



Course Outline (Higher Education)

School:	School of Health
Course Title:	GUIDED INDEPENDENT STUDY
Course ID:	HCNUR6021
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	HCNUR 6011 or HEASC 4001
Exclusion(s):	HEASC 4002
ASCED:	60399

Description of the Course:

The literature review will involve undertaking individual research study under the guidance of the supervisor(s). This course is designed to help the student understand, interpret, analyse and synthesise information. In-depth reflection about a specific research material related to their area of investigation will be developed, in order for students to construct an appropriate research aim or question for their intended research project.

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

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:**Knowledge:**

- K1.** Examine and evaluate the published research that collectively forms the foundations of a specific research area.
- K2.** Identify the breadth, depth, relevance, limitations and scope of this literature.
- K3.** Refine knowledge of the appropriate dimensions and objectives of the research topic in context of the literature.

Skills:

- S1.** Identify, understand, critically assess and prioritise relevant literature
- S2.** Review and summarise the breadth, depth, relevance, limitations and scope of research publications.
- S3.** Construct a reasoned and concise summary of relevant literature.
- S4.** Compose and write a literature review that provides an informed background to a research project and demonstrates knowledge and comprehension of the research area

Application of knowledge and skills:

- A1.** Prepare a literature review as background to research project
- A2.** Achieve sophisticated knowledge of research literature relating to field of study.
- A3.** Appropriate critical analysis of research literature in field of study

Course Content:

Students will develop the skills needed to effectively research and write a critical literature review. They will develop a detailed understanding of the background to their own research project and its significance in the context of earlier research. The literature review should provide the reader with an accurate overview of a subject area, including a critical analysis of the literature, for example, to inform the reader about strengths, weaknesses and alternative interpretations. The literature review need not be an exhaustive search of all of the published matter relevant to the topic, but it should provide enough background information for the reader to grasp the significance and purpose of the research project.

The literature review is a self-directed learning activity, but students are encouraged to discuss the central themes of their review with supervisors and colleagues and where possible, to read through previous high-ranking examples of literature reviews in their discipline areas. Supervisors will provide guidance in completing the literature review, including commenting on a draft.

Values:

- V1.** Appreciate the value and purpose of the literature in the research process.
- V2.** Value an individual's interpretations and perceptions, but critically assess these in the light of all relevant information and logical thought.

Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		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, K2, K3 S1, S2, S3, S4, A1, A2, A3	AT1
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.	K1, K2, K3 S1, S2, S3, S4, A1, A2, A3	AT1
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.	K1, K2, K3 S1, S2, S3, S4, A1, A2, A3	AT1
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.	K1, K2, K3 S1, S2, S3, S4, A1, A2, A3	AT1
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.	K1, K2, K3 S1, S2, S3, S4, A1, A2, A3	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3 S1, S2, S3, S4 A1, A2, A3	Write a literature review describing and critically evaluating the contributions of various researchers/writers that provide the foundation of the Honours research project.	Written Report/ Literature Review	100%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)