This unit is for students who wish to understand and improve their project management skills, and for managers who oversee a portfolio of strategic projects. Topics include project creation and planning; scheduling, network analysis and resource management; control of projects during their development and execution phases; organising the project team; benefits realisation; managing a portfolio of projects.
**CONTACT DETAILS**

<table>
<thead>
<tr>
<th><strong>Unit Web Site URL</strong></th>
<th>webct6.uwa.edu.au</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecturer</strong></td>
<td>Brett Smith</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:Brett.Smith@uwa.edu.au">Brett.Smith@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
<td>6488 3979</td>
</tr>
<tr>
<td><strong>Fax</strong></td>
<td>6488 1055</td>
</tr>
<tr>
<td><strong>Consultation Hours</strong></td>
<td>By appointment</td>
</tr>
<tr>
<td><strong>Lecture Times</strong></td>
<td>Thursday 6.00pm-9.00pm</td>
</tr>
<tr>
<td><strong>Lecture Venue</strong></td>
<td>Myers Case Study 1</td>
</tr>
</tbody>
</table>

**Your Lecturer**

**Brett Smith**

Ph D Candidate (UWA), Grad. Dip - Mathematics (ECU), BA- Education (ECU)

I joined UWA in 2000 as a lecturer in information management. During my appointment I have taught in Information Systems, Management Science, Transport, Logistics and Marketing. While this may seem eclectic, the disciplines are underpinned by theories of individual and group decision making. Essentially project management is a set of procedures to assist a decision making team.

My research is on statistical models of individual choice behaviour in a transport context. I have presented papers on this topic in Europe, Asia and Australia and published findings in top travel behaviour journals. I have also published in journals in electronic marketing and Information Systems education.
UNIT DESCRIPTION

Introduction

Project management is “the application of knowledge, skills, tools and techniques to project activities to meet project requirements”. By undertaking **MGMT8665 Project Management** you will be exposed to the body of knowledge that is generally accepted as good practice for managing projects. While project management techniques have been developed in the disciplines of Information Technology and Engineering, the unit takes a general perspective concentrating on managing value creation projects in business. The unit concentrates on facilitating change, efficient use of resources and controlling risk.

The unit is pitched at an introductory level. The unit focuses on the core concepts and knowledge areas of project management. These areas of knowledge form the basis of accreditation to the **Australian Institute of Project Managers** and the **Project Management Institute (U.S.)**. The major content area is the planning of projects. However, some attention is given to project execution and control.

Students will be introduced to standard project management software and it is anticipated that students will makes use of the software for unit assignments.

Unit Content

Professional bodies such as the Project Management Institute, the Association for Project Management and the Australian Institute of Project Management publish an inventory of the essential topics that should be covered when undertaking project management. These "Bodies of Knowledge" provide the content for this course. The course will cover:

- A definition of projects, programs and (project) portfolios
- Project Life Cycles
- Organisational influences on project management
- The nine Project Management Knowledge Areas
  - Project integration management
  - Project scope management
  - Project time management
  - Project cost management
  - Project quality management
  - Project human resource management
  - Project communications management
  - Project risk management
  - Project procurement management

Rather than cover each knowledge area in sequence, the organisation of the content is first to cover all knowledge areas at the project planning stage and then to re-examine their application to the project execution stage.

Organisational structure and its influence of project management are introduced at the beginning of the trimester. Throughout the unit we consider project management at the organisational level.

---

The Goal of the Unit

This unit is designed to introduce you to project management, the issues involved with implementing project management systems and some of the methods used by project managers to control and deliver their projects. Both the theoretical and practical aspects will be covered.

The project environment is a team environment and a significant component of this course is team based. The ability to tackle new challenges using some fundamental skills combined with working as a team will lead to a stronger project outcome.

The unit also allows you to examine areas of your own experience and test how the project management theory can assist in your working environment. By using the theory presented, you should be able to develop your own project management process to suit your own needs.

Learning Outcomes

On completion of this unit, you will be able to:

- Demonstrate understanding of project management knowledge areas
  - The knowledge base of project management is reasonably standard. Students undertaking this unit will exit with an understanding of the core body of knowledge.

- Apply project management skills, tools and techniques in a realistic setting
  - Accepting the classroom environment and trimester schedule limits the scope of applied work in this unit, students will demonstrate their capability of planning a realistic project in the team project. The team project is a useful instructional tool because the team output covers the hard project management activities (activity planning, cost and time estimation, work breakdown structure) and the team assignment process covers the soft project management activities (team management, leadership, project quality and communication).

- Make use of standard project management software (Microsoft Project)
  - Students are given some instruction on the use of Microsoft Project and are given the opportunity to demonstrate their competency in the team assignment and in class exercises.

- Communicate a project plan by way of an oral presentation and written report
  - The communication of the project and its value to stakeholders is an essential skill in managing projects. The team presentation and report are the relevant assessments for this outcome.

- Assess the worth of project management as a tool for implementing decisions
  - Students investigate the relevance of project management to their chosen industry. In particular students evaluate the usefulness of standardizing project management across the organization.

Prerequisites

There are no formal prerequisites for this course. This unit assumes that students have an operational competency in the use of word processors, spreadsheets and the University’s online journals.
# UNIT STRUCTURE

## Seminar Topics

<table>
<thead>
<tr>
<th>Week commencing</th>
<th>Topic</th>
<th>Text</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1 Sept</td>
<td>Introduction to Project, Program, and Portfolio Management</td>
<td>Ch1</td>
<td></td>
</tr>
<tr>
<td>2 8 Sept</td>
<td>Project, Program, and Portfolio Selection Organizational influences</td>
<td>Ch2</td>
<td></td>
</tr>
<tr>
<td>3 15 Sept</td>
<td>Initiating a project Project proposals</td>
<td>Ch3</td>
<td></td>
</tr>
<tr>
<td>4 22 Sept</td>
<td>Review of Topic 1 Case 1: London Ambulance Service</td>
<td></td>
<td>CASE 1: LAS</td>
</tr>
<tr>
<td>5 29 Sept</td>
<td>Planning projects: integration and scope management Lab 1: WBS and scheduling in MSProject</td>
<td>Ch4</td>
<td></td>
</tr>
<tr>
<td>6 6 Oct</td>
<td>Planning projects: scheduling and cost management Case 2: H.M.S. Pinafore</td>
<td>Ch4</td>
<td>CASE 2: H.M.S. Pinafore</td>
</tr>
<tr>
<td>7 13 Oct</td>
<td>Planning projects: quality, human resources and communications Lab2: Assigning resources and resource levelling</td>
<td>Ch5</td>
<td>HW3: Interview</td>
</tr>
<tr>
<td>8 20 Oct</td>
<td>Planning projects: risk and procurement management Case 3: Tetra Tech EC</td>
<td>Ch5</td>
<td>CASE 3: Tetra Tech EC</td>
</tr>
<tr>
<td>9 27 Oct</td>
<td>Project Baseline and Team Assignment Review Lab3: Entering costs and nominating a project baseline in MSProject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 3 Nov</td>
<td>Executing projects</td>
<td>Ch6</td>
<td></td>
</tr>
<tr>
<td>11 10 Nov</td>
<td>Monitoring and controlling projects Lab4: Tracking a Project and Earned Value</td>
<td>Ch7</td>
<td></td>
</tr>
<tr>
<td>12 17 Nov</td>
<td>Unit Review</td>
<td></td>
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</tbody>
</table>
**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the Business School has decided not to move to online teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials’. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances. Part of the unit assessment is based on pre-class preparation.

**TEXTBOOKS AND RESOURCES**

**Recommended/Required Text(s)**

*Required:*


The course text is supplemented by a website at [www.course.com/mis/pm/scwalbe](http://www.course.com/mis/pm/scwalbe). You will need to set up an account and enter the key code that comes in the CD packet in the front of your book. In addition the text provides a trial version of Microsoft Project 2003 and a project management training CD.

*Recommended*


I expect the guide to be your desktop reference book

**Related Texts**


Related Journals

Project Management Journal, Project Management Institute (U.S.) ISN 8756-9728

International Journal of Project Management, International Project Management Association ISN 0263-7863

Software Requirements

Students will need access to the following software tools
• A Microsoft compatible word processor, spreadsheets and presentation program
• Ability to read and print Adobe PDF format.
• Access to Microsoft Project Planning software (provided with the unit text)

Additional Resources and Reading Material

A supplementary reading list will be developed during the course of the unit. Supplementary reading materials will be referenced on the unit website. Where possible an online PDF will be made available on WebCT (I expect this to be case for all readings).
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and Learning Strategies

Project management knowledge base: All disciplines have a core body of knowledge that acts your entry ticket into the discipline’s community. It is important that a unit (particularly an introductory level unit) covers this knowledge. While the lecturer will guide you in the right directions – and provide some explanations – your weekly readings are the most useful way to learn this knowledge. The class seminars are where we meet to discuss the readings. To concentrate your focus on aspects of your readings a series of class participation assignments are set. The class time is divided between a lecture and discussion on the cases or other assigned activities.

Project management practical: Project management skills can only be developed by doing! The team assignment provides the space for you to develop your project management skills. Rather than setting a term project and ask you to submit a report on the last day of the class, the team assignment is integrated into the classes. About every third week, time is assigned for the team to share there experience with fellow students and to prepare intermediate documents. These exercises give the opportunity for short feedback cycles. Your aim is produce a working project management plan for a real project.

Project management issues: Unfortunately the class-room environment will not allow you to see a project through to completion. Case studies are used to supplement a real project. In doing the cases you will be exposed to some of the problems associated with projects. Through discussion and a written case report you will work through the real problems and offer solutions to the case.

Project management skills: Class exercises are used to introduce the skills and provide an immediate opportunity for students to practice. The face-to-face contact will include four one hour computer laboratories. In this class we shall introduce Microsoft Project.

Communication: In addition to formal project presentations a series of informal class discussions are planned. Think of these as open spaces, with a little more direction than usual. In week 3 you have the opportunity to present project possibilities and pitch your idea to classmates. In week 5 you present your team assignment plan (informal discussion). A poster session is organised for week 9 and your project management plan is delivered in week 12.
Charter of Student Rights and Responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at http://www.secretariat.uwa.edu.au/home/policies/charter

Use of Student Feedback

This unit is periodically evaluated and the feedback from students taken into account when the unit is updated. This is the first year I have taken this unit, the content, course material, assessment and teaching/learning strategies are on experimental footing. Your feedback will shape the delivery of this unit for students who are to come after.

Which topics are interesting/which are not? Which topics were seen as having practical worth? Where are your gaps in knowledge? Any suggestions on what can be added to the course

Which HW assignments were of value? Is the team project realistic given the tight time schedule? Is the progressive approach with feedback cycles useful or too burdensome? What value did you get in sharing your progress with your fellow students?

How useful were class times? What are your suggestions for changes in delivery and class format?
**ASSESSMENT MECHANISM**

**The Purpose of Assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

The assessments are closely linked to the outcome statements given earlier in this document; Refer to the outcome statement heading for a direct match between learning outcomes and assessment mechanisms. This section states the reasons why assessment items were chosen.

Broadly speaking the assessments are linked to two outcomes

**Knowledge of project management agreed best practices:** There is a standard body of knowledge (of course variations exist) in the project management discipline. A key objective of the unit is to introduce students to this knowledge. In all three assessment areas (class participation, team assignment and case studies) part of the assessment requires that you know and understand the key concepts and knowledge areas.

**Applied project management skills:** The Australian Institute of Project Management (AIPM) accredits its members by way of a competency measure. Prospective members are assessed through observations of their behaviour in a real project. The individual under assessment must display PM competencies not only through the final outputs, but also in the process. The team project is designed to do exactly that. Projects are not done individually. In fact a core competency in project management is human resources management (team leadership). The team project is essential for students to demonstrate their capabilities in a project management environment.

**Assessment Mechanism Statement**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Trimester Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>3 Homework assignments</td>
<td>In class discussion (weeks 2, 3 &amp; 7)</td>
</tr>
<tr>
<td>Assignments</td>
<td>totalling 15%</td>
<td></td>
</tr>
<tr>
<td>CASE STUDIES</td>
<td>3 Case Studies totalling</td>
<td>In class discussion (weeks 4, 6, 8 &amp; 10) written assignment due the week following (i.e. weeks 5, 7, 9, &amp;11)</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Team Assignment</td>
<td>Preliminary Poster</td>
<td>Presentation given in class of week 9</td>
</tr>
<tr>
<td></td>
<td>Presentation = 10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report = 30%</td>
<td>Reports due Week 13</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Assessment Components

Assessment 1 Class participation (homework) assignments

HW1: Case study one Project prioritization and selection (Week 2 Sept 11)

For copyright reasons the cannot be shown here. The case will be disseminated in class and made available on WebCT. Task details are given in the case.

The case presents a discussion on individual departments in a pharmaceutical company vying for limited funds to initiate projects. Your task is to identify the requirements of the business cases being put forward to the decision maker: What information is needed to make a good project selection decision?

Prepare a 1-2 page response to the case's focus questions and be prepared to discuss in class. You do not submit this document.

HW2: Project Proposals (Week 3 Sept 18)

Each student will propose a project for the team projects. Projects must have a sponsor (this maybe a colleague, friend, boss, student etc), provide a service or a product (could be organizational change, product development, information systems development, the organisation of an event etc.) and be reasonable for the time available in the class schedule (note: you will not execute the project, merely undertake some of the planning functions).

In your proposal include the following headings:

Potential Project Name, Project Sponsor’s Name and Organization; Justification or Reason for the Project; Main Project Deliverables; Required Team Skills; Main Team Tasks/Roles.

Additionally, prepare a draft Scope Statement (see p 100 of text).

Your task is to present your proposal to at least four other students. The selected proposals will be the team projects.

** Submit your proposal to the lecturer (check-off and informal feedback)

HW3: Project Manager Interview (Week 7 Oct 16)

Using your personal contacts or other sources (web sites etc.) interview someone who has managed a project in the past (or is currently managing one). At this stage in the class schedule we are most interested in the transition from the planning stage to the implementation stage. The project manager may wish to share her/his experience on running a project and how it may differ from the project plan. A sample of questions is available on the unit website (project manager interview guide). Document your interview in a 1-2 page summary.

You do not submit your summary.
Assessment 2 Case Studies

Case details, assessment criteria and supporting information on completing cases will be disseminated by way of a case file. A summary of the cases is given below.

Case 1: London Ambulance Service  (Class Discussion Sept 25; written Oct 2)

For copyright reasons the cannot be shown here. The case will be disseminated in class and made available on WebCT. Task details are given in the case.

The case presents a failure in the implementation of an automated vehicle location and routing system. The case describes a lack of alignment between business strategy and the project’s scope. In addition an unrealistic time schedule contributes to a series of decisional and technical errors.

Prepare a 2-3 page case report for discussion and be prepared to discuss in class. To be submitted the following week.

Case 2: H.M.S. Pinafore  (Class Discussion Oct 9; written Oct 16)

For copyright reasons the cannot be shown here. The case will be disseminated in class and made available on WebCT. Task details are given in the case.

The producer of the Gilbert and Sullivan Society of the University of Western Ontario meets with the assistant producer, costume coordinator and artistic director to plan 10 performances of H.M.S. Pinafore. The performances are to be undertaken in a little over four months.

You will see in the case conversations there are many activities to be undertaken. The case participants have some experience on the order in which activities need to take place. Your job is to construct a network diagram for this project, identify the critical path and address an number of managerial issues.

Note: you are not given the WBS, you will need to extract this from the conversations in the case.

Prepare a 2-3 page case report for discussion and be prepared to discuss in class. Your report along with your network diagram is to be submitted the following week.
Case 3: Tetra Tech EC and Risk Management  (Class Discussion Oct 23; written Oct 30)

For copyright reasons the cannot be shown here. The case will be disseminated in class and made available on WebCT. Task details are given in the case.

The case describes a risk management plan and explores the factors that have contributed to its success at a project-based organisation. The case takes place during the implementation of regulatory requirements of tighter internal documentation control. The tougher internal reporting was mandates for U.S. publicly listed companies in the wake of the Enron and Arthur Anderson scandals.

The case identifies the difference between project and strategic risks. Students focus on the deterrents to effective strategic risk management and whether Tetra Tech Ec has been successful in implementing an Enterprise Risk Management

Prepare a 2-3 page case report for discussion and be prepared to discuss in class. Your report along with your network diagram is to be submitted the following week.
Assessment 3 Team Assignments

The purpose of the team project is to use a structured approach to project management in a team setting. Each student will propose a potential project with a real sponsor. Teams will consist of 4 students. Each team will do the following:

1. Week 5 [Oct. 2] Plan your team assignment using project planning tools.

   Your output for this section is based on your class assignment not its topic “The Project”.

   Present your assignment plan as part of the first status report (informal discussions). Note you will apply project management tools to your assignment. For the first status report, prepare the following: (see templates and samples in the text and online)
   - a one-page progress report (text page 248) – let me know the topic of your assignment (i.e. your project).
   - an assignment charter and preliminary scope statement for your assignment (download from website)
   - a team contract (website)
   - A draft schedule (in Word or Excel for now is fine). Include columns that list each major task, estimated start and end dates for each task, who has the main responsibility for each task, and your estimate of the number of hours it will take to complete each task.

2. Week 9 [Oct 30] Prepare a Project status poster. You may submit your work for feedback. 10%.

   Treat this as a formal presentation. Your team will convey the details of your project to others in the class. Each team will produce a poster that is easily displayed to a small group. On the poster is some detail of what you have achieved (i.e. assignment progress) as well as sufficient information about the scope, schedule and budget of the project.

   On your poster include
   - A summary of your team assignment progress
     - a short progress statement for your assignment (i.e. preparing a project plan) and a comparison of planned and actual information to date.
   - The Project baseline:
     - The main points from your scope statement
     - A detailed Gantt chart for the project created using Microsoft Project,
     - A table for major cost items and estimates

   Present to class in a poster session. You will have an opportunity to explain your project to other students as well as hear about others’ experiences.
3. Week 12 [Nov 20] Prepare a final project management plan. 30% grade awarded

- **Cover page and detailed table of contents.**
- **A 15-30 page project management plan.**

To include a description of the project, details of project scope, the project plan (time management), the project budget and one other project management knowledge area (Human resources, quality, risk, communications or procurement).

Clearly, the project management plan covers the project integration component of the assignment (it is the main document of project integration at the planning phase).

Beneath is a possible table of contents. I do not like being too prescriptive as each project is unique. However, it will serve as guideline to the expectations of the report deliverable for team assignments.

1. Description of the project
   - 1.1. description of the project (what is the project, who is the project for)
   - 1.2. overview of the scope and technical methodology (what is involved in the project, how – in general – will the project be done)
   - 1.3. Product benefits (why is the project being done)
   - 1.4. Assumptions
2. Project Scope
   - 2.1. Requirements (in scope; what is to be completed)
   - 2.2. Goals (deliverables)
     - 2.2.1. Product goals (statement of quality)
     - 2.2.2. Project goals (statement of how the project will be viewed as successful)
   - 2.3. Statement of works
     - 2.3.1. work-breakdown-structure (you could give a one paragraph discussion in text and WBS as attachment)
   - 2.4. scope control – procedures in which the scope may be changed
3. Project Plan
   - 3.1. Details of task dependencies
   - 3.2. Network diagram (discuss in text – attachment)
   - 3.3. Project plan (discuss in text – Gantt chart attachment) *Critical path discussion*
4. Project Budget
   - 4.1. Method of cost estimation
   - 4.2. Budget breakdown (probably best to keep this table in text unless really big)
5. Project Other (HR, Quality, Communication, Risk, Procurement – see text for examples of each area)
   - 5.1. e.g. HR discussion of project roles *(you should table these roles)*
   - 5.2. e.g. HR responsibility assignment matrix *(discussion – appendix)*
A task reflection statement (2-3 pages).

- Was the plan useful or not? Include some type of quote or evaluation from your project sponsor.
- What project management tools/documents did you use, and did they help?
- What went right on the project? What went wrong?
- What did your team learn by working on this project?
- How did you select the project manager? Did he/she do a good job at leading your team?
- Did you work well as a team?

**Assessment Criteria**
Team projects will be graded using the following marking guide.

<table>
<thead>
<tr>
<th>REPORT FEEDBACK FORM</th>
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<tbody>
<tr>
<td><strong>CONTENT: (/20%)</strong></td>
</tr>
</tbody>
</table>
| Covered the necessary requirement for a Project plan (4 areas – see Knowledge areas).
| Clearly defined goals and appropriate assignment ‘scope’
| Thoughtfully and logically prepared
| Appropriate language |
| **FORMAT (/10%)**     |
| Contents page
| Appropriate headings and subheadings (preferably report numbering style).
| Figures and Tables clear
| Appendices are relevant and referred to.
| **Academic**: is there any academic research and correct referencing |
| **OVERALL QUALITY (/30%)** |

<table>
<thead>
<tr>
<th>KNOWLEDGE AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROJECT SCOPE</strong></td>
</tr>
</tbody>
</table>
| Requirements
| Goals: Product/ Project
| WBS |
| **PROJECT TIME/SCHEDULE** |
| Details of tasks and dependencies
| Network diagram
| Project plan (Gantt chart) attachment |
| **PROJECT COST/BUDGET** |
| Method of cost estimation
| Budget breakdown |
| **PROJECT (Other)** |
| * Depends on student’s selection |
| **Task Reflection** |
| Present |
**Submission of Assignments**

Assignments should be submitted in **class on the due date** or if handed into the office, a standard cover sheet should be used and a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Assignments will be returned in class or may be collected from the office reception should you miss that class.

It is the intention that the marked assignments will be returned within two weeks of submission.

**The Standard of Assessment**

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system.

- **HD** (Higher Distinction) 80-100%
- **D** (Distinction) 70-79%
- **CR** (credit Pass) 60-69%
- **P** (Pass) 50-59%
- **N+** (Fail) 45-49%
- **N** (Fail) 0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytical framework presented in the course. The student is able to draw widely from the academic literature and elsewhere, but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.
N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The Business School and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.

Ethical Scholarship, Academic Literacy and Academic Misconduct

Ethical Scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- collusion
- inappropriate collaboration
- plagiarism (see more details below)
- misrepresenting or fabricating data or results or other assessable work
- inappropriate electronic data sourcing/collection
- breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University; non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct
Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The Faculty of Economics and Commerce has the following regulation on Plagiarism: “The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty’s duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original.”

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your Sources Harvard Style’

www.library.uwa.edu.au/education_training__and__support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A Quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

http://www.library.uwa.edu.au/education_training__and__support/guides/endnote

This is linked to the ‘How to Use EndNote’ page

http://www.library.uwa.edu.au/education_training__and__support/guides/endnote/endnote_manuals which provides more comprehensive information.
Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture, then as a matter of courtesy you should obtain the permission of the lecturer first.

Appeals Against Academic Assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at http://www.secretariat.uwa.edu.au/home/policies/appeals

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