**Assignment 2 assessment details and marking criteria**

**PRL2012 Public Relations Research Methods**

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| **Assignment** | **Due date** | **Word count** |
| **2. Quantitative research** |  | **2000 +/- 10%** |

This assignment forms the second stage of the research component for a public relations campaign for a hypothetical client.

* You will re-present the literature review also include key findings of the interview research (assignment 1) to lead in your quantitative research goal and objectives.
* You will then develop of a quantitative research plan / small research project involving a questionnaire and then test that research instrument (5-10 respondents).

**First:**Revisit the brief from our client, CareFactor Australia.

CareFactor Australia is a nationwide charity that has one aim: to reduce the number of suicides each year by providing counselling and mental health support services by telephone, online and in person.  To fund this service, it runs a number business, including charity shops in most centres of more than 5,000 people around Australia.

Each charity shop is manned by volunteers and co-ordinated by a small team of paid staff.  They accept donations of household goods and clothing for resale through CareFactor op-shops.  Goods can be dropped off at the op shops, or in bigger towns and cities, at distribution centres.  CareFactor also has drop-off bins located around their towns and cities that are emptied twice a week.

The issue that CareFactor would like you to work on is that tonnes of unuseable goods and rubbish are dumped at the bins each week, costing CareFactor $17,680 in dump fees in Toowoomba in 2018-19 alone. They would like you to develop a PR campaign for Toowoomba that will shift the behaviour of people to be more discerning about what they leave at the bins, and in the process, reduce the organisation’s costs.  The campaign will be a pilot, to be rolled out nationwide if it is successful.

The General Manager, Amanda Agok, is particularly interested in why people dump rubbish at the charity bins – is it the cost of taking rubbish to the tip?  Is it that they genuinely think that the goods are useful? Or is it just laziness?

Your task here is to discover:

* What motivates people to dump unuseable items at the charity bins?
* What obstacles are there for people to take these goods to the dump?
* Is there a certain groups or types of people more likely to leave rubbish at the charity bins?
* If so, what communication channels might we use to connect with them?
* What emotional triggers might work in changing their behaviour?  What will resonate with them?

**Research plan and project:**

* **Develop a research plan, including a questionnaire**
* **Conducting a small study using the questionnaire (5-10 respondents)**
* **Report your results**

Use your course materials to provide the level of detail required in this report that will show that the research is valid and reliable. Explain how the data was collected?  What methods and software you used to analyse the information?  Use research methods literature from the course to support your choices and decisions.

**Assignment sections**

**Short introduction**

\* The aim of the document: what it will cover (keep client in mind)

**Literature Review: desktop /archival research**

. Re-present literature to frame quantitative research phase
. Research goal:which may include objectives and must follow logically for desktop Lit. Review.  E.g. to determine extent and nature of problem and/or test material on audiences

* **Sampling method/s:**explanation and justification: and issues, e.g. sampling theory, statistical reliability, confidence level, inferential or descriptive statistics methods.
* **Research instrument design:**explain and justify instruments/s chosen e.g. questionnaire and construct instrument / questionnaire. Explain the instrument and its validity and strengths.
* **Data analysis:**techniques along with some explanation and justification
* **Results and conclusions:**present results and draw conclusions
* **Evaluation and quality assurance:**brief explanation of methods for evaluation (with some justification) for example evaluating confidence levels in a sample and the validity of the research instrument.
* **Resourcing:**brief outline of time and/or money required or used
* References
* Appendices

It is very important that your assignment incorporates and demonstrates an understanding of methods, concepts and issues from PRL2012. This assignment is based on Modules 7, 8 and 9 pertaining to quantitative research.

**Assignment 2 Marking criteria**

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|   | **HD** | **A** | **B** | **Pass** | **Fail** |
| **Communication**  –**expression****–grammar****–spelling****– writing** | *Exceptionally high standard in areas of spelling, punctuation, grammar. Clarity of writing and expression.* | *Very high standard in areas of spelling, punctuation, grammar. Clarity of writing and expression.* | *Sound standard of performance in areas of spelling, punctuation, grammar. Clarity of writing and expression.* | *A poor but sufficient /passable standard of performance in areas of spelling, punctuation, grammar. Clarity of writing and expression.* | *Very poor standard of performance in areas of spelling, punctuation, grammar. Clarity of writing and expression.* |
| **20%** |
| **Referencing and Support** | *Exceptionally high standard of academic support: Quoting and referencing (correct, consistent and complete) Quality and quantity of sources* | *Very high standard of academic support: Quoting and referencing (correct, consistent and complete) Quality and quantity of sources Minimal errors* | *Sound standard of academic support: Quoting and referencing (correct, consistent and complete) Quality and quantity of sources Errors apparent* | *A poor but sufficient /passable standard of academic support: Quoting and referencing (correct, consistent and complete) Quality and quantity of sources Errors Poor quality and/or quantity: sources* | *Poor standard of academic support: Quoting and referencing (correct, consistent and complete) Quality and quantity of sources Many errors apparent Poor quality and/or quantity: sources* |
| **10%** |
| **Analysis and Strength of Argument** | *Exceptionally high standard: Synthesis of ideas Analysis of ideas Reasoning Quality arguments Support for conclusions* | *Very high standard: Synthesis of ideas Analysis of ideas Reasoning Quality arguments Support for conclusions* | *Sound standard: Synthesis of ideas Analysis of ideas Reasoning Quality arguments Support for conclusions* | *Somewhat poor but sufficient /passable standard: Synthesis of ideas Analysis of ideas Reasoning Quality arguments Support for conclusions* | *Poor standard: Synthesis of ideas Analysis of ideas Reasoning Quality arguments Support for conclusions* |
| 30% |
| **Level of Content Understanding** | *Demonstrates very thorough and advanced understanding of course content and concepts along with interpretation and originality* | *Demonstrates thorough and advanced understanding of course content and concepts along with interpretation and some degree of originality* | *Demonstrates sound understanding of course content and concepts along with interpretation* | *Demonstrates somewhat poor understanding of course content and concepts along with interpretation* | *Failed to demonstrated an adequate understanding of relevant course content and concepts* |

Mark (out of 100):                    Grade: