

# PUB725 Health Research Project A

School: School of Health - Public Health

2026 | Session 5

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This is a research capstone course designed to consolidate your specialist knowledge and skills in designing and communicating research on a public health and/or wellbeing priority. You will work with the teaching staff to plan a significant research project, and independently produce a literature review and research proposal. On successful completion of this course, students enrolled in SC713 will go on to conduct and report on their research project process and outcomes in PUB710 Health Research Project B.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ONLINE</b>			
<b>Online</b> – 5 hours of structured online learning materials plus optional 1-hour online consultation session	6hrs	Week 1	8 times

### 1.3. Course Topics

Identifying a discipline-specific public health and wellbeing priority research topic

A systematic approach to a rapid literature review

Identifying a gap in the literature

Developing a research question

Designing a research proposal to address a research question

Ethical and quality considerations in health and wellbeing related research

Communicating research

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	International Union for Health Promotion and Education
1 Design an independent research project to address a public health and wellbeing priority.	Creative and critical thinker Empowered	B.8
2 Source, assess, critically appraise, and synthesise complex literature and research.	Empowered	A.8, 6.3
3 Apply ethical and quality considerations in designing a research project.	Creative and critical thinker Ethical	B.8, 4.3, 6.2, 9.4

### \* Competencies by Professional Body

CODE	COMPETENCY
INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION	
B.8	The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
A.8	Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
4.3	Use culturally appropriate communication methods and techniques for specific groups and settings
6.2	Use a variety of assessment methods including quantitative and qualitative research methods
6.3	Collect, review and appraise relevant data, information and literature to inform health promotion action
9.4	Use research and evidence-based strategies to inform practice

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

NUR721 or PUB600

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Knowledge of a range of research approaches, and qualitative and quantitative research methods

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

## 6.2. Details of early feedback on progress

In week three (3) feedback can be provided on your draft literature review question and search strategy for Task1 Literature Review. In week six (6) formative feedback can be provided on your research question and research proposal.

## 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Literature Review (or component)	Individual	60%	2500 words (excluding reference list and appendices such as data extraction table)	Week 5	Online Assignment Submission with plagiarism check
All	2	Artefact - Professional, and Written Piece	Individual	40%	Up to 2000 words (excluding appendices)	Week 8	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Rapid Literature Review

<b>GOAL:</b>	To source, assess, critically appraise, and synthesise complex literature and research.																						
<b>PRODUCT:</b>	Literature Review (or component)																						
<b>AUTHORSHIP STATEMENT:</b>																							
<b>FORMAT:</b>	<p>The literature review is for a professional audience/journal and must include:</p> <ul style="list-style-type: none"> <li>*Abstract, introduction, methods/design (inclusion and exclusion criteria, search strategy, critical review process), results with full summary table, discussion (including research gaps identified) and conclusion</li> <li>*Fifteen scholarly references (excluding literature review methodology references)</li> <li>*Full data extraction table as an appendix.</li> </ul> <p>Further details will be made available online.</p>																						
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Appropriateness and comprehensiveness of the literature review search process, including appropriate integration of evidence.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Quality and relevance of literature included in the review, including appropriate integration of evidence.</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Quality of the critical appraisal of the scholarly literature reviewed, including appropriate integration of evidence.</td> <td>2</td> </tr> <tr> <td>4</td> <td>Comprehensiveness of the synthesis of the body of knowledge relevant to the literature review question, including appropriate integration of relevant evidence.</td> <td>1 2</td> </tr> <tr> <td>5</td> <td>Critical insight into knowledge gaps identified, including appropriate integration of evidence.</td> <td>2</td> </tr> <tr> <td>6</td> <td>Quality of scholarly communication, including referencing and appropriate integration of evidence.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Appropriateness and comprehensiveness of the literature review search process, including appropriate integration of evidence.	2	2	Quality and relevance of literature included in the review, including appropriate integration of evidence.	1 2	3	Quality of the critical appraisal of the scholarly literature reviewed, including appropriate integration of evidence.	2	4	Comprehensiveness of the synthesis of the body of knowledge relevant to the literature review question, including appropriate integration of relevant evidence.	1 2	5	Critical insight into knowledge gaps identified, including appropriate integration of evidence.	2	6	Quality of scholarly communication, including referencing and appropriate integration of evidence.	2	
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy																						

## All - Assessment Task 2: Research proposal

<b>GOAL:</b>	To develop an appropriate and rigorous research design to address a public health and wellbeing research gap, and identify and reconcile ethical and quality considerations.		
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	<p>The research proposal will include the following sections:</p> <ul style="list-style-type: none"> <li>*Overview of literature including established research gaps;</li> <li>*Justification for and significance of the research;</li> <li>*Research question/s;</li> <li>*Research design including a description of and justification for your choice of epistemology, theoretical framework, methodology, data collection method(s), data analysis method(s), population/sample, ethical and quality control considerations;</li> <li>*Timeline;</li> <li>*Projected outcomes;</li> <li>*A complete reference list;</li> <li>*Relevant appendices.</li> </ul>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Quality of justification in relation to the need for the research, significance of the research and projected outcomes, including appropriate integration of evidence.	1 3
	2	Appropriateness and accuracy of the proposed research design, including theoretical underpinnings and appropriate integration of evidence.	1 3
	3	Appropriateness of ethical and quality considerations, and relevant strategies to address them and appropriate integration of evidence.	1 3
	4	Comprehensiveness and feasibility of activities and timeline proposed for the effective conduct of the research project.	1 3
	5	Quality of scholarly communication, including appropriate integration of evidence.	1
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy		

### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>THE COMPHP CORE COMPETENCIES FRAMEWORK FOR HEALTH PROMOTION 2011</b>				
All delivery modes	Artefact - Professional, and Written Piece	Research proposal	4.3	Taught, Practiced, Assessed
			9.4	Taught, Practiced, Assessed
			A.8	Taught, Practiced, Assessed
			B.8	Taught, Assessed
	Literature Review (or component)	Rapid Literature Review	6.2	Taught, Practiced, Assessed
		6.3	Taught, Practiced, Assessed	

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Pranee Liamputtong	2022	Research Methods and Evidence-Based Practice	Fourth edition	Oxford University Press

### 8.2. Specific requirements

Students will be required to have a reliable Internet connection, a computer, a microphone headset and a webcam for Technology Enabled Learning and Teaching Activities.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful.

The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)