



PPMP20015 Research in Project Management

Term 2 - 2020

Profile information current as at 19/05/2022 10:58 pm

All details in this unit profile for PPMP20015 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 equips you with the essential knowledge, skills and techniques for planning, designing, and conducting a research project in the context of project management discipline. This unit 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 - 2020

- 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. **Written Assessment**

Weighting: 40%

2. **Online Quiz(zes)**

Weighting: 20%

3. **Written Assessment**

Weighting: 40%

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 Students feedback

Feedback

A professional approach to teaching with very helpful explanations that make sense and make abstract topics more conceptual and clearer. The examples and the research topics are all relevant to the PM.

Recommendation

Keep the good practice of teaching that incorporate real-life examples and addresses the real research topics that investigate real issues.

Feedback from Student feedback

Feedback

Thank you for your support and care especially in such a complex situation, as well as the friendly and very kind attitude that supported our learning. Arranging drop-in sessions and called the students to make sure students understand the assessment is appreciated

Recommendation

Maintain close contact with the students and show a good level of support to the students particularly in the online environment. This includes additional drop-in sessions and informal meetings with the students to further discuss the unit content and assessment.

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.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Endnote bibliographic software. This is optional for formatting references.
- Microsoft Planner
- Microsoft Teams
- MS Project (optional)

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Samer Skaik Unit Coordinator

s.skaik@cqu.edu.au

Schedule

Week 1 Selection of Research Topic - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Overview of the unit and the assessment tasks 2. Introduction to research in project management 3. Selection of research topic	Chapter 1, pp 4-13 (Saundres et al. 2019) Chapter 2, pp 29-41 (Saundres et al. 2019) Full citation of the book: Saunders, MNK, Thornhill, A, & Lewis, P 2019, <i>Research Methods for Business Students</i> , Pearson Education Limited, Harlow, United Kingdom. Available from: ProQuest Ebook Central. Note: This book is available online under the Moodle e-reading list.	Tutorial activities: 1. Ice-breaking activity 2. Select a research topic using a supplied research topic generation tool.

Week 2 Literature Search - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Searching for literature 2. Writing annotated bibliography 3. Developing a literature review	Chapter 3, pp 72-103 (Saundres et al. 2019)	Tutorial activities: 1. Library search for relevant scholarly resources 2. Backward and forward search 3. Check the credibility of journals

Week 3 Research Problem - 27 Jul 2020

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.

Chapter 2, pp 104-115 (Saundres et al. 2019)

Tutorial activities:

1. Paraphrasing exercise
2. How to review a journal article
3. Building summary tables

Week 4 Research Question - 03 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:

1. Framing research questions
2. Framing research hypothesis
3. Formulating research objectives.

Chapter 2, pp 42-53 (Saundres et al. 2019)

Tutorial activities:

1. Q&A session on Assessment 1A
 2. Quiz on Harvard reference style
- Assessment 1A due (review report)

Review Report and Outline

Proposal Due: Week 4 Friday (7 Aug 2020) 11:55 pm AEST

Week 5 Research Methodology - 10 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:

1. Research design
2. Qualitative vs quantitative approach
3. Aligning research questions with the research approach
4. Introduction to research methods

Chapter 4, pp 128-159 (Saundres et al. 2019)

Chapter 5, pp 172-185 (Saundres et al. 2019)

Tutorial activities:

1. Training on the peer assessment
2. A quiz on research concepts

Vacation Week - 17 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Enjoy your well-deserved break! This may help you come back on track and start afresh.

Week 6 Research Methods - 24 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:

1. Decide suitable research methods and tactics to investigate research questions.

Chapter 5, pp 186-220 (Saundres et al. 2019)

Tutorial activities: **(Compulsory)**

1. Group forming announcement (meet and greet your group peers).
 2. Group online enrolment in Moodle
 3. Negotiate, complete & sign off the group charter.
- Assessment 1B due (Outline Proposal)
Assessment 1C due (Peer Assessment of Outline Proposals)

Week 7 Research Proposal - 31 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:

1. Develop a detailed research proposal.

Chapter 2, pp 53-61 (Saundres et al. 2019)

Tutorial activities:

1. Training on Microsoft Planner to help complete Assessment 3 group project.
2. Assign tasks to each team member

Week 8 Project Management in Research - 07 Sep 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:

1. Principles of managing research projects
2. Tools and techniques for managing research

Refer to unit resources in the Moodle site

Tutorial activities:

1. Group mock assessment of a research proposal example.

Week 9 Research Ethics - 14 Sep 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:
1. Conduct ethical research
2. Responsibilities of researchers

Chapter 6, pp 232-280 (Saundres et al. 2019)

Tutorial activities:
1. Individualised quiz followed by discussions (Formative assessment)

Week 10 Data Collection - 21 Sep 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:
1. Types of collected data
2. Data collection tools and techniques
3. Data analysis

Chapter 7, pp 292-326 (Saundres et al. 2019)
Chapter 8, pp 338-368 (Saundres et al. 2019)

Tutorial activities:
1. Group activity to help finalise the detailed proposal.
Assessment 2 due (Quiz)

Quiz Due: Week 10 Friday (25 Sept 2020) 11:59 pm AEST

Week 11 Guest Lecture - 28 Sep 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:
1. We will host a researcher to share his expertise in developing and implementing research proposals.

Tutorial activities:
1. Group oral presentations of detailed proposals (Formative assessment-Compulsory)

Week 12 Executing Research Proposal - 05 Oct 2020

Module/Topic

Chapter

Events and Submissions/Topic

Lecture topics:
1. Execution of your research project.
2. Research stream as a pathway to PhD studies.
3. Final remarks

Refer to unit resources in the 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
Assessment 3A (Final proposal due)
Assessment 3B (Group Evaluations due)

Research Proposal Due: Week 12 Friday (9 Oct 2020) 11:59 pm AEST

Term Specific Information

This term, all lectures and tutorials of this unit will be conducted online via Zoom by the unit coordinator, Dr Samer Skaik. If you have any query about the unit, contact the unit coordinator via email (s.skaik@cqu.edu.au).

Assessment Tasks

1 Review Report and Outline Proposal

Assessment Type

Written Assessment

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. All submissions must follow CQU Harvard

referencing style.

Assignment 1 consists of three parts:

1. Assessment 1A, 20%: Review Report, due by end of week 4
2. Assessment 1B, 10%: Outline Research Proposal, due by the start of week 6
3. Assessment 1C, 10%: Peer Assessment of Outline Proposals, due by the end of week 6

Note: Assessment 1C will receive a mark of ZERO if not completed by the given deadline to complete the work.

Tasks

Assessment 1A Review Report (20%)

Assessment 1A requires you to prepare a review report of no more than 1500 words 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 must follow the following steps in developing your report:

1. Choose an initial research topic using a supplied research topic generation tool.
2. Conduct a literature search to identify one scholarly paper relevant to your chosen topic.
3. Provide a detailed overview of the paper using your own words following the given example in the unit.
4. Provide an explanation of the search process you followed in locating and downloading this paper
5. Demonstrate adequate evidence of the credibility of the paper.
6. Identify two relevant sources/references relevant to the summarised paper (one source cited by the paper and a second source citing the paper).
7. Build a review summary table and a theme matrix table of the three identified papers
8. Provide your personal reflection of your learning experience in this phase.

Tip: The personal 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/or Moodle sources.

Assessment 1B Outline Research Proposal (10%)

Assessment 1B aims to help you initiate the concept of your research project. The assessment requires you to submit an outline proposal based on the review report. You will develop the outline proposal of your intended research project. The outline proposal must essentially outline the what, why and how of your research project. Your topic must be relevant to project management discipline. The outline proposal must include the following components.

- A statement of the research project/problem/aim.
- The rationale for the proposed research and its significance.
- A discussion of relevant theories or previous studies on the topic (using the three sources of Assessment 1A as a minimum requirement).
- The method by which the research will be conducted.

The outline proposal MUST not exceed 500-750 words plus references, so each sentence must be concise and relevant. You must remove your name and any identifying information in the submission as it will be blindly reviewed by your peers.

Assessment 1C Peer Assessment (10%)

Assessment 1C aims to reinforce your understanding of research principles by exchanging knowledge with your peers. The assessment requires you to assess **three proposals (assessment 1B)** submitted by your peers as randomly and anonymously assigned to you. Students will not be given any mark for assessment 1C if they fail to complete the peer assessment by the deadline. You will conduct the assessment based on the assessment criteria and a marking tool will be provided. You are expected to provide a constructive summary of your comments and justify your given mark. To facilitate the undertaking of peer assessments, the Moodle Workshop plugin will be used.

Assessment Due Date

Week 4 Friday (7 Aug 2020) 11:55 pm AEST

Return Date to Students

Vacation Week Friday (21 Aug 2020)

Weighting

40%

Assessment Criteria

Assessment 1A: Review Report

Assessment will be done according to presentation, accuracy and coverage of the content for each part of the assessment 1A as set out under 'Specifications' section. 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 properly identified, credible and relevant to the chosen topic. (10%)
- The review is comprehensive, well-structured and concise. (15%)
- The summary tables include thorough and key information to guide the writing. (15%)
- 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. (20%)
- Clarity and soundness of language, report format, presentation and referencing. (10%)

Assessment 1B: Outline Proposal (10%)

This part will be assessed based on the following criteria:

1. The research project is reasonable, relevant to PM and interesting. (10%)
2. The project justification and significance are clear and concise. (20)%
3. The research method is clear, reasonable and justified (20%).
4. Clear alignment between research problem, rationale and method. (10%).
5. The discussion is relevant, clear and concise (20%)
6. The cited sources are credible and directly related to the research topic. (10%)
7. Overall clarity and soundness of language, report format and referencing. (10%)

Assessment 1C: Peer Assessment of Outline Proposals (10%)

You will receive marks for the quality of assessing the outline proposals of your peers. Based on how close your assessment is to the best assessment of each criterion of the submission, the system will automatically calculate the score for the quality of your assessments. The best assessment represents a consensus of the majority of assessors. The maximum marks will be allocated as per the following table:

Assessment 1B mark: Quality of your submission as assessed by all reviewers	10 marks
Assessment 1C mark: Quality of your peer assessment compared to the best assessment	10 marks

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- 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

Graduate Attributes

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

2 Quiz

Assessment Type

Online Quiz(zes)

Task Description

Task Description

You will be required to complete one set of multiple-choice quiz questions related to all learning outcomes of this unit.

Purpose

The primary purpose of this assessment item is to help you understand the processes required in initiating and planning a research project. The secondary purpose is to give you the opportunity to reinforce your research knowledge and skills.

Notes:

The quiz will be based on the learning materials between Week 1-10. In order for you to complete the quiz, it is necessary for you to complete all learning activities prescribed in the unit for the respective weeks.

Important Information:

1. The quiz will ONLY be available during a specific time period as detailed in the unit Moodle site.
2. ONE ATTEMPT ONLY. The quiz must be completed latest by the given deadline.
3. The quiz is an OPEN BOOK test. You may refer to the unit materials (lectures slides, your own notes etc).
4. When you attempt the quiz, 40 questions will be selected and displayed in random order. It is very unlikely that two students will see the same questions. All questions will be in the form of multiple-choice questions

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 10 Friday (25 Sept 2020) 11:59 pm AEST

Return Date to Students

Week 11 Tuesday (29 Sept 2020)

Weighting

20%

Assessment Criteria

- The percentage of correct answers
- No penalty deduction for wrong answers

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

3 Research Proposal

Assessment Type

Written Assessment

Task Description

Assessment 3 (Group submission)

Overview:

This group assessment requires you to complete a project-based assessment. The project is to work as a team to **plan and develop** a viable research proposal of high academic standards. Your group must demonstrate effective application of project management competences in planning and completing the project proposal. Your group should prioritise projects initiated in the completed outline proposals and eventually agree upon the group research topic for further adoption in this assessment. 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 3-4 students. 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 Moodle Forums, Microsoft Teams, Microsoft Planner and/or 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 members must award a low rating to the dysfunctional member in the final group evaluation.

The assessment consists of two deliverables or parts:

1. Assessment 3A, 30%: Final Research Proposal, due in week 12
2. Assessment 3B, 10%: Group Member Performance Evaluation, due in week 12

Important Note: Each group will be required to deliver a compulsory 10-minutes oral presentation during tutorials in week 11 to present their draft proposals to their tutors and peers. This will help you learn from each other and receive constructive feedback and improve your final proposal.

Assessment Tasks:

Part 3A: Final Detailed Research Proposal (30%)

Planning and developing a final detailed research proposal is the most important assessment item in this unit. In developing your detailed 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. 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 yourself with the scope of work in the research stream units by reviewing the unit profiles and prepare your project management plan & documentation accordingly.

Part 3B: Group Member Performance Evaluation (10%)

Evaluation of group members is the second deliverable of the final assessment which aims to evaluate the process of undertaking the final assessment and ensure that each group member will receive a unique mark reflecting the quality and quantity of their contribution. 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 Likert-Scale 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 an interview with the unit coordinator and provide evidence of the given assessment to their peers such as communications history, minutes of meetings, earlier drafts and the like.

Assessment Due Date

Week 12 Friday (9 Oct 2020) 11:59 pm AEST

Return Date to Students

Exam Week Monday (19 Oct 2020)

Weighting

40%

Assessment Criteria

ASSESSMENT CRITERIA

Part 3A: Detailed Research Proposal (30%)

The below rubric will be used for marking this assessment task. This part will be marked simultaneously with Part 3B. This is because the group mark in Part 3A may be further reduced for each group member to reflect their actual performance based on the group evaluation via Part 3B. For example, if the group mark for Part 3A is 80% (32 out of 40) and group evaluation of a member is 60% (6 out of 10), the maximum individual mark for Part 3A will be reduced accordingly and a student will only receive 60% (24 out of 40) for Part 3A. However, no additional marks will be awarded for individuals if they receive a better mark in the individual evaluation (Part 3B) than the mark received for Part 3A.

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<p>Rationale and Significance (10%) 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>Research Questions, Hypothesis & Objectives (10%) Original and highly relevant research questions/hypothesis is clearly articulated. The specified RQs are well aligned 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 the 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>
<p>Research Methodology and Data Collection Methods (20%) Research approach and data collection method are exceptionally articulated, justified and detailed. Details include data collection instruments, diagrams, etc.</p>	<p>Research approach and data collection method are well-argued, justified and detailed.</p>	<p>Research approach and data collection method are explained and appropriate for the project.</p>	<p>Research approach and data collection method are broadly outlined, but details are not always clear.</p>	<p>Research approach and data collection method are either not appropriate for the project or are poorly articulated suggesting deficits in understanding.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The quality of the literature referred to is questionable or not relevant to the project's background or context. Few key studies referred to.</p>

<p>Project Management (20%) Highly robust, detailed and practical PM documentation with well thought off content reflecting an outstanding understanding of project management practices in planning and developing the proposal. Appendices are fully provided as per requirements. Evidence is provided to demonstrate outstanding use of management tools.</p>	<p>The PM documentation is nicely structured and detailed with an excellent consideration of the project issues. Appendices are almost provided as per requirements. Evidence is provided to demonstrate excellent use of management tools.</p>	<p>The PM documentation is included with sufficient detail. Appendices are partially provided as per requirements. Evidence is provided to demonstrate a reasonable use of management tools.</p>	<p>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 the basic use of management tools.</p>	<p>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 the next stage of research. Appendices are missing, incomplete or inaccurate. Evidence for using management tools is poor or missing.</p>
<p>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 tables are very accurate.</p>	<p>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 tables are accurate.</p>	<p>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 tables lack accuracy.</p>	<p>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 or team contribution is not included.</p>	<p>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 or team contribution statement is not included.</p>

Assessment 3B: Group Member Performance Evaluation (10%)

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 5 marks if you fail to complete the open-ended question in the survey as per the requirements. 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

- 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