



# PPMP20015 *Research Proposal*

## Term 1 - 2022

Profile information current as at 26/05/2022 08:37 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 foundation knowledge, skills and techniques for planning and designing a postgraduate research project on a chosen topic relating to your discipline. You will learn how to identify and review credible and relevant literature. You will develop the necessary competencies to identify a research gap and articulate research questions. You will consider qualitative and quantitative approaches, and choose appropriate data collection methods for your project with the final outcome of the unit being the development of a research proposal. The unit is designed to help you develop essential problem-solving and research skills for evaluating or conducting independent research projects including the ethical issues involved.

#### 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

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2022

- 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 Student evaluation and faculty observation

**Feedback**

The use of interactive slides, facilitated by Mentimeter, made the online learning more rewarding, interesting and fun. It also facilitated timely feedback and allowed students to ask questions anonymously. The interactive quiz competition at the end of each lecture encouraged students to come prepared and it helped polish their understanding of the lecture topic.

**Recommendation**

Continue with the use of Mentimeter and in-class quizzes.

#### Feedback from School leadership

**Feedback**

The unit will be offered a core unit to students enrolled in Master of Construction Management and the current unit design may need to be revisited.

**Recommendation**

Redesign the unit to have a broader coverage to suit students from other disciplines.

## Unit Learning Outcomes

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

1. Identify and review credible literature to inform the articulation of a research question within your discipline
2. Select appropriate research approaches, methods and skills for testing the research question
3. Employ relevant ethical practices that consider the social, cultural and legal responsibilities of researchers
4. Apply relevant project management principles to effectively plan your research project
5. Develop a rigorous research proposal with all necessary components.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Written Assessment - 40%</b>	•	•			
<b>2 - Online Quiz(zes) - 20%</b>	•	•	•	•	
<b>3 - Research Proposal - 40%</b>			•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Knowledge</b>	◦			◦	
<b>2 - Communication</b>	◦	◦		◦	◦
<b>3 - Cognitive, technical and creative skills</b>		◦			
<b>4 - Research</b>	◦	◦	◦		◦
<b>5 - Self-management</b>			◦		
<b>6 - Ethical and Professional Responsibility</b>			◦		
<b>7 - Leadership</b>		◦		◦	◦
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>					

## Textbooks and Resources

### Textbooks

PPMP20015

#### Prescribed

##### Research methods for business students

Edition: 8th (2019)

Authors: M. N. K. Saunders, Philip Lewis & Adrian Thornhill

Pearson

ISBN: 9781292208787

Binding: eBook

#### Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the unit code)

### 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](mailto:s.skaik@cqu.edu.au)

## Schedule

### Week 1 Introduction to research - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Overview of the unit and the assessment tasks 2. Introduction to research 3. Selection of research topic	Chapter 1, pp 4-13 (Saundres et al. 2019) Chapter 2, pp 29-41 (Saundres et al. 2019) <b>Note:</b> This book is available <a href="#">online</a> under the Moodle e-reading list.	Tutorial activities: 1. Select a research topic using the topic generation tool.

### Week 2 Literature Search & Review - 14 Mar 2022

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 Academic writing - 21 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Paraphrasing and avoiding plagiarism 2. Citing and listing references	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 Questions - 28 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture topics: 1. Industry problem vs research problem 2. Identifying a research problem or gap. 3. Framing a research question or hypothesis 4. 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 and research concepts. 3. Use mind-mapping to develop RQs. Assessment 1A due (review report)
		<b>Review Report and Outline Proposal</b> Due: Week 4 Friday (1 Apr 2022) 5:00 pm AEST

**Week 5 Research Methodology - 04 Apr 2022**

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

**Vacation Week - 11 Apr 2022**

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 - 18 Apr 2022**

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: ( <b>Complusory</b> ) 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 - 25 Apr 2022**

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. Enrol in a new team for the group in Microsoft Teams 2. Training on Microsoft Planner to help complete Assessment 3 group project. 3. Assign tasks to each team member

**Week 8 Managing research projects - 02 May 2022**

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. Complete the WBS of your research project.
2. Complete the risk register using the table in the relevant lecture notes.

### Week 9 Research Ethics - 09 May 2022

#### 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. Familiarise yourself with CQU Ethics Protocol and documentation

### Week 10 Data Collection & Analysis - 16 May 2022

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Lecture topics:

1. Types of collected data
2. Data collection tools and techniques
3. Planning data analysis

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

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

Tutorial activities:

1. Group mock assessment of a research proposal submission. Assessment 2 due (Quiz)

**Quiz Due:** Week 10 Friday (20 May 2022) 5:00 pm AEST

### Week 11 Oral presentations - 23 May 2022

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Lecture topics:

1. Oral presentations of the detailed proposals
2. We may also host a researcher to share his/her expertise in conducting research.

Tutorial activities:

1. Group consultations on the final assessment

### Week 12 Oral presentations (Cont'd) - 30 May 2022

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

Lecture topics:

1. Oral presentations (cont'd).
2. Introduction to the Research Stream.
3. Final remarks

Refer to unit resources in the Moodle site

Tutorial activities:

1. Q&A session regarding the final assessment
  2. Complete "Have Your Say" survey for this unit
- Assessment 3 due

**Group Research Proposal Due:** Week 12 Friday (3 June 2022) 5:00 pm AEST

## Term Specific Information

For any queries relating to this unit, contact the unit coordinator Dr Samer Skaik, email: [s.skaik@cqu.edu.au](mailto: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 your discipline that may warrant 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 (e.g. 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 your discipline. The outline proposal must include the following components.

- The research topic.
- Research question and objectives (min. 1 RQ and 2 ROs).
- The rationale for the proposed research and its significance.
- A discussion of previous studies on the topic (a minimum of three primary sources, based on the summary tables of Assessment 1A).
- The high-level research design by which the research will be conducted.
- List of references

The outline proposal MUST not exceed 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 (1 Apr 2022) 5:00 pm AEST

#### **Return Date to Students**

Vacation Week Friday (15 Apr 2022)

#### **Weighting**

40%

#### **Assessment Criteria**

##### **Assessment 1A: Review Report**

Assessment will be done according to presentation, accuracy and coverage of the content for each step defined in the description of assessment 1A. In particular, the following assessment aspects will be used to assess submissions:

- The proposed research is relevant to student discipline, 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. (10%)
- The summary and matrix tables include key and useful information to guide the writing. (20%)
- 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 student discipline and interesting. (10%)
2. The project need and significance are clear, logical and concise. (10%)
3. The proposal content is based upon the unit resources and lecture notes. (20%)
4. The selected research design is logical and appropriate (20%).
5. Clear alignment between the research topic, question, justification and research design. (10%).
6. The discussion is relevant, clear and concise (20%)
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 unit coordinator will moderate the calculated marks for consistency and accuracy. 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 1-9. 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. Up to TWO ATTEMPTS ONLY. The quiz must be completed latest by the given deadline. Your mark will be calculated as the highest mark you scored in any of the attempts.
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. You must complete the attempt within 50 minutes. 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 (20 May 2022) 5:00 pm AEST

**Return Date to Students**

Week 10 Friday (20 May 2022)

The mark will be available after completing the quiz.

**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 Group Research Proposal

### Assessment Type

Written Assessment

### Task Description

#### Assessment 3 (Group submission)

##### Overview:

This group assessment requires all on-campus students to enrol in groups to complete a project-based assessment, while distance students must complete the work individually. 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 competence in planning your research project 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 your 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 three graded deliverables or parts:

Assessment 3A: 5 marks: Oral presentation of the draft research proposals by the beginning of week 11.

Assessment 3B, 30 marks: Final Research Proposal, due by the end of week 12

Assessment 3C, 5 marks: Group Member Performance Evaluation, due by the end of week 13.

##### Assessment Tasks:

#### Assessment 3A: Oral presentations and draft detailed proposal (5 marks):

Each group will be required to submit a draft detailed proposal & PowerPoint slides and deliver an oral presentation during week 11. All key sections of the draft detailed proposal must be substantially completed. Groups will deliver a compulsory 15-minutes online oral presentation during the lecture timing in weeks 11 and 12 to present the draft detailed proposals to their lecturer and peers. The presentation should include all key components of the research proposal as detailed in assessment 3B. Every group member must attend the oral presentation session(s) and co-present his/her contributed part of the group work. This task will ultimately polish your understanding of the unit learning outcomes and help you learn from each other and receive constructive feedback and improve your final proposal.

**Note:** Distance students must record their oral presentations and upload a Youtube link along with the draft proposal in Moodle.

#### Assessment 3B: Final Detailed Research Proposal (30 marks):

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 within a maximum of six months after the submission of the proposals.

This duration must be respected when you prepare your project management plan & documentation accordingly.

### **Assessment 3C: Group Member Performance Evaluation (5 marks)**

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.

#### **Important Notes:**

- The unit coordinator or a delegated staff member may request groups with suspicious submissions or 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.
- Distance students are not required to complete part 3C. As such, the part 3C mark will have the same mark percentage achieved in assessment 3B.

#### **Assessment Due Date**

Week 12 Friday (3 June 2022) 5:00 pm AEST

#### **Return Date to Students**

Exam Week Friday (17 June 2022)

#### **Weighting**

40%

#### **Assessment Criteria**

##### **ASSESSMENT CRITERIA**

#### **Assessment 3A: Group Oral Presentations (5 marks)**

Each group member will receive an appropriate mark for this part based on the quality of their presentation, preparation, ability to answer questions and student participation in the session. The group member will receive a Zero mark on this part in the case of any of the following incidents :

1. the group failed to upload the draft detailed proposal in Moodle by the given deadline;
2. the group member failed to present their contributed part of the group work;
3. the group member did not attend the full oral presentation session(s); or
4. the group member failed to demonstrate an appropriate understanding of the group project.

#### **Assessment 3B: Detailed Research Proposal (30 marks)**

A detailed rubric will be used for marking this assessment task and will be made available in the Moodle site. This part will be marked simultaneously with Part 3C. If a group member receives 2.5/5 marks or less in the group evaluation in Assessment 3C, this will encounter a further reduction of his/her mark in Assessment 3B to be a maximum of 15 out of 30 marks.

#### **Assessment 3C: Group peer evaluation (5 marks)**

Every group member will receive a mark representing the average score received from all his/her group peers that measure the performance, engagement and overall contribution quality of the group member to the group work. In order to receive a mark on this part, You must answer all the five rating questions and provide short feedback of not less than 30 words about the level of contribution, the reliability of contributions and the performance of each group member by answering the sixth question. 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