This course gives students exposure to project management principles and covers nine key areas of project management body of knowledge from a managerial, non-technical, perspective. Teaching and learning is achieved in an operational context via formal seminars and the undertaking a semester-long project planning assignment. Thus, BUSN7024
(http://programsandcourses.anu.edu.au/2016/course/BUSN7024) takes a “hands on” approach in which students are required to attend meetings and seminars and to work during the whole semester in a full and realistic project plan for the implementation of innovative solutions supporting business activities for a major and innovative program.

**LEARNING OUTCOMES**

Upon successful completion of the requirements for this course, students will be able to:

- CLO1 analyse and initiate a business project
- CLO2 analyse and plan a business project
- CLO3 monitor, control and close a business project

**SCHEDULE**

**Research-led Teaching**

PMP is a research-led course—based on the research program in which the lecturer has been engaged with Ofer Zwickael for the past six years or so. The core results of this work—related to the theoretical foundations of project management) are discussed in our book—which has been set as a text for the course.

**Feedback**

Students receive progressive feedback during this course through three channels:

1. Feedback Mini Quizzes (FMQs)
2. Class discussion.
3. Seminar discussions.

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Week 1</td>
<td>Introduction</td>
<td>A. Course overview</td>
</tr>
<tr>
<td>17 Feb</td>
<td></td>
<td>B. Syndicates</td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td>C. Theoretical foundations</td>
</tr>
<tr>
<td>COP G030</td>
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<tr>
<td>Lecture Week 2</td>
<td>The anatomy of a project</td>
<td>A. Core concepts</td>
</tr>
<tr>
<td>24 Feb</td>
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<td>B. Project organisation</td>
</tr>
<tr>
<td>9am-12noon</td>
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<td>C. Overview of initiation</td>
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<td>COP G030</td>
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<tr>
<td>Lecture Week 3</td>
<td>Monitoring &amp; managing the</td>
<td>A. Stakeholders</td>
</tr>
<tr>
<td>2 Mar 9am-12  noon</td>
<td>external environment</td>
<td>B. Issues</td>
</tr>
<tr>
<td>COP G030</td>
<td></td>
<td>C. Risk</td>
</tr>
<tr>
<td>Lecture Week 4</td>
<td>Project planning</td>
<td>A. Overview</td>
</tr>
<tr>
<td>9 Mar 9am-12  noon</td>
<td></td>
<td>B. Scheduling</td>
</tr>
<tr>
<td>COP G030</td>
<td></td>
<td>C. Resource planning</td>
</tr>
<tr>
<td>When</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td><strong>Lecture Week 5</strong></td>
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<tr>
<td>16 Mar</td>
<td>Seminar preparation</td>
<td>A. Case study briefings</td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td>B. The project simulation</td>
</tr>
<tr>
<td>COP G030</td>
<td></td>
<td>C. Syndicate meeting</td>
</tr>
<tr>
<td><strong>Lecture Week 6</strong></td>
<td>Project execution</td>
<td>A. The management forums</td>
</tr>
<tr>
<td>23 Mar</td>
<td></td>
<td>B. Project execution management</td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td>C. Reporting progress</td>
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<tr>
<td>COP G030</td>
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<tr>
<td><strong>Lecture Week 7</strong></td>
<td>Project monitoring &amp; tracking</td>
<td>A. Time tracking</td>
</tr>
<tr>
<td>30 Mar</td>
<td></td>
<td>B. Budget tracking</td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td>C. The MPSR</td>
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<tr>
<td>COP G030</td>
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<tr>
<td><strong>Mid-Semester break</strong></td>
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<td>6 Apr</td>
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<tr>
<td><strong>Mid-Semester break</strong></td>
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<tr>
<td>13 Apr</td>
<td></td>
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<tr>
<td><strong>Seminar Week 8</strong></td>
<td>Project plans &amp; simulation session</td>
<td>A. Project plan presentations - I</td>
</tr>
<tr>
<td>20 Apr</td>
<td>S1</td>
<td>B. Project plan presentations - II</td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td>C. Briefing for simulation iteration #1</td>
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<td>COP G030</td>
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<td></td>
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<tr>
<td><strong>Seminar Week 9</strong></td>
<td>Simulation session S2</td>
<td>A. Presentation of MPSRs for iteration #1 - I</td>
</tr>
<tr>
<td>27 Apr</td>
<td></td>
<td>B. Presentation of MPSRs for iteration #1 - II</td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td>C. Briefing for iteration #2</td>
</tr>
<tr>
<td>COP G030</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seminar Week 10</strong></td>
<td>Simulation session S3</td>
<td>A. Presentation of MPSRs for iteration #2 - I</td>
</tr>
<tr>
<td>4 May</td>
<td></td>
<td>B. Presentation of MPSRs for iteration #2 - II</td>
</tr>
<tr>
<td>9am-12noon</td>
<td></td>
<td>C. Briefing for iteration #3</td>
</tr>
<tr>
<td>COP G030</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When | Topic | Notes
--- | --- | ---
**Seminar Week 11**
11 May
9am-12noon
COP G030
Simulation session S4
A. Presentation of MPSRs for iteration #3 - I
B. Presentation of MPSRs for iteration #3 - II
C. Briefing for iteration #4

**Seminar Week 12**
18 May
9am-12noon
COP G030
Simulation session S5 and briefing for closeout
A. Presentation of MPSRs for iteration #4 - I
B. Presentation of MPSRs for iteration #4 - II
C. Briefing for Closeout report

**Seminar Week 13**
25 May
9am-12noon
COP G030
Wrap up (S/L)
A. Presentation of case study closeout reports - I
B. Summary of course
C. Close

---

**ASSESSMENT OVERVIEW**

*Summary*

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Plan</td>
<td>30%</td>
<td>Participation (as a syndicate member) in the preparation of a project plan for the selected project case study. The structure of that plan is to accord with a template that is provided as a resource for Class #4.</td>
<td></td>
</tr>
<tr>
<td>Project status reports</td>
<td>48%</td>
<td>Participation (as a syndicate member) in the execution of the selected project case study over four simulated months. This component of assessment has is based on submission of four “Monthly” project status reports. The structure of those reports is to accord with a template that is provided as a resource for Class #6.</td>
<td></td>
</tr>
</tbody>
</table>
### Type Weight Learning Outcome Notes

<table>
<thead>
<tr>
<th>Outputs closeout report</th>
<th>10%</th>
<th>Participation (as a syndicate member) in the submission of an Outputs closeout report for the selected project case study. The structure of that plan is to accord with a template that is provided as a resource for Class #4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback Mini-Quizzes (FMQs)</td>
<td>12%</td>
<td>This is an individual (not a syndicate) assignment. Submission of answers to three FMQs released progressively throughout the course. Each FMQ takes the form of a set of multiple-choice questions. These are “open-book” assignments—with students free to use any available resource as they assemble their answers. These assignments are to be submitted within five calendar days of their release. Correct/illustrative answers will be posted to Wattle within a week of their due dates. FMQ scores will be released a week later.</td>
</tr>
</tbody>
</table>

---

**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
</tbody>
</table>
ASSESSMENT ITEMS

Assessment brief

Assessment brief

Full details about assessment are to be found in the document 0B Pmp 2016 assessment brief

Syndicates

The two major items of assessment are syndicate based. Shortly before Class #1, the lecturer will assign all class members to a syndicate (which then remains in place for the duration of the course). A Syndicate Charter is—explaining how they are to operate. The Charter also includes an outline Syndicate organisation structure with supporting descriptions for a number of roles that must be in place and filled at all times. Team members are to rotate through a number of roles—as described in 0C Pmp 2016 syndicate charter.

Syndicates will be assigned a score for all their assessable output. An internal voting schema will require that each member score each other member in terms of their input to each assessment item. These votes are then used to score the performance of each class member for the course overall.

All major items of assessment are related to a (single) case study which members selected in Class #1 from a range of alternatives provided by the lecturer. Syndicates work with their selected topic as a project by:

- Assembling a Project plan.
- Preparing Project status reports over four simulated “months” of execution.
- Assembling and presenting an Outputs closeout report for a sample of Project performance areas.

1. Project Plan

Participation (as a syndicate member) in the preparation of a project plan for a selected project case study.

Value 30%

Due Date: TBC

Date for Return of Assessment: TBC
2. Project Status Reports

Participation (as a syndicate member) in the simulated execution of a selected project case study. This component of assessment has is based on four Status reports

**Value** 48%

**Due Date:** TBC

**Date for Return of Assessment:** TBC

3. Outputs Closeout Report

Participation (as a syndicate member) in the submission of an Outputs closeout report on the selected project case study.

**Value** 10%

**Due Date:** TBC

**Date for Return of Assessment:** TBC

4. Feedback Mini Quizzes (FMQs)

Submission of answers to three Feedback mini quizzes to be issued progressively during the course.

**Value** 12%

**Due Date:** TBC

**Date for Return of Assessment:** TBC

**Assignment submission**

**Online Submission:** Assignments are submitted using Turnitin in the course Wattle site. Assignments submitted through Wattle no longer require cover sheets. You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of the assignment for your records.

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**COURSE EXPECTATIONS**

**Announcements**

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.
Tutorial and/or Seminar registration

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.
The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#a3d0d3c6c0cac2cf8dc0ccdd0cac7c6d1c2d7caccde3c2cdd68dc6c7d68dc2d6). You will be notified by your lecturer if an extension has been approved.

**Identify your Assignment with your Student Number only**

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

**Resubmission of assignments**

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

**Returning assignments**

All assignments will be marked and where appropriate feedback will be provided either:

- in class,
- in person by appointment with the course lecturer, or
- via the course Wattle site.

**Referencing requirements**

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the Academic Skills website: https://academicskills.anu.edu.au/resources/handouts/referencing-basics (https://academicskills.anu.edu.au/resources/handouts/referencing-basics)

**Deferred examinations**

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:
• Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
• Scan and attach all supporting documentation
• Email to examinations.officer@anu.edu.au (mailto:deferred.examinations@anu.edu.au)

Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Key policies include:
• Code of Practice for Student Academic Integrity
• Student Assessment (Coursework) Policy and Procedure
• Undergraduate Award Rules
• Graduate Award Rules
• Student Surveys and Evaluations Policy

Academic Integrity
Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

### Assessment Requirements

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

### Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities
for improvement.


**Student Support Services**

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

**Library**

- Information about the library can be found at http://anulib.anu.edu.au (http://anulib.anu.edu.au/)
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn (http://anulib.anu.edu.au/research-learn/)