



# PPMP20015 *Research in Project Management*

## Term 2 - 2019

Profile information current as at 26/05/2022 10:12 pm

All details in this unit profile for PPMP20015 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 equips you with the essential knowledge, skills and techniques for planning, designing, and conducting a research project in the context of project management discipline. It provides a systematic approach to the planning required during the initial stages of your research project. You will develop the necessary competencies to identify a research gap and articulate research questions. You will learn how to identify and review credible literature. You will consider qualitative and quantitative approaches, and justify the most appropriate method for your project with the final outcome of the unit being the development of a full research proposal. This unit helps you develop a detailed and rigorous research project plan for the investigative study that may be undertaken in the research stream.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite: PPMP20007

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 - 2019

- Brisbane
- Melbourne
- Online
- Perth
- Sydney

### 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. **Critical Review**

Weighting: 20%

#### 2. **Research Proposal**

Weighting: 80%

### 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 Student evaluations

**Feedback**

Mentimeter was one of the best approaches used in this unit. The use of Mentimeter and interactive quiz feature towards the end of each lecture was a good approach to make lectures more enjoyable and engaging. It allows students to understand more than the normal lectures. Going further with these new and innovative approaches would be helpful for every student.

**Recommendation**

Continue with current teaching and learning practice.

#### Feedback from Students informal meetings

**Feedback**

Asana tool was user-friendly and effective in managing the project team and activities which polished student's competence in project management and better prepared students for the career. Asana should replace the private Moodle forum to make the assessment item less demanding.

**Recommendation**

Confine the requirements of group communication to be via Asana only and require groups to enrol their respective tutor in Asana for monitoring purposes.

## Unit Learning Outcomes

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

1. Apply project management processes, tools and techniques in articulating, designing and planning for the execution of a research project
2. Develop and employ ethical practices that consider social, cultural and legal responsibilities of researchers
3. Conduct a literature search to identify a problem that warrants research within the project management context
4. Select appropriate research approaches, methods and skills for solving the research problem
5. Prepare a research proposal with necessary components that describe an organised, coherent and convincing statement of the research intent, significance and strategies to conduct the research.



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

No

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQ university Library resources for research
- EndNote Bibliographical application

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Muralitheran V Kanagarajoo** Unit Coordinator

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## Schedule

### Week 1: Selection of Research Topic - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Overview of the research stream 2. Overview of the unit and the assessment tasks 3. Introduction to research in project management	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. Ice-breaking activity 2. Select a research topic using a supplied research topic generation tool.

### Week 2: Literature Review - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Selection of research topic 2. Searching for literature 3. Writing annotated bibliography 4. Writing literature review	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. Library search for scholarly resources relevant to the selected topic 2. Backward and forward search 3. Check credibility of journals

### Week 3: Research Problem - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- Lecture topics:
1. Industry problem vs research problem
  2. Identify a research problem or gap.

Review the online resources within the relevant section of this week in Moodle site.

Tutorial activities:

1. Discuss an example of annotating a scholarly article
2. Identify a gap in scholarly articles.
3. On to one consultation with tutor-Assignment 1.

**Milestones:**

**Critical review report** due

#### Week 4: Research Question - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Framing research questions 2. Framing research hypothesis 3. Formulating research objectives.	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. In-class peer assessment (Graded activity) <b>Milestones:</b> <b>In-class Peer Assessment</b> due  <b>Critical Review Report</b> Due: Week 4 Monday (5 Aug 2019) 12:00 am AEST

#### Week 5: Research Approach - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Research design 2. Qualitative vs quantitative research 3. Aligning research questions with the research approach 4. Introduction to research methods	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. In-class Endnote software training <b>(Participation is compulsory)</b> . 2. Group forming announcement (meet and greet your group peers) <b>Out of class group activities: (Compulsory)</b> 1. Group online enrolment for assignment 2. 2. Negotiate, complete & sign off the group charter. 3. Each group member to sign up in (asana.com), a tool used to manage team and project tasks 4. Prioritise and select the group research topic. 5. Provide evidence of completing above activities in the private group forum in Moodle.

#### Vacation Week: Enjoy your break - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your well deserved break! It is also an opportunity to catch up with your new group member and go through online resources that you have not yet read. This may help you come back on track and start afresh.		

#### Week 6: Research Methods - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Decide suitable research methods and tactics to investigate research questions.	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activity: 1. Feedback and discussion on completed group activities in Forums (Group Research Topic, Research Project Charter, etc.) 2. Tips to deliver effective presentations 3. Complete research concepts quiz

#### Week 7: Research proposal - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture topics:

1. Develop a detailed research proposal.
2. Understand how the supplied template works.

Review the online resources within the relevant section of this week in Moodle site.

Tutorial activities:

1. Quiz followed by discussions on research concepts and methodology.

### Week 8: Research Ethics - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Conduct ethical research 2. Responsibilities of researchers	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. Group presentations of research projects (Graded activity) <b>Milestones:</b> Group Presentation is due this week

### Week 9: Data Collection - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Data collection purpose and methods 2. Questionnaire design.	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. Develop a data collection instrument. <b>Milestones:</b> <b>Draft Detailed Research Proposal</b> due

### Week 10: Research Project Management - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Apply a project management methodology in planning and executing research projects 2. An interactive quiz to apply the principles of research project management	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. Group in-class oral examination (Graded activity) <b>Milestones:</b> <b>Group Oral Examination</b> due

### Week 11: Improving Academic Writing - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. How to improve your academic writing?	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. Group workshop to facilitate completing the Project Management Section and appendices of your detailed proposal

### Week 12: Research Stream - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Overview of the research stream 2. Understand the scope of work in the execution and closing phases of your research project 3. Unit Review Quiz and Final remarks	Review the online resources within the relevant section of this week in Moodle site.	Tutorial activities: 1. One to one Consultation with each group regarding the detailed research proposal 2. Complete "Have Your Say" survey for this unit <b>Milestones:</b> <b>Final Detailed Research Proposal</b> due <b>Group Evaluation Survey</b> due

**Research Proposal** Due: Week 12  
Friday (11 Oct 2019) 11:59 pm AEST

## Term Specific Information

Students who are likely to be eligible and interested to enrol in the research stream must submit an expression of interest together with their research topic by the end of week 5.

## Assessment Tasks

### 1 Critical Review Report

#### Assessment Type

Critical Review

#### Task Description

#### Assessment (1) Individual submission

#### Overview

This individual assignment tests your essential research competencies needed to identify a knowledge gap or a problem in the context of project management discipline that warrants research. It primarily assesses your understanding and level of engagement with learning resources at an early stage of the inquiry process. The assignment **MUST** be your own piece of work. You must not plagiarise, collude or get help from others.

Assignment 1 (Critical Review Report) consists of two deliverables or parts:

1. **Assignment 1A, 10%:** Critical Review Report, due by end of week 3
2. **Assignment 1B, 10%:** In-class Peer Assessment, due during the scheduled tutorial in week 4

**Note: Each part will receive a mark of ZERO if not completed by the given deadline to complete the work.**

#### Tasks

#### Assessment 1A:

Assessment 1A requires you to prepare a critical review report using a given template. Your report must be relevant to the unit content and Moodle sources and must only be based upon your learning in this unit. You will choose an initial research topic using a supplied research topic generation tool. Next, you will conduct a literature search to identify a scholarly paper relevant to your chosen topic. You will provide a detailed overview of the identified scholarly article using your own words. You will provide an explanation of how the paper was identified and to what extent you think it is a credible paper. You will then identify and briefly summarise two relevant sources relevant to the main identified paper as explained in the specifications below. You must include a screenshot of the Turnitin similarity report showing the similarity percentage. Then, you will provide your personal reflection of your learning experience in this phase. The reflection should record your experiences, feelings and reactions during the learning experience in the last four weeks. This may include your commentary on Turnitin similarity percentage, evaluation of the adopted approaches, techniques or tutorial activities that have been helpful or unhelpful. You must also reflect on the consultation process you have had with your lecturer/tutor, peers and Moodle sources. Refer to Moodle site for the specifications and detailed requirements to complete this part.

#### Assessment 1B

Assessment 1B requires you to assess one report submitted by one of your peers as randomly assigned to you. On-campus students must complete the peer assessment in your tutorial class **only** as scheduled in week 4. On-campus students will not be given any mark for this part if they either fail to complete the peer assessment in class or opt to revise your peer assessment later on. You will conduct the assessment using a



marking tool prepared based on the given assessment criteria. Peers will communicate the submissions and assessments double-blindly. You must provide constructive and adequate comments to your peer on each assessment criterion. You will receive ZERO marks if you fail to provide sufficient and meaningful feedback on the assigned submission. Your lecturer will monitor the peer assessment and pick a random sample of assessments for moderation to ensure that peer assessments are given as per requirements.

**Assessment Due Date**

Week 4 Monday (5 Aug 2019) 12:00 am AEST

**Return Date to Students**

Week 5 Monday (12 Aug 2019)

You will receive two marks: one for the quality of submission and the other one for the quality of assessment.

**Weighting**

20%

**Assessment Criteria****Part 1A:**

Assessment will be done according to presentation, accuracy and coverage of the content for each part of the assignment 1A as set out under 'Specifications' section. The Turnitin similarity percentage must not exceed 10%. A marking tool will be available in Moodle to ease the assessment process. In particular, the following assessment aspects will be used to assess submissions:

- The research topic is relevant to PM, logical and concise. 10%
- The selected articles are credible and relevant to the chosen topic 10%
- The reviews are comprehensive, well-structured and concise with an acceptable Turnitin similarity rate. 20%
- The identified gap or problem is promising and worthwhile. 10%
- Personal reflection is relevant, critical and well-articulated in response to the assessment task. 20%
- The report content is substantially based upon the unit resources and lecture notes. 10%
- The report is fully compliant with the submission requirements. 10%
- Clarity and soundness of language, report format, presentation and referencing. 10%

**Part 1B:**

You will receive marks for the quality of assessing yourself and assessing the assigned submission. Moodle will compare your assessment with the reviewers' assessment of the submission. Based on how close your assessment is to the faculty's assessment of the assigned submission for each assessment criterion, the system will calculate the score for the quality of your assessments. For the purpose of calculating the score, the faculty's assessment will be given a weight of 4 while your assessment will be given a weight of 1.

The maximum marks will be allocated as per the following table:

<b>Assignment tasks</b>	<b>Mark allocation</b>
1A mark: Quality of your submission	10 marks
1B mark: Quality of your peer assessment	10 marks

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Apply project management processes, tools and techniques in articulating, designing and planning for the execution of a research project
- Develop and employ ethical practices that consider social, cultural and legal responsibilities of researchers
- Conduct a literature search to identify a problem that warrants research within the project management context

## Graduate Attributes

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

## 2 Research Proposal

### Assessment Type

Research Proposal

### Task Description

#### Assessment 2 (Group submission)

#### Overview:

This group assessment requires you to follow a systematic approach in order to eventually develop a viable research proposal of high academic standards. The proposal must address a research problem or gap that warrants research in the project management discipline. The proposal must be substantially based on the learning materials of this unit.

The assessment must be developed via a randomly formed group of 3-5 students. This range may vary depending on the number of students enrolled in each class or setting. Online students may be allowed to do this assessment individually due to logistics constraints. Each group member must enrol in their group online by the given deadline. The group must select its group leader and negotiate group rules by completing a group charter template. Your group must meet on a regular basis and keep a record of group minutes of meetings until the end of the term. All group communications must be conducted through the private group forum in Moodle, CQU Google drive and CQU student emails. If a group decides to use an external platform, each member must keep a full record of all exchanged communications throughout the term for scrutiny by the faculty. Any dysfunctional member should be given a warning by the group leader and an opportunity to improve. In the case of no improvement, the group member must be reported to the tutor as well as the unit coordinator.

The assessment comprises 80% of the total mark of this unit. **You must achieve a minimum score of 50% of the available marks of this assignment task to pass this unit.** The assessment consists of four deliverables or parts:

1. **Part 2A, 10%:** Outline Proposal and Group Presentations, due in week 8
2. **Part 2B, 20%:** Draft research proposal and oral examinations, due in week 10
3. **Part 2C, 40%:** Final Research Proposal, due in week 12
4. **Part 2D, 10%:** Group Member Performance Evaluation, due in week 12

#### Assessment Tasks:

##### Part 2A: Outline Proposal and Group Presentations (10%)

This is the first deliverable of your group that will be due by in week 8. The task requires your group to submit two documents (e.g. outline proposal and presentation slides) and make an oral presentation. You will develop and present the outline proposal of your intended research project. Both of the outline proposal and oral presentation must essentially outline the what, why and how of the group research project. Your group should prioritise projects initiated in assessment 1 and eventually agree upon the group research topic for further adoption in assessment 2. The group topic

must be relevant to project management discipline using the research topic generation tool or selected by your tutor.

Your documents and presentation must include the following components.

- A description of the group research topic and overall aim.
- Background of the research project.
- Evidence of the research gap or problem from the literature
- Significance of intended research.
- Research questions or hypothesis(es)
- Research approach, data collection method and sampling plan
- Expected research findings and their implication.
- A list of main scholarly papers relating to your topic (a minimum of 3 sources).

The outline proposal must not exceed 1500 words. In developing the outline, you are expected to consult the guidelines within the given research proposal template. Presentations will take place during tutorial sessions in week 8 for on-campus students and via Zoom for online students. Each group will present its project to the respective tutor and peers. Each group will have a strict 10 minutes of presentation time plus 5 minutes of Q&A and feedback time (10+5=15 mins). Each group member is required to present part of the work and be ready to answer any question relating to the presentation. Exceeding the time limits for presentation will encounter mark deductions; therefore, you are encouraged to have adequate rehearsal in advance.

**Important Note:** Group members who are not available during for presentations will receive zero marks. A group member who fails to enrol in their groups in Moodle will not be allowed to present and will receive zero marks for this part.

**Submission requirements:**

- Submit the outline research proposal used to develop the slides in doc or docx format.
- Submit the power point presentation slides in ppt or pptx format.

**Part 2B: Draft Research Report & Oral examination (20%)**

This part involves a compulsory submission of the draft research proposal followed by an oral examination of each group member by the respective tutor. You must carefully review the assessment criteria of this part as it includes specific hurdle requirements.

**The Draft:**

This part aims to help your group improve the final submission and increase your chances of achieving higher marks. In developing your draft proposal, you must adopt the supplied research proposal template which includes sufficient guidelines to complete each section. The proposal content must be relevant to the lecture notes and unit learning sources in Moodle. The draft must substantially include all sections outlined in the template excluding the 'Project Management Section' and 'Appendices' which must be included in the final proposal (part 2C). Groups who fail to present all digital records including team communications and earlier draft versions to the satisfaction of the tutor will receive zero marks. The tutor will also report any suspicious submission that had likely breached the academic integrity policies for further investigation by the university.

**The Oral Examination**

This part aims to verify that the group has made a genuine attempt to complete the draft. Each group must attend 'one to one' interview with their respective tutor during the tutorial in Week 10. Interviews via Zoom will be arranged with online students as well as on-campus groups who could not complete the interviews during the scheduled tutorial. Your group must bring and make available to your respective tutor, all previous digital archives of group communications, endnote library, downloaded papers, as well as ALL earlier drafts or edited versions of the draft. Each group member must also be prepared to explain the content of the draft proposal. The group is responsible for audio recording the oral examination session and emailing the recording file to the respective tutor and the Unit Coordinator immediately after the session. The tutor will first investigate the available records to verify the genuine contribution of each group member by engaging with the group and undertaking the wp. The tutor will then ask questions to each group member around the development of the draft detailed research proposal to verify the level of contribution in the project, identify any error or misunderstanding, detect misconceptions and probe the depth of understanding of research project substance and process. Each member will receive an individual mark based on the quality of their contributions and performance during the interview.

### **Part 2C: Final Detailed Research Proposal (40%)**

Developing a final detailed research proposal is the third and most important deliverable of the assignment. You will continue improving your draft proposal submitted in response to assessment (part 2C). In addition, you must complete the project management section as well as all required appendices. You must comply with the given feedback on previous assessment tasks to improve your research proposal. You should think of your detailed proposal as a document that should be detailed enough so anyone else can use your plan to execute the project if they enrol in the research stream units (PPMP20019 and PPMP2016). You must familiarise your self with the scope of work in the research stream units by reviewing the unit profiles and prepare your execution plan accordingly.

**Important Note:** You must familiarise yourself with the assessment criteria of this part as it is linked with Part 2D so each group member may receive a different mark to reflect their actual performance in undertaking the group work.

### **Note to Distance students (not in groups):**

Distance students who did the work individually are exempted from submitting evidence of using Asana or the record of project communications.

### **Part 2D: Group Member Performance Evaluation (10%)**

Evaluation of group members is the fourth and last deliverable of the assignment. In week 12, each group member will receive an email from the Unit Coordinator inviting you to respond to a **compulsory survey**. You must respond by the given deadline, mentioned in that email. The survey includes five closed-ended questions and one open-ended question. The survey aims to evaluate the performance of each group member regarding leadership, attendance of group meetings, timely action, cooperation, quality of contribution, etc. You must self-rate your performance and rate each member of your group against the given criteria. You must also provide short feedback of not less than 30 words about the level of contribution,

the reliability of contributions and performance of each group member by answering the sixth question.

**Important Notes:** Failing to provide appropriate qualitative feedback about each group member will encounter 5 marks deductions from the available marks of this part. You must respond to the survey independently and privately. You must be objective and honest in your assessment as you will be penalised by awarding ZERO marks for this part if your assessment is found to lack objectivity. To ensure the objectivity of your evaluation, the unit coordinator or a delegated staff member may request groups with suspicious evaluations to attend another an interview and provide evidence of the given assessment to their peers such as communications history, minutes of meetings, earlier drafts and the like.

**Note to Distance students:**

Distance students who did the work individually are not required to participate in this part (2D) and they will receive a mark agiasnt this part will be adjusted based on their performance in part 2C.

**Assessment Due Date**

Week 12 Friday (11 Oct 2019) 11:59 pm AEST

**Return Date to Students**

Exam Week Monday (21 Oct 2019)

Provisional results will be made available after two weeks from submission.

**Weighting**

80%

**Minimum mark or grade**

50%

**Assessment Criteria**

**Part 2A: Outline Proposal and Group Presentation**

This part will be assessed based on the following criteria:

1. The outline proposal includes sufficient, relevant and accurate information (30%).
2. The ability of the presenters to demonstrate an understanding of the presented content (30%).
3. Clear alignment between rationale, research questions and methodology (20%).
4. Length of presentation is within the assigned time limits (10%).
5. The overall quality of the presentation (10%).

**Part 2B: Draft Research Proposal & Oral Examination**

This part will be assessed based on the tutor's evaluation of each student in terms of their genuine contribution, quality of the submission, understanding and familiarity with the entire research project as wells as research concepts. It is devised to ensure each group member genuinely participated in the development of the research proposal. This assessment includes hurdle requirements that must be met in order for you to receive a mark for this part. Failure to comply with the following hurdle requirements will result in awarding ZERO marks for this part:

1. Submission of the draft within at least 2 days prior to the scheduled oral examination to allow time for review by faculty.
2. Substantial completion of all required sections in the draft
3. Attendance of the oral examination.
4. Availability of evidence of regular communications and engagement of each group member in developing the draft.

The tutor will firstly ensure that the above hurdle requirements are met then proceed with the oral examinations. The

following assessment criteria will be used for evaluating each group member:

1. Soundness, rigour and duality of the draft (30%)
2. The alignment of the draft content with what was taught in the unit (20%)
3. The group member demonstrates a satisfactory level of understanding of research concepts and submitted work (30%)
4. The group member demonstrates a satisfactory level of genuine and fair contribution in developing the draft. (20%)

**Part 2C: Detailed Research Proposal.**

The below rubric will be used for marking this part. This part will be marked simultaneously with Part 2D. This is because the group mark in Part 2C may be further reduced for each group member to reflect their actual performance based on the group evaluation via Part 2C. For example, if the group mark for Part 2C is 80% (32 out of 40) and group evaluation of a member is 60% (6 out of 10), the maximum individual mark for Part 2C will be reduced accordingly and a student will only receive 60% (24 out of 40) for Part 2C. However, no additional marks will be awarded for individuals if they receive a better mark in the individual evaluation (Part 2D) than the mark received for Part 2C.

HD	D	C	P	F
<p><b>Rationale and Significance (10%)</b> Project is original in its approach and will contribute to project management development. Significance emerges logically from construction of argument in addition to being clearly articulated.</p>	<p>Project is justified and will consolidate understanding in project management. Significance emerges from construction of argument in addition to being articulated.</p>	<p>Project is relevant and will consolidate student’s understanding of project management. Significance does not emerge easily in argument but it is evident in addition to being outlined.</p>	<p>Project replicates well established understanding in project management. Significance is stated but does not emerge from argument.</p>	<p>Project is too simplistic or disorganised to offer any significance.</p>
<p><b>Research Questions, Hypothesis &amp; Objectives (10%)</b> Original and highly relevant research questions/hypothesis are clearly articulated. The specified RQs are well align with the project focus. Objectives are concisely elaborated and aligned with RQs.</p>	<p>Clearly relevant research questions/hypothesis are determined. Objectives are well formulated.</p>	<p>Relevant research questions/ hypothesis outlined, but could be tighter in their focus. Objectives are identified and mostly relevant to project.</p>	<p>Research questions/ hypothesis outlined but lacking in clarity, relevance to project focus. Objectives are described in broad terms only.</p>	<p>Research questions/ hypothesis are missing, unclear or so poorly written and irrelevant to project. Objectives are missing or poorly articulated.</p>

**Research Approach and Methods (20%)**

Research approach and data collection method are exceptionally articulated, justified and detailed. Details include data collection instruments, diagrams and complete ethics documentation.

Research approach and data collection method are well argued, justified and detailed.

Research approach and data collection method are explained and appropriate for the project.

Research approach and data collection method are broadly outlined, but details are not always clear.

Research approach and data collection method are either not appropriate for the project or are poorly articulated suggesting deficits in understanding.

**Preliminary Literature Review (20%)**

Creative and highly organised literature review that outlines the context for the research project. Critical appraisal of the key previous research relevant to the study clearly evident throughout.

Well-argued and logical literature review that provides a good overview of the background and context of the research project. Evaluation of key previous research quite evident throughout.

Good range of literature examined throughout the presentation that is most relevant to the project's background and context. Key studies contrasted but little evidence of evaluation.

Points are supported with relevant literature, but the scope of the literature review is limited, as is background and context for the project. Some key studies not referred to at all or only inferred.

The quality of the literature referred to is questionable or not relevant to the project's background or context. Few key studies referred to.

**Project Management (20%)**

Highly robust, detailed and practical PM documentation with well thought off content reflecting an outstanding understanding of project management practices. Appendices are fully provided as per requirements. Evidence is provided to demonstrate outstanding use of Asana.

The PM documentation is nicely structured and detailed with excellent consideration of the project issues. Appendices are almost provided as per requirements. Evidence is provided to demonstrate excellent use of Asana.

The PM documentation is included with sufficient detail. Appendices are partially provided as per requirements. Evidence is provided to demonstrate a reasonable use of Asana.

The PM documentation is broadly outlined, but details are not clear or accurate enough. Appendices are not provided as per requirements or include some inaccurate information. Evidence is provided to demonstrate basic use of Asana.

The PM documentation is either not appropriate for the project or is poorly detailed with illogical content suggesting deficits in understanding of the scope and issues relating to next stage of research. Appendices are missing, incomplete or inaccurate. Evidence for using Asana is poor or missing.



**Overall content, format, appendices (20%)**

The proposal is substantially based on the unit learning resources and is logical in its construction with no spelling, punctuation or grammatical errors. It includes all necessary and applicable sections. In-text and reference list consistently adhere to a single Author-date system throughout. Completed checklist, team contribution and compliance statement are very accurate.

The proposal is substantially based on the unit learning resources and mostly logical in its construction with 1 or 2 consistent spelling, punctuation or grammatical errors. In-text and reference list adhere to a single Author-date system with 1 or 2 errors. Completed checklist, team contribution and compliance statement are accurate.

The proposal is relatively based on the unit learning resources and easy to follow with 3 or 4 consistent spelling, punctuation or grammatical errors. In-text and reference list adhere to a single Author-date system with 3 or 4 errors. Completed checklist, team contribution and compliance statement lack accuracy.

The proposal has all components, but includes unfamiliar or irrelevant content to the unit or is not logical in its construction or has a numerous inconsistent spelling, punctuation or grammatical errors. In-text and reference list adhere to a single Author-date system with 5 or 6 errors. Checklist, team contribution or compliance statement is not included.

The proposal has most of the components, but includes unfamiliar terms or content. Aspects of the proposal are missing or so poorly written due to numerous spelling, punctuation or grammatical errors so the meaning is unclear. In-text and reference list do not adhere to the same Author-date system or there are more than 7 errors. Checklist, team contribution or compliance statement is not included.

**Part 2D: Group Member Performance Evaluation**

This part will reflect the level of your engagement as a group member, your leadership, teamwork, participation in group meetings, timely action, academic integrity, reliability, cooperation, quality of contribution, etc. You will receive zero marks if you do not complete the survey by the deadline. You will also lose marks if you do not answer all rating questions and any deductions will be calculated based on the percentage completion of rating questions. You will lose 50% of the available marks of this part (e.g. 5 marks) if you fail to complete the open-ended question in the survey. You must respond to the survey independently and privately. You must be objective and honest in your assessment as you will be penalised by awarding ZERO marks for this part if your assessment is found to lack objectivity.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Apply project management processes, tools and techniques in articulating, designing and planning for the execution of a research project
- Develop and employ ethical practices that consider social, cultural and legal responsibilities of researchers
- Conduct a literature search to identify a problem that warrants research within the project management context
- Select appropriate research approaches, methods and skills for solving the research problem
- Prepare a research proposal with necessary components that describe an organised, coherent and convincing statement of the research intent, significance and strategies to conduct the research.

**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