



# RSCH20001 Prepare for Confirmation

## Term 3 - 2019

Profile information current as at 02/05/2024 09:39 am

All details in this unit profile for RSCH20001 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.

### Corrections

### General Information

#### Overview

Prepare for Confirmation has been designed specifically for students enrolled in a Research Higher Degree at either Masters or Doctoral level. This unit will provide you with the knowledge and skills necessary to clarify the research design of your proposed research project regardless of your discipline area. You will be guided through research terminology, writing at a thesis-level and the steps required in the construction of a research proposal. The unit has four assessments that will scaffold you through the process of writing Section A of the Confirmation of Candidature portfolio submission.

#### Details

Career Level: *Postgraduate*

Unit Level: *Not Applicable*

Credit Points: 6

Student Contribution Band: 8

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 3 - 2019

- Online

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Annotated bibliography**

Weighting: 5%

#### 2. **Literature Review or Systematic Review**

Weighting: 10%

#### 3. **Research Assignment**

Weighting: 15%

#### 4. **Research Proposal**

Weighting: 70%

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## 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 Unit Evaluations Discussions with students in Zoom-enabled classes.  
Feedback from Dean, School Graduate Research, DDRs, RHD Leads, and Supervisor survey.

#### **Feedback**

The feedback on marked assessments was easy to understand and relevant. The assessments provided detailed guidance about what was needed for Section A of the CoC.

#### **Recommendation**

Keep providing targeted, formative feedback on the assessments to help students to construct Section A of the CoC. Assessments 1 and 2 were amended in Term 2, 2019. A1: Annotated Bibliography. A2: Initial Literature Review.

### Feedback from Unit Evaluations

#### **Feedback**

Enhance the information on the assessment criteria in the assessment specifications.

#### **Recommendation**

Update and enhance the assessment criteria and requirements.

### Feedback from Unit Evaluations

#### **Feedback**

Weekly News Forum posts were very helpful in keeping the students on track to complete their work and the assessments.

#### **Recommendation**

Keep posting regularly to the News Forum.

### Feedback from Unit Evaluations Discussions with students in class.

#### **Feedback**

The Zoom Confirmation Conversations were very helpful and great that the recordings were made available to watch later. When students are sharing their work on Zoom they tended to go over time. Students sharing their work on the General Discussion Forum was easier to follow and allowed us to keep a record of feedback.

#### **Recommendation**

Keep running the Zoom-enabled classes. Set clear guidelines for students when presenting in class. Create more opportunities to share student work on the General Discussion Forum.

### Feedback from Unit Evaluations

#### **Feedback**

It would be good to involve the supervisors more in this unit so that they can better support the students. The Unit Coordinator and supervisors could help construct an individual learning plan for each student. There is a lot of information on the Moodle site.

#### **Recommendation**

The Unit Coordinator and Dean Graduate Research are exploring the option of making this unit available as a fully flexible unit that would support the implementation of an individual, self-paced learning program.

## Unit Learning Outcomes

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

1. Write using the language of research
2. Construct a Literature Review by critically analysing and synthesising references that have been located manually and/or electronically from a variety of sources
3. Critique a range of research approaches and paradigms that guide the systematic approach to conducting a research project
4. Integrate theory into the design of a research project
5. Apply critical and analytical skills and academic standards to research project design and thesis writing
6. Evaluate data collection and analysis methods
7. Create a research proposal.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks  | Learning Outcomes |   |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|---|
|   | 1                 | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>1 - Annotated bibliography - 5%</b>                  | •                 |   |   |   |   |   |   |
| <b>2 - Literature Review or Systematic Review - 10%</b> |                   | • | • |   |   |   |   |
| <b>3 - Research Assignment - 15%</b>                    |                   |   |   | • | • | • |   |
| <b>4 - Research Proposal - 70%</b>                      | •                 | • | • | • | • | • | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | Learning Outcomes |   |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|---|
|   | 1                 | 2 | 3 | 4 | 5 | 6 | 7 |
| <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>                               |                   | ○ | ○ | ○ | ○ | ○ | ○ |



## Textbooks and Resources

### Textbooks

RSCH20001

#### Prescribed

##### **The Essential Guide to Doing your Research Project**

Edition: 3rd (2017)

Authors: Zina O'Leary

Sage Publications Ltd

London , UK

ISBN: 978-1-4739-5208-9

Binding: Paperback

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#### Supplementary

##### **The Foundations of Research**

Edition: 3rd (2019)

Authors: Jonathan Grix

Palgrave Macmillan (MacMillan Research Skills series)

London , UK

ISBN: 9781352002003

Binding: Paperback

#### Additional Textbook Information

**Note: It is imperative that you purchase the prescribed textbook.** Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

This textbook is a clear and practical guide to the research process. It is a well-written introduction to writing your research proposal. You will be able to use this book for the rest of your study.

The supplementary textbook provides an introduction to the tools, terminology and research perspectives that students need to understand the language of research and the role of theory in research.

#### [View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

#### All submissions for this unit must use the referencing styles below:

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Charli Sargent** Unit Coordinator

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**Teresa Moore** Unit Coordinator

[t.moore@cqu.edu.au](mailto:t.moore@cqu.edu.au)

## Schedule

### Week 1 - 11 Nov 2019

| Module/Topic  | Chapter                           | Events and Submissions/Topic |
|---|-----------------------------------|------------------------------|
| <b>Research foundations:<br/>Topic 1: The language and process of research / Critiquing a journal article</b> | Chapters 1 & 2 plus Unit Readings |                              |

### Week 2 - 18 Nov 2019

| Module/Topic  | Chapter                      | Events and Submissions/Topic |
|---|------------------------------|------------------------------|
| <b>Research foundations:<br/>Topic 2: Reviewing the literature and Information literacy</b> | Chapter 6 plus Unit Readings |                              |

### Week 3 - 25 Nov 2019

| Module/Topic   | Chapter                      | Events and Submissions/Topic  |
|--|------------------------------|---|
| <b>Research foundations:<br/>Topic 3: Developing your research questions and/or hypotheses</b> | Chapter 3 plus Unit readings | <b>Annotated Bibliography</b> Due: Week 3 Friday (29 Nov 2019) 4:00 pm AEST |

### Week 4 - 02 Dec 2019

| Module/Topic  | Chapter                           | Events and Submissions/Topic |
|---|-----------------------------------|------------------------------|
| <b>Research processes:<br/>Topic 4 - Crafting the research proposal<br/>Topic 5 - Ethics and academic integrity</b> | Chapters 4 & 5 plus Unit Readings |                              |

### Vacation Week - 09 Dec 2019

| Module/Topic             | Chapter | Events and Submissions/Topic |
|--------------------------|---------|------------------------------|
| <b>Non-teaching week</b> |         |                              |

### Week 5 - 16 Dec 2019

| Module/Topic   | Chapter                      | Events and Submissions/Topic   |
|--|------------------------------|--|
| <b>Research processes:<br/>Topic 6 - Research design</b> | Chapter 7 plus Unit Readings | <b>Initial Literature Review</b> Due: Week 5 Friday (20 Dec 2019) 4:00 pm AEST |

### Week 6 - 23 Dec 2019

| Module/Topic  | Chapter                               | Events and Submissions/Topic |
|---|---------------------------------------|------------------------------|
| <b>Research processes:<br/>Topic 7 - Research paradigms</b> | Chapters 8, 9 & 10 plus Unit Readings |                              |

### Week 7 - 06 Jan 2020

| Module/Topic  | Chapter                                 | Events and Submissions/Topic |
|---|---|------------------------------|
| <b>Research processes:<br/>Topic 8 - Collection of data</b> | Chapters 11, 12 & 13 plus Unit Readings |                              |

### Week 8 - 13 Jan 2020

| Module/Topic   | Chapter                             | Events and Submissions/Topic |
|--|-------------------------------------|------------------------------|
| <b>The research thesis:<br/>Topic 9 - Analysis of data</b> | Chapters 14 & 15 plus unit Readings |                              |

### Week 9 - 20 Jan 2020

| Module/Topic   | Chapter       | Events and Submissions/Topic   |
|--|---------------|--|
| <b>The research thesis:<br/>Topic 10 - Structure of a thesis</b> | Unit Readings | <b>Research Design</b> Due: Week 9 Friday (24 Jan 2020) 4:00 pm AEST |

### Week 10 - 27 Jan 2020

| Module/Topic  | Chapter                       | Events and Submissions/Topic   |
|---|-------------------------------|--|
| <b>The research thesis:</b><br><b>Topic 11 - Project planning and management</b><br><b>Topic 12 - The writing process and disseminating your work</b> | Chapter 16 plus Unit Readings |  |
| <b>Week 11 - 03 Feb 2020</b>  |                               |  |
| Module/Topic  | Chapter                       | Events and Submissions/Topic   |
| <b>Work on Confirmation of Candidature (Section A)</b>  |                               |  |
| <b>Week 12 - 10 Feb 2020</b>  |                               |  |
| Module/Topic  | Chapter                       | Events and Submissions/Topic   |
| <b>Work on Confirmation of Candidature (Section A)</b>  |                               | <b>Complete unit feedback survey</b> in Moodle - the red " <b>Have your say</b> " button.<br><br><b>Confirmation of Candidature (Section A)</b> Due: Week 12 Friday (14 Feb 2020) 4:00 pm AEST |
| <b>Exam Week - 17 Feb 2020</b>  |                               |  |
| Module/Topic  | Chapter                       | Events and Submissions/Topic   |

## Term Specific Information

### Unit Coordinator's Contact Details:

Associate Professor Charli Sargent

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## Assessment Tasks

### 1 Annotated Bibliography

#### Assessment Type

Annotated bibliography

#### Task Description

An annotated bibliography is a list of reference materials that includes a summary of the main ideas presented in each reference and evaluates how useful the reference is for your purposes. Each entry is comprised of basic bibliographical information presented in a standard referencing style (e.g. Harvard, APA) followed by a brief note or annotation. The annotation usually provides a summary of key points and evaluation or critique of the ideas discussed in the reference. In addition, you should state how it relates to your proposed research topic. The Annotated Bibliography **needs to demonstrate your ability to critically evaluate and analyse the literature and relate its relevance to your proposed research project.**

Annotated bibliographies can vary in style depending on the purpose and the referencing style used. They are usually arranged in alphabetical order by author. You are required to prepare an annotated bibliography of 3 high-quality journal articles closely related to your proposed research topic. Use the standard referencing style for your research discipline area as advised by your research supervisor(s).

**Please note: you need to ask your research supervisor(s) which referencing style you should be using when writing your thesis.** Use that referencing style for all your written submissions in this unit. Two common referencing styles are Harvard (author-date) and American Psychological Association (APA) referencing style but some research discipline areas will require a different referencing style. For more information about common referencing styles used at Central Queensland University see the [CQUniversity referencing guides](#).



**You should submit a draft of your assessment to your supervisors and allow enough time for them to provide feedback before you submit this assessment for marking.**

**Note: Always submit your assessments in the correct Assessment link on the RSCH20001 Moodle site.**

#### **Assessment Due Date**

Week 3 Friday (29 Nov 2019) 4:00 pm AEST

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

Week 5 Friday (20 Dec 2019)

Assessments are usually marked and returned in the order they were submitted for marking.

#### **Weighting**

5%

#### **Assessment Criteria**

The full description of the assessment requirements and assessment criteria is available on the Moodle unit website.

The annotations must **not** simply be a review of the content of the references. **You need to demonstrate your ability to critically evaluate and analyse the literature and explain how it is relevant to your proposed research topic.** It would be expected that the literature discovered in this assignment would also be relevant to assessment items 2, 3 and 4 in this unit.

#### **Overview of the assessment criteria**

- introduction provided the context for selecting the references and linked the annotated bibliography to the proposed research project;
- a clear, concise summary of each reference;
- clear, concise academic writing;
- evaluation of the author(s) credentials;
- linkage of each annotation to your proposed research topic;
- critical analysis of the references;
- correct layout for an annotated bibliography;
- used an appropriate referencing style;
- correct spelling and grammar.

It will be assessed as Commendable (Pass), Satisfactory (Pass) or Unsatisfactory (Fail).

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Upload your assessment as an MS-Word file in the Assessment 1 link in the Assessment block of the Moodle unit website.

#### **Learning Outcomes Assessed**

- Write using the language of research

#### **Graduate Attributes**

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

## 2 Initial Literature Review

#### **Assessment Type**

Literature Review or Systematic Review

#### **Task Description**

A Literature Review is a written report of previous research, theoretical perspectives and methodological approaches

related to your proposed study. It should document the connections you have made between the source texts that you draw upon and where you position your research among the existent literature. It should demonstrate to the reader that you have engaged with, understood and responded to the relevant body of knowledge underpinning your proposed research project. The Literature Review should **summarise, critically evaluate, synthesise, and clearly link the literature to your proposed project.**

For this assessment it is suggested that you focus upon one aspect of the Literature Review:

- (a) highlight the gap in the existing research that needs to be filled; or
- (b) contextualise your study in the theoretical literature; or
- (c) support the choice of methodology and methods you propose to use in your study.

**Remember to submit a draft of your assessment to your supervisors and allow enough time for them to provide feedback before you submit this assessment for marking.**

#### **Assessment Due Date**

Week 5 Friday (20 Dec 2019) 4:00 pm AEST

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

Week 7 Friday (10 Jan 2020)

Assessments are usually marked and returned in the order they were submitted for marking.

#### **Weighting**

10%

#### **Assessment Criteria**

The full description of the assessment requirements and assessment criteria is available on the Moodle unit website.

The literature review must **not** simply be a review of the content of the references. **You need to demonstrate your ability to critically evaluate and analyse the literature and explain how it is relevant to your proposed research topic.** It would be expected that the literature discovered in this assignment would also be relevant to assessment items 3 and 4 in this unit. It should go beyond being a descriptive annotated bibliography. It should **synthesise the literature into themes.**

#### **Overview of the assessment criteria**

- introduction described the purpose of the literature review and linked the literature review to the proposed research project;
- provided the context for selecting the references and a clear description of the criteria used to select the literature;
- used clear, concise academic writing;
- synthesised the literature into themes and linked each theme to your proposed research topic;
- critical analysis of the references;
- conclusion summed up the major contributions of the literature and clearly identified the significance of the literature to your proposed research topic;
- correct layout for a literature review;
- used an appropriate referencing style;
- correct spelling and grammar.

It will be assessed as Commendable (Pass), Satisfactory (Pass) or Unsatisfactory (Fail).

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Upload your assessment as an MS-Word file in the Assessment 2 link in the Assessment block of the Moodle unit website.

#### **Learning Outcomes Assessed**

- Construct a Literature Review by critically analysing and synthesising references that have been located manually and/or electronically from a variety of sources
- Critique a range of research approaches and paradigms that guide the systematic approach to conducting a research project

## Graduate Attributes

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

## 3 Research Design

### Assessment Type

Research Assignment

### Task Description

This assessment item requires you to build on the research foundations, research processes, research methods and practices that you have explored in this unit. It is expected that by this time you will have a clearly defined research project in consultation with your research supervisor(s). Guided by theory and your examination of the research methodologies used by authors in the references you have analysed, you should be able to formulate a research design for your proposed research project.

You need to describe the overall research strategy that you will employ to integrate the various components of your proposed research project in a logical and coherent manner. The research design must ensure that you will effectively address the research problem you have identified. It must include the research aims and objectives, the research questions and/or hypotheses you propose to answer, and the research methodology, research methods and techniques you intend to use to collect and analyse data for your proposed research project.

Note that hypotheses are not always required. If they are it is usually for Quantitative research.

Some references used in Assessment items 1 and 2 may be further analysed in terms of the research design, methodology and methods/techniques that were utilised to collect and analyse data. This may help you to select the most appropriate research design for your proposed research project, it also allows you to track the research frontier in a specific area of research.

**You should work closely with your supervisory team to construct this assessment. Remember to allow time to submit a draft of your assessment to your supervisors to allow them to provide feedback before you submit this assessment for marking.**

### Assessment Due Date

Week 9 Friday (24 Jan 2020) 4:00 pm AEST

### Return Date to Students

Week 11 Friday (7 Feb 2020)

Assessments are usually marked and returned in the order they were submitted for marking.

### Weighting

15%

### Assessment Criteria

The full assessment specification (requirements and assessment criteria) is available on the Moodle unit website.

### Overview of the assessment criteria:

- a clear description of your proposed research project, aims and objectives;
- appropriateness of your research questions and/or hypotheses;
- the linkage between the proposed research topic and the research design, methodology and methods/techniques;
- analysis and justification of research methods/techniques;
- justification of the suitability of the methods/techniques to the proposed research project;
- conclusion accurately sums up your research design;
- used an appropriate referencing style;
- academic writing style suitable to an RHD thesis;
- correct spelling and grammar.

It will be assessed as Commendable (Pass), Satisfactory (Pass) or Unsatisfactory (Fail).

## Referencing Style

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

## Submission

Online

## Submission Instructions

Upload your assessment as an MS-Word file in the Assessment 3 link in the Assessment block of the Moodle unit website.

## Learning Outcomes Assessed

- Integrate theory into the design of a research project
- Apply critical and analytical skills and academic standards to research project design and thesis writing
- Evaluate data collection and analysis methods

## Graduate Attributes

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

## 4 Confirmation of Candidature (Section A)

### Assessment Type

Research Proposal

### Task Description

This assessment item requires you to complete the equivalent of Confirmation of Candidature (Section A) for your proposed research project. You should draw upon work undertaken in Assessment items 1, 2 and 3 to assist in writing this assessment item. The Confirmation of Candidature (Section A) assessment aligns with the requirements for the Confirmation of Candidature submission as per Central Queensland University's [Confirmation of Candidature Procedure](#). The level of detail required in the Confirmation of Candidature (Section A) assessment will depend on both the nature and level of the research project you are undertaking (i.e. Masters by Research, Doctor Professional Studies, Doctor of Education or Doctor of Philosophy) and other specific requirements required by your research supervisor(s) and the University's policies.

The Confirmation of Candidature (Section A) assessment should be approximately 5,000-10,000 words and contain:

- A Thesis Title, of no more than 25 words, which should be descriptive and unambiguous;
- A Thesis Abstract of no more than 250 words;
- A Table of Contents;
- An Introduction;
- A statement describing the Aims, Objectives, and Research Questions and/or Hypotheses;
- A Review of Literature, which should be conducted within an appropriate analytical framework to provide new knowledge (for example, a systematic, integrative or meta-analysis review), rather than a descriptive summary;
- A statement of the candidate's proposed contribution to the field of research (appropriate to the degree being sought);
- A description of the project methodology, methods and/or research design;
- A thesis plan (chapter outline and identification of prospective publications arising);
- Conclusion; and
- References.

You are encouraged to frequently discuss the development of your Confirmation of Candidature (Section A) with your research supervisor(s). You should also consult University policies and procedures regarding the requirements for the degree in which you are enrolled. Remember to allow time to submit a draft of your assessment to your supervisors to allow them to provide feedback before you submit this assessment for marking.

**Please note, that for this final assessment extensions will be approved in extenuating circumstances only and must be supported by evidence, for example, a Doctor's certificate.**

### Assessment Due Date

Week 12 Friday (14 Feb 2020) 4:00 pm AEST

## Return Date to Students

Certification Day: Friday March 6, 2020

### Weighting

70%

### Minimum mark or grade

Pass

### Assessment Criteria

The full assessment specification (requirements and assessment criteria) is available on the Moodle unit website.

### Overview of assessment criteria:

- the abstract accurately summarises the proposed research project;
- the table of contents contains the main headings and sub-headings;
- the introduction clearly introduces the proposed research project;
- realistic aims and objectives that link to your anticipated outcomes;
- research questions and/or hypotheses that address the research problem;
- critical analysis of the literature;
- an accurate statement of the proposed contribution to the field of research;
- the research design is clearly articulated and justified;
- the appropriateness of the research design/methodology, methods;
- realistic thesis plan;
- the conclusion summarises the main points of the research design;
- use of an appropriate referencing style;
- correct formatting and layout (including the Title Page and electronically generated Table of Contents);
- written in an academic style, correct spelling and grammar.

It will be assessed as Commendable (Pass), Satisfactory (Pass) or Unsatisfactory (Fail).

### Referencing Style

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

### Submission

Online

### Submission Instructions

Upload your assessment as an MS-Word file in the Assessment 4 link in the Assessment block of the Moodle unit website.

### Learning Outcomes Assessed

- Write using the language of research
- Construct a Literature Review by critically analysing and synthesising references that have been located manually and/or electronically from a variety of sources
- Critique a range of research approaches and paradigms that guide the systematic approach to conducting a research project
- Integrate theory into the design of a research project
- Apply critical and analytical skills and academic standards to research project design and thesis writing
- Evaluate data collection and analysis methods
- Create a research proposal.

### 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