discuss and compare concepts and their relationship to practice.
- Evidence of referencing to support argument, along with an attempt to critically evaluate the selected literature.
- Written communication shows evidence of competent expression, and an ability to provide some justification for the proposed research.
- Generally competent use, reporting and evaluation of the research methods proposed.
- The methodology, including participant recruitment, data collection methods and procedures, are confused, not appropriate or minor details are omitted.

Pass:

- Generally accurate recall of facts with some minor confusions. Aspects are omitted from the work.
- Limited ability to relate knowledge to practice or to draw on breadth of relevant theories.
- Limited referencing and argument, with minimal attempt at critical evaluation.
- Written communication lacks structure and clarity, and there is limited attempt to provide a justification for the proposed research.
- Ability to use and report on the basic research methods proposed, with limited development.
- The methodology, including participant recruitment, data collection methods and procedures, are not clear, appropriate or important details are omitted.

Fail:

- Limited recall of facts which may contain some confusions. Important aspects of the work are omitted.
- Poor ability to relate knowledge to the topic, and selected literature is not relevant.
- Poor referencing and argument, with no attempt at critical evaluation.
- Written communication lacks structure and clarity and there is no attempt to provide justification for the work.
- Poor ability to use and report on the basic research methods proposed, with very limited or no development.
- The methodology, including participant recruitment, data collection methods and procedures, are not suitable or important details are omitted. There is clear misunderstanding of methodology, techniques and analysis.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Evaluate criminology problems through critical thinking, evaluating evidence and current practice and developing alternative solutions
- Explain the use of a particular intelligence analysis methodology applied to a problem in the justice arena

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy

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