NURS20174 *Nursing, Midwifery and Social Sciences Project 2*
Term 2 - 2023

Profile information current as at 14/12/2025 12:43 pm

All details in this unit profile for NURS20174 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 undertake a quality improvement research project in your professional practice related to health, safety or wellbeing. As you undertake your quality improvement research project, you will be mentored in the processes of data collection and analysis, reporting your findings and formulating recommendations to enhance practice. You will be encouraged and supported to disseminate your research findings to your peers and others via presentations and by publication.

Details
Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Prerequisite: NURS20173 Nursing, Midwifery and Social Sciences Project 1 Corequisites: NURS20167 Literature Review in Health, Safety and Wellbeing and NURS20168 Designing Research in Nursing, Midwifery and Social Science
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 - 2023

- 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 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. **Project (research)**
Weighting: 70%
2. **Presentation**
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 n/a

Feedback

No data available for analysis.

Recommendation

n/a

Unit Learning Outcomes

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

1. Conduct an ethically approved research project
2. Collect and analyse research project data
3. Disseminate research findings and recommendations to a broader audience.

NA

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
1 - Project (research) - 70%	●	●	●
2 - Presentation - 30%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - Project (research) - 70%	○	○	○	○	○	○	○	
2 - Presentation - 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)
- Academic Learning Centre services
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Statistical software relevant to the students' study area such as R, SPSS, or NVIVO, or equivalant online statistical application.
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)

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

Colleen Johnston-Devin Unit Coordinator
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Leanne Jack Unit Coordinator
l.jack@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and orientation to the unit Planning your quality improvement project: a step-by-step approach using a timeline.	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for any data collection troubleshooting.

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Data collection Data collection and management.	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for any data collection troubleshooting.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

| **Data analysis methods**
Quantitative data analysis | Selected eReadings on Moodle. | Zoom drop-in session, see Moodle site for details.
Consult with the unit coordinator for any data analysis troubleshooting. |

Week 4 - 31 Jul 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Data analysis methods Qualitative data analysis	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for any data analysis troubleshooting.

Week 5 - 07 Aug 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Data analysis methods	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for any data analysis troubleshooting.

Vacation Week - 14 Aug 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Vacation week		

Week 6 - 21 Aug 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Finding results Making sense of your results.	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator to refine results.

Week 7 - 28 Aug 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Report writing Framing and writing your quality improvement project report.	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for assistance in commencing the report.

Week 8 - 04 Sep 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Report writing	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator to continue writing your report.

Week 9 - 11 Sep 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Dissemination Planning your academic poster	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for any dissemination troubleshooting.

Week 10 - 18 Sep 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Dissemination Effectively presenting your quality improvement project findings.	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for any dissemination troubleshooting.

Week 11 - 25 Sep 2023

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Dissemination Publishing your quality improvement project findings.	Selected eReadings on Moodle.	Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for any dissemination troubleshooting.

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom drop-in session, see Moodle site for details. Consult with the unit coordinator for project completion.
Reporting Quality Improvement reporting and data storage processes.	Selected eReadings on Moodle.	**Quality Improvement Project Report** Due: Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST **Poster Presentation** Due: Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success.

Assessment Tasks

1 Quality Improvement Project Report

Assessment Type
Project (research)

Task Description
Length: No more than 4,000 words
Aim
The aim of this assessment is for you to develop a quality improvement project. To successfully complete this assessment, you will need to engage with the unit material on the NURS20174 Moodle site and regularly meet with your unit coordinator to discuss and monitor your progress. The resources offered will support you to complete this assessment task.
Instructions
You are writing a report to disseminate the findings of your quality improvement project. Following CQUniversity ethics approval, you will conduct the project you developed in NURS20173 Nursing, Midwifery and Social Sciences Project 1. You will develop this report in the form of a manuscript for submission to the peer-reviewed nursing journal, International Journal of Nursing Practice. The link will take you to the journal information:
https://onlinelibrary.wiley.com/page/journal/1440172x/homepage/knowledge_transfer__implementation_science__quality_improvement_papers.htm
Please follow the steps below to write your report and complete this assessment task:
Abstract
Write an abstract that introduces a quality improvement (QI) project. Your abstract should include the following headings: Aims (of the paper), Background, Design, Methods (including year of data collection), Results/Findings, Conclusion. The Aim should simply state: 'To…" The abstract should not include abbreviations (200 words).
Introduction

- Clearly identify the rationale, context, and international relevance of your topic.
- Present the conceptual, theoretical, or evidence-based framework or guidelines that informed your QI project, identifying and providing an overview of the conceptual model, theory, evidence, guidelines and/or implementation/quality approach. Identify and define key concepts or QI project variables. Explain the connections between the conceptual model, theory or evidence/ guidelines and your QI project variables.
- Provide a critical review of relevant theoretical and empirical literature, which draws conclusions from theory/current evidence, and informs the rationale for your QI project.

Methods

Aim(s)

- State the aims of the QI project as a narrative research purpose or as research questions or hypotheses to be tested; for example, 'The aim of the study was to...'

Design

- Identify the QI project as a knowledge transfer/implementation science/QI study and detail the specific design used; for example, randomised controlled trial, quasi-experiment, etc. Mixed methodology is often appropriate, and if this is used, refer to the EMPIRICAL RESEARCH - MIXED METHODS section of the journal information website above. If appropriate it may be helpful to include a PRISMA flow diagram to illustrate the design and conduct of the QI project.

Sample/participants

- Identify the sampling strategy/strategies used, such as random, stratified, convenience, purposive (state what purpose). For example, 'A convenience sample of registered nurses were recruited...', or 'A consecutive sample of patients was recruited...'
- Identify the inclusion and exclusion criteria; for example, 'The inclusion criteria were...', 'The exclusion criteria were...', and explain how participants were recruited.
- Identify the size of the sample (and the population, if appropriate). Report the sample size calculation, or power analysis, if appropriate; if not appropriate or not undertaken, provide other relevant justification for the sample size.

The intervention

- Provide a detailed discussion of any intervention being implemented or evaluated in relation to its supporting evidence/guidelines. Include any measures to examine uptake/fidelity of the intervention.
- Concisely discuss the processes used to implement any intervention, including from the perspective of stakeholders.

Data collection

- Use subheadings for different types of data collection techniques, if appropriate, e.g., questionnaires, assessments. For example, 'Data were collected using a questionnaire...', 'Individual assessments were conducted ...'.
- Discuss strategies to support the rigour in your QI project. Instrument rigour: Provide types of and estimates for rigour of assessments and/or the psychometric properties of quantitative instruments. If translation has been required from the original language, please explain the procedures used to maintain validity of translated tools. If tools were developed for this study, describe the processes employed, including validity and reliability testing.
- Piloting/pilot study – if undertaken, identify what changes (if any) did this lead to for the main study?
- Identify the data collection timeframe, for example, between November 2012 - October 2022. Data collection should have been completed no more than five years before submission of the manuscript.

Ethical considerations

- Identify any ethical issues that were associated with this research. Provide a statement of ethics committee approval, if appropriate. Do not name the university or other institution from which ethics committee approval was obtained; state the approval number and that ethics committee approval was obtained from a university and/or whatever other organisation is relevant. Explain any other approvals obtained, for example, local site arrangements to meet research/quality improvement governance requirements. If, according to local regulations, no formal ethical approval was required or undertaken, please state this.
- Clearly state in the text that all participants gave their informed consent prior to their inclusion in the study, or the rationale provided for any deviation from this. Details that might disclose the identity of the subjects under study should be omitted.

Data analysis

- Describe the techniques used to analyse the data and demonstrate uptake/effects of the knowledge transfer

initiative, including computer software used, if appropriate, for example, 'SPSS version X was used to analyse the data, or Analysis of variance techniques were used to test the hypotheses. If the paper contains statistical analyses, consider the guidance on [statistical reporting](#).

- Include analysis of process findings and consider progress/achievements in relation to plan/expectations.

Results

Start with a description of characteristics of sample, for example, 'The study participants ranged in age from X to Y years...'. Always include age (range and mean) and gender distribution.

- Present results explicitly for each study aim, objective, research question or hypothesis. Indicate whether each hypothesis was supported or rejected. State clearly the extent to which new knowledge was adopted, and the effects in relation to study outcomes.
- Use subheadings as appropriate.
- Use figures and tables as needed but try to limit to no more than three or four tables and one or two figures. Each figure/table should be referred to in the text, but do not repeat in the text material which is set out in tables. Rather, identify key points in text, and refer readers to figures/tables for detail. Tables/figures should be comprehensible without reference to the text, i.e., all abbreviations should be explained; all tests used identified, with provision of appropriate values.

Discussion

- Discussion must be in relation to the conceptual or theoretical framework and current evidence/ guidelines/ best practice. Do your findings match or differ to previous research findings/ evidence?
- Draw conclusions about what new knowledge has emerged from the study for the topic and for clinical practice/ future knowledge transfer. Be explicit about what your work adds to this topic.
- Consider study limitations including but not confined to sample representativeness and/or sample size, any pertinent features of the study context and the generalisability of the results.

Conclusion

- Do not just summarise/repeat findings. Draw conclusions about the adequacy of the implementation approach and the evidence framework. Identify implications/recommendations for practice/research/education/management as appropriate, consistent with study limitations.

Literature and references

In this assessment use at least 30 contemporary references (<5 years) sourced from the CQUniversity library to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing, or the World Health Organisation. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective using past tense.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list, tables and appendices list but includes in-text references and direct quotations. Avoid direct quotes as this reflects the knowledge of others and not your unique interpretation of the evidence.

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- You may wish to submit a draft to Studiosity.
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a

second language.

- Submit a draft before the due date to review your Turnitin Similarity Score and report before making a final submission. Instructions are available here. Please note, the Similarity Score is expected to be high due to the use of similar information from NURS20173; however, you still need to ensure you have paraphrased the work of others adequately.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment 1.

Learning Outcomes Assessed

1. Conduct an ethically approved research project.
2. Collect and analyse research project data.
3. Disseminate research findings and recommendations to a broader audience.

Following Assessment

Your unit coordinator will collaborate with you to prepare the manuscript for submission to the journal. Mentors may also be assigned to help you, or you may like to include your nurse manager in this process.

Authorship Criteria

Each author should have participated sufficiently in the work to take public responsibility for the content. Authorship credits should be based on substantial contributions to: (i) conception and design, or analysis and interpretation of data; (ii) drafting the article or revising it critically for important intellectual content; and (iii) final approval of the version to be published. Conditions (i), (ii) and (iii) must all be met by all named authors.

Assessment Due Date

Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Return Date to Students

Approximately 2-3 weeks after submission date.

Weighting

70%

Assessment Criteria

NURS20174

NURSING, MIDWIFERY AND SOCIAL SCIENCES PROJECT 2 STUDENT NAME:

Key Criteria	High Distinction 100–85%	Distinction 84.9–75%	Credit 74.9–65%	Pass 64.9–50%	Fail <49.9%	TOTAL
Abstract (5%)	(5–4.25) Concise and comprehensive summary of the project which is exceptionally structured and written.	(4.2–3.8) Largely concise summary of project which is very well structured and written. Some very minor content missing, or incomplete.	(3.75–3.55) Concise and comprehensive summary of the project which is well structured and written. Some minor content missing or incomplete.	(3.50–2.5) A satisfactory summary of the project; however, is not concise and/or not comprehensive. The structure and writing are satisfactory but somewhat confusing. Some content is missing or incomplete.	(2.45–0) The abstract does not satisfactorily summarise the project. The content is verbose and/or difficult to comprehend. The structure and writing are unsatisfactory. Significant content is incomplete or missing.	
Introduction (10%)	(10–8.5) The introduction very clearly, convincingly, and succinctly provides the rationale, context, and relevance of the topic and the conceptual, theoretical or evidence- based framework or guidelines, and critically reviews the relevant literature.	(8.4–7.5) The introduction clearly, convincingly, and succinctly provides the rationale, context, and relevance of the topic and the conceptual, theoretical or evidence- based framework or guidelines, and critically reviews the relevant literature.	(7.4–6.5) The introduction is mostly clear, convincing, and succinct and provides the rationale, context, and relevance of the topic and the conceptual, theoretical or evidence- based framework or guidelines, and critically reviews the relevant literature.	(6.4–5) The introduction provides the rationale, context, and relevance of the topic and the conceptual, theoretical or evidence- based framework or guidelines, and critically reviews the relevant literature, however, it lacks clarity.	(4.9–0) The introduction is not complete or is omitted. It does not provide the rationale, context, and relevance of the topic and/or the conceptual, theoretical or evidence- based framework or guidelines, and/or does not critically review the relevant literature.	
Project Question, Aim and Design (5%)	(5–4.25) Quality improvement project question/s relate to the aims and aligns with the design and are very clearly focused and relevant.	(4.2–3.8) Quality improvement project question/s relate to the aims and aligns with the design and are clearly focused and relevant.	(3.75–3.55) Quality improvement project question/s relate to the aims and aligns with the design and are mostly focussed and relevant.	(3.50–2.5) Quality improvement project question/s mostly relate to the aims and mostly aligns with the design although they are not entirely clear and/or are not focussed, and/or are not relevant.	(2.45–0) Quality improvement project question/s is unclear in relation to its focus and/or relevance and does not relate to the aims or the design.	

Criterion	(20–17)	(16.9–15)	(14.9–13)	(12.9–10)	(9.9–0)
Sampling Method and/or Participant Recruitment Ethics and Data Collection (20%)	The sampling or recruitment strategy, data collection and ethical considerations are appropriate and expertly explained. The detail provided would easily enable project replication.	The sampling or recruitment strategy, data collection and ethical considerations are appropriate and very well explained. The detail provided would enable close project replication.	The sampling or recruitment strategy, data collection and ethical considerations are appropriate and mostly well explained. Replication would require some further information.	The sampling or recruitment strategy, data collection and ethical considerations are mostly appropriate and satisfactorily explained. Replication would require some considerable further information.	The sampling or recruitment strategy, data collection and ethical considerations are inappropriate and/or poorly explained. Replication would be unlikely or not possible from the details provided.
Data Analysis and Results and/or Findings (20%)	(20–17) Evidence of thorough, accurate and rigorous analysis of data which are used to support the results/findings is presented. Results/findings are expertly presented including diagrams, figures, or tables.	(16.9–15) Accurate and rigorous analysis of data which are used to support the results/findings is presented. Results/findings are very well-presented including diagrams, figures, or tables.	(14.9–13) Accurate and rigorous analysis of data which accurately used to support the results/findings is provided. Results/findings are well presented including diagrams, figures, or tables.	(12.9–10) Data analysis is accurately presented to support the results/findings is provided. Results/findings are presented including diagrams, figures, or tables.	(9.9–0) Data analysis is inaccurate and/or does not support the results/findings. Results/findings are unclear or illogical. Data presented in diagrams, figures or tables is inaccurate or missing.
Discussion (20%)	(20–17) Excellent interpretation of the significance of the results. Excellent discussion of the findings and results in relation to the identified problem and the literature. Comprehensively and succinctly draws conclusions about new knowledge and applicability to professional practice, quality improvement and/or policy. Excellent discussion of limitations and generalisability.	(16.9–15) Very good interpretation of the significance of the results. Very good discussion of the findings and results in relation to the identified problem and the literature. Discussion draws very good conclusions about new knowledge and applicability to professional practice, quality improvement and/or policy. Very good discussion of limitations and generalisability.	(14.9–13) Good interpretation of the significance of the results. Good discussion of the findings and results in relation to the identified problem and the literature. Discussion effectively draws conclusions about new knowledge and applicability to professional practice, quality improvement and/or policy. Good discussion of limitations and generalisability.	(12.9–10) Satisfactory interpretation of the significance of the results. Satisfactory discussion of the findings and results in relation to the identified problem and the literature. Discussion satisfactorily draws conclusions about new knowledge and applicability to professional practice, quality improvement and/or policy. Satisfactory discussion of limitations and generalisability.	(9.9–0) Unsatisfactory interpretation of the significance of the results. Poor or limited discussion of the findings and results in relation to the identified problem and of the literature. Discussion does not satisfactorily draw conclusions about new knowledge and applicability to professional practice, quality improvement and/or policy. Unsatisfactory discussion of limitations and generalisations.
Recommendations (5%)	(5–4.25) All recommendations are significant, strongly justified, workable and related to project aim, objectives, and findings.	(4.2–3.8) Most recommendations are significant, well justified, workable, and related to project aim, objectives, and findings.	(3.75–3.55) Recommendations are relevant, well justified, workable and related to project aim, objectives, and findings.	(3.50–2.5) Recommendations are relevant but not always well justified. Some are unworkable or do not relate to project aim, objectives, and findings.	(2.45–0) Recommendations are vague, unjustified, unworkable, or do not relate to project aims, objectives or findings.
Conclusion (5%)	(5–4.25) Excellent conclusions about the adequacy of the approach. Recommendations are always appropriate and consistent with study limitations.	(4.2–3.8) Very good conclusions about the adequacy of the approach. Recommendations are usually appropriate and consistent with study limitations.	(3.75–3.55) Logical conclusions about the adequacy of the approach. Recommendations are mostly appropriate and consistent with study limitations.	(3.50–2.5) Satisfactory conclusions about the adequacy of the approach. Recommendations are appropriate and consistent with study limitations.	(2.45–0) Unsatisfactory conclusions about the adequacy of the approach. Recommendations are not appropriate and inconsistent with study limitations.
Ability to write and present effectively and complete required task (5%)	(5–4.25) Exemplary effort. Professional approach with one or two gaps. Attention to detail is without fault and all requirements of task have been met. Exemplary writing standard. Correct grammar, spelling and punctuation.	(4.2–3.8) Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with two or three gaps. Quality of writing is of a high standard with only minor grammar, spelling, punctuation, and referencing mistakes evident.	(3.75–3.55) Good effort attending to requirements of the task. All items demonstrate due attention to detail with three or four gaps that impact on presentation and the readers' understanding. Quality of writing is of a good standard with a few grammar, spelling, punctuation and referencing mistakes evident.	(3.50–2.5) Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with four or five gaps that impact on presentation and the readers' understanding. Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling, and referencing mistakes evident.	(2.45–0) Submission is missing aspects of task or task requirements have been misunderstood. Quality of writing and presentation is at a poor standard grammar, punctuation, spelling and referencing mistakes evident.
Reference quality and accuracy (5%)	(5–4.25) A minimum of 30 contemporary* and high-quality references articles have been cited. APA 7th edition referencing used with no in-text referencing or reference list errors.	(4.2–3.8) A minimum of 30 mostly contemporary and high-quality references articles have been cited. APA 7th edition referencing used with 1-2 consistent in-text or reference list errors (may be made multiple times).	(3.75–3.55) A minimum of 30 mostly contemporary and high-quality references articles have been cited. APA 7th edition referencing used with 3 consistent in-text or reference list errors (may be made multiple times).	(3.5–2.5) A minimum of 30 mostly contemporary and high-quality references articles have been cited. APA 7th edition referencing used with 4 consistent in-text or reference list errors (made multiple times).	(2.45–0) Less than 30 references have been cited, and many not contemporary or appropriate or quality. APA 7th referencing not used, or more than 5 consistent in-text or reference list errors.

TOTAL =

Markers Comments:

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only.

Learning Outcomes Assessed

- Conduct an ethically approved research project
- Collect and analyse research project data
- Disseminate research findings and recommendations to a broader audience.

Graduate Attributes

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

2 Poster Presentation

Assessment Type
Presentation

Task Description
Aim
The aim of this assessment is to develop your skills in designing and presenting an academic poster to disseminate your quality improvement (QI) project findings and recommendations. These presentation skills can be used in the future to disseminate your findings to a wider audience such as your workplace or conference.
Posters are widely used in the academic community, and most conferences include poster presentations in their program. Research posters summarise information or research concisely and attractively to help publicise research findings and generate discussion. At a conference, the researcher stands by the poster display while conference participants view the presentation and interact with the author.
To successfully undertake this assessment, you will need to engage with the unit material on the NURS20174 Moodle site and meet with your unit coordinator to discus and monitor your progress. The resources provided in this unit will support you to complete this assessment task.

Instructions
You will prepare an academic poster that provides a summary of your QI project. You will present the poster to your unit coordinator. You are then asked to present the poster in your work area or at a conference (if you choose). Please follow the steps below to complete your assessment task.

Academic Poster
Using Microsoft PowerPoint design a poster that summarises the key elements of your QI project presented for Assessment 1. The poster should include the following information and a concise summary of your QI project:

1. Make font size legible from approximately 2–3 meters. About 80 – 96 point for titles, 30 – 36 point for headings, and 18 – 24 point for text. References and acknowledgements may be much smaller.
2. The title should be short and draws the audience's interest.
3. Word count of approximately 300 to 800 words.
4. Text is to be clear and succinct.
5. Use of bullet points, numbering, and headings to facilitate readability.
6. Effectively use graphics, colour, and fonts.
7. Have a consistent and clean layout.
8. Include acknowledgments, references, your name, and institutional affiliation.

Presentation
You will present a verbal summary of your QI project to your unit coordinator. Your presentation will be no longer than 5 minutes in length followed by approximately 5 minutes question time. You are presenting a narrative, telling the story of your QI project. Divide your presentation into 3 sections.
   1. The introduction should set the scene and introduce:

- The background information about your QI topic that the audience must know.
- How did the background lead you to your QI question, and what were you hoping to find and why?
- Who are the multidisciplinary health care team and resources involved and required to complete your QI project? (Registered nurses on your ward, medical staff, patients, patient medical records, medication records, etc).

   2. The middle section is the adventure, it answers:

- How did you get from your QI question to your conclusion? Why did you choose to take that route?
- What did you find on your way? Were there any interesting twists to your project?

   3. The conclusion should include:

- What were the main findings of your QI project? What does this mean for your characters?
- Identify the recommendations from your QI project.

Remember: You are the narrator; it is your responsibility as the storyteller to make the content both compelling and exciting.

Literature and references

Use at least five contemporary references (5 years or less) sourced from the CQUniversity library in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks, and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies, for example, the Australian College of Nursing. Websites such as Stat Pearls, Life in the Fastlane and Wikipedia are unsuitable for this assessment task.

Requirements

- You may use one of the Microsoft PowerPoint slide templates available on the NURS20174 Moodle site for designing your poster. If you include tables or graphics to present data, you must label them appropriately. If you use a background or embedded photo or picture in your poster, this must be published with a [Creative Commons (CC) licence](#) and the source attributed as per the requirements of their CC licence. Do NOT use animations or clipart.
- Write in the third-person perspective, however you may use the first-person perspective for the verbal components of your presentation.
- Use formal academic language.
- You must include in-text citations, and a reference list, however both can be included in small font to reduce visual impact.
- Academic posters usually use [Vancouver Style](#) referencing but you may use [American Psychological Association (APA) style (7th ed.)](#) if you prefer.

Resources

- You can use unit provided materials and other credible sources, e.g., journal articles, books, grey literature to reference your argument. The quality and credibility of your sources are important. Please note, lecture notes are not peer reviewed primary sources of evidence.
- We recommend that you access your discipline specific [Nursing and Midwifery Resource Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language. There are also [Oral Presentation resources](#).
- For information on using PowerPoint please go to the [Academic Learning Centre Computing Basics section](#) – How to use PowerPoint.
- For information on using Zoom to present your assessment please go to [Zoom web conferencing](#).
- You may wish to submit a draft to Studiosity.
- Submit at least one draft of your assignment before the due date to review your Turnitin Similarity Score before uploading your final submission. [Instructions are available here](#).

Submission

Submission will be a two-part process:

1. Submit your assessment via the unit Moodle site in PDF format only by the due date. The poster submitted and presented must be identical.
2. You will be presenting live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be filmed for marking purposes. Only your lecturer will have access to this video which will be stored securely.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for Assessment 2.

Learning Outcomes Assessed

1. Conduct and ethically approved research project.
2. Collect and analyse research project data.
3. Disseminate research findings and recommendations to a broader audience.

Following Assessment

Your unit coordinator will collaborate with you to prepare the poster for printing for display in your workplace. If you choose, you will also be supported to submit an abstract to display your poster at a relevant conference.

Assessment Due Date
Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Submit your assessment via the unit Moodle site in PDF format only. The poster submitted and presented must be identical.

Return Date to Students

Approximately 2-3 weeks after submission date.

Weighting
30%

Assessment Criteria

NURS20174

NURSING, MIDWIFERY AND SOCIAL SCIENCES PROJECT 2 STUDENT NAME:

ASSESSMENT 2 – Poster presentation

Key Criteria	High Distinction 100–85%	Distinction 84.9–75%	Credit 74.9–65%	Pass 64.9–50%	Fail <49.9%	TOTAL
POSTER 50%						
Presentation- (15%)	(15–12.75) The poster aesthetics thoroughly engaged the audience. The poster structure professionally and expertly presented the QI project with no errors in English grammar, punctuation, and spelling. Formatting requirements were met with no errors. Discipline specific language was used.	(11.25–12.74) The poster aesthetics very effectively engaged the audience. The poster structure very effectively presented the QI project with a very high standard with one error in English grammar, punctuation, and spelling. Formatting and font size had one error. Discipline specific language was consistently used.	(9.75–11.24) The poster aesthetics effectively engaged the audience. The poster structure effectively presented the QI project with a high standard with two errors in English grammar, punctuation, and spelling. Formatting and font size had two errors. Discipline specific language was mostly used.	(7.5–9.74) The poster aesthetics mostly engaged the audience. The poster structure satisfactorily presented the QI project with mostly correct with three errors in English grammar, punctuation, and spelling. Formatting and font size had three errors. Discipline specific language was occasionally used.	(7.4–0) The poster aesthetics did not engage the audience. The poster structure was unsatisfactory and there were four or more errors in English grammatical, punctuation, and spelling errors. Formatting and font size had four or more errors. Discipline specific language was inconsistently or not used.	
Content (30%)	(30–25.5) The project steps were expertly and succinctly presented: Title and Author, Background, Aims and Objectives, Research Design, Results and Recommendations. A comprehensive overview of the QI project was provided.	(25.4–22.4) The project steps were very effectively presented: Title and Author, Background, Aims and Objectives, Research Design, Results and Recommendations. A very effective overview of the QI project was provided.	(22.3–19.4) The project steps effectively presented: Title and Author, Background, Aims and Objectives, Research Design, Results and Recommendations. An effective overview of the QI project was provided.	(19.3–15) The project steps were mostly satisfactorily presented: Title and Author, Background, Aims and Objectives, Research Design, Results and Recommendations. A satisfactory overview of the QI project was provided.	(14.9–0) The project steps were not included, and the QI project was poorly explained.	
Substantiation and Referencing (5%)	(5–4.25) Acknowledges all sources and meets APA 7 or Vancouver style referencing standards with no errors. Literature cited is published in the last 5 years	(4.2–3.8) Acknowledges majority or sources and/or meets APA 7 or Vancouver style referencing standards with 1 error. Literature cited is published in the last 5 years.	(3.75–3.55) Acknowledges most sources and/or meets APA 7 or Vancouver style referencing standards with 2 errors. Literature cited is published in the last 5 years.	(3.50–2.5) Acknowledges sources and/or meets APA 7 or Vancouver style referencing standards with 3 errors. Some literature cited is published in the last 5 years.	(2.45–0) Acknowledges some sources and/or has ≥4 or more APA 7 or Vancouver style referencing errors or references not provided.	
ORAL PRESENTATION 50%						
Presentation 30%	(30–25.5) The presenter demonstrated expert understanding of their project and professionally and comprehensively presented the QI project introducing the background information, description of the project and implications for practice.	(25.4–22.4) The presenter demonstrated very good understanding of their project and comprehensively presented the QI project introducing the background information, description of the project and implications for practice.	(22.3–19.4) The presenter demonstrated good understanding of their project and thoroughly presented the QI project introducing the background information, description of the project and implications for practice.	(19.3–15) The presenter demonstrated some understanding of their project and satisfactorily presented the QI project introducing the background information, description of the project and implications for practice.	(14.9–0) The presenter did not demonstrate understanding of their project and did not adequately introduce the background information, describe the project and/or discuss implications for practice.	
Questions 10%	(10–8.5) The presenter comprehensively addressed audience questions.	(8.4–7.5) The presenter clearly addressed audience questions.	(7.4–6.5) The presenter effectively addressed audience questions.	(6.4–5) The presenter mostly addressed the audience questions.	(4.9–0) The presenter did not adequately address the audience questions.	

| Professional communication 10% | (10–8.5) The presenter engaged the audience including infrequent use of notes, and effective use of voice and body language to maintain audience engagement. | (8.4–7.5) The presenter engaged the audience including effective use of voice and body language to maintain audience engagement. | (7.4–6.5) The presenter engaged the audience satisfactorily including effective use of voice and body language to maintain audience engagement. | (6.4–5) The presenter engaged the audience such as some effective use of voice and body language to maintain audience engagement. | (4.9–0) The presenter inconsistently or did not engage the audience. |

TOTAL=

Markers comments**:**

Referencing Style

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

Submission
Online

Submission Instructions
Submission will be a two-part process: 1. Submit your assessment via the unit Moodle site in PDF format only by the due date. The poster submitted and presented must be identical. 2. You will be presenting live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be filmed for marking purposes. Only your lecturer will have access to this video which will be stored securely.

Learning Outcomes Assessed

- Conduct an ethically approved research project
- Collect and analyse research project data
- Disseminate research findings and recommendations to a broader audience.

Graduate Attributes

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

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