

Project Management Framework

CVEN9731

The University of New South Wales

Course Author:

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Course Outline

Unit	Date	
		<i>A. Overview</i>
1		Introduction
2		Projects and Project Life Cycles
3		What is Project Management? Project Management Supplements Systematic General Problem Solving
		<i>B. Starting a Project Off</i>
4		Starting a Project Off A Project's Origin
5		Indices and Constraints Project Scope
		<i>C. Other Life Cycle Activities</i>
6		<i>Starting a Project Off (cont.) - Selected Topics:</i> Owner Involvement The Project Manager; Readings Legal, Contractual Issues
7		Project Stakeholders - General; Community
8		Support Studies What is Risk?; The Risk Management Process Generation of Alternatives Approvals/Authorisation
9		<i>Progressing a Project - Selected Topics:</i> Quality Information Problem Resolution
10		<i>Finalising a Project</i> Finalising a Project; Finalising a Project – Case Studies
		<i>D. Project Examples</i>
11		Movie Making Organisational Change Converting to a Project-Based Organisation
12		Technical v Non-Technical Projects Projects with Ill-Defined Scope Fast-Tracked Projects

An Invitation to the Reader

These notes are part of an evolving process and I welcome comment and feedback on their content.

If you disagree with opinions given, have alternative interpretations or have something to contribute that would enhance the notes, I would be very pleased to hear from you.

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Overview

Project management, in many quarters, is 'flavour of the month'. So many people are jumping on the bandwagon and calling themselves project managers - the title has a nice sounding 'ring' to it. So many institutions and organisations are offering project management courses. So many people have 'sprung up overnight', claimed they are gurus of project management and spread the word across the land.

There is also developing a humorous side to project management such as in the descriptions:

Project management is the art of creating the illusion that any outcome is the result of a series of predetermined, deliberate acts when, in fact, it was dumb luck. (Kerzner, 1989)



Project management is the art of staggering as gracefully as possible between crises.

Concurrently with these events, there is an ongoing rational development of project management as a discipline.

These notes cover the framework of project management. They offer a systematic and up-to-date development rather than an ad hoc development of the course matter, and are intended to serve as an ongoing reference for practitioners.

The notes have developed out of lecture notes prepared for courses given to undergraduates, graduates and practitioners from a wide range of industries and backgrounds, as well as the writer's own experiences practising project management and interacting with project managers.

The notes develop the material through looking at the fundamentals of projects and management, and then return to a chronological development through the life cycle phases of a project. Examples and exercises are included throughout to reinforce the course material. The notes apply a systems view to project management.

Few prerequisites are needed apart from a basic interest in projects, some exposure to the discipline, and an ability to think systematically and have an open mind. Given that projects are almost omnipresent, the first two prerequisites present few hurdles to most people, although the third may.

Aims

The aims of this course are to understand project management, to contribute to project management thinking, and to gain an insight into project management skills. It provides an overview and introduction to the field. Individual topics covered are all capable of being developed as courses in their own rights.

The notes attempt to counter the myriad of misconceptions and thinking errors that exist among project management writers and practitioners. Project management, like management generally, introduces terms that people use any way they please, and pretend to be correct at the same time. Few people concern themselves with rigour in the usage of terminology; effort instead is put into impressing the receiver, much like the journalists' credo of 'Don't let the facts get in the way of a good story'. The way terminology is used in project management is not unlike:

'When I use a word,' Humpty Dumpty said in a rather scornful tone, 'it means just what I choose it to mean, neither more nor less'.

'The question is', said Alice, 'whether you can make words mean so many different things'.

(*'Through the Looking Glass', Ch. 6, Lewis Carroll*)

Related views on the abuse of jargon, and faddish management thinking are contained in the course CVEN8706, Human Resource Management.

As well, the level of thinking that goes into project management in many cases is very superficial and cookbook in nature. To counter this, the notes adopt a systems view to provide a rigorous framework.

Management is shown to be a synthesis or inverse problem. As such, there are multiple solutions (decisions, or choices of control) possible. In most cases, managers are only after a satisfactory solution, or a solution that they can live with, and do not spend the additional time searching for the optimal solution. A manager may also be under time pressures to come up with quick solutions.

However managers expediently reverse the logic and deflect attention from their inability to come up with best solutions, on time pressures and pseudo 'practicality' arguments, when in fact managers do not understand the synthetic nature of their job. Managers are unaware of and do not understand the components of the synthesis problem, and so they never know where they are relative to the optimum. They are unable to vocalise or formulate the synthesis problem components; instead meaningless management jargon is used as a smokescreen to

hide their lack of competency. Such discussion goes to the very heart of current management knowledge being in its infancy, and current management education (read training) being superficial and low level.

Textbooks and References

There are no textbooks set for this course. The Study Guide and supplementary readings should provide sufficient material of a textbook nature.

Recommended general references are (any editions):

H. Kerzner, "Project Management", Van Nostrand Reinhold, any edition.

D. Lock, "Project Management", Gower, any edition.

J. R. Meredith and S. J. Mantel, "Project Management", Wiley, any edition.

But you will find innumerable textbooks on project management. They all say very similar things.

Other, more specific references are given at the ends of sections of the Study Guide.

Suggested collateral reading might include the journals:

- Journal of Project and Construction Management
- Engineering Management Journal
- Journal of Construction Engineering and Management
- Project Management Journal
- Australian Project Manager
- Journal of Management in Engineering
- PM Network
- Project

and any management and project management monographs and journals available at most bookstores and libraries.

On the internet, for example (but there are many others):

The Project Management Institute (PMI) Project Management Body of Knowledge (PMBOK) is available on the internet: <http://www.pmi.org>

ISO10006, Quality Management - Guidelines to Quality in Project Management, which is based on PMBOK.

CCTA, PRINCE2, Project Management for Business, The Stationery Office, 1996.

Be wary of any publication that you look at. Some are poorly written and contain errors. So, don't accept what is written without critical appraisal.

Author

David G. Carmichael

David is a graduate of The University of Sydney (B.E., M.Eng.Sc.) and The University of Canterbury (Ph.D.) and is a Fellow of The Institution of Engineers, Australia, a Member of the American Society of Civil Engineers, formerly a Graded Arbitrator with The Institute of Arbitrators, Australia, and a trained mediator. He is currently a Consulting Engineer and Professor of Civil Engineering, and former Head of the Department of Engineering Construction and Management at The University of New South Wales.

He has acted as a consultant, teacher and researcher in a wide range of engineering and management fields, with current strong interests in all phases of project management, construction management and dispute resolution. Major consultancies have included the structural design and analysis of civil and building structures; the planning and programming of engineering projects; the administration and control/replanning of civil engineering projects and contracts; and various construction and building related work. In addition there have been numerous smaller consultancies in the structural, construction and building fields. He has provided expert reports and expert witness in cases involving structural failures, construction accidents and safety, and contractual and liability matters.

He is the author and editor of twenty-one books and over one hundred papers in structural and construction engineering and construction and project management.

The Learning Program

The educational strategies and course manual have had input from a variety of people. The course has been prepared using self/independent learning principles whereby students are able to develop their own learning potential at their own pace and in their own surroundings.

Learning is optimised through the management of the course material by a course coordinator and by the students themselves. Efficient learning practices and the motivation to learn, centre on the weekly units and interaction with others. This also enables a student's progress to be monitored. The contribution to the learning process of formally undertaking the course, on top of the content of the course manual, should not be underestimated.

There are four components to the learning resources for this course:

- The course manual.
- The interaction with the coordinator.
- The interaction with fellow students, colleagues and mentors.
- Supplementary reading.

The course manual is intended to be relatively self-contained although references to other sources are provided. The manual is a study guide with readings from other sources included as appropriate. It is divided into twelve units, with each unit representing material to be covered in one week. The manual is intended to guide you through the material at your own pace in your own surroundings. Exercises are set regularly throughout the manual to test your understanding of the course material and to take you beyond the material.

Each week candidates are expected to work through the relevant unit including the exercises. This is an essential requirement for successful study. It provokes the need to interact with the coordinator, fellow students, colleagues and mentors on matters raised from that work, from further reading that has been done, or from discussions with third parties. Attention should be concentrated on those matters considered important in understanding the material. The interaction provides feedback on your progress. The coordinator, an expert in the subject and one who is familiar with self/independent learning principles, assists with additional insight and understanding resulting from his/her experience and also provides feedback.

Your fellow students, colleagues and mentors also assist in the learning process through the sharing of experiences and through their questioning and discussion of the course material. The interaction enhances the learning experience.

It is suggested that you choose a mentor from among your workplace colleagues or supervisors. This mentor should be someone to whom you can relate well on a personal basis and a person with experience in the field of study. Your mentor can have valuable input in discussions on the course and relate the material to the workplace.

Supplementary reading may be from your personal library, your workplace library or an institution library. References to other sources are contained in the course manual.

Study Guide Exercises

As part of the learning process, exercises are set throughout the Study Guide to:

- Make you think about and reinforce the material you have just read.
- Test your understanding of the Study Guide material.
- Make you think beyond the issues covered in the Study Guide.
- Get you actively involved in the learning process.

According to the Confucian saying:

*I hear and I forget
I see and I remember
I do and I understand*

In management, there is frequently no right or wrong answer. In most cases people are satisfied with a satisfactory outcome. The idea of an optimum solution may not exist. People from technical backgrounds may initially have difficulty in accepting that there is no right/wrong, black/white, on/off, yes/no answer.

Spaces are left for your use in doing the exercises. The size of the space should not be interpreted as the length of the optimum answer. If you are happy with your understanding of the exercise, move on. You do not have to use the space provided.

Numerical Exercises

Numerous numerical exercises are given in the Study Guide. It is not intended that you solve each one in complete detail. If you feel comfortable that you can answer an exercise, move on in your reading - don't get bogged down.

Humour Icon

An icon is used to guide you through the humour in the manual, in case you miss the joke!



Assessment - General

Assessment is a part of the learning process and is designed to reinforce the course material and take you beyond. Inclusion of information by you in your submissions that means you are taking the learning to your workplace is encouraged. Submitted material also provides an opportunity for feedback to the student.

Examinations, although perhaps not having universal approval for encouraging learning, are also part of the assessment.

Assessment for the course comprises 5 components:

Component	Max. Mark	Dates
A. Contributing to wiki topics	20	Throughout Session
B. Editing of nominated wiki topics	5	Throughout Session
C. Individually prepared report	35	Submit whenever you like, but late penalties apply after 5pm April 26
D. Feedback on / Peer assessment of nominated individuals' reports (as submitted for Component C)	10	Submit whenever you like, but late penalties apply after 5pm May 23
E. Final examination	30	Day of June 8
Total	100	

Satisfactory performance in all assessment components is necessary in order to pass the course. A fail in any component will lead to a fail for the course.

The course convenor reserves the right to adjust by scaling the final marks given in each of the components where, looking at the marks given across the total postgraduate cohort, it is believed the original marking and/or assessment has been too harsh or too light.

Criteria for Assessment

Unless otherwise specified, the following criteria will be applied in assessing your written work:

- Evidence of understanding of the concepts, theories and ideas developed in the course.
- Ability to apply these concepts to examples from your own experience.
- Clarity of description, explanation and attention to the focus of the assignment.
- Capacity to structure an assignment logically and limit it to the length required.
- Degree to which the material submitted for assessment addresses the specified or negotiated assignment requirements.

Detailed criteria are given below.

Grading

University grading is as follows:

0%-49%	FL	Fail
50%-64%	PS	Pass
65%-74%	CR	Credit
75%-84%	DN	Distinction
85%-100%	HD	High Distinction

Assessment Details

Assessment Component A

Wikis

A number of topics will be set up in the Discussion Tool in Blackboard and individuals contribute to the topics by adding to, and subtracting from or modifying (if incorrect or expressed poorly or can be improved) in a sequential fashion, such that the latest entry is the collective wisdom of all the individuals who have contributed up to that point in time.

Some ground rules:

1. Each topic will be started in the Discussion Tool. It will remain open for 6 weeks from original posting.
2. If you wish to contribute to a topic, then 'Reply' to the latest entry (use the 'Reply' button), and insert words such as 'I wish to contribute' (as a message, not the subject line). Do not do this and then not make a contribution; this will make everyone very cranky. There is no need to rush and panic; there will be plenty of topics and opportunities to contribute. Think before you decide to contribute.
3. Please don't be selfish or inconsiderate to others. Preferably only reserve one topic at a time through 'I wish to contribute'.
4. Do not reply to an 'I wish to contribute' that has gone past its allowed 2-day deadline. (Eventually this 'non-contribution' will be deleted.) Reply to the latest real contribution.
5. Wait 10 minutes or so to check that someone else on the other side of the world has not beaten you to being first in line to make the next contribution.
6. If you have beaten everyone else to be next in line, REPLACE your 'I wish to contribute' words with your contribution. (Use the 'Edit' button.) Your contribution will be composed by copying the previous person's contribution (that is, the latest collective wisdom), pasting in MSWord, and adding to/subtracting from/modifying it as you wish, then pasting back from MSWord. Your contribution now becomes the latest collective wisdom.
7. You will be reserved a 2-day window to make your contribution, undisturbed by others in the class; all others are to back off for these 2 days.

8. A suggestion is that you allow 1 day after a previous posting before you post, in case the earlier post gets deleted for not being a suitable or conforming contribution.
9. Alternative arguments and viewpoints are encouraged. List the various different viewpoints and give the arguments for/against each. In many cases, it may not be possible to say that one viewpoint is correct and another is wrong. All viewpoints might be equally reasonable/unreasonable. Perhaps write as: 'One view is and its support comes from

.....' etc. 'An alternative view held by some people is and its support comes from

.....' etc.
10. Once this new contribution has been made, or the 2 reserved days are up (whichever comes first), go to Step 2 and the process repeats until the end of session.

You should definitely look at <http://en.wikipedia.org/wiki/Wikipedia> for some of the pluses and minuses of wiki style knowledge; and for expectations on content contributions. You should familiarise yourself with how Wikipedia works. Even though many people quote Wikipedia religiously and place it up there alongside holy books, they are unaware of how the material in Wikipedia is assembled.

In terms of whether a wiki is 'correct' or not, this is no different to Wikipedia. Because both have been assembled by people whose credentials in the topic area are not checked, you need to always be aware that something in the wikis or Wikipedia may in fact be wrong. This brings you back to the core reason for postgraduate study - to make you into a thinking not accepting/regurgitating animal. Just because something appears in black and white, do not accept it without questioning first.

The wikis are intended to be a form of self-regulation, such that if a view is expressed that you disagree with, then you can add an opposing view together with supporting evidence. See for example Wikipedia and the way religious dogma is treated. As well, if something posted does not relate to the topic, you can remove it. If the logical flow is wrong, you can change it. If there is duplication, you can remove it. etc.

There should only be ONE thread for each topic; there should only be a single path from the first contribution to the last contribution. The latest entry should be the latest collective wisdom of the class. Do NOT start second and third threads; these will be deleted. Do not continue second and third threads; these will be deleted.

At the end of the session, we should have good collective wisdom on all the topics.

You would be expected to contribute to approximately one quarter of the topics through the session in order to get maximum marks, but you are welcome to contribute to as many topics as you like, and as many times to each topic as you like. The number of words in your contributions is not assessed, rather the content of what you contribute is assessed. Terse contributions that enlighten a lot are better than verbose contributions that hardly enlighten at all.

Regularly look for any announcements in Blackboard.

Checklist (A)

Zero tolerance will apply to submissions. If your submission does not conform to the following checklist, it will be removed. (Alternatively, the submission will be graded very lowly or given a zero grade.) Go through the checklist before and after pasting your contribution (via MSWord). If you find your submission has been removed, fix your submission such that it conforms with this checklist, and resubmit.

1	It is recommended that you copy the previous contribution from Blackboard, and paste it in MSWord. Then edit and add your bit in MSWord. Use minimalist formatting and style options – essentially you don't need much more than plain text, normal style. Use MSWord's spelling and grammar checkers. Then repaste to Blackboard.
	Before pasting to Blackboard
2	Read the above outline on Wikis and follow it.
3	Your new contribution (excluding where you have fixed up previous contributions through changes/deletions/corrections) has between approximately 50 and 150 words. (If you wish to say more than 150 words, make further submissions later on.)
4	The collective wisdom of previous submissions is in black. Your contribution is in red.
5	The submission has been proofread and has correct English grammar and expression. Correct spelling is used; Aus (not US) spellings.
6	Third person (not first or second person) is used.
7	References within the submission are cited as Author (year). (Not square brackets with numbers; not superscripted numbers.) A list of References at the end is complete with all authors, authors' initials, year, title, and (for a journal) journal name, volume, issue, pages; (for a book or report) publisher and place of publication; (for the internet) full web address.
8	The submission contains subheadings and has a structured flow. Give structure and logic, if what precedes you is unstructured

	and presented in an ad hoc way.
9	Material is not plagiarised. Anything taken from another source needs inverted commas around it, together with a citation of Author (year) and the page number of the quote. Then give full referencing under 'References' at the end.
10	Material is not extracted or paraphrased from the Study Guide. Just reference its location in the Study Guide.
11	Your contribution is not trivial, or doesn't repeat that already said by a previous contributor.
12	No background shading or background colour.
13	Contribution is terse, concise and to the point. Don't pad or be verbose.
14	Contribution is not trivial. A 'Summary/Conclusions' section at the end is not wanted. A 'Contents' list at the start is not wanted. An 'Introduction' section is not wanted.
	After pasting to Blackboard
15	There is only one thread. There is only a single path from the first contribution to the last contribution.
16	Unwanted symbols and hieroglyphics arising from pasting have been removed.
17	Ensure text does not go off the page to the left or right. Dot/bullet points are sensibly arranged.
18	<i>(If you have either of these last two problems, try a different browser, operating system or version of MSWord.)</i>

Assessment Component B

Editing of Wikis

An editor will be allocated to each wiki. That person's job is to convert submitted material into something that represents postgraduate level thinking, and into something that is factually correct.

Note that you do not have to contribute content to the wiki if you don't want to or can't. Your role is one of editor.

Editing will involve: the removal of padding and duplication, the correcting of poor grammar and expression, the correcting of spelling mistakes, the correcting of inaccuracies, the deletion of material not on the topic, the giving of a logical structure to the wiki, tidying up the visual appearance or presentation, etc. Provided it is sensible, you have free rein to edit as you wish.

Based on past experience, you will find that many contributors:

- Miss the point of the topic, and write on something different or peripheral.
- Write verbosely, saying very little with a lot of words.
- Write in circles without any structured logic.
- Don't know what they are talking about, but feel that they need to contribute something.
- Plagiarise other documents, because they have no ideas of their own. This includes plagiarising information which is incorrect or of little intellectual value.

These same contributors are not aware of how bad their contributions are, get upset when told the truth, and blame the messenger. Generation X and Y people blame other people (especially lecturers) for their shortcomings, rather than be self-critical and honest about their own shortcomings. Accordingly it will be expected that your editing will be quite ruthless, but sensible nevertheless. We are looking for a concisely worded factual account of the topic. Beware though, don't delete facts in your enthusiasm to prune the contributions.

This editing or maintenance task should be carried out after every second wiki contribution, where possible. (Note, some wiki topics will attract a lot of contributions, some only a few, and some no contributions. That is, your editing work load could vary from a lot, down to nothing, depending on the wiki topic.) Make sure that you do a final edit near to, but before, the end of the 6-week expiry date of the wiki allocated to you.

You may be allocated more than one wiki to edit over the duration of the session.

Regularly look for any announcements in Blackboard.

Assessment Component C

Individual Report

You are required to write on one topic for your 'hand-in' (electronically via Blackboard) report.

Late submission penalty - Deductions of 3.5 marks will occur for every calendar day or part calendar day late after the date nominated.

Submissions can occur whenever you like up to the date nominated. It is suggested that you submit early if you anticipate any troubles whatsoever (eg dog ate usb stick, computer malfunction, boss asks you to do some work for a change, power or computer failure, internet down, illness, death, away from civilisation) in submitting.

Regularly look for any announcements in Blackboard.

Grading

Grading of reports will be based on the following criteria.

1. Structure and Flow

(How well has the report been structured in terms of logical flow of the argument and leading the reader through the topic?)

2. Content

(How comprehensive is the coverage of the topic – in depth, superficial or otherwise? Is it postgraduate level? How well does the report address the topic – Fully? Not at all? Skirts the topic? Misses the point? Gets sidetracked? Goes off on a tangent?)

3. Presentation

(How professionally or amateurishly presented is the report?)

4. Accuracy

(Is something said that is incorrect or contentious?)

5. Objectivity

(Has the report been objective in its presentation. Does it recognize the difference between rigorous objectivity and subjective opinion?)

6. Referencing

(Does the report include appropriate citations within the body of the report. Is the Reference list at the end complete in all details, such that any reader would be able to go directly to any reference?)

7. English Expression, Grammar and Spelling

(English expression, grammar and spelling (Aus) – correctly used? Does the report show that it has been proofread for English?)

8. Writing Style

(Is the report concise and to the point? Or is it verbose and uses unnecessary padding?)

9. Level of Material

(Is the level of presentation that which you would expect at postgraduate level? Or is it too simplistic and at undergraduate level?)

10. Conformity

(Does the report follow all the instructions given in this Study Guide?)

Checklist (C)

Zero tolerance will apply to submissions. If your submission does not conform to the following checklist, it will be removed. (Alternatively, the submission will be graded very lowly or given a zero grade.) If you find your submission has been removed, fix your submission such that it conforms with this checklist and resubmit.

1	Read and follow the above outline.
2	Title your submission file SurnameInitials_Topic#.doc For example, SmithAB_Topic3.doc
3	25 mm margins (left, right, top, and bottom).
4	12 point Times font, single line spacing.
5	Length - maximum 5 pages (including appendices, figures and tables).
6	Do not repeat the wording of the assignment. Do not give a table of contents.
7	No cover page. Nothing in headers or footers. Use the first two lines of your submission for: Course name, report topic, and your name (all 12 point type).
8	The submission has been proofread by someone competent in English, and has correct English grammar and expression. Correct spelling is used; Aus (not US) spellings.
9	Third person (not first or second person) is used.
10	References within the submission are cited as Author (year). (Not square brackets with numbers; not superscripted numbers) The list of References at the end is complete with all authors, authors' initials, year, title, and (for a journal) journal name, volume, issue, pages; (for a book or report) publisher and place of publication; (for the internet) full web address. A Bibliography is a list of works that are related to the topic and ones you looked at, but didn't cite directly. So both a list of References and a Bibliography would be expected.
11	The submission contains subheadings and has a structured, logical flow. Bullet points are acceptable within the report, but not as the total report.
12	Material is not plagiarised. Anything taken from another source needs inverted commas around it, together with a citation of

	Author (year) and the page number of the quote. This includes figures and tables.
13	Material is not extracted from the Study Guide. Just reference its location in the Study Guide.
14	Contribution is terse, concise and to the point. Don't pad or be verbose. Get to the point of the topic quickly.
15	Presentation is professional looking, as you would present to an important client.
16	Do not use footnotes.
17	Submit as an attachment to Blackboard, not a cut and paste to Blackboard, not as an email attachment.

Assessment Component D

Feedback on / Peer Assessment of Individuals' Reports

You will be allocated reports submitted by others in the class under Assessment Component C. You are to provide feedback and peer assessment on these reports.

For each report allocated to you, provide a critique or critical appraisal. You should cover both positive and negative aspects of each report appraised.

Be objective in doing this. Avoid personal criticism of the author. Concentrate on the report itself. **Present in-depth and insightful comment; superficial comments will not be graded.**

Late submission penalty - Deductions of 1 mark will occur for every calendar day or part calendar day late after the date nominated.

Submissions can occur whenever you like up to the date nominated. It is suggested that you submit early if you anticipate any troubles whatsoever (eg dog ate usb stick, computer malfunction, boss asks you to do some work for a change, power or computer failure, internet down, illness, death, away from civilisation) in submitting.

Regularly look for any announcements in Blackboard.

Format for Feedback / Peer Assessment

Structure your submission as follows (the first two lines):

Course name; Report topic
Original author's name; Your name

Then structure your assessment according to the following 11 headings. (Include these 11 headings, but not the prompts given here in parentheses following the headings.)

1. Structure and Flow

(How well has the report been structured in terms of logical flow of the argument and leading the reader through the topic?)

2. Content

(How comprehensive is the coverage of the topic – in depth, superficial or otherwise? Is it postgraduate level? How well does the report address the topic – Fully? Not at all? Skirts the topic? Misses the point? Gets sidetracked? Goes off on a tangent?)

3. Presentation

(How professionally or amateurishly presented is the report?)

4. Accuracy

(Is something said that is incorrect or contentious?)

5. Objectivity

(Has the report been objective in its presentation. Does it recognize the difference between rigorous objectivity and subjective opinion?)

6. Referencing

(Does the report include appropriate citations within the body of the report. Is the reference list at the end complete in all details, such that any reader would be able to go directly to any reference (test this out?)

7. English Expression, Grammar and Spelling

(English expression, grammar and spelling – correctly used? Does the report show that it has been proofread for English?)

8. Writing Style

(Is the report concise and to the point? Or is it verbose and uses unnecessary padding?)

9. Level of Material

(Is the level of presentation that which you would expect at postgraduate level? Or is it too simplistic and at undergraduate level?)

10. Conformity

(Does the report follow all the instructions given in the Study Guide?)

11. Suggestions for Improvement

(Give advice as to how the report could be improved.)

Checklist (D)

Zero tolerance will apply to submissions. If your submission does not conform to the following checklist, it will be removed. (Alternatively, the submission will be graded very lowly.) If you find your submission has been removed, fix your submission such that it conforms with this checklist and resubmit.

The following checklist applies to each report that you are assessing. Submit assessments of different reports in separate files.

1	Read and follow the above outline.
2	Title your submission file FeedbackSurnameInitials_Topic#.doc For example, if the original report that you are assessing was titled SmithAB_Topic3.doc, then title your feedback as FeedbackSmithAB_Topic3.doc
3	Assessments of different reports are in separate files.
4	25 mm margins (left, right, top, and bottom).
5	12 point Times font, single line spacing.
6	Length – 1 page maximum.
7	Do not repeat the wording of the assignment. Do not give a table of contents.

8	No cover page. Nothing in headers or footers. Use the first two lines of your submission for: Course name, report topic, original author's name, and your name (all 12 point type).
9	The submission has been proofread and has correct English grammar and expression. Correct spelling is used; Aus (not US) spellings.
10	Third person (not first or second person) is used.
11	References within the submission are cited as Author (year). (Not square brackets with numbers; not superscripted numbers) The list of References at the end is complete with all authors, authors' initials, year, title, and (for a journal) journal name, volume, issue, pages; (for a book or report) publisher and place of publication; (for the internet) full web address. A Bibliography is a list of works that are related to the topic and ones you looked at, but didn't cite directly. So both a list of References and a Bibliography would be expected.
12	The submission is structured according to the above 11 headings. Include these headings but not the prompts in parentheses given above following each heading. Bullet points are acceptable within the report, but not as the total report.
13	Material is not plagiarised. Anything taken from another source needs inverted commas around it, together with a citation of Author (year) and the page number of the quote. This includes figures and tables.
14	Material is not extracted from the Study Guide. Just reference its location in the Study Guide.
15	Contribution is terse, concise and to the point. Don't pad or be verbose. Get to the point quickly.
16	Presentation is professional looking, as you would present to an important client.
17	Do not use footnotes.
18	Submit as an attachment to Blackboard, not a cut and paste to Blackboard, not as an email attachment.

Assessment Component E

Final Examination

Typical examination format

- The final examination is CLOSED BOOK, except that material in your own handwriting may accompany you. NO PART OR PAGE OF THE STUDY GUIDE may be taken into the examination room.
- NO COMPUTERS, OR DEVICES FOR STORING INFORMATION, are to be taken into the examination room.
- Non-programmable calculators are permitted.
- Time allowed: 2 hours duration plus 10 minutes reading time.
- Number of questions: Typically 4.
- Questions need not be of equal value.
- Questions are to be answered in the order asked in specially provided examination answer books.
- Blue or black pen is to be used.
- Questions will typically be based on the exercises found in the Study Guide. Recommended examination preparation, accordingly, is to review your answers to the Study Guide exercises.
- Questions can be numerical and/or non-numerical.
- The choice of the time is by mutual agreement between you and a supervisor, but on the nominated day.
- The examination procedures are based on trust and it is hoped that this trust will not be abused.

Supplementary Readings

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A number of supplementary readings have been included in this Study Guide. Others may be posted on Blackboard.