



# EDED20500 Leadership Project

## Term 2 - 2017

Profile information current as at 19/05/2024 01:34 pm

All details in this unit profile for EDED20500 have been officially approved by CQU University 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 aims to enhance your school leadership capability and educational innovation through an in-depth investigation into a problem of professional relevance. You will critically review contemporary literature and analyse and apply relevant methodological approaches to your research. Drawing on this, you will develop, implement and report upon a research project related to leading educational change.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

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 2 - 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).

#### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

#### 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 Postgraduate 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: 50%

#### 2. **Presentation and Written Assessment**

Weighting: 50%

### 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](#).

## Unit Learning Outcomes

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

1. Evaluate literature to develop a theoretical framework for an educational problem or opportunity
2. Analyse and apply methodological approaches to a research problem
3. Develop and implement a research project
4. Analyse the research results and present findings to an intended audience.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•		•	
2 - Presentation and Written Assessment - 50%	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication			○	○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research	○	○	○	○
5 - Self-management	○	○	○	○
6 - Ethical and Professional Responsibility			○	○
7 - Leadership			○	○
8 - 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
1 - Written Assessment - 50%	○	○	○	○	○	○	○	

## 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 styles below:**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Rebecca Shields** Unit Coordinator  
[r.shields@cqu.edu.au](mailto:r.shields@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction - Designing a Project Proposal		Zoom Session - Tuesday 11 July

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Part 1: Research Methods - An overview of potential approaches to a small scale project		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Part 2: Research Methods - An overview of potential approaches to a small scale project		Residential - Saturday 29 July

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conducting a literature review		

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Conducting a literature review		

### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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<b>Week 6 - 21 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Implementing a research project.		Zoom Session – Thursday 24 August
<b>Week 7 - 28 Aug 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Data gathering approaches		<b>Written Assessment - Project Proposal</b> Due: Week 7 Friday (1 Sept 2017) 4:45 pm AEST
<b>Week 8 - 04 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Write-up		
<b>Week 9 - 11 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Write-up		
<b>Week 10 - 18 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Write-up		Zoom Session – Monday 18 September
<b>Week 11 - 25 Sep 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Write-up		
<b>Week 12 - 02 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Write-up		<b>Presentation and Written Assessment - Project Essay</b> Due: Week 12 Tuesday (3 Oct 2017) 4:45 pm AEST
<b>Review/Exam Week - 09 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 16 Oct 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Written Assessment - Project Proposal

#### Assessment Type

Written Assessment

#### Task Description

##### Part A - Proposal

The first part of this task is to briefly outline the area of professional interest that is the focus of your Leadership Project and the approach you are considering. This will be presented to your lecturer in a succinct 500 word summary. Your lecturer will provide feedback on the topic and project design. You should identify important literature/theories you intend to reference in your project. While not assessable, this element of the first assessment for the unit will provide feedback important in ensuring the project can be completed within the time constraints of the unit.

##### Part B - Literature Review and Project Focus

In Part B the project is defined in terms of the problem or opportunity you are to examine and the theoretical framework (approach) to be employed. This is supported by a review of the approach and justification for it (e.g. Case Study, Action Research, etc) and an examination of current literature related to the subject of your project (e.g. professional learning, mathematics, impact of a implemented reading project etc.) This will be presented as an academic piece of writing and its structure, referencing and supported justification are therefore important.

The Submitted piece should not exceed 2000 words.

**Assessment Due Date**

Week 7 Friday (1 Sept 2017) 4:45 pm AEST

**Return Date to Students**

Week 9 Friday (15 Sept 2017)

**Weighting**

50%

**Assessment Criteria**

The task will be assessed according to the following criteria:

1. The written piece has clarity, uses an academic style and tone and is accurate in terms of referencing, spelling, grammar and punctuation.
2. The argument provided about the relevance of the project to school leadership.
3. The theoretical framework developed is justified and clear
4. The project is focused and the approach taken is achievable within the provided timeframe.
5. The relevance and range of literature presented in the literature review supports and informs the project.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

Submitted through Moodle along with the criteria sheet.

**Learning Outcomes Assessed**

- Evaluate literature to develop a theoretical framework for an educational problem or opportunity
- Develop and implement a research project

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 2 Presentation and Written Assessment - Project Essay

**Assessment Type**

Presentation and Written Assessment

**Task Description**

The main element of this assessment task is the write up of the project outlining the data collected, the presented findings and conclusions. This piece should not exceed 2000 words and, in addition to the analysis, should also provide direction/suggestions for further research.

You are also to submit a PowerPoint (or similar presentation) that in less than 15 slides outlines material presented in Assessment Task 1 and 2. For example; the project problem or opportunity, the relevant literature from the literature review, the project design and methodological approach, its findings and recommendations for further research. This presentation and the two written assessment tasks may be used as the basis for entry into a Masters of Education by Research.

**Assessment Due Date**

Week 12 Tuesday (3 Oct 2017) 4:45 pm AEST

**Return Date to Students**

Exam Week Tuesday (17 Oct 2017)

**Weighting**

50%

**Assessment Criteria**

The task will be assessed according to the following criteria:

1. The written piece has clarity, uses an academic style and tone and is accurate in terms of referencing, spelling, grammar and punctuation.
2. The reported implementation of the project outlining key milestones.
3. The discussion related to the project's limitations and the recommendations made for a future investigation.
4. The quality of the analysis undertaken and presentation of the findings.
5. The PowerPoint presentation is concise, supported by the literature and clearly outlines the project and direction for further research.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

Submitted through Moodle along with the criteria sheet.

**Learning Outcomes Assessed**

- Evaluate literature to develop a theoretical framework for an educational problem or opportunity
- Analyse and apply methodological approaches to a research problem
- Develop and implement a research project
- Analyse the research results and present findings to an intended audience.

## 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