

# RES400 Research Project Preparation

School: School of Health - Biomedicine

2027 | Trimester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*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 course will equip you with the foundational knowledge and skills to design and articulate a high-quality research proposal. You will learn how to develop clear research questions, conduct comprehensive literature searches, and critically appraise existing evidence to identify knowledge gaps. Through online modules and practical exercises, you will explore research paradigms, formulate research aims, and select appropriate methodological approaches, including qualitative, quantitative, and mixed methods designs. You will also learn about data collection and analysis methods, and how to plan, justify, and communicate your research with confidence and clarity. Working closely with your supervisor, you will, by the end of this course, produce a well-developed research proposal which will form the foundation of your independent research project.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online learning materials in a recorded format with interactive (H5P) modules and formative (revision) quizzes.	2hrs	Orientation week	10 times
<b>Tutorial/Workshop 1</b> – Interactive small class workshops with skill development and collaborative learning.	3hrs	Orientation week	5 times
<b>Independent Study/Research</b> – Work with supervisory team towards the written research proposal, initiation of research project and creation and practice of the proposal oral presentation.	260hrs	Orientation week	Not Yet Determined

### 1.3. Course Topics

1. Planning to undertake a research project
2. Formulating a research proposal
3. Research paradigms and approaches
4. Conducting a comprehensive literature review to identify knowledge gaps
5. Developing research questions and objectives
6. Research approaches and designs
7. Determining research data collection and analysis methods
8. Communicating research plans through written means
9. Communicating research plans through oral presentations
10. Giving, receiving and incorporating feedback effectively

## 2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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

24 units

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

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
<b>1</b> Critically appraise and synthesise scholarly literature relevant to chosen research field to identify existing evidence, knowledge gaps, and theoretical and/or practical frameworks for a proposed study area.	Knowledgeable Information literacy
<b>2</b> Select and justify appropriate research approaches and methodologies, and data collection and analysis methods to address research questions.	Knowledgeable Applying technologies
<b>3</b> Communicate research ideas and proposals clearly and coherently in written and oral forms that demonstrate academic integrity.	Empowered Communication

## 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

Must be enrolled in BH003 or BH004 or BH005 or BH006 or BH007

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

Not applicable

## 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

This course is different to undergraduate courses in that you will work closely with your supervisor to establish a research question and develop the knowledge to support the research. Students will participate in regular supervisory meetings and will have opportunities for workshops or formative feedback sessions as part of the research preparation process.

### 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	Activity Participation	Individual	10%	Multiple elements, approximately 3 hours across 5 workshops.	Throughout teaching period (refer to Format)	In Class
All	2	Artefact - Technical and Scientific, and Written Piece	Individual	60%	4,000 words	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	30%	Presentations should be 10 minutes in duration, followed by 5 minutes for questions.	Refer to Format	In Class

#### All - Assessment Task 1: Preparation and participation in workshop activities

<b>GOAL:</b>	For you to regularly engage in the theoretical and practical components of the course to facilitate your learning and skill development.		
<b>PRODUCT:</b>	Activity Participation		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	In class - refer to Canvas for more information.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Active engagement in workshop discussions and exercises.	1 2 3
	2	Application of theoretical concepts to practical research tasks	1 2 3
	3	Constructive collaboration and reflection on research design principles.	1 2 3
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

### All - Assessment Task 2: Written Research proposal

<b>GOAL:</b>	<p>The purpose of the research proposal is to develop the candidate's capacity to plan and articulate a coherent and feasible research project. The candidate will demonstrate emerging skills and knowledge in research design, critical thinking, and scientific writing. It also enables the candidate to receive constructive and timely feedback at an early stage, supporting refinement of the project's scope, methodology, and feasibility. Through this process, candidates are expected to show measurable progress toward the initiation of their Honours research project.</p> <p>Refer to Canvas for due date.</p>													
<b>PRODUCT:</b>	Artefact - Technical and Scientific, and Written Piece													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	Online Assignment Submission with plagiarism check. Refer to Canvas for due date.													
<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>Critical review and synthesis of relevant scholarly literature</td> <td>1 2 3</td> </tr> <tr> <td>2</td> <td>Justification of research design, methodology, and data collection methods, with some demonstrable progress towards initiation of research project.</td> <td>1 2 3</td> </tr> <tr> <td>3</td> <td>Clear, coherent, and academically sound written communication.</td> <td>1 2 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Critical review and synthesis of relevant scholarly literature	1 2 3	2	Justification of research design, methodology, and data collection methods, with some demonstrable progress towards initiation of research project.	1 2 3	3	Clear, coherent, and academically sound written communication.	1 2 3	
No.		Learning Outcome assessed												
1	Critical review and synthesis of relevant scholarly literature	1 2 3												
2	Justification of research design, methodology, and data collection methods, with some demonstrable progress towards initiation of research project.	1 2 3												
3	Clear, coherent, and academically sound written communication.	1 2 3												
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy													

### All - Assessment Task 3: Oral proposal presentation

<b>GOAL:</b>	<p>The preliminary oral presentation provides an opportunity for candidates to communicate the key elements of their research proposal. Candidates should apply the knowledge and skills gained in Research Methods and Project Planning to present their project's rationale, objectives, methodology, progress to date and expected outcomes.</p> <p>This process allows candidates to demonstrate progress on their research project, articulate their proposal clearly, and receive early formative feedback to refine their project plan.</p> <p>The presentation will be assessed by two internal examiners appointed by the Honours Coordinator.</p>													
<b>PRODUCT:</b>	Oral													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	<p>Preliminary oral presentations will take place during a series of in-person sessions organised for the cohort. All Honours students are required to attend, both to present and to observe. These sessions provide a valuable opportunity to share research proposals, receive feedback, and learn from peers.</p> <p>Refer to Canvas for session dates.</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>Clear articulation of research rationale, objectives, and methods.</td> <td>2 3</td> </tr> <tr> <td>2</td> <td>Logical and professional delivery of presentation.</td> <td>2 3</td> </tr> <tr> <td>3</td> <td>Responsiveness to questions and feedback demonstrating understanding.</td> <td>2 3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Clear articulation of research rationale, objectives, and methods.	2 3	2	Logical and professional delivery of presentation.	2 3	3	Responsiveness to questions and feedback demonstrating understanding.	2 3	
No.		Learning Outcome assessed												
1	Clear articulation of research rationale, objectives, and methods.	2 3												
2	Logical and professional delivery of presentation.	2 3												
3	Responsiveness to questions and feedback demonstrating understanding.	2 3												
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy													

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 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](#)