



Introduction

Welcome

Welcome to **Research Design and Development HLTH 6014**.

This course is undertaken by people from a range of programs. For some people, this course is part of a Master's by coursework degree such as the Master of Sonography. For others, this course is completed as part of a Master's by Research such as the Master of Health Sciences (Research). Regardless of which program you are in, this course provides foundation training and practice in thinking, developing and writing a research proposal. Some of you may not be planning to immediately undertake the research project proposed in your research proposals while other people completing this course will definitely be carrying out the proposed research.

Research planning ALWAYS requires a proposal or a 'research plan'. The research plan is usually a relatively short document which includes a number of standard components. This document which can be provided to peers for comment or funding bodies or institutions for consideration and approval. A proposal is just that - it's a 'proposal'. Until a researcher has approval from an institutional ethics committee (or similar), the proposal usually undergoes a number of iterations, adjustments and modifications as the researcher develops their plan.

The nature of these research plans is reflected in the structure and assessments within this course - not only the content but also the iterative nature of proposal development, the format and word limits.

The course revolves around you and your thinking. Most weeks there will be a short online presentation concerning key points and tips for a component of the research proposal. Each week I will be available for you to run ideas past, trouble shoot and answer queries (prescheduled group Zoom meeting). The learn online site for this course provides detailed additional support and resources for your research work.

Please read this Course Outline carefully and take some time to check out the learn online site. Start thinking about a research topic - what are you interested in? Is there a particular question or issue of interest in your workplace? What might be a useful question to ask?

I look forward to working with you over the study period and hope you find this course rewarding and enjoyable.

Prof Marie Williams

Academic Work Definitions

External mode includes online, distance education, industry placement or directed research. Virtual classrooms are deemed to be an external mode of delivery. External mode does not normally include a face to face component, however some courses offered in external mode may require a small component of on-campus activity, or practical sessions.

The expectations of your activity and preparation for each course will be aligned to the activity being undertaken. For example, if you are studying externally and there are virtual lectures, your preparation would be as listed under the lecture section of this guide.

You may also be supported through online facilitation, with preparation required, and other learning activities provided in your course, that will each have specific preparation requirements for you. These requirements should be set out in individual course guides.

Peer Interaction is usually included in UniSA courses in both external and internal modes of delivery and is considered a critical element of the learning process that may involve activities, projects, discussion forums, presentations, practicals, workshops.

Online facilitation

Student information

Online courses generally require students to independently read, view and/or work through all required materials, including pre-recorded presentations that have been produced and provided to facilitate this form of learning.

Independent online learning is supported by Online Facilitators who supplement online teaching resources by facilitating, monitoring and moderating online forums; answering student queries via virtual office hours or help desks, online dialogue and/or phone conversations, providing formative feedback on your work or explaining comments and marking of your prior work.

Students are expected to be familiar with all relevant course content, including materials provided and assessments, and engage appropriately with facilitators within the timeframes provided.

Course Teaching Staff

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* Please refer to your Course homepage for the most up to date list of course teaching staff.

Contact Details

UniSA Allied Health & Human Performance

Physical Address:	Level 8, Centenary Building UniSA City East Campus Adelaide 5000
Website:	https://www.unisa.edu.au/about-unisa/academic-units/allied-health-and-human-performance/

Additional Contact Details

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My office is located on Level 8, Centenary Building (C7-40).

I am best contacted by email (and always try to respond within 24hrs)

Course Overview

Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

Students will refine and extend competence in scholarly inquiry, literature critique and analysis, and formulation of research questions and hypotheses with consideration of ethical principles.

Course Objectives

On completion of this course, students should be able to:

CO1. Identify and refine a research question and/or problem that has relevance to their health discipline.

CO2. Justify an appropriate research design to investigate the identified research question/problem.

CO3. Situate the research question within a body of literature and present this as a succinct literature review.

CO4. Using an appropriate research design, develop a feasible research proposal to answer the identified research question

CO5. Identify the ethical implications of the proposed research and develop a justification for the potential benefits and risks of the research

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

	Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•	•	•	•	•		•
CO2	•	•	•				•
CO3	•	•	•	•		•	
CO4	•		•				
CO5	•	•	•		•		•

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

Identify a topic for independent research investigation in a health discipline, critical review of literature, formulate a research question and/or hypothesis, develop methodology, consider ethical implications of planned study.

Teaching and Learning Arrangements

External

13 weeks

Unit Value

4.5 units

Student recording of learning activities

Students must seek permission prior to recording any UniSA learning activity. See [A-56 Policy Student recording of learning activities](https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf) (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a56_student-recording-of-learning-activities.pdf)

Breaches of this Policy contravene the principles of academic integrity, and attract the penalties provided in the [Academic Integrity Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/) (<https://i.unisa.edu.au/policies-and-procedures/university-policies/>).

Learning Resources

Textbook(s)

There are no textbooks listed for this course.

Reference(s)

learnonline course site

All course related materials can be accessed through your learnonline course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

learnonline course site

All course related materials are available on your learnonline course site which you will be able to access from the 'my Current Studies' section in myUniSA (<https://my.unisa.edu.au>).

Access to Previous Courses

You will have access to your previous course sites for a period of 4 years. After this time, the course sites will be archived and will be unavailable.

Note: Course readings provided via the University Library are only made available to current students and staff due to licensing and copyright restrictions. Students may download their course readings while they are enrolled in the course for their personal research purposes only.

Assessment

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its qualifications are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

It is an offence for any person or company to provide academic cheating services to students of Australian universities, irrespective of whether the service is provided by an Australian or overseas operator (see [Tertiary Education Quality and Standards Agency Amendment \(Prohibiting Academic Cheating Services\) Bill 2019](https://www.legislation.gov.au/Details/C2020A00078) - <https://www.legislation.gov.au/Details/C2020A00078>). "Academic cheating services" includes providing or undertaking work for students, where that work forms a substantial part of an assessment task.

More information about academic integrity and what constitutes academic misconduct can be found in the [Academic Integrity Policy and Procedure](https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69) (<https://i.unisa.edu.au/policies-and-procedures/university-policies/academic/ab-69>).

To learn more on academic integrity and how to avoid academic misconduct, please refer to the Academic Integrity Module: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Use of generative artificial intelligence

The assessment tasks for this course require you to demonstrate your learning.

It is important to understand that information generated by GenAI tools, such as ChatGPT, Copilot, and DALL-E, may be unreliable, inaccurate, and incorrect. It is your responsibility to comply with the conditions for each assessment task summarised in the assessment description and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.

Use of GenAI tools that extends beyond the stated assessment conditions will be considered a breach of academic conduct, as per the [Academic Integrity Policy \(AB-69\)](#).

Important information about all assessment

All students must adhere to the University of South Australia's [procedures about assessment](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within 15 working days of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (https://asklearnonline.unisa.edu.au/app/answers/detail/a_id/2222/kw/coversheet) and in myUniSA.

Assessment Descriptions

Assessment 1

Single		15% of Course Total			Objectives being assessed:CO1, CO2, CO3		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Assessment 1	No	1000 words	-	6 Oct 2023, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Assessment 1: Research plan (15%)

This assessment encompasses the following course objectives:

1. Identify and refine a research question and/or problem that has relevance to their health discipline.
2. Justify an appropriate research design to investigate the identified research question/problem
3. Situate the research question within a body of literature and present this as a succinct literature review.

Word limit = 1000 words maximum. **Please note there is no minimum word limit but the maximum word limit is 1000 words including in text references; there is no plus or minus 10% for this max word limit and no appendices are permitted.**

This assignment focuses upon your proposed research question, the research design and providing a background rationale -based on a succinct review of the literature review -to provide a rationale for your research question. This assessment will assist you in committing your ideas to paper and will help me understand what you are thinking and planning for your research proposal.. In all research proposals, the research question is a key component. It guides choice of research approach/design and data analysis. While research questions are generally less than 50 words, they take time to craft.

Specific words mean something in terms of research design and data analysis. It's common for researchers to draft and redraft research questions as their research planning and thinking evolves. Even when an entire research proposal is drafted, researchers review and check their research question/s.

Your choice of **research design** should reflect the research question. In this assessment, you'll be asked to provide a rationale for your proposed research design. This means you will need to provide a justification for why your proposed research design / approach is appropriate for the research question. This is not about justifying the importance or value of the proposed research to your discipline area or clinical practice.

In this assessment, you will need to provide **a succinct review of the literature** in order to provide background for your research question. You will need to make decisions about what is most important to include in this review in order for a person to understand the context of your proposed research question. Three important things to note:

- 1) There is a 700 word maximum for this section of the plan (non-negotiable);
- 2) You may choose to use a superscript in-text referencing format and

3) the information needs to be conveyed to a nonspecialist reader, i.e. an intelligent person who does not work in your area of professional specialty [take care with professional jargon and abbreviations].

There is no limit to the minimum or maximum number of references you need to include -but given there is a 700 word max for this section, a rough guide might be in the realm of 10 -15 or less references.

Details concerning the format requirements and a copy of the marking rubric can be found in the course site (Assessments).

Please note: The course facilitator is always available to help clarify issues or discuss queries you may have on any aspect of the assessment but **will not be able to read drafts of the assessments.**

Assessment 2

Single		20% of Course Total			Objectives being assessed:CO5		
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Assessment 2	No	1000 words	-	27 Oct 2023, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Assessment 2 Human Research Ethical implications [20%]

This assessment encompasses the following course objective:

Objective 5: Identify the ethical implications of the proposed research and develop a justification for the potential benefits and risks of the research

Word limit = 1000 words max. Please note there is no minimum word limit but **the maximum word limit is 1000 words including in text references; there is no plus or minus 10% for this max word limit and no appendices are permitted.**

This assignment focuses upon your understanding of the ethical issues associated with your proposed research. Ethical principles come into play across a range of research activities regardless of whether your proposed research project is primary (data does not exist yet) or secondary (data is pre-existing and may have been collected by some-one else). Ethical principles need to be considered for both participants of your proposed research AND researchers-including yourself- involved in the research project.

While some of the ethical issues may be obvious (informed consent, recruitment strategies, ensuring benefits of the research outweigh risk of harm, data integrity), some areas may be less obvious (power imbalances between participants/researchers, data ownership/access/storage). In this assignment you will be asked to provide information for a number of questions derived from the UniSA Human Research Ethics form including information about the potential benefits and risks to research and participants for your proposed project.

Details concerning the format requirements (Assessment 2 proforma template) and a copy of the marking rubric can be found in the course site (Assessments).

Please note: The course facilitator is always available to help clarify issues or discuss queries you may have on any aspect of the assessment but **will not be able to read drafts of the assessments.**

Assessment 3

Single		65% of Course Total		Objectives being assessed:CO1, CO2, CO3, CO4, CO5			
Title	Team work	Length	Duration	Due date (Adelaide Time)	Submit via	Re-Submission	Re-Marking
Assessment 3	No	3000 words	-	24 Nov 2023, 11:59 PM	learnonline	No	No

Further information on re-marking and re-submission is available in the academic policy, AB-68 P4 Re-marking and Re-submission Procedure

Assessment 3: Research Proposal (65%)

This assessment encompasses the following course objectives:

1. Identify and refine a research question and/or problem that has relevance to their health discipline.
2. Justify an appropriate research design to investigate the identified research question/problem
3. Situate the research question within a body of literature and present this as a succinct literature review.
4. Using an appropriate research design, develop a feasible research proposal to answer the identified research question
- 5: Identify the ethical implications of the proposed research and develop a justification for the potential benefits and risks of the research

Word limit = 3000 words max. Please note there is no minimum word limit but **the maximum word limit is 3000 words including in text references; there is no plus or minus 10% for this max word limit and no appendices are permitted.**

During Assignments 1 and 2, you will have the opportunity to develop your research question, the appropriate research design /approach and a preliminary, succinct literature review to provide context to the project. You will have been provided with feedback on these components which influence other aspects of the research proposal and have had opportunities to refine, rethink or modify these components.

This assignment provides the opportunity to write the complete research proposal. Research proposals are usually very succinct documents which provide a 'road map' for the proposed project. There is no 'perfect' research proposal. "Great" research proposals are clearly written, tightly focused, include what is relevant for the specific research approach/design and have consistency between each of their components irrespective of the research aim or question. The standard components of a proposal include aim/research question, research design, background justification, methodological processes (recruitment /data access, data collection, instrument reliability /validity), data analysis, ethical and safety considerations, timeline and references.

Details concerning the format requirements and a copy of the marking rubric can be found in the course site (Assessments).

Please note: The course facilitator is always available to help clarify issues or discuss queries you may have on any aspect of the assessment but **will not be able to read drafts of the assessments.**

Feedback proformas

The feedback proforma is available on your course site.

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Penalties for late submission

Late submission of assessment tasks in this course will result in a penalty unless an extension has been granted or the student can provide evidence of unexpected or exceptional circumstances as defined by Section 7 in the Assessment Policies and Procedures Manual.

The penalty for late submissions will be:

1. a deduction of 10% of the available marks, for each day (or part thereof) that the assignment is late up to a maximum of 5 days. Thus, for an assessment item that is one day late the maximum mark available will be 90%, and for two days late 80% etc. By way of example, if a student achieved a mark of 65% for an assignment that was submitted one day late, their adjusted mark would be 65% of a total available mark of 90%, so the mark would be adjusted to 58.5%.
2. assignments which are more than 5 days late may not be assessed and will be assigned a zero grade inclusive of non-graded pass work. Whether or not an assignment that is more than 5 days late will be assessed will be at the discretion of the Course Coordinator.

Rationale for Late submission of assessment tasks policy

If unexpected or exceptional circumstances (as defined by Section 7 in the Assessment Policies and Procedures Manual) occur that result in late submission, or if an extension has been granted for an assessment item, there will be no penalty.

However, where no extension has been granted, and there were no unexpected or exceptional circumstances that resulted in late submission a penalty will be applied. This is to prevent students from seeking to obtain an unfair advantage, compared with their peers, by having more time to complete an assessment item.

It was considered that if a student were to work on an assessment item for one day they might be able to improve their mark by 10%, so a 10% penalty has been applied to offset any such advantage that might be gained.

The 10% deduction will be from the available mark rather than the achieved mark to ensure equity between students.

By way of example:

- 1) If a student achieved a mark of 77 (Distinction), but the assessment item was submitted two days late, their grade becomes 77% of 80 = 61.6 which is a true 20% reduction. If the 20% deduction were applied to the achieved mark this would be $77\% - 20\% = 57\%$, which would actually represent a 26% reduction of their achieved grade.
- 2) If a student achieves a mark of 54 (P2) and is 2 days late in submitting the assessment item, their grade becomes 54% of 80 = 43.2 which is a true 20% reduction. If the 20% deduction were applied to the achieved mark this would be $54\% - 20\% = 34\%$ which represents an actual 37% reduction of their achieved grade.

Thus, if the deduction were applied to the achieved mark both students would experience a different real deduction depending on the actual mark they achieved. Thus, in the interest of student equity the deduction will be taken from the available mark.

Exam Arrangements

This course does not have an exam

Deferred Assessment or Examination

Deferred assessment or examination is available for this course.

Supplementary Assessment

Supplementary assessment or examination has not been approved for this course.

Special Consideration

Special consideration is available for this course.

Variations to assessment tasks

Details for which variation may be considered are discussed in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

More information about variation to assessment is available in the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) (<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See the [Variations to Assessment Procedure](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/> and Policy C7 [Students with Disability](https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/) at: <https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-7/>

Students who require variations or modifications to standard assessment arrangements must first register for an Access Plan with the UniSA Access & Inclusion Service. It is important to contact the Access & Inclusion service early to ensure that appropriate support can be implemented or arranged in a timely manner.

Students who wish to apply for an Access Plan must book an appointment with a UniSA Access & Inclusion Advisor by contacting Campus Central or via the Online Booking System in the Student Portal. For more information about Access Plans please visit: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Once an Access Plan has been approved, students must advise their Course Coordinator as early as possible to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students are advised there are also strict deadlines to finalise Access Plan arrangements prior to examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Action from previous evaluations

Based on feedback from previous students undertaking this course and a review of programs where this course is included, the following amendments have been made:

- 1) change of course name from Minor Thesis 1 to Research Design and Development
- 2) Update of content and inclusion of principles of Human Research Ethics requirements
- 3) Review of content and assessments to increase authenticity of process and format for research proposals
- 4) Timing and format of assessment have been modified to provide students with initial feedback on the components of the proposal, relevant ethical considerations and implications

Course Calendar

Study Period 6 - 2023

	Weeks	Topic	Assessment Details (Adelaide Time)	Public Holidays
	04 - 10 September	Orientation -Course site open [explore and navigate the course site]		
	11 - 17 September	Orientation -Course site open [explore and navigate the course site]		
1	18 - 24 September	Research ideas [feasibility concept]		
2	25 September - 1 October	Crafting research aims and research questions		
3	02 - 8 October	Research designs appropriate for your question	Assessment 1 due 06 Oct 2023, 11:59 PM	Labour Day 02 Oct 2023
4	09 - 15 October	HREC principles and issues /Data storage /IP		
5	16 - 22 October	Recruitment participants/ accessing data sets [consent/permissions] / eligibility		
6	23 - 29 October	Measures /variables / data	Assessment 2 due 27 Oct 2023, 11:59 PM	
7	30 October - 5 November	Data analysis principles		
8	06 - 12 November	Drop in session (Questions)		
9	13 - 19 November	Drop in session (Questions)		
10	20 - 26 November	Drop in session (Questions)	Assessment 3 due 24 Nov 2023, 11:59 PM	
11	27 November - 3 December			
12	04 - 10 December			