



# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	INQUIRY AND ANALYSIS OF LITERATURE
<b>Unit ID:</b>	HEALT6002
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Unit:

This unit provides students with a framework for supporting the undertaking of research on a topic area of their choice at an advanced level to inform both professional practice in the health context and/or further research. The specific focus of this unit is building knowledge and skills that are central to the development of high level academic writing and the presentation of a critical review of the literature related to a specific area of research or practice interest and the development of expertise. The literature may address a controversy, establish the need for additional research and or identify and define an area of inquiry.

**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

## Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

### Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

#### Knowledge:

- K1.** Appraise and engage different contemporary and historical research philosophies, paradigms and methods of research in a sustained critical context to health care
- K2.** Justify the process and the purpose of an extensive and critical review of the literature for informing a research question
- K3.** Critically reflect on a project topic relevant to a relevant professional discipline area

#### Skills:

- S1.** Critically evaluate the research methods and methodologies used in research papers in the area of health care in the production of a sustained review of inter-disciplinary literature
- S2.** Develop advanced academic expression to communicate research outcomes to an inter-disciplinary audience
- S3.** Synthesize a comprehensive literature review critically evaluating the available literature

#### Application of knowledge and skills:

- A1.** Apply critical analysis skills to the critique of research literature for making informed decisions about the best available evidence
- A2.** Demonstrate competency in the critical appraisal of research and evidence based literature for informing an academic discourse amongst inter-disciplinary peers
- A3.** Synthesize a controversy or identify and define an area of inquiry in a written review of the literature

#### Unit Content:

Topics may include:

- Identifying an area of research/scholarship for consideration
- Formation of a research question and research aims
- Evaluation of the variety of sources of literature
- Introduction to frameworks for informing advanced appraisals of literature
- Implementation of frameworks for informing advanced appraisal of literature
- Developing an advanced review of the literature
- Reporting the findings of the literature review

#### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3,	Undertake a series of reflective exercises upon of a range of discipline specific pieces of research literature selected by the Unit Coordinator inclusive of a breadth of research designs.	Scaffolded & Peer-Reviewed Online Tasks	30 - 50%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Prepare an advanced level critical review and analysis of a body of research literature on a health related topic as selected by the student in consultation with the Unit Coordinator that would be suitable for publication in a discipline specific peer-reviewed journal.	Literature Review	50 - 70%

### 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:

APA

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

Fed Cite - [referencing tool](#)