

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	RESEARCH DESIGN, MANAGEMENT AND METHODS
Unit ID:	BAHRS4034
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(BAHRS4031)
ASCED:	090399

Description of the Unit:

The purpose of this unit is to provide the student with a foundation for undertaking and completing a research project within their chosen disciplines. Students will learn about a range of research practices used in scholarly research and will refine their understanding of disciplinary research practices to develop their skills in recognising how the design of a research project affects the nature and scope of what is then learned from that research. Graduates will be prepared for advanced professional practice and/or for further research in a higher degree program. The unit consists of a core, interdisciplinary module examining research design, management and methods, as well as a discipline specific methodology and design component.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	✓	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Analyse principles of scholarly research inquiry, including generic, interdisciplinary and discipline-specific knowledge, understanding and application of research skills
- K2.** Recognize analytical techniques relevant to ones discipline and how these can be applied for research purposes
- K3.** Evaluate the quality of research and academic writing at Honours level

Skills:

- S1.** Practice advanced skills in library, web-based, and domain-specific research
- S2.** Analyse and interpret domain-specific data
- S3.** Exhibit ethical and responsible behaviour in conducting discipline-specific research within institutional settings
- S4.** Compose and develop a research logic, method or plan as relevant to the discipline.

Application of knowledge and skills:

- A1.** Formulate and communicate ones own, and others, research ideas effectively in written reports and presentations
- A2.** Apply an understanding of research design, methods, and management techniques directly to ones thesis project.
- A3.** Identify and evaluate evidence appropriate for supporting ones position
- A4.** Relate argument in public speaking

Unit Content:

Topics may include:

- Theories of knowledge (epistemologies, hermeneutics, global knowledges)
- Theories of research and their application (which may include phenomenological, ethnographic, qualitative, exploratory, quantitative, feminist, de-colonising, indigenous, philosophical)
- The application of contemporary socio/political, literary, and cultural theory to critically analyse research models, practices, texts, literature and creative practice
- Existing research methodologies
- Stages of the research process

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and**

assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1-K3, S1-S4	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3, S4, A1	AT1, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, S3, A1, A3	AT1, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S3, A1-A4	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3, S3, A1, A4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3 S1, S4 A1, A2, A3	Essay plan comprising full introduction, detailed annotation of key points and reference list for the student`s major essay	Substantive comparative research essay plan	10-30%
K1, K2 S1, S2, S3 A1, A2, A3, A4	Presentation of one research method relevant to student`s own research project	Presentation	20-30%
K1, K2, K3 S1, S2, S3 A1, A2, A3	A substantial essay analysing how three different methodologies would approach the same research question - at least one of these methodologies must be more commonly used in a discipline that is not the students home discipline	Substantive comparative research essay	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

Other (As per discipline guidelines)

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)