Unit Outline Semester 1, 2013
Faculty of Business Government & Law

Unit Title: Problem Evaluation & Resolution
Foundation C

Unit Number: 8730
This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies*, which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at (scroll to bottom of page) [http://www.canberra.edu.au/student-services](http://www.canberra.edu.au/student-services)

b) *UC Guide to Student Services*, and is available at (scroll to bottom of page) [http://www.canberra.edu.au/student-services](http://www.canberra.edu.au/student-services)

c) Any additional information specified in section 6h.

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### 1: General Information

1a **Unit title** Problem Evaluation & Resolution

This unit builds on the generic and academic skills student develop in *Problem Analysis and Statistics*. It is applied across all the Faculty of Business and Government undergraduate degrees. 50% will be quantitative based research methods, which will enable students to analyse primary data in order to make more effective and evidence based decisions. The other 50% of the unit syllabus will be qualitative enabling research design and application in order to gather and analyse primary data for problem evaluation and resolution.

1b **Unit number:** 8730

1c **Teaching Period and year offered**

Semester 1, 2013

1d **Credit point value**

3 Credit Points

1e **Unit level**

Foundation Unit level C, Years 1 & 2

1f **8730 Contact Email address: Please use this to email the teaching team**

8730ProblemEvaluation&ResolutionUnit@canberra.edu.au

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Name of Unit Co -Convener or Unit Contact Person and contact details (including telephone and email)

<table>
<thead>
<tr>
<th>Convener</th>
<th>Co -Convener</th>
<th>Senior Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Phillips (BGL)</td>
<td>Dr Judith Ascione (ISE)</td>
<td>Caroline Doyle</td>
</tr>
<tr>
<td><a href="mailto:Diane.Phillips@Canberra.edu.au">Diane.Phillips@Canberra.edu.au</a></td>
<td><a href="mailto:Judith.Ascione@canberra.edu.au">Judith.Ascione@canberra.edu.au</a></td>
<td><a href="mailto:Caroline.Doyle@Canberra.edu.au">Caroline.Doyle@Canberra.edu.au</a></td>
</tr>
<tr>
<td>Phone: 6206 3815</td>
<td>Office Location: 11C20</td>
<td>Office Location:</td>
</tr>
<tr>
<td>Office Location: 6B12</td>
<td>Phone: 6201 2044</td>
<td>Phone:</td>
</tr>
<tr>
<td>Consultation times: Mon 10.00 am- 2.00 pm &amp; Wed 10.00 am- 2.00 pm</td>
<td>Consultation times: TBA</td>
<td>Consultation times: TBA</td>
</tr>
</tbody>
</table>
Administrator contact details

Faculty of Business, Government & Law Administration Office: 6C38
Tel: 6201 8810
Email: BGLAdminEnquiries@canberra.edu.au

1g E-mail communication

The University provides you with a student e-mail address. The University uses this address for official correspondence and it is used for Moodle access. Use of non-student e-mail addresses to communicate will lead to delay or non-response. You are strongly advised to check your student e-mail account regularly for new messages. Information on how to access your student e-mail and how to re-direct it to your private e-mail account is available at: http://www.canberra.edu.au/itm/student-support/communication/email

When communicating by e-mail please use the same thread for the same topic otherwise confusion and errors may arise.

If the unit convener has set up a private contact facility on the Moodle site for this unit you are expected to use that to ask questions about this unit.

2: Academic Content

2a Unit description and learning outcomes

Generic skills

This unit is just one component of your degree studies. Across the whole course leading to your degree you are expected to develop skills and attributes across five generic areas – see http://www.canberra.edu.au/learning-teaching/student-support/uc-graduate-attributes.

It is not expected that all generic skills will be equally dealt with in the one unit.

This unit concentrates on particular generic skills as indicated below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication - The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries.</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>2. Analysis and inquiry - The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way.</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>3. Problem solving - The ability to apply problem-solving process in novel situations; to identify and analyse problems then formulate and implement solutions.</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>4. Working independently and with others - The ability to plan their own work, be self-directed and use interpersonal skills and attitudes to work collaboratively.</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>5. Professionalism &amp; social responsibility - The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment.</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>6. Personal attributes - Individuals entering our programs bring with them a diversity of attributes and experiences. As students of the University they will develop the qualities of critical thinking, curiosity and reflective practice. They will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, they will continue to learn and thrive in environments of complexity, ambiguity and change</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
</tbody>
</table>
Unit Outcomes
On completion of this unit, students will be able to
1. Determine what primary data needs to be collected in order to provide an appropriate evidence base for a decision;
2. Discuss the implications of alternative methods of data collection and interpretation and use this for determining appropriate data collection;
3. Develop research designs for the collection of quantitative and/or qualitative data;
4. Analyse and interpret data collected across a variety of units in order to select strategies and plans; and
5. Summarise and present complex data graphically and statistically either manually or by computer package.

2c Prerequisites and/or co-requisites
Prerequisite 8732 Problem Analysis and Statistics
Assumed knowledge: Basic Mathematics, approx. to Year-10 High School standard

3: Delivery of Unit and Timetable

3a Delivery mode

This unit will be delivered in traditional mode; that is, on-campus in standard undergraduate semesters with weekly face-to-face lectures and tutorials throughout the semester, which runs from 4 February (week 1) to 10 May (Week 14) 2013. The week beginning 25 March (Week 8) is a class free period.

You should attend both lectures each week. The first lecture is held on Tuesday commencing at 14:30. The second lecture is held on Wednesday commencing at 11:30. Each lecture is an hour long. A recording of each week’s lectures will be available on the unit Moodle site (see section 4c) if you are unable to attend the lecture due to illness or some other emergency. However, it is strongly recommended that you make every effort to attend the lectures in person each week. The timetable will also be placed on the unit Moodle site.

You should also attend a tutorial each week. The tutorial groups meet at various times during the week. You need to register for a tutorial online through MyUC, then consult the tutorial lists (also available through MyUC) to confirm which tutorial you have been allocated. You should enrol in a tutorial for a timeslot that does not conflict with other regular commitments such as work or sporting activities.

In general, the material covered in tutorials will apply and reinforce material covered in lectures in the previous week. The tutorial in Week 1 will include revision of assumed knowledge from the unit 8732 to ensure students have the basic knowledge and skills they will need.

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics (Information might be provided in the form of a table)

Key topics:
- Overview of the research process
- Critical thinking in research
- Planning & designing research projects
- Literature reviews
- Overview of ethics
- Qualitative research methodology & methods
- Qualitative field work Interviews and Focus groups
- Quantitative research methods & measurement
- Questionnaire Design and Experiments
- Sampling & sampling distributions (e.g., sample size selection; confidence intervals)
- Inferential statistics: hypothesis testing (e.g., hypothesis testing principles; choice of test)
- Chi-square & contingency table analysis
- Comparing means: t-tests
- Simple linear regression
- Mixed methods
- Pulling it all together & evaluation
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorials</th>
<th>Text book chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Lecture 1</td>
<td>Introduction Introduction &amp; Overview, Moodle and Assessment Research Process and Proposal Overview</td>
<td>Harvard Case Study Approach Weekly Case Work –Assessment 1 <strong>Individuals marks</strong> per case response Feedback is discussed in the next tutorial /workshop 20 mins each week. Weekly Assessment 1 hour Commences Week 1 10 marks given individually each week</td>
<td>Babbie, E,(2011), The basics of Social Research, 5th Edition Wadsworth Cengage Learning, Part 1, Chapters 1, Human Inquiry and Science &amp; Chapter 2, Paradigms Theory and Research.</td>
</tr>
<tr>
<td>Week 1 Lecture 2</td>
<td>Statistics review from 8732 What is Quantitative research</td>
<td>Assessment Review Statistics revision</td>
<td>Review material from PAS, Berenson et al Chapters 1-6</td>
</tr>
<tr>
<td>Week 2 Lecture 1</td>
<td>The importance of Research Skills Research Ethics</td>
<td>Harvard Case Study Approach Weekly Case Work –Assessment 1 <strong>Individuals marks</strong> per case response Feedback is discussed in the next tutorial /workshop 20 mins each week. 10 marks given individually each week</td>
<td>Babbie, E,(2011), The basics of Social Research, 5th Edition Wadsworth Cengage Learning, Part 1, Chapter 3, The Ethics and Politics of Social Research</td>
</tr>
<tr>
<td>Week 2 Lecture 2</td>
<td>Planning &amp; designing research projects (ii) Quantitative research methods &amp; measurement</td>
<td>Harvard Case Study Approach Weekly Case Work –Assessment 1 <strong>Individuals marks</strong> per case response Feedback is discussed in the next tutorial /workshop 20 mins each week. 10 marks given individually each week Research Ethics</td>
<td>Mitchell. Mark. L, &amp; Jolley, J.M (2010), Chapter 3, Generating and Refining research. Hypotheses, Research Design Explained Babbie, E,(2011), Part 3, Chapter 8, Experiments and Chapter 9, Survey research</td>
</tr>
<tr>
<td>Week 3 Lecture 1</td>
<td>Approaches to research Planning &amp; designing research projects The big picture The process: Qualitative Quantitative and Mixed Methods research design more in-depth Survey design</td>
<td>Harvard Case Study Approach Weekly Case Work –Assessment 1 <strong>Individuals marks</strong> per case response Feedback is discussed in the next tutorial /workshop 20 mins each week. 10 marks given individually each week Survey questions</td>
<td>Babbie, E,(2011), Part 2, Chapter 4, Research Design</td>
</tr>
<tr>
<td>Week 3 Lecture 2</td>
<td>Questionnaire design overview in <strong>Survey monkey</strong> Questionnaire design * What should be asked? Wording &amp; sequence of questions * introductory remarks &amp; instructions * layout * pretesting the questionnaire * administering the questionnaire</td>
<td></td>
<td>Berenson et al Chapter 7.5 This is not a good reference. Another book would be needed.</td>
</tr>
<tr>
<td>Week 4 Lecture 1</td>
<td>Literature review</td>
<td>Harvard Case Study Approach Weekly Case Work –Assessment 1</td>
<td>Mitchell. Mark. L, &amp; Jolley, J.M (2010), Chapter 1</td>
</tr>
</tbody>
</table>
| Week 4 Lecture 2 | Sampling distributions  
Sample size selection  
Confidence intervals |
|------------------|------------------------------------------------|
| Feedback is discussed in the next tutorial  
/workshop 20 mins each week.  
10 marks given individually each week  
Designing your research: methodology and methods |
| Berenson et al Chapter 7.1 – 7.3 Chapter 8.1-8.4 |

| Week 5 Lecture 1 | Qualitative research methodology  
Qualitative data collection  
Methodology & methods |
|------------------|------------------------------------------------|
| Harvard Case Study Approach  
Weekly Case Work –Assessment 1 |
| Babbie, E.,(2011), Basics of  
Social Research, Chapter 10 |

| Week 5 Lecture 2 | Sampling distributions  
Sample size selection  
Confidence intervals |
|------------------|------------------------------------------------|
| Feedback is discussed in the next tutorial  
/workshop 20 mins each week.  
10 marks given individually each week |
| Berenson et al Chapter 7.1 – 7.3 Chapter 8.1-8.4 |

| Week 6 Lecture 1 | Qualitative research methodology  
Qualitative data collection  
Methodology & methods |
|------------------|------------------------------------------------|
| Harvard Case Study Approach  
Weekly Case Work –Assessment 1 |
| Babbie, E.,(2011), Part 2,  
Chapter 4, Research Design |

| Week 6 Lecture 2 | Inferential statistics:  
thinking behind hypothesis testing  
* Hypothesis testing principles. |
|------------------|------------------------------------------------|
| Feedback is discussed in the next tutorial  
/workshop 20 mins each week.  
10 marks given individually each week  
Qualitative methodology and methods |
| Berenson et al Chapter 9.1 |

<table>
<thead>
<tr>
<th>Week 7 Lecture 1</th>
<th>Introduction to qualitative research methods and analysis</th>
</tr>
</thead>
</table>
| Harvard Case Study Approach  
Weekly Case Work –Assessment 1 |
| Babbie, E.,(2011), Qualitative Field Research  
and Chapter 13, Qualitative Data Analysis, |

| Week 7 Lecture 2 | * Z test  
* Single Sample Proportions |
|------------------|------------------------------------------------|
| Feedback is discussed in the next tutorial  
/workshop 20 mins each week.  
10 marks given individually each week  
Hypothesis testing principles and z tests |
| Berenson et al Chapter 9.2,  
9.3, 9.5 |

| Week 8 | Master class workshop  
TBA |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Make sure you have read up to week 7 readings</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9 Lecture 1</th>
<th>Document review &amp; focus groups</th>
</tr>
</thead>
</table>
| Harvard Case Study Approach  
Weekly Case Work –Assessment 1 |
| Online reading posted |

<table>
<thead>
<tr>
<th>Week 9 Lecture 2</th>
<th>Chi-square &amp; contingency table analysis</th>
</tr>
</thead>
</table>
| Individuals marks per case response  
Feedback is discussed in the next tutorial  
/workshop 20 mins each week.  
10 marks given individually each week |
| Berenson et al Chapter 11 |

<table>
<thead>
<tr>
<th>Week 10 Lecture 1</th>
<th>Observation &amp; in-depth interviews</th>
</tr>
</thead>
</table>
| Harvard Case Study Approach  
Weekly Case Work –Assessment 1 |
| Online Reading Posted |

<table>
<thead>
<tr>
<th>Week 10 Lecture 2</th>
<th>Inferential statistics: hypothesis testing t-tests</th>
</tr>
</thead>
</table>
| Individuals marks per case response  
Feedback is discussed in the next tutorial  
/workshop 20 mins each week. |
<p>| Berenson et al Chapter 9.4 |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Actioning qualitative research methods and analysis</th>
<th>Harvard Case Study Approach Weekly Case Work –Assessment 1</th>
<th>Berenson et al Chapter 101, 10.2,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>10 marks given individually each week Chi-squared tests and t-tests</td>
<td>Individuals marks per case response Feedback is discussed in the next tutorial /workshop 20 mins each week. 10 marks given individually each week Doing focus groups and interviews</td>
<td>Berenson, ML, et al, 2010, Chapter 11, Chi – Square Tests and Two Sample Parametric Tests. Basic Business Statistics 2: Concepts and Applications,</td>
</tr>
<tr>
<td>Week 11</td>
<td>Two sample t tests.</td>
<td></td>
<td></td>
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<tr>
<td>Lecture 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Mixed methods – Qualitative and Quantitative research drawing all the threads together</td>
<td>Harvard Case Study Approach Weekly Case Work –Assessment 1</td>
<td>Rubin, A &amp; Babbie, E, (Essential Research methods for social work, Chapter 3, Quantitative and Qualitative and Mixed Methods of Inquiry.</td>
</tr>
<tr>
<td>Lecture 1</td>
<td>Individuals marks per case response Feedback is discussed in the next tutorial /workshop 20 mins each week. 10 marks given individually each week Doing focus groups and interviews</td>
<td></td>
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</tr>
<tr>
<td>Week 12</td>
<td>Linear regression Two sample tests</td>
<td></td>
<td>Berenson et al Chapter 12</td>
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<tr>
<td>Lecture 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lecture 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Linear regression</td>
<td>Review &amp; revision of 8730 Exam preparation and overview of course</td>
<td>Berenson et al Chapter 12</td>
</tr>
<tr>
<td>Lecture 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td>Review &amp; revision of 8730 Tutorial Linear regression including hypothesis testing</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
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</tr>
<tr>
<td>Lecture 1</td>
<td>Review &amp; revision of 8730 Exam preparation and overview of course</td>
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<tr>
<td>Lecture 2</td>
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</tbody>
</table>

4: Unit Resources

4a: Lists of required texts/readings

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Research and Statistics</td>
<td>Kelley, P, Statistics Quick Reference. This can either be bought at the UC Co-op book shop or downloaded from Moodle.</td>
</tr>
</tbody>
</table>
4b Materials and equipment

You will require a scientific pocket calculator to undertake routine calculations. It is **essential** to have a model that will calculate standard deviations and simple regressions. Calculators of this type typically have keys marked $\sum x$, $\sum y$, $\sum x^2$, $\sum y^2$ and $s_x$, $s_y$ or $\sigma_x$ and $\sigma_y$. You can purchase a suitable scientific calculator from newsagencies, Dick Smith and some department stores. At least one workshop on the use of scientific calculators will be held at an appropriate time during the semester. You will also find information on the different types of calculators on Moodle.

The use of scientific calculators is permitted during all assessment items, including in the final examination. Graphics calculators are just a particular type of scientific calculator and so are allowed.

You will also require access to Excel (Windows or Mac) the internet and to a printer. If you do not have your own computer you can use the computers in Buildings 6 and 11.

4c Unit website:

Unit materials and announcements are available through the unit’s Moodle site, which you should access and read at least twice a week.

To access the site:

- go to the UC home page at www.canberra.edu.au
- under the Student Tools box select LearnOnLine (Moodle)
- log in using your student ID and password
- **Problem Evaluation & Resolution (8730), Semester 2, 2012** should be displayed (along with other units in which you are enrolled that use Moodle); if not displayed your enrolment in the unit is not correct and you will need to amend this through Student Administration
- click on **Problem Evaluation & Resolution (8730), Semester 2, 2012**
- unit materials will be displayed under several self-explanatory icons

Copies of the notes with similar materials to that used in lectures will be posted to the Moodle site, as well as a considerable amount of additional material designed to help you with the unit. You should spend some time perusing the site to see what is available.
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter grade</th>
<th>Numerical grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>HD</td>
<td>85% - 100%</td>
</tr>
<tr>
<td>Distinction</td>
<td>DI</td>
<td>75% - 84%</td>
</tr>
<tr>
<td>Credit</td>
<td>CR</td>
<td>65% - 74%</td>
</tr>
<tr>
<td>Pass</td>
<td>P</td>
<td>50% - 64%</td>
</tr>
<tr>
<td>Fail</td>
<td>N</td>
<td>0% - 49%</td>
</tr>
<tr>
<td>Ungraded pass</td>
<td>UP</td>
<td>50% - 100%</td>
</tr>
</tbody>
</table>

### Generic Descriptors for Grading

<table>
<thead>
<tr>
<th>Designated grade</th>
<th>Verbal description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (HD)</td>
<td>Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.</td>
</tr>
<tr>
<td>Distinction (DI)</td>
<td>Work of superior quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.</td>
</tr>
<tr>
<td>Credit (CR)</td>
<td>Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit.</td>
</tr>
<tr>
<td>Pass (P)</td>
<td>Work showing a satisfactory achievement of the learning outcomes of the unit.</td>
</tr>
<tr>
<td>Ungraded pass (UP)</td>
<td>Work showing achievement of the learning outcomes of the unit to a satisfactory level or better.</td>
</tr>
<tr>
<td>Fail (NW, NX, NC or NN)*</td>
<td>Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of pass.</td>
</tr>
</tbody>
</table>

### Penalties for assignments

Extensions will only be granted as per University of Canberra’s deferred examination policy. For assignments this will be 5% per day late. Please use the extension request form online ([https://guard.canberra.edu.au/policy/Academic/Assessment](https://guard.canberra.edu.au/policy/Academic/Assessment))
## 5: Assessment

### 5a Assessment overview

- **Students must attempt all assessments to pass this unit.**

<table>
<thead>
<tr>
<th>Assessment Item (including exams held in the exam period)</th>
<th>Due Date of Assignments</th>
<th>Weighting (Total to equal 100%)</th>
<th>Addresses Learning Outcome(s)</th>
<th>Related Generic Skill(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Individual assignment&lt;br&gt;Weekly cases - 10 Marks per weekly activity.&lt;br&gt;We will take the best 10 out of 12 marks. Online Sunday night by midnight.</td>
<td>Individual work posted online each week (weeks 1-12) by 23.55 pm&lt;br&gt;If you post this as Group work you will gain ZERO marks.</td>
<td>Harvard Case Study Approach (10%)&lt;br&gt;Weekly Individual work as per the weekly topic.&lt;br&gt;10 Marks per weekly hand in activity (10%).&lt;br&gt;Each week feedback will be given orally and discussed in the next tutorial/workshop 15/20 mins each and this will count toward your participation mark (See assessment 4). See marking matrix on moodle</td>
<td>Determine what primary data needs to be collected in order to provide an appropriate evidence base for a decision;&lt;br&gt;Discuss the implications of alternative methods of data collection and interpretation and use this for determining appropriate data collection;&lt;br&gt;Develop research designs for the collection of quantitative and/or qualitative data;&lt;br&gt;Determine what primary data needs to be collected in order to provide an appropriate evidence base for a decision; Summarise and present complex data graphically and statistically either manually or by computer package.</td>
<td>Communication&lt;br&gt;Analysis and inquiry&lt;br&gt;Problem solving&lt;br&gt;Working independently and with others&lt;br&gt;Professionalism and social responsibility&lt;br&gt;Personal attributes</td>
</tr>
<tr>
<td><strong>Assessment 2:</strong> Finalised collated version of group research report completed.&lt;br&gt;Groups of 3-5</td>
<td>Sunday the 5th of May by 23.55 pm of week 13</td>
<td>30% total Completed Research Report. All work collated, summarised, and abstract, introduction, conclusions and references completed. See marking matrix on moodle</td>
<td>Analyse and interpret data collected across a variety of units in order to select strategies and plans; and Summarise and present complex data graphically and statistically either manually or by computer package.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment 3:</strong> Workshop and Tutorial Participation. This means active learning, discussion in all classes. See marking matrix on moodle</td>
<td>Week 14 by tutors &amp; lecturers</td>
<td>Tutorial Participation 14 weeks (10%) in Total&lt;br&gt;See marking matrix on moodle</td>
<td>Develop research designs for the collection of quantitative and/or qualitative data;&lt;br&gt;Analyse and interpret data collected across a variety of units in order to select strategies and plans; and Summarise and present complex data graphically and statistically either manually or by computer package.</td>
<td>Communication&lt;br&gt;Analysis and inquiry&lt;br&gt;Problem solving&lt;br&gt;Working independently and with others&lt;br&gt;Professionalism and social responsibility&lt;br&gt;Personal attributes</td>
</tr>
<tr>
<td><strong>Assessment 4:</strong> 50% Final Examination 3 hours</td>
<td>Date TBA as per examination schedule</td>
<td>50% end-of-semester exam. Date TBA as per exam timetable. Students must pass the final exam with 45% to pass the unit</td>
<td>Discuss the implications of alternative methods of data collection and interpretation and use this for determining appropriate data.</td>
<td>Communication&lt;br&gt;Analysis and inquiry&lt;br&gt;Problem solving</td>
</tr>
</tbody>
</table>
**Section 1, Question 1: 10%**
Reflect and critical analyse: What I now know about research.
You must discuss your learning of the research project and unit from both a quantitative (375-500 words) and qualitative (375-500 words) total word length (750 - 1000 words)

**Section 2: 20%**
Quantitative research and statistics questions

**Section 3: 20%**
Qualitative and Research Design questions

collection;
Analyse and interpret data collected across a variety of units in order to select strategies and plans; and
Summarise and present complex data graphically and statistically either manually or by computer package.

<table>
<thead>
<tr>
<th>Personal attributes</th>
</tr>
</thead>
</table>

### 5b Details of each assessment item- still working on the assessment criteria.

**Assessment 1: 10% Harvard Case Study Approach**

**Individual weekly assignment** - Weekly online postings - 10 Marks per case response x 12 weeks in total The best 10 marks will be selected for the assessment result.

**Due date & time:** Must be posted online Sunday night by 23.55 pm each week.

**Commencing in week 1,** there are 12 weeks in total to be completed. We will use the top 10, marks your result. Each week you will be expected to bring your weekly only line posting work to be discussed in the next weeks tutorial /workshop for the first **15/20 mins to gain feedback** each week. Additionally this will contribute your participation (active learning, discussion in class and critical thinking in class) will count toward your participation mark – see marking matrix under assessment 4. This is an adaptation of the Harvard Case Study Approach. It is a method whereby week by week the students individually complete a part of their research case and then in a group produce the full project study and report. See Assessment Research report format weekly template and the complete in the assessment block on Moodle. See marking matrix on moodle

**Assessment 2: Group Research Report**

30% Finalised collated version of group research report completed and undertaken in groups of 3. See the report template on Moodle, this template must be used for this unit.

**Due date:** Sunday the 5th of May by 23.55 pm.
Completed research report (30%) All work collated, summarised, and abstract, introduction, conclusions and references completed (See report format provided on moodle). This report is based on the collated individual activities, which are shared, discussed and worked on by the group to formulate the final report.

**8730 Research Assignment Topics**

1. **Work based learning**

1.1. **Option 1: Helping your family business or current workplace solve a problem**

Perhaps your family, workplace or manager has a problem s/he would like you to work and make recommendations in the form of a report? Write a clear explanation of the problem and email this to your tutor. **You tutor will then discuss this with you in your tutorial for you to gain approval.**
1.2. Option 2: Helping Local Community: Cooma and Monaro

1. Cooma and Monaro Progress Association or (Control School) solve a problem.

If you have met the pre requisite of 36 credit points you may wish to undertake the (WIL Live projects

with Comma and Monaro Progress Association or other WIL opportunities. This provides you with an

additional opportunity to gain 3 credit points and an Internship. This additional unit will be supervised by

the Senior lecturer (Greg Boland) and an extra 3 point unit will be awarded to you. If interested please

discuss this with the unit convenor Diane Phillips email by the end of week 2.

2. Generic option 3 – please advise your tutor which project your group would like to undertake to

gain approval. Only one group per tutorial can select each topic. The broad topic will also need to be

narrowed down and refined.

1. Employee / management issues (such as respect, privacy, compensation, promotions, health insurance

changes)
2. Downsizing / Layoff / Outsourcing / Mergers and Acquisitions / Transfer issues (job security concerns)
3. Escalated product quality / service complaints by large customers / clients
4. Harassment/Bullying (gender, race, religion, sexual preference/age/ height/size etc.)
5. Intellectual property / employee departure issues (who owns the IP, theft of trade secrets)
6. Pressure for higher productivity with less resources
7. Offensive behavior (unwanted advances, images on computers, offensive language, stalking)
8. Allegations of patterns or instances of subtle discrimination
9. Perceived favouritism (promotions, job assignments, training opportunities, classes, degree reimbursement)
10. Affirmative action issues
11. Equal pay for equal work issues (females in the work force)
12. Support staff issues (respect, privacy, compensation)
13. Inter-personal disputes impacting the employees and their co-workers
14. Dependent care / family day care / elder care issues (work flexibility)
15. Illegal drug / alcohol addiction issues impacting work performance / attendance
16. Employee / management waste
17. Abuse / mistreatment by supervisors and allegations of same
18. Repetitive strain injuries / accommodation of physical disabilities
19. Product development / product quality issues
20. ‘Y’ generation issues
21. Drug testing / treatment issues at work
22. Domestic violence issues impacting work performance and productivity
23. Stress from travel / long hours / employment stability issues
24. Company email / voicemail / smart phone privacy issues
25. Issues regarding financial policies (accounting, tax, securities)
26. Stress / exhaustion / burnout (work / life balance and work / life blurring issues)
27. Internal and / or external business conflict (impacting productivity, profit, or customer relationships)
28. 21st Century Workforce Demographics
29. Rise of Mobility of Staff
30. Explosion of Mobile Internet – Impacts On Small Business

31. You can negotiate your own topic with your tutor’s approval.

See marking matrix on moodle
Assessment 3: Workshop and Tutorial Participation

Workshop and Tutorial Participation means active learning, discussion in tutorials.
Due date: This will be recorded weekly by tutors per week x 14 weeks 10% in Total.

Marking matrix and criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High distinction 8.5-10</th>
<th>Distinction 7.5-8.4</th>
<th>Credit 6.5-7.4</th>
<th>Pass 5-6.4</th>
<th>Fail \ 0-4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enters into tutorial discussions Student proactively contributes to tutorial by offering ideas</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Level of Engagement: offers questions or comments during tutorial and asking questions more than once per class.</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Share ideas and thinking in tutorials</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Clarify ideas and understanding</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Engages in the electronic learning modes and forums E.G. Offers questions, answers or comments via moodle</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Attendance and is prompt</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Listening Skills Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
<tr>
<td>Student is almost always prepared for class with assignments and required class materials.</td>
<td>Almost always</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
</tr>
</tbody>
</table>

Assessment 4: 50% Final Examination 3 hours

50% Final Examination 3 hours in length

Date: TBA as per examination schedule

50% end-of-semester exam (centralized exam period). Students must pass the final examination by 45% to pass the unit.

Section 1, Question 1: 10%

Reflect and critical analyse: What I now know about research. You must discuss your learning of the research project and unit from both a quantitative (375-500 words) and qualitative (375-500 words) total word length (750 - 1000 words) total words (750 – 1000).

Section 2: 20% Quantitative Research and Statistics

Section 3: 20% Qualitative and Research Design
5c Special assessment requirements

To pass this unit you must

1. Attempt all assessment items.
2. Achieve a final examination mark of at least 45%
3. Achieve an overall mark of 50% of the total available marks.

The weighting for each assessment item in terms of the total available marks is indicated in the table in 5a above.

In the case of illness, misadventure or an unavoidable commitment interfering with your ability to complete any assessment item by the due date you must contact the Unit Convenor as a matter of urgency (the accepted period is usually no later than 3 days after the due date of the relevant assessment item, and where feasible students should advise the Unit Convenor prior to the due date). You will need to provide documentary evidence in support of your request for special consideration. Refer to the UC Student Guide to Policies (accessible through the UC Student Administration web page) and to the UC Assessment Policy. (https://guard.canberra.edu.au/policy/policy.php?pol_id=2900) and Procedures (https://guard.canberra.edu.au/policy/policy.php?pol_id=3243) documents.

5d Supplementary assessment

As per the UC Supplementary Assessment Policy – refer to the following web address: https://guard.canberra.edu.au/policy/policy.php?pol_id=2901

5e Academic Integrity

As a UC student you have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values. The appropriation by reproducing, paraphrasing, summarizing or otherwise presenting in altered form, of another person’s ideas or arguments without acknowledgement is plagiarism. Plagiarism includes submitting work prepared by another author, including another student, as one’s own.

Individual work and plagiarism: No tolerance: Work by students suspected of containing plagiarised content will be submitted to the Associate Dean (Education) of the Faculty for immediate investigation. It is taken for granted that assessment items give evidence of background reading, intelligent criticism, keen observation and the development of a line of argument to support any particular stance adopted. It is also assumed that, unless explicitly stated otherwise, each assignment is totally the work of the individual submitting it and is produced specifically for the unit AND the relevant semester in question. Plagiarism will not be tolerated. Any item of assessment deemed to include plagiarism by the Associate Dean (Education) will attract a fail grade for the unit overall, and, where deemed appropriate, will be followed by academic disciplinary proceedings.

5f Text-matching software

Text-matching software may be used in this unit. You will find this attached to your moodle site each assessment in this unit.
6: Student Responsibility

6a Workload

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

Problem Evaluation and Resolution is a 3cp unit. Thus it is assumed that you will work on tutorial preparation, assignments, etc. for a minimum of 6–8 hours per week, in addition to the 4 hours of lectures and tutorials. If you are a full-time student undertaking 4 units this means that you should be spending a minimum of 40 hours per week on your university studies. So it is very important that you plan how you are going to find enough hours every week for all the parts of your life such as study, work, family, sport and socialising.

6b Special needs

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility (formerly the Disabilities Office) as soon as possible so the necessary arrangements can be made.

6c Participation requirements

See assessment criteria for this unit

6d Withdrawal

If you are planning to withdraw please discuss with your unit convenor. Please see this link for further information on deadlines.

6d Required IT skills

It is expected that you will have some familiarity with the use of a computer such as word processing and email, and are able to print unit materials, access the unit Moodle site, etc. You will need to be able to access and use the Internet for research purposes, including the UC Library databases. Please note that UC Library provides training throughout the semester in how to use its online resources. For details refer to www.canberra.edu.au/library/research-gateway/research-skills-training.

PDF submission

Work submitted electronically must be in Adobe Acrobat Portable Document Format (PDF). Work submitted electronically in any format other than PDF will be treated as late until you submit a PDF.

Submitting via PDF guarantees that your tutor sees what you intended without there being any dependence on computer hardware, operating system, installed fonts, or the applications that you used to create your work. It also means that you can choose the most appropriate applications and techniques without having to wonder whether your tutor will be able to read your work.

If you are using a personal or work computer running a version of:

- Microsoft Windows, you may already have the ability to create PDFs. If not, you could consider installing a freeware product like PDFCreator (Google that term). Alternatively, all PCs in the UC computer labs have the necessary software installed.
- Apple Mac OS X, the ability to create PDFs is built in via the PDF popup menu which appears in the Print dialog. Alternatively, all Macs in the UC computer labs can be used to produce PDFs.
Linux, Google “creating pdfs on linux” for advice. That installing software or diagnosing problems with PDF creation on your personal or work computer is your own responsibility. Remember, you can always use PCs and Macs in the UC computer labs.

You should test your ability to create PDFs well before the deadline for any assignment to make sure that it works and that you understand the process. An inability to create a PDF is not an acceptable excuse for late submission.

You should also check any PDF that you produce before you submit it to make sure that it displays properly and contains all parts of your work.

You should always retain a copy of any PDF you have uploaded to Moodle. You should also retain all receipts that Moodle provides. If you have trouble uploading to Moodle and you suspect a problem with Moodle, it is vital that you collect evidence in the form of screen-shots. Unless you can provide evidence that you both completed the work and made a reasonable attempt to upload your work before the deadline, your work may attract late penalties.

6f Costs

Note: Research Project Related costs – Pending On topic selected. Should you take the WIL option 2 there may be Work placements, internships or practicums costs. Pending research projects: Students may be required to collect data form industry: surveys, interviews and focus groups.

6g Additional information

This unit outline is a formal document and it is your responsibility to become familiar with its contents. If you have any questions about the unit outline please refer them to your tutor or the Unit Convenor.

Unit Outline: This unit outline is a formal document and it is the student’s responsibility to read the document in its entirety. Students can avoid incorrectly submitting assessment items and other issues which may affect the student’s grade simply by reading this document. If you have any questions about the unit outline, ask your lecturer or tutor.

University ethics requirements are applied this unit and these research projects. These will be discussed in lecturers and tutorials and details will be posted on moodle.

Maths and Stats Help (MASH): Additional learning sessions will be conducted in the Maths and Stats Help (MASH) Centre in Building 11 for the statistical work in this unit. A schedule for these sessions will be announced in lectures and posted on the unit Moodle site. These sessions are designed to assist students experiencing any difficulties with understanding the statistics content of Problem Evaluation and Resolution (8730) unit. You are strongly encouraged to attend these sessions if you would like additional explanation and practice to assist you in fully understanding the statistics content of the unit.

Other Important Unit Rules

Where to Submit Assignments: All assignments are to be submitted via Moodle as electronic PDF documents. Assignments submitted elsewhere or in other formats will be not submitted and will immediately attract a fail grade.

Writing style: All written assignments are to be written in full prose, that is, full sentences using the generally-accepted academic essay format. Unless otherwise stated dot-points or numbered lists are NOT acceptable and written assignments with dot-points or numbered lists will achieve a lower grade.

Referencing: All words taken from any source must be presented within quotation marks and acknowledged with a reference using a formal Author-Date referencing system. All written assignments are to include a reference list at the end of the assignment. A reference list is a list of the references actually cited in the essay, presented in alphabetical order by author surname. Dot points or numbered reference lists are not acceptable. Failure to follow this convention will result in failure of the relevant assessment item.
DO NOT use lecture notes or tutorial discussions as references for assessment items – you must undertake your own study and reference the main source. Use of lecture and tutorial discussions as references is unacceptable. Students are expected to look for material which is additional to the e-text in preparing their assessment items, and over-reliance on the e-text or the Internet for sources may reduce the marks awarded.

Assessment Criteria:
Assessment criteria are outlined in lectures, tutorials and on the unit website. Additional information relating to assessment is outlined below:

Moderation Procedures
Appropriate moderation procedures are used in the setting and marking of assessment tasks. All fails and HD’s are reviewed and samples of the other grades. When a mark or grade is awarded that places the student in jeopardy of a Fail in the whole unit, more than one member of academic staff will be involved in the decision.

Obtaining Advice on Assignments:
Advice on written assignments can be obtained from Academic staff for specific advice on structure and content – do not expect the lecturers to read a draft of your report. It is inappropriate for tutors to assist you then mark your work.

Announcements at Lectures:
Announcements made at lectures are deemed to be made to the whole group. The lecturer and tutors will not provide individual notices to students who have failed to attend scheduled classes. Such information may be available on the unit website, but ultimately it is the student’s responsibility to attend lectures and tutorials or keep abreast of material provided online.

7: Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8: Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be then forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes they are disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.

All references to University Policy and URLs are correct at the time this unit outline is prepared. Where subsequent changes are made to these the updated policies and URLs apply.
Assignment Coversheet  
Faculty of Business Government & Law

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<th>Student ID number</th>
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<tr>
<td>Unit name</td>
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<tr>
<td>Unit number</td>
</tr>
<tr>
<td>Name of lecturer/tutor</td>
</tr>
<tr>
<td>Assignment name</td>
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<tr>
<td>Due date</td>
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</table>

You must keep a photocopy or electronic copy of your assignment.

**Student declarations**

_This is all my own work and other sources are properly credited_ - I certify that the attached assignment is my own work. Material drawn from other sources has been appropriately and fully acknowledged by providing author/creator, source and other bibliographic details. Such referencing meets unit-specific requirements of format and style.

_I know what plagiarism is and how to avoid it_ - I have completed the Academic Integrity Module in this unit or another unit or I understand the requirement for full referencing of all material that comes from another person or source.

_This work may be checked electronically for plagiarism_ - I give permission for my assignment to be copied, submitted and retained for the electronic checking of plagiarism.

_This work may be used for benchmarking_ - I give permission for my assignment to be copied, submitted and retained for benchmarking purposes.

Signature of student: ____________________________  Date: ____________

**Assignment feedback**

<table>
<thead>
<tr>
<th>Assessment criterion</th>
<th>Comments</th>
<th>Marks</th>
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TOTAL

**General comments**

Date of submission