



## BUS707 Applied Business Research T324 Brief

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.

Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

### 1. General Information

#### 1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
G.Dip. Bus; M.Acc; MPA	1 trimester	Postgraduate	Dr Evi Lanasier <a href="mailto:evi.lanasier@koi.edu.au">evi.lanasier@koi.edu.au</a> L: Level 1, 545 Kent St. Consultation: via Moodle or by appointment

#### 1.2 Core / Elective

This is a core subject for the above courses.

#### 1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	G. Dip Bus 32; MAcc 48; MPA 64

#### 1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours/week plus supplementary online material	7 hours/week	10 hours/week

\* Total time spent per week at lectures and tutorials

\*\* Total time students are expected to spend per week in studying, completing assignments, etc.

\*\*\* Combination of timetable hours and personal study.

**1.5 Mode of Delivery** Classes will be face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

**1.6 Pre-requisites** Nil

#### 1.7 General study and resource requirements:

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.



- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

*Resource requirements specific to this subject: Students should have a non-programmable scientific calculator. Applications in smartphones will not be sufficient to perform the required calculations. Smartphones and smartwatches will not be allowed in the final exam. As this subject requires the use of statistical software packages to analyse numerical data, students should also have access to and at least a basic level of skill in these areas.*

### 1.8 Academic Advising

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

- Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
- Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
- Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
- Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

## 2 Academic Details



### 2.1 Overview of the Subject







*BUS707 Applied Business Research* provides students with a thorough understanding of the research process and concepts and designs appropriate for applied research problems in their area of study, and builds an awareness and appreciation for ethical issues involved in research. An examination of different methodologies will enable students to select and justify their choice from a range of both quantitative and qualitative methodologies for their research proposal. When undertaken by MPA students, the subject is designed to allow them to develop a research topic and design for their Research Project (BUS710 Research Project).

### 2.2 Graduate Attributes for Postgraduate Courses

Graduates of Postgraduate courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2<sup>nd</sup> edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.





















King's Own Institute's generic graduate attributes for a master's level degree are summarised below:

	KOI Master Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice

	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement, decision-making and accountability required to begin professional practice

## 2.3 Subject Learning Outcomes

Listed below, are *key* knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Apply knowledge of research principles and methods and evaluate their appropriateness to various research problems in business	    
b) Integrate independent research skills through a literature review	    
c) Justify the key considerations for ethics and integrity that relate to an area of business research practice	    
d) Construct and justify a proposal for conducting independent research.	    

## 2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

*Weekly Planner:*

Week (beginning)	Topic Covered in Each Week's Lecture	Reading(s)	Expected work as listed in Moodle
1 28 Oct	Introducing business research and understanding research philosophy	Zikmund et al, Chapter 1 and 4	Assessment brief Tutorial activity: Knowing about applied business research
2 04 Nov	Developing research skills	Saunders and Lewis, Chapter 1	Tutorial activity: Choosing and justifying research topic



3 11 Nov	Choosing research topics	Zikmund et al, Chapter 2	Tutorial activity: Developing research question Research objectives
4 18 Nov	Understanding research ethics	Zikmund et al, Chapter 3	Tutorial activity: Acting ethically
5 25 Nov	The role of theory and literature review	Zikmund et al, Chapter 5 and 6	Tutorial activity: Using internet for background research Evaluating sources <b>Assessment 2 due:</b> Week 5 Sunday 11.59 pm
6 02 Dec	Research design: quantitative and qualitative research	Zikmund et al, Chapter 7 and Chapter 8	Tutorial activity: Using multiple and mixed approach
7 09 Dec	Research methodology and design	Zikmund et al, Chapter 9 and Chapter 10	Tutorial activity: Defending methodology
8 16 Dec	Fieldwork : qualitative data collection	Zikmund et al, Chapter 12, 13, 14	Tutorial activity: Running a focus group. <b>Assessment 3 due</b> Week 8 Sunday 11.59pm
9 06 Jan	Fieldwork: quantitative data collection	Zikmund et al, Chapter 15	Tutorial activity: Constructing Questionnaire
10 13 Jan	Data analysis: qualitative and quantitative data analysis	Zikmund et al, Chapter 18 and 19	Tutorial activity: Presenting to lay audiences <b>Assessment 4 due</b> Week 10 Sunday 11.59pm
11 20 Jan	Writing Research Proposal	Zikmund et al, Chapter 11	<b>Presentation – Batch 1</b>
12 28 (Tue) Jan	Completing and presenting the research	Zikmund et al, Chapter 20	<b>Presentation – Batch 2</b>
13 03 Feb	Study Review Week		
14 10 Feb	Examinations Continuing students - enrolments for T125 open	Please see exam timetable for exam date, time and location	
15 17 Feb	Student Vacation begins New students - enrolments for T125 open		
16 24 Feb	<ul style="list-style-type: none"><li>Results Released</li><li>Review of Grade Day for T324 – see Sections 2.6 and 3.2 below for relevant information.</li><li>Certification of Grades</li></ul> NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T125 3 Mar 2025			
1 03 Mar	Week 1 of classes for T125		



## 2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (1 hour/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (2 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

## 2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

Assessment Type	When Assessed	Weighting	Learning Outcomes Assessed
Assessment 1: Tutorial participation	Weekly	10%	a, b, c, d
Assessment 2 (Individual): Research plan (1,000 words, template provided).	Week 5	15%	a, c, d
Assessment 3 (Individual) Literature Review (2000 words)	Week 8	25%	a, b, c
Assessment 4 (Individual): Methodology Plan & Ethical Consideration – Individual assessment (3000 words) and Presentation (5 minutes) (presentation mark is individual mark)	Plan Week 10  Presentations Week 11 or 12	Written report 40% Presentation 10% Total of 50%	a, b, c, d

*Requirements to Pass the Subject:*

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.



## 2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

### **Prescribed Text:**

Zikmund, W. G., Babin, B.J., Carr, J.C., Griffin, M., and Quinlan, C., 2019. *Business Research Methods*. 2<sup>nd</sup> ed. Cengage.

### **Recommended Reading:**

Alshharari, N.M and As-Shboul, M. 2019. *Evaluating Qualitative Research in Management Accounting using the Criteria of Convincing*. Pacific Accounting Review. Vol 31 (1)

Bebbington. J.m and Unerman, J. 2020. *Advancing Research into Accounting and the UN Sustainable Development Goals*. Accounting, Auditing and Accountability Journal. Vol 33 (7)

Collin, S. 2020. *Skills for Accounting Research*. 4<sup>th</sup> Ed. Cambridge Business Publisher. ISBN 9781618533159

Creswell, J.W, and Creswell, J.D. 2018. *Research Design: Qualitative, Quantitative and Mixed Method*. 5<sup>th</sup> Ed. SAGE Publishing. ISBN 9781506386706

Dyckman, T.R, and Zeff, S.A. 2019. *Important Issue in Statistical Testing and Recommended Improvement in Accounting Research*. Econometrics Vol 9 (2).

Flick,U. 2019. *An Introduction to Qualitative Research*. 6<sup>th</sup> Ed. SAGE Publishing. ISBN 9781526445650

Hair, J.F., Page, M. and Brunsvel, Niek. 2019. *Essentials of Business Research Methods*. 4<sup>th</sup> Ed. Routledge. ISBN 9780367196189

Hennink, M., Hutter,I. and Bailey,A. 2020. *Qualitative Research Methods*. 2<sup>nd</sup> Ed. SAGE Publishing. ISBN 9781473903906

Hesse, A., Glenna, L. and Hinrichs, Cl. 2018. *Qualitative Research Ethics in the Big Data Era*. American Behavioural Scientist. Vol. 63 (3)

Mohajan, H.K. 2018. *Qualitative Research Methodology in Social Science and Related Subjects*. Journal of Economic Development, Environment and People. Vol 7 (1).

Sekaran, U., and Bougie, R. 2019. *Research Methods for Business: A Skill Building Approach*. 8<sup>th</sup> Ed. Wiley. ISBN 9781119561224

Smith, M. 2019. *Research Methods in Accounting*. 5<sup>th</sup> Ed. SAGE Publishing. ISBN 9781526490674

Taylor, L.C. 2018. *Reassessing and Refining Theory in Qualitative Accounting Research : An Illustrative Account of Theorising*. Qualitative Research in Accounting and Management. Vol 15 (4).

Weirich, T.R, Pearson T.C and Churyk, N.T. 2017. *Accounting and Auditing research: Tools and Strategies*. 9<sup>th</sup> Ed. Wiley. ISBN 9781119373742

Williams, M. and Moser, T. 2019. *The Art of Coding and Thematic Exploration in Qualitative Research*. International Management Review. Vo. 15 (1)

### **Useful Websites**

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require **academic peer reviewed journal articles** as sources, you need to access such



sources using the Library database, Ebscohost, or Google Scholar. Please ask in the Library if you are unsure how to access Ebscohost. Instructions can also be found in Moodle.

- Australian Bureau of Statistics – Understanding Statistics website. The Understanding Statistics pages are here to support your statistical literacy development and assist you understand, evaluate and communicate statistical data and information.  
<http://www.abs.gov.au/websitedbs/a3121120.nsf/home/understanding%20statistics>
- A Policymaker's Primer on Education Research – Understanding Statistics Tutorial The USA based Education Commission of the States (ECS) and Mid-continent Research for Education and Learning (McREL) have developed this website, aimed primarily at education research, but it provides good explanations of elements of the subject's content.  
<http://www.ecs.org/html/educationissues/research/primer/understandingtutorial.asp>
- BBC Six-Part Primer on Understanding Statistics in the News In 2008, the BBC ran a six-part primer by Michael Blastland on understanding statistics in the news. Blastland takes on the media's handling of surveys/polls, counting, percentages, averages, causation and doubt. "Wouldn't it be good," Blastland said "to have the mental agility to separate the wheat from the chaff?" He then proceeds, in six weekly articles, to point out the obvious vs. the correct ways to interpret the data. Follow the links on this page to the BBC web site to read Michael Blastland's six-part primer on understanding statistics in the news. [http://www.amstat.org/news/blastland\\_bbcprimer.cfm](http://www.amstat.org/news/blastland_bbcprimer.cfm)
- Electronic Journal of Business Research <http://www.ejbrm.com/main.html>
- Explorable.com – a website explaining many things relating to research. As the website explains about the authors: <https://explorable.com/>
- Free Management Library – Basic Business Research Methods  
<http://managementhelp.org/businessresearch/index.htm?PHPSESSID=5d461796f95ec637100f7f212eb8>
- Wallace, M., & Sheldon, N., (2012). Research ethics in business: a participant observer perspective. In 2nd Annual Australasian Business Ethics Network (ABEN) Conference. "There are several authors writing articles for the website. We are not well-renowned researchers, nor do we wish to profile the website as authoritative. We aim to provide content which is easy to understand and accurate."

### 3. Assessment Details

#### 3.1 Details of Each Assessment Item

*The assessments for this subject are described below. The description includes the type of assessment, its purpose, weighting, due date and submission requirements, the topic of the assessment, details of the task and detailed marking criteria, including a marking rubric for essays, reports and presentations. Supplementary assessment information and assistance can be found in Moodle.*

*KOI expects students to submit their own original work in both assignments and exams, or the original work of their group in the case of group assignments.*

*Note: Other than in exceptional circumstances, Assessment 2 will form the first part of Assessment 3 of this subject. PRIOR to its inclusion in Assessment 3 Research Design and Presentation of the Proposal, students will be expected to make appropriate adjustments if recommended in feedback.*

*The research topic should be generated from one of the following themes:*

- *The implementation on United Nation Sustainability Goals*
- *Circular Economy*
- *International Students*
- *Artificial Intelligence and Machine Learning*
- *Social Media*

*Note: Topics may also be identified from the suggestion for further research from articles published in relevant journal articles. The list of themes above, are only initial suggestions and will be refined and expanded in discussion with tutors/research supervisors.*



### Assessment 1

Assessment Type: Tutorial Participation – Individual

**Purpose:** This assessment is designed to reinforce the subject content taught each week and give students experience in solving problems and issues relating to the development of research questions and proposals. This contributes to learning outcomes a, b, c and d.

Value: 10%

Due Date: Weekly from Week 2 to Week 10, as per the timetable.

Topic: Class Participation

Task Details: Task details will be advised in class

**Marking:** The students are required to participate actively in tutorial activities, the class participation will be assessed by tutors. Quality of the comments will be valued more over quantity. Therefore, considering the importance of the tutorial activities and the fact that the tutorial participation is evaluated, attendance at tutorials is very important.

Student contribution to each tutorial activity will be marked on 0 – 4 scale:

Condition during tutorial	Point awarded
Absent OR present but say nothing	0
Present but say little	1
Present but only able to demonstrate basic concepts of facts/topics	2
Present and able to demonstrate basic concepts of facts/topics and elaborate them	3
Present and provide good insight of facts/topics	4

The class participation will be assessed in 10 weeks (Week 2 to 11) with total achievable mark of 40 marks (scaled down to 10 marks). Please note: simply attending the tutorial without any contribution does not count as participate.

### Assessment 2

**Assessment type:** Proposal – Individual. 1,000 words report (+ 10%).

**Purpose:** The purpose of this assessment is designed to allow students to develop the expertise necessary to formulate practical and usable research questions to resolve business problems and add to business knowledge. This assessment relates to learning outcomes a, c and d.

Value: 15%

Due Date: Week 5 – 11:59 pm Saturday of Week 5.

**Submission:** Upload a soft copy of the report- Word Document (.doc or .docx format) to Turnitin on Moodle. Do not submit PDF documents.

**Topic:** Development of Research Plan.

**Task Details:** This research plan will set a basis for Research proposal in Assessment 4. Following consultation with the lecturer, you should identify problem which may answered by the research. You will be guided towards a suitable research problem/research question in the workshops during week 2 to week 5 (inclusive).

The research topic should be generated from one of the following themes:

- The implementation on United Nation Sustainability Goals
- Circular Economy





- International Students
- Artificial Intelligence and Machine Learning
- Social Media

Note: Topics may also be identified from the suggestion for further research from articles published in relevant journal articles. The list of themes above, are only initial suggestions and will be refined and expanded in discussion with tutors/research supervisors.

The research plan should be presented in the following structure.

- Cover page including Research Title
- Background of the research: Research Statement, Research Importance, Research Gap.
- Research Aim, Research Questions, and Research Objectives
- Review of Literature (Peer-reviewed Journal articles)
- Major Findings from four articles
- List of references that align with Harvard Referencing format

Presentation: 1,000 words ( $\pm 10\%$ ). The word count excludes the cover sheet, and references. Times New Roman 11pt, Calibri 11pt or Arial 10pt, 1.5 lines spacing, Harvard (Anglia) references.

Marks out of 15 will be awarded based on how well the following criteria is addressed:

Criteria	% Marks
Research Overview and Justification: provide an understanding of research statement, research importance, and research gap.	25%
Research Question and Research Objectives: identify research questions and research objectives relevance to the problem identify in research background.	20%
Initial Literature Review: present a foundation of literature review by choosing three relevant articles and summarise the articles.	30%
Managerial Implications: Managerial Implications of the Findings from minimum four articles reviewed in literature review section.	15%
References and referencing skills: Present the research plan in a professional manner with correct referencing	10%

Submission Details: Individual Assessment. Word limit: 1,000 words ( $\pm 10\%$ ) (excluding reference list). You need to state the word count of the assessment on the cover page. The response should be professionally in Arial 10pt or Times New Roman 12pt, single space. Harvard (Anglia) style referencing. Submission deadline Week 5 – Sunday by 11.59pm.

Softcopy to be uploaded Turnitin via Moodle links.

Note: A full Marking Rubric will be provided below and also available in Moodle.



**Marking Rubric Assessment 2: Research Plan – 15%**

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Research Overview and Justification (25 marks)	Research overview is highly unclear and irrelevant with the title of the research.	Research overview is unclear; however, it is relevant with the title of the research, however, no theoretical and empirical justification are	Research overview is clear, and it is relevant with the title of the research, however, it is	Research overview is very clear and relevant with the title of the research. It is also supported by relevant	Research overview is very clear and suitable with faultless and integrated explanation of relevance to the title of the research. It is
Research Question and Research Objectives (20 marks)	Research questions and research objectives are incomplete or insufficiently presented or inappropriate for the topic or vague and too many to cover within	Research questions and research objectives are complete or sufficiently presented and appropriate for the topic, however, there are too many questions to cover within the	Research questions and research objectives are effectively presented, most the questions are relevant with the topic however,	Research questions and research objectives are effectively presented. Most of the questions are relevant with the topic and the number of the questions are reasonable within the	Research questions and research objectives are effectively presented. All of the questions are relevant with the topic and the number of the questions are suitable within the research time constrain
Initial Literature Review (30 marks)	The initial review is not well developed with respect to the effectiveness of the choice of articles and the summary	The initial review is somewhat developed with respect to the effectiveness of the choice of articles and the summary	The initial review is well developed with respect to the effectiveness of the choice of articles and the summary	The initial review is very well developed with respect to the effectiveness of the choice of articles and the summary	The initial review is expertly developed with respect to the effectiveness of the keywords and the choice of articles and the summary
Research Importance & Managerial Implications (15 marks)	There is no discussion on the significance/ contribution of the research from both managerial and theoretical perspective.	There is discussion on the significance/ contribution of the research however, it is only from either managerial OR theoretical perspective.	There is discussion on the significance/ contribution of the research from both managerial & theoretical perspective and the discussion is reasonable	There is discussion on the significance/ contribution of the research from both managerial & theoretical perspective and the discussion is good	There is discussion on the significance/ contribution of the research from both managerial & theoretical perspective and the discussion is excellent.
Reference and referencing skills (10 marks)	The plan has less than 3 references and they do not meet the minimum requirement (2010 onward peer- reviewed articles) and has no in-text citations	The plan has minimum 3 references but some of them do not meet the minimum requirement (2010 onward peer-reviewed articles) and has less than four in-text citation	The plan has more than 3 references and most them meet the minimum requirement (2010 onward peer-reviewed articles),	The plan has more than 3 references and most them meet the minimum requirement (2010 onward peer-reviewed articles), and most in-text citation are used.	The plan has four references and all of them meet the minimum requirement (2010 onward peer-reviewed articles), and most in-text citation are used.
<b>Total mark out of 100</b>					
<b>Assessment mark:</b> ____ / 15	Comment:				



### Assessment 3

**Assessment type:** Structured literature review – Individual. 2,000 words report ( $\pm 10\%$ )

**Purpose:** This assessment is designed to allow students to identify relevant sources for their research and undertake review on theoretical concepts/constructs that has real world business implications. This assessment relates to learning outcomes a, b and d.

**Value:** 25%

**Due Date:** Week 8 – 11:59 pm Saturday of Week 8.

**Submission:** Upload a soft copy to Moodle and Turnitin via Moodle links

**Topic:** Literature review

**Task Details:** Following consultation with the lecturer or tutor, the students research the field to develop literature review relating to the research topic as proposed in Assessment 2. Minimum 8 articles should be used and they must be from 2010 onwards, and all articles must be full papers (not research note or book reviews) sourced from refereed academic journals.

The Literature Review should be presented in the following structure:

Contents	Length (word counts)
Research Questions and Research Objectives – present the research questions and objectives in bullet points (the same as the ones provided in A2).	100 – 150 words
Discussion of major theories, models or streams of influence around this topic - provides evidence that you have gone deeper than your initial search now to find literature that leads you toward answering your research question. The more comprehensive your literature review, the better.	1000 -1200 words
Gap in the Literature - draw the reader's attention to any contrasting views expressed in prior research in this area and give your view of how differing opinions can be brought together to help answer the research question and ultimately resolve the research problem.	400- 500 words
Discuss how the LR has provided you with theoretical bases an answer to your research question(s).	300 words

Marks out of 25 will be awarded based on how well the following criteria is addressed:

Criteria	% Marks
Identification of appropriate body of knowledge	20%
Depth of the literature Search	30%
Quality of the literature used	10%
Structure of the literature review	10%
Clarity on discussion on the gap in the literature	20%
References list and Referencing (in-text citation)	10%

**Submission requirements details:** Individual Assessment. Word limit: 2000 words ( $\pm 10\%$ ) (excluding reference list). You need to state the word count of the assessment on the cover page. The review should be professionally presented using proper headings and sub-headings, in Arial 10pt or Times New Roman 12pt, single space. Harvard (Anglia) style referencing. Submission deadline Week 8 – Sunday by 11.59pm. Softcopy to be uploaded on Turnitin via Moodle links.



### Marking Rubric Assessment 3: Structured Literature Review – 25%

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
<b>Identification of the appropriate body of knowledge</b> (20 marks)	The literature used are irrelevant or poorly-selected sources	The literature used are marginally current and relevant	The literature used are somewhat current and relevant	The literature used are mostly current and relevant	The literature used are all current and relevant
<b>Depth of Literature search</b> (30 marks)	The sources provide insufficient depth	The sources provide a satisfactory depth of contextual understanding	The sources provide a good depth of contextual understanding	The sources provide a very good depth of contextual understanding	The sources provide an excellent depth of contextual understanding
<b>Structure of the literature review</b> (20 marks)	No or little logical structure and difficult to make sense of what is written; significant grammatical or spelling mistakes. Not of a sufficiently high standard for an Postgraduate program	The literature review is sufficiently structured, with sub-sections and logical paragraphing and the literature review is sufficiently well-designed, with discussion or argument at least worthy of reading	The literature review is well-structured, with sub-sections and logical paragraphing and the literature review is well-designed, with interesting discussion or argument that makes for good reading	The literature review is very well-structured, with sub-sections and logical paragraphing, and the literature review is very well-designed, with interesting and well-formulated discussion or argument that makes for very good reading	The literature review is extremely well-structured, with sub-sections and logical paragraphing, and the literature review is exceptionally well-designed, with interesting and well-formulated discussion or argument that makes for compelling reading
<b>Gap in the Literature</b> (20 marks)	The discussion on the gap in the literature is vague and does not demonstrate that the gap has been identified.	The discussion on the gap in the literature is vague however, the gap in the literature has been identified.	The discussion on the gap in the literature is clear and the gap in the literature has been identified with reasonable discussion	The discussion on the gap in the literature is clear and the gap in the literature has been identified with good discussion	The discussion on the gap in the literature is clear and the gap in the literature has been identified with excellent discussion
<b>Quality of the Literature &amp; Referencing Skills</b> (10 marks)	The literature review has less than 8 references and/or more than 8 references and they do not meet the minimum requirement (2010 onward peer-reviewed articles) and has no in-text citations	The literature has 8 references but some of them do not meet the minimum requirement (2010 onward peer-reviewed articles) and has less than 8 in-text citation	The literature has 8 references and most of them meet the minimum requirement (2010 onward peer-reviewed articles), however, less than 8 in-text citation are used.	The literature review has 8 references and most of them meet the minimum requirement (2010 onward peer-reviewed articles), and 8 in-text citation is used.	The literature review has 8 references and all of them meet the minimum requirement (2010 onward peer-reviewed articles), and 8 in-text citation are used.
<b>Total mark out of 100</b>					
<b>Total Assessment mark:</b> _____/ 25	Comment:				

### Assessment 4

**Assessment type:** Report Individual. Methodology Plan and Ethical Consideration – approximately 3,000 words

**Purpose:** This assessment is designed to allow students to present and justify appropriate method(s) for a research project designed to address the research question posed. This assessment relates to learning outcomes a, b and d.

**Value:** 50% (40% Methodology Plan & Ethical Consideration; 10% Presentation 5 minutes including question time.)

**Due Date:** Methodology Plan & Ethical Consideration - Week 11, Sunday by 11.59pm  
Presentations in class during tutorials - Week 11 or Week 12

**Submission:** Methodology Plan & Ethical Consideration – upload a soft copy – Word .doc or .docx to Moodle and Turnitin via links in Moodle. Oral Presentations – in class. Students are to hand a hard copy of their visual aids to the teacher at the beginning of class.

**Assessment topic:** Methodology Plan & Ethical Consideration



**Task Details:** There are two components of the assessment: Written part and Oral presentation

Based on the Research Question developed in Assessment 2, students should develop a research design aimed at providing insights and/or answers to the question.

This assessment requires students to provide two alternative methodology to answer the research questions and finally choose and justify the most appropriate research design, clearly explaining WHY the chosen design will best answer the research question and is most appropriate in the specific circumstances. Students should clearly justify their recommended research and analysis methods. Minimum 10 references are used (six of those references should be a methodological references).

Methodology Plan & Ethical Consideration will contain the following information:

Contents	Length (word counts)
Research Overview and Justification: provide an understanding of research statement, research importance, and research gap.	200 – 300 words
Alternative Methodology 1 – should consist of: <ul style="list-style-type: none"><li>○ Research Approach</li><li>○ Type of Research</li><li>○ Type of Data</li><li>○ Sampling Plan</li><li>○ Data Collection Plan</li><li>○ Data Analysis Plan</li><li>○ Advantages and Limitation of this alternative methodology</li><li>○ Ethical Considerations</li></ul>	1200 words
Alternative Methodology 2 – should consist of: <ul style="list-style-type: none"><li>○ Research Approach</li><li>○ Type of Research</li><li>○ Type of Data</li><li>○ Sampling Plan</li><li>○ Data Collection Plan</li><li>○ Data Analysis Plan</li><li>○ Advantages and Limitation of this alternative methodology</li><li>○ Ethical Considerations</li></ul>	1200 words
Recommendation – discuss which one of the two methodology alternatives is the most suitable and feasible and justify the reason.	400 words

Marks out of 40 will be awarded based on how well the following criteria is addressed:

Criteria	% Marks
The suitability between the presented alternative methodologies with the research questions.	10%
Methodology Plan alternative 1	30%
Methodology Plan for alternative 2	30%
Ethical Consideration	10%
Recommendation	10%
Reference and Referencing skills	10%

**Oral Presentation:** Students are to present their methodological plan to the class as if the audiences had the authority to grant approval for the research to 'go ahead'. Oral presentation should be 5 minutes and supported using appropriate visual aid (template is provided,



downloadable from Moodle). Presentation is scheduled at Week 11 and Week 12.

Contents	No of page
Cover Page: Title of the project, Name and ID	1
Research Questions and Research Objectives – present the research questions and objectives in bullet points.	1
Alternative Methodology 1 – should consist of: Research Approach Type of Data Sampling Plan Data Collection Plan Data Analysis Plan Advantages and Limitation of this alternative methodology Ethical Consideration in using the methodology	2
Alternative Methodology 2 – should consist of: Research Approach Type of Data Sampling Plan Data Collection Plan Data Analysis Plan Advantages and Limitation of this alternative methodology Ethical Consideration in using the methodology	2
Recommendation – discuss which one of the two methodology alternatives is the most suitable and feasible and justify the reason.	1

Marks out of 10 will be awarded based on how well the following criteria is addressed:

Criteria	% Marks
Presentation Structure	20%
Accuracy of the information presented (should align with the information in the written report)	30%
Communication and Presentation skills	20%
Visual aids and presentation slides: use appropriate visual aids or other supporting tools	20%
Presentation duration: present all the required information within the prescribed time frame.	10%

#### Submission Details:

- Individual Assessment
- Oral Presentations should be 5 minutes
- The slides should be supported using appropriate visual, Presentation power point template is provided (downloadable from Moodle).
- Students should not just read their proposal – students reading rather than presenting will find it difficult to pass this part of the assessment.
- Presentation schedule Week 11 and Week 12.





## Marking Rubric Assessment 4: Methodology Plan & Ethical Consideration - 40%

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Suitability between the two alternative methodology with the research question <b>(10 marks)</b>	None of the two presented alternative methodology are not suitable and feasible to answer the research questions.	One of the two presented alternative methodology is suitable and feasible to answer the research questions	Both presented alternative methodology is suitable and feasible to answer the research questions however, it does not justify properly.	Both presented alternative methodology is suitable and feasible to answer the research questions and both have been well justified.	Both presented alternative methodology is suitable and feasible to answer the research questions and both have been well justified.
Research Methodology Plan (Alternative 1) <b>(30 marks)</b>	The proposed methodology is not likely to provide a satisfactory solution to the specified problem. The research design is limited with a vague ethical consideration discussion.	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is adequate and there is a discussion on ethical consideration, however, this requires further work.	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is appropriate and there is a reasonable discussion on the ethical consideration	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is good and there is a clear discussion on the ethical consideration	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is excellent and there is a comprehensive discussion on the ethical consideration
Research Methodology Plan (Alternative 2) <b>(30 marks)</b>	The proposed methodology is not likely to provide a satisfactory solution to the specified problem. The research design is limited with a vague ethical consideration discussion.	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is adequate and there is a discussion on ethical consideration, however, this requires further work.	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is appropriate and there is a reasonable discussion on the ethical consideration	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is good and there is a clear discussion on the ethical consideration	The proposed methodology is likely to provide a satisfactory solution to the specified problem. The research design is excellent and there is a comprehensive discussion on the ethical consideration
Ethical Consideration <b>(10 marks)</b>	There is no discussion on five ethical principle and/or demonstrate misunderstanding of the concept of ethics in human research.	There is discussion on one to two ethical consideration and however, there is some misunderstanding of the concept of ethics in human research.	There is discussion on three to four ethical consideration and demonstrate reasonable understanding of the concept of ethics in human research.	There is discussion on five ethical consideration and demonstrate good understanding of the concept of ethics in human research.	There is discussion on five ethical consideration and demonstrate excellent and comprehensive understanding of the concept of ethics in human research.
Recommendation <b>(30 marks)</b>	There is no practical discussion on which of the two alternative methodologies presented is the most suitable and feasible.	There is a reasonable discussion on which of the two alternative methodologies presented is the most suitable and feasible, however, the recommendation is not justified.	There is a reasonable discussion on which of the two alternative methodologies presented is the most suitable and feasible, and the recommendation is reasonably justified.	There is a good discussion on which of the two alternative methodologies presented is the most suitable and feasible, and the recommendation is well justified.	There is an excellent discussion on which of the two alternative methodologies presented is the most suitable and feasible, and the recommendation is well justified.
Reference and referencing skills <b>(10 marks)</b>	The plan has less than 10 references and they do not meet the minimum requirement (2010 onward peer-reviewed articles) and has no in- text citations	The proposal has 10 references but some of them do not meet the minimum requirement (2010 onward peer-reviewed articles) and has less than 5 in-text citation.	The proposal has 10 references and most of them meet the minimum requirement (2010 onward peer-reviewed articles), however, only between 5 to 7 in-text citation is used.	The proposal has 10 references and most of them meet the minimum requirement (2010 onward peer-reviewed articles), and between 8-10 in-text citation are used.	The proposal has 10 references and all of them meet the minimum requirement (2010 onward peer-reviewed articles), and 10 in-text citation are used.
<b>Total marks out 100</b>					
<b>Total Assessment Mark:</b>  _____/40					



Marking Rubric Assessment 4: Methodology Plan & Ethical Consideration, Oral presentation – 10%

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Presentation structure (17 Julyks)	Not all the required elements are presented. The structure and sequence of information is hard to follow	All required elements (research title, research questions, research design and ethical consideration) are presented, however, the sequence of the information is hard to follow	All required elements (research title, research questions and objectives, research design and ethical consideration) are presented. The sequence of the information is easy to follow, however, limited details are provided.	All required elements (research title, research questions and objectives, research design and ethical consideration) are presented. The sequence of the information is easy to follow, good details are provided.	All required elements (research title, research questions and objectives, research design and ethical consideration) are presented. The sequence of the information is easy to follow, excellent details are provided.
Accuracy of the information presented (30 marks)	The information provided in each required element are inaccurate and do not align with the proposal.	The information provided in each required element are accurate, however, it does not align with the proposal.	The information provided in each required element are accurate and it is aligned with the proposal, however, limited details are provided	The information provided in each required element are accurate and it is aligned with the proposal, and good details are provided	The information provided in each required element are accurate and it is aligned with the proposal, and excellent details are provided
Communication and Presentation skills (17 Julyks)	Inaudible and spoken too quickly or too slowly and many unnecessary pauses.	Mostly audible and reasonably well-paced speech, some unnecessary pausing	Consistently audible an clear voice, well-paced speech and some good use of pausing	Interesting and effective delivery, well-paced and good use of voice (tone and diction) and pausing throughout	An excellent delivery, well-paced and effective. Speaker is entertaining and stimulating, confident and in control.
Visual aids and presentation slides format (17 Julyks)	No or lack of visual aids, presentation slides are poorly formatted.	Basic use of visual aids, presentation slides are readable but need improvement.	Mostly good use of visual aids, presentation slides are appropriately formatted.	Very good use of visual aids, presentation slides are effectively formatted.	Outstanding use of visual aids, presentation slides are professionally formatted.
Presentation duration (10 marks)	Presentation is longer than 5 minutes and only able to present 2 out of 4 required information.	Presentation is longer than 5 minutes and only able to present 3 out of the 4 required information.	Presentation is on time (5 minutes) and all the required information are presented with limited details.	Presentation is on time (5 minutes) and all the required information are presented with reasonable details.	Presentation is on time (5 minutes) and all the required information are presented with excellent details.
Total marks out of 100					
Total Assessment marks  /10	Comment:				

### 3.2 General information about assessment

#### a) Late Penalties and Extensions

An important part of business life and key to achieving KOI's graduate outcome of Professional Skills is the ability to manage workloads and meet deadlines. Completing assessment tasks on time is a good way to master these habits.

Students who miss mid-trimester tests and final exams without a valid and accepted reason may not be granted a deferred exam and will be awarded 0 marks for the assessment item. Assessment items which are missed or submitted after the due date/time will attract a penalty unless there is a compelling reason (see below). These penalties are designed to encourage students to develop good time management practices, and to create equity for all students.

Any penalties applied will only be up to the maximum marks available for the specific piece of assessment attracting the penalty.

Late penalties, granting of extensions and deferred exams are based on the following:



*In Class Tests and Quizzes (excluding Mid-Trimester Tests)*

- Generally, extensions are not permitted. A make-up test may only be permitted under very special circumstances where acceptable supporting evidence of illness, hardship or unavoidable problems preventing completion of the assessment is provided (see section (b) below). The procedures and timing to apply for a make-up test (only if available) are as shown in the section *Applying for an Extension* (see below).
- Missing a class test will result in 0 marks for that assessment item unless the above applies.

*Written Assessments and Video Assessments*

- There is a late penalty of *5% of the total available marks* per calendar day unless an extension is approved (see *Applying for an Extension* section below).

*Presentations*

- Generally, extensions are not permitted. Missing a presentation will result in 0 marks for that assessment item. The rules for make-up presentations are the same as for missing in-class tests (described above).

For group presentations, if serious circumstances prevent some members of the group from participating, the members of the group who are present should make their contributions as agreed. If a make-up presentation is approved, the other members of the group will be able to make their individual presentation later and will be marked according to the marking rubric. A video presentation may be used to facilitate the process.

*Mid-Trimester Tests and Final Exams*

If students are unable to attend mid-trimester tests or final exams due to illness, hardship or some other unavoidable problem (acceptable to KOI), they must:

- Complete the Assignment Extension / Exam Deferment Form available by contacting [academic@koi.edu.au](mailto:academic@koi.edu.au) as soon as possible, *but no later than three (3) working days after the exam date*.
- Provide acceptable documentary evidence (see section (b) below).
- Agree to attend the deferred exam as set by KOI if a deferred exam is approved.

*Deferred exam*

- There will only be one deferred exam offered.
- Marks obtained for the deferred exam will be the marks awarded for that assessment item.
- If you miss the deferred exam you will be awarded 0 marks for the assessment item. This may mean you are unable to pass the subject.

**b) Applying for an Extension**

If students are unable to submit or attend an assessment when due, they must

- Complete the Assignment Extension / Exam Deferment Form available contacting [academic@koi.edu.au](mailto:academic@koi.edu.au) as soon as possible, *but no later than three (3) working days of the assessment due date*.
- Provide acceptable documentary evidence in the form of a medical certificate, police report or some other appropriate evidence of illness or hardship, or a technician's report on problems with computer or communications technology, or a signed and witnessed statutory declaration explaining the circumstances.
- Students and lecturers / tutors will be advised of the outcome of the extension request as soon as practicable.



Please remember there is no guarantee of an extension being granted, and poor organisation is not a satisfactory reason to be granted an extension.

### **c) Referencing and Plagiarism**

Please remember that all sources used in assessment tasks must be suitably referenced.

Failure to acknowledge sources is plagiarism, and as such is a very serious academic issue. Students plagiarising run the risk of severe penalties ranging from a reduction in marks through to 0 marks for a first offence for a single assessment task, to exclusion from KOI in the most serious repeat cases. Exclusion has serious visa implications. The easiest way to avoid plagiarising is to reference all sources.

Harvard referencing is the required method – in-text referencing using Author's Surname (family name) and year of publication. A Referencing Guide, "Harvard Referencing", and a Referencing Tutorial can be found on the right-hand menu strip in Moodle on all subject pages.

An effective way to reference correctly is to use *Microsoft Word's* referencing function (please note that other versions and programs are likely to be different). To use the referencing function, click on the References Tab in the menu ribbon – students should choose *Harvard*.

*Authorship* is also an issue under plagiarism – KOI expects students to submit their own original work in both assessment and exams, or the original work of their group in the case of a group project. All students agree to a statement of authorship when submitting assessments online via Moodle, stating that the work submitted is their own original work.

The following are examples of academic misconduct and can attract severe penalties:

- Handing in work created by someone else (without acknowledgement), whether copied from another student, written by someone else, or from any published or electronic source, is fraud, and falls under the general Plagiarism guidelines.
- Copying / cheating in tests and exams is academic misconduct. Such incidents will be treated just as seriously as other forms of plagiarism.
- Students who willingly allow another student to copy their work in any assessment may be considered to assisting in copying/cheating, and similar penalties may be applied.

Where a subject coordinator considers that a student might have engaged in academic misconduct, KOI may require the student to undertake an additional oral exam as a part of the assessment for the subject, as a way of testing the student's understanding of their work.

Further information can be found on the KOI website.

### **d) Reasonable Adjustment**

The Commonwealth Disability Discrimination Act (1992) makes it unlawful to treat people with a disability less fairly than people without a disability. In the context of this subject, the principle of Reasonable Adjustment is applied to ensure that participants with a disability have equitable access to all aspects of the learning for the subject. For assessment, this means that barriers to their demonstrating competence are removed wherever it is reasonably practical to do so.

Examples of reasonable adjustment in assessment may include:

- provision of an oral assessment, rather than a written assessment
- provision of extra time
- use of adaptive technology.

The focus of the adjusted assessment should be on enabling the student to demonstrate achievement of the learning outcomes for the subject, rather than on the method of assessment.

### **e) Appeals Process**

Full details of the KOI *Assessment and Assessment Appeals Policy* may be obtained in hard copy from the Library, and on the KOI website [www.koi.edu.au](http://www.koi.edu.au) under *Policies and Forms*.



*Assessments and Mid-Trimester Exams:*

Where students are not satisfied with the results of an assessment, including mid-trimester exams, they have the right to appeal. The process is as follows:

- Discuss the assessment with their tutor or lecturer – students should identify where they feel more marks should have been awarded – students should provide valid reasons based on the marking guide provided for the assessment. Reasons such as “*I worked really hard*” are not considered valid.
- If still not satisfied, students should complete an Application for Review of Assessment Marks form, clearly explaining the reasons for seeking a review. This form is available from the KOI website under *Policies and Forms* and is also available at KOI Reception (Kent St, Market St and O’Connell St). The completed Application for Review of Assessment Marks form should be submitted as explained on the form with supporting evidence attached to [academic@koi.edu.au](mailto:academic@koi.edu.au).
- The form must be submitted within *ten (10) working days* of the return of the marked assessment, or within *five (5) working days* after the return of the assessment if the assessment is returned after the end of the trimester.

*Review of Grade – whole of subject and final exams:*

Where students are not satisfied with the results of the whole subject or with their final exam results, they have the right to request a Review of Grade – see the *Assessment and Assessment Appeals Policy* for more information.

An *Application for Review of Grade/Assessment Form* (available from the KOI Website under *Policies and Forms* and from KOI Reception at Kent St, Market St and O’Connell St) should be completed clearly explaining the grounds for the application. The completed application should be submitted as explained on the form, with supporting evidence attached to [academic@koi.edu.au](mailto:academic@koi.edu.au)