

Project Tools and Systems

CVEN9901

The University of New South Wales

Course Author:

Leighton Holdings



Course Outline

Unit	Date	
1		Strategy Implementation and the Leighton Tendering System
2		Online Project Collaboration Tools
3		Design Management
4		Contract Obligations and Rights
5		Control and Planning
6		Information Systems
7		Organisational Sustainability and Ethical Leadership
8		CSR and Sustainability
9		Leighton Group Approach to Work Health and Safety
10		Crisis Management
11		Governance – Systems and Sustainability
12		(nil)

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.

Assessment for the course comprises 4 components:

Component	Max. Mark	Dates
A. Contributing to wiki topics	35	Throughout session
B. Editing of nominated wiki topics	10	Dates to be posted on Moodle
C. Individually prepared report	35	Submit whenever you like, but late penalties apply after 5pm September 18*
D. Feedback on nominated individuals' reports (as submitted for Component C)	20	Submit whenever you like, but late penalties apply after 5pm October 16*
Total	100	

* Submit as early as possible because you don't know what might happen to you near these dates.

* After submitting, always check what you have submitted.

Satisfactory performance in all assessment components is necessary in order to achieve reasonable grades. A maximum total mark of 50% for the course may be given should a fail grade be obtained in any of the assessment components (irrespective of grades obtained in other assessment components).

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.

Grading of all assessment

Grading of all assessment will be based on the following criteria (where relevant).

1. Structure and Flow

(How well has the work 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 work 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 work?)

4. Accuracy

(Is something said that is incorrect or contentious?)

5. Objectivity

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

6. Referencing

(Does the work include appropriate citations within the body of the work. 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 work show that it has been proofread for English?)

8. Writing Style

(Is the work 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?)

More generally, the following issues will be looked at 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 your work logically and limit it to the length required.
- Degree to which the material submitted for assessment addresses the specified or negotiated assignment requirements.

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 as Wikis in Moodle 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 (purely to ensure proper functioning within a distance-study environment):

1. Each topic will be started as a wiki. It will remain open for **2 weeks** from original posting.
2. If you wish to contribute to a topic, then **add your name to the "List of students who wish to contribute"** in the first column of table of at the bottom of the wiki page. To edit the page click on the Edit tab above the wiki page content. 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. Only reserve one topic at a time through 'I wish to contribute'.
4. When you're the person before you finishes you will be reserved a **24-hour window** to make your contribution, undisturbed by others in the class; all others are to back off for these 24 hours.
5. Contributions should be made between the question posed on the wiki and the list of students who wish to contribute table.
6. **From experience, people who make an instantaneous contribution off the top of their heads, or take very little time to post after stating 'I wish to contribute', submit contentless, superficial material and score lowly. So use the full 24-hour window and contribute something of substance - something based on considered thought. If you don't do this, don't complain at the end of session when you receive low grades for the rubbish submitted.**
7. 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.

8. When you have finished making your contribution enter the date that you contributed into the second column of the table at the bottom of the page so that the next person knowst hat it is their turn.

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 improve it. If there is duplication, you can remove it. etc.

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

You would be expected to contribute **meaningfully and properly** 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 and the total number of contributions is not assessed, rather **the content (not the quantity) of what you contribute is assessed**. Terse contributions that enlighten a lot are better than verbose contributions that hardly enlighten at all. **Just making a contribution does not mean that you are entitled to marks; the contribution has to be good in order to receive marks.**

Regularly look for any announcements in Moodle regarding the administration of the wikis.

Your contributions

1. Contribution length: **Min 50, max 150 words**. (The minimum eliminates trivial postings; the maximum stops one person dominating the discussion.)
2. Proofread your contribution for spelling and grammar.
3. Use third person (not first or second person).
4. Cite within a contribution as Author (year) or (Author, year). (Not square brackets with numbers; not superscripted numbers.) Add an alphabetical list of References at the end, **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.
5. Material (text, figures, tables) copied from elsewhere, and not acknowledged, is referred to as **plagiarism** and represents academic misconduct for which students can fail a course and can have their enrolment cancelled. Any text from another source needs inverted commas around it, together with a citation of Author (year) and the page number of the quote. Any figure or table from another source needs a citation in the figure/table caption. Then give full referencing under 'References' at the end.
6. Use subheadings and give a structured flow. Give structure and logic, if what precedes you is unstructured and presented in an ad hoc way.
7. Do not extract or paraphrase material from the Study Guide. Just reference the material's location in the Study Guide.
8. Do not repeat or paraphrase that already said by a previous contributor.
9. Don't use background shading or background colour.
10. Make your contribution terse, concise and to the point. Don't pad or be verbose.
11. Don't make trivial contributions.
12. Focus your contribution directly on the topic and exclude peripheral information (even though you might find such interesting).
13. Integrate your contribution with previous contributions. Do not just tack something on, unless you are adding to a list.
14. A 'Summary/Conclusions' style section at the end is not wanted. A 'Contents' list at the start is not wanted. An 'Introduction' style section is not wanted.

Your contribution will be marked using the history tool of the wiki to compare your final version with the previous person's final version.

Assessment Component B

Assessment Component B involves two activities for each wiki allocated to you:

- A once-only editing of the wiki (following wiki close).
- Comments on individual contributions to the wiki.

You will be allocated one wiki to edit over the duration of the course.

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 writing, and into something that is factually correct.

The maximum length of the final edit is [500 words](#), but less is definitely preferred.

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 include: 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 you are sensible, you have free rein to edit as you wish.

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 that you don't delete relevant facts in your enthusiasm to prune the contributions.

The grade you receive will depend on how thorough or superficial your editing is.

[After the wiki closes](#), you will be given [1 week](#) maximum in which to do a thoroughly professional edit.

Comments on contributions

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

- Don't read instructions.

- 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, of little intellectual value, or not even on the topic.

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.

Your comments on individuals' contributions are to be made in the third column in the table at the bottom of the Wiki page. If you think a contribution is good, leave this column blank. Otherwise, enter any of the numbers from the 'Your contributions' list of 15 numbers – Assessment Component A – corresponding to where you believe the contributor needs to improve for subsequent wikis. Numbers only, no words. Be honest – this will help the contributor to know how to improve. Take this seriously, because you are being assessed on what you notice or don't notice about others' contributions. Being nice to your friends is not a good tactic.

[After the wiki closes](#), you will be given **1 week** maximum in which to submit these comments. You can determine the contribution of each individual by using the history tool of the wiki to compare their final version with the previous person's final version.

Right of reply

Contributors will be given a 'right of reply' to your comments on their contributions. This right of reply is to be a self-contained argument based only on the merits of the contribution, and is not to refer to any comparison feedback given by editors or the course coordinator of others' contributions.

These replies should be placed beneath the “I want to contribute” table at the bottom of the wiki. Each reply should consist of one paragraph containing the contributor's name and one paragraph containing the reply.

Assessment Component C

Individual Report

You are required to write on one topic for your 'hand-in' (electronically via Moodle) report. The report topics will be posted on Moodle.

Late submission penalty – A deduction of 7 marks will occur for every calendar day or part calendar day late after the date nominated.

Submissions can occur whenever you like. 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 Moodle regarding the administration of the report.

Your report

- a. Title your submission file **SurnameInitials_Topic#.pdf** Nothing else. For example, SmithAB_Topic3.pdf
- b. Submit as an attachment to Moodle, not a cut and paste to Moodle, not as an email attachment. After submitting, **check** that you have submitted the correct file.
- c. Use sensible margins.
- d. Use 12 point Times, single line spacing.
- e. Length - maximum 5 pages (including references, appendices, figures and tables).
- f. Do not repeat the wording of the assignment. Do not give a table of contents.
- g. No cover page. Nothing in header. The footer should contain a page number only. Use the first three lines of your submission for: Course name, report topic, and your name (all 12 point type).
- h. Proofread for spelling and grammar.
- i. Use third person (not first or second person).
- j. Citations within the report are as Author (year) or (Author, year). (Not square brackets with numbers; not superscripted numbers.) An alphabetical 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.

- k. Material (text, figures, tables) copied from elsewhere, and not acknowledged, is referred to as plagiarism and represents academic misconduct for which students can fail a course and can have their enrolment cancelled. Any text from another source needs inverted commas around it, together with a citation of Author (year) and the page number of the quote. Any figure or table from another source needs a citation in the figure/table caption. Then give full referencing under 'References' at the end.
- l. Use subheadings and give a structured flow. Bullet points are acceptable within the report, but not as the total report.
- m. Do not extract or paraphrase material from the Study Guide. Just reference the material's location in the Study Guide.
- n. Make your contribution terse, concise and to the point. Don't pad or be verbose. **Don't pad** with pretty pictures.
- o. Focus your contribution directly on the topic and exclude peripheral information.
- p. Do not use footnotes.

Assessment Component D

Peer Feedback of Individuals' Reports

You will be allocated reports submitted by others in the class (under Assessment Component C). You are to provide feedback 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, or bland answers to the prompts given below, will be graded very lowly.**

Late submission penalty – A deduction of 4 marks will occur for every calendar day or part calendar day late after the date nominated.

Submissions can occur whenever you like. 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 regarding the administration of the feedback.

Format for feedback

Structure your submission as follows (the first four lines in this order):

Course number/name:

Report topic:

Original author's name:

Feedback person's name:

Then structure your feedback according to the following 10 headings. (Include these 10 headings, but not the prompts given here in parentheses following the headings.) **Do not treat the prompts as a Q & A exercise – you are to give meaningful postgraduate-level independent thought and comment, not bland high-school answers to the prompts.**

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. Suggestions for Improvement

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

Your feedback

- a. Title your feedback file **Feedback_SurnameInitials_Topic#.pdf**
Nothing else. For example, if the original report that you are providing feedback on was titled SmithAB_Topic3.pdf, then title your feedback as Feedback_SmithAB_Topic3.pdf
- b. Feedback on different reports is to be in separate files.
- c. Submit as attachments to Moodle, not a cut and paste to Moodle, not as an email attachment. After submitting, **check** that you have submitted the correct files.
- d. Length – 2 pages maximum.
- e. Use the first four lines of your submission for: Course number/name, report topic, original author's name, and feedback person's (your) name (all 12 point type).
- f. Essentially follow the guidelines on presentation and content for Assessment Component C.

Right of reply

Report authors will be given a 'right of reply' to your feedback of their work. This right of reply is to be a self-contained argument based only on the merits of the report and the respective feedback given, and is not to refer to any comparison feedback given by others or the course coordinator.