

PPMP20008 *Initiating and Planning Projects*

Term 1 - 2026

Profile information current as at 11/05/2026 10:11 pm

All details in this unit profile for PPMP20008 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The Initiating and Planning Project unit will equip you with the knowledge and skills required to effectively initiate and plan projects in challenging environments. You will study different standards, frameworks and practices with the opportunity to apply these by utilising relevant tools and techniques to enhance project initiation and planning. On successful completion, you will have prepared a range of project management artifacts that underpin effective initiation and planning of projects.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2026

- Brisbane
- Melbourne
- Online
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. Online Quiz(zes)

Weighting: 20%

2. Reflective Practice Assignment

Weighting: 30%

3. Written Assessment

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure - Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure - International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback - Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Feedback from the student evaluation survey

Feedback

The lecturer was always available to provide useful and quick feedback on the unit and assessments criteria.

Recommendation

To ensure continuous and timely provision of feedback on all assessments to support ongoing student learning and development. Also, to encourage students to seek clarification when needed to reinforce understanding of the unit content and requirements.

Feedback from Feedback from the student evaluation survey

Feedback

Class discussions and quiz really helped us to engage and understand the content better. These activities made the class more interesting and encouraged everyone to participate

Recommendation

To continue incorporating class discussions and quizzes to enhance student engagement and understanding.

Feedback from Lecturers' feedback and reflection

Feedback

Although group formation was done early, some groups faced issues with non-contributing members who did not participate or attend tutorial discussions

Recommendation

The assessment structure has been designed to ensure both fair evaluation of teamwork and individual contribution. It consists of two components: Part A: A group-based submission Part B: final presentation, which is individually marked. This dual-component structure helps recognise collaborative efforts while also assessing each student's individual understanding and input. To support effective group collaboration, student participation and engagement will be actively monitored during tutorials. Students will be encouraged to contribute meaningfully to discussions and group activities, and tutors will provide guidance and support when challenges arise.

Unit Learning Outcomes

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

1. Analyse the underlying project need and justification
2. Apply contemporary techniques to identify and analyse stakeholders
3. Analyse, define and effectively decompose project scope
4. Apply appropriate project estimation techniques
5. Critically analyse and define actions to address project uncertainty.

This unit will satisfy one of the requirements for Australian Computer Society (ACS) accreditation in the postgraduate ICT courses.

The unit contributes to the required number of academic study units for students wishing to undertake profession certification with the Project Management Institute's (PMI) professional qualifications, such as CAPM or PMP.

The ACS recognises the Skills Framework for the Information Age (SFIA). SFIA is in use in over 100 countries and provides a widely used and consistent definition of ICT skills. SFIA is increasingly being used when developing job descriptions and role profiles. ACS members can use the tool MySFIA to build a skills profile at

<https://www.acs.org.au/professionalrecognition/mysfia-b2c.html>

This unit contributes to the following workplace skills codes as defined by SFIA:

- Business Analysis (BUAN),
- Project Management (PRMG),
- Stakeholder Relationship Management (RLMT),
- Systems Integration (SINT),
- Change Management (CHMG),
- Release and Deployment (RELM),
- IT Operations (ITOP),
- Problem Management (PBMG).

Alignment of Learning Outcomes, Assessment and Graduate Attributes

- N/A Level
- Introductory Level
- Intermediate Level
- Graduate Level
- Professional Level
- Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 20%	●	●	●		
2 - Reflective Practice Assignment - 30%				●	●
3 - Written Assessment - 50%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication		○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○	○
4 - Research	○	○	○	○	○
5 - Self-management					
6 - Ethical and Professional Responsibility		○	○	○	○
7 - Leadership		○	○	○	○
8 - First Nations Knowledges					
9 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Project management software such as MS Project

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Thao Trinh Unit Coordinator
t.trinh@cqu.edu.au

Schedule

Week 1 - Introduction to project initiation and planning - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
<p>Outline</p> <ul style="list-style-type: none">• Overview• Assessments• Projects, programs, and portfolios• Project life cycle• Project initiation and planning• PMBOK vs PRINCE2	<p>Readings</p> <ul style="list-style-type: none">• To be provided on the Moodle website	<p>Lecture 1</p> <p>The lecturer starts with an overview of the unit and the assessments. It then covers the project life cycle, particularly the initiating and planning phases.</p> <p>Tutorial 1</p> <p>The tutorial focuses on reviewing the concepts presented in the lecture. Tutors also explain the unit expectations students' pathways to success and the general requirements of the assessments. Note: Detailed assessment requirements will be given when the assessments are released by the unit coordinator.</p>

Week 2 - Justifying a project and its organisation - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
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Outline

- Organisational workflow
- Organisational structures
- Project management office
- Selecting the organisational form
- Project justification
- Project outputs, outcomes, and benefits
- Business case

Readings

- To be provided on the Moodle website

Lecture 2

The lecturer discusses the different organisational structures from the project management perspective and explains the roles projects play in today's organisations.

Tutorial 2

The tutor provides a brief overview of the lecture content and engages students in a class exercise. Students will also work on a short case study. Group formation for *Assessment 3* starts during the tutorial session.

Week 3 - Initiating a project - 23 Mar 2026

Module/Topic

Chapter

Events and Submissions/Topic

Outline

- Project initiation processes
- Project initiation documents
- Statement of work
- Project charter
- Enterprise environmental factors
- Organisational process assets
- Introduction to project planning

Readings

- To be provided on the Moodle website

Lecture 3

The lecturer explains the project initiation processes and documents. The lecturer also provides an introduction to project planning.

Tutorial 3

The tutor provides a brief overview of the lecture topics and engages students to work on examples of project initiation documents. Students will also work on several multiple-choice questions to prepare for the online quiz.

Week 4 - Identifying and engaging stakeholders - 30 Mar 2026

Module/Topic

Chapter

Events and Submissions/Topic

Outline

- Who are the stakeholders?
- Why stakeholder management?
- Stakeholder management processes
- Stakeholder identification
- Stakeholder engagement
- Manage communications
- Communication management plan

Readings

- To be provided on the Moodle website

Lecture 4

The lecturer discusses the importance of stakeholder management in projects and covers various important topics including stakeholder management processes, stakeholder identification and analysis, stakeholder engagement, and communication plan.

Tutorial 4

The tutor briefly overviews the lecture topics and engages students to work on a stakeholder identification and analysis exercise. Group formation for *Assessment 3* will be finalized within the tutorial class by the tutor.

Week 5 - Scoping a project - 06 Apr 2026

Module/Topic

Chapter

Events and Submissions/Topic

Outline

- Scope management processes
- Collecting and analysing requirements
- Project scope statement
- Establishing project priorities
- Work breakdown structure (WBS)
- WBS dictionary
- Scope baseline

Readings

- To be provided on the Moodle website

Lecture 5

The lecturer explains the importance of project scope management and introduces various processes to collect and analyse the requirements, establish project priorities, work breakdown structure (WBS), WBS dictionary, and scope baseline.

Tutorial 5

After a recap of lecture content, the group work on Assessment 3 officially starts within the tutorial class where the tutor engages students in the *group formation exercise for Assessment 3*. Students also work on a WBS exercise in class.

From this week onward, all students must attend tutorials; bring a draft of work done for Assessment 3, and present/show their work to the tutor. Following your tutor's guidance, tips, and recommendations are crucial for your success in Assessment 3. Note that the tutor plays the role of client representative for Assessment 3. Tutors track and record the progress of each group's performance on the group work.

Week 6 - Scheduling a project - 13 Apr 2026

Module/Topic

Chapter

Events and Submissions/Topic

Outline

- Schedule management processes
- Schedule management plan
- Define activities
- Sequence activities
- Estimate activity durations
- Develop schedule

Readings

- To be provided on the Moodle website

Lecture 6

The lecturer discusses important concepts, approaches, processes, tools, and techniques relevant to project schedule management.

Tutorial 6

Assessment 1: online quiz (20%) will be conducted during the tutorial class in Week 6.

After a short overview of the topics discussed in the lecture, students will engage in a scheduling exercise. The tutor will check the group work done for Assessment 3 and answer students' questions.

Online Quiz Due: Week 6 Monday (13 Apr 2026) 11:45 pm AEST

Vacation Week - 20 Apr 2026

Module/Topic

Chapter

Events and Submissions/Topic

This is a non-teaching week (Mid-term break)

Week 7 - Planning for project resources and costs - 27 Apr 2026

Module/Topic

Chapter

Events and Submissions/Topic

Outline

- Resource management processes
- Resource management plan
- Estimating activity resources
- Cost management processes
- Cost management plan
- Estimating cost
- Determining budget

Readings

- To be provided on the Moodle website

Lecture 7

The lecturer discusses resource and cost management processes, resource and cost management plans, estimating activity resources, estimating the project cost, and determining the project budget.

Tutorial 7

After a short overview of the topics discussed in the lecture, students will engage in a resource allocation exercise. Students will also practice with a cost baseline example. The tutor will then check the group work done for Assessment 3 and answer students' questions.

No change of group members is accepted after this week.

Week 8 - Planning for project risks and uncertainties - 04 May 2026

Module/Topic

Chapter

Events and Submissions/Topic

Outline

- What is risk?
- Sources of uncertainty and risk
- Factors impacting risk management
- Risk management processes
- Risk identification
- Risk analysis
- Risk response planning

Readings

- To be provided on the Moodle website

Lecture 8

The lecturer talks about various risk and uncertainty-related topics in project management. Students are also exposed to several simple but effective tools and techniques for risk identification and response planning.

Tutorial 8

After a short overview of the topics discussed in the lecture, the tutor engages students in a group activity with a risk-related case study. Students will need to form a risk register in the class. The tutor will then check the group work done for Assessment 3 and answer students' questions.

Week 9 - Planning for change in projects - 11 May 2026

Module/Topic

Chapter

Events and Submissions/Topic

Outline

- What is change?
- Change causes and effects
- Change management plan
- Prerequisite systems
- Change requests
- Performing integrated change control
- Change control board
- Process of making change

Readings

- To be provided on the Moodle website

Lecture 9

The lecturer focuses on discussing the concept and importance of change management in projects. Students become familiar with integrated change control processes and learn how to prepare a change management plan.

Tutorial 9

After a short overview of the topics discussed in the lecture, the tutor engages students in a situational class activity when a client forces a team to make a change. Students will discuss their approaches. The tutor will then check the group work done for Assessment 3 and answer students' questions.

Assessment 2: Written Report (Individual) is due on Friday week 9.

Case Study Report Due: Week 9 Friday (15 May 2026) 11:45 pm AEST

Week 10 - Integrating a project management plan - 18 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Outline <ul style="list-style-type: none">• What is integration?• Who is accountable?• Tailoring considerations• Integration as per PMBOK and Practice Guide• Integration as per PRINCE2• Why do plans fail?	Readings <ul style="list-style-type: none">• To be provided on the Moodle website	Lecture 10 The lecturer provides a recap of many initiation and planning processes for integrating project management management. The lecturer also discusses the project manager's role in integration and project tailoring. Tutorial 10 The tutor provides a recap of the topics discussed in the lecture. Then, students in groups engage in an exercise relevant to the project management plan. Students and the tutor spend most of their time checking and finalising their Assessment 3. Students will receive hints on how to prepare for the oral presentations. Tutors finalise the presentation plan and inform all students.

Week 11 - Adaptive life cycle management - 25 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Outline <ul style="list-style-type: none">• Disruptive technologies• Definable vs high-uncertainty work• Agile manifesto• Agile approaches• Life cycle selection• Different life cycle characteristics• Value-driven delivery• Agile mindset	Readings <ul style="list-style-type: none">• To be provided on the Moodle website	Lecture 11 The lecturer discusses the differences between predictive and adaptive approaches in project management. Students will become familiar with the fundamentals of agile project management. Students will be exposed to topics such as agile mindset and value-driven delivery. Tutorial 11 Oral presentations will start during the tutorial classes based on a pre-scheduled plan. Submission of Assessment 3: Group project report is due on Monday week 11. Project Plan Due: Week 11 Monday (25 May 2026) 9:00 am AEST

Week 12 - Project manager as a leader - 01 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic
Outline <ul style="list-style-type: none">• The role of a project manager• Project manager's competencies• PMI talent triangle• Leadership and management• Leadership styles• Situational leadership	Readings <ul style="list-style-type: none">• To be provided on the Moodle website	Lecture 12 The last lecture will explore the role of the project manager as a leader. Students will become familiar with the leadership competencies of the project manager and explore PMI's talent triangle. The lecturer concludes the unit by demonstrating various leadership styles. Tutorial 12 Oral presentations will continue during the tutorial classes.

Exam Week - 08 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic

Vacation/Exam Week - 15 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

This assessment item involves an online quiz that is worth 20% of the unit marks. The quiz will evaluate your knowledge and understanding of topics and material covered during the first 5 weeks.

- Only one attempt is allowed.
- The quiz is an in-class and closed-book exam.
- The quiz will be conducted during your tutorial class in Week 6.
- On-campus students must attend their tutorial class in Week 6 to attempt and complete the quiz. Distance learning students will be given a specific timeframe to complete the quiz during an invigilated Teams/Zoom session.
- The quiz will be administered by the respective tutors during their tutorial classes in Week 6. Distance learning students will complete the quiz under the supervision of the unit coordinator.
- The quiz open and close dates shown on Moodle are to cater for all the tutorial classes across all campuses and distance learning students as well.
- The quiz will cover the content from Weeks 1 to 5 (lectures, tutorials, recommended readings, and MCQs).
- The quiz will consist of 40 questions (a combination of multiple-choice and true/false questions).
- When you attempt the quiz, questions will be randomly selected from a pool of questions based on each weekly topic and displayed to you. It is very unlikely that two students will receive the same questions.
- Your attempt will have a time limit of 40 minutes. Once you start the quiz, the timer will begin to count down and cannot be paused. You must finish your attempt before it expires (open attempts will automatically be submitted).
- The students, who are absent from their scheduled tutorial class in Week 6, will receive **zero (0/20) marks** unless an extension has been granted.
- Any attempt to complete the quiz outside your scheduled tutorial class will result in **zero (0/20) marks**.
- **Re-attempt of this assessment will not be allowed.**
- **Any misconduct during the quiz time will immediately disqualify the student from taking the quiz. A misconduct case will then be raised.**
- **You must not use AI at any point during the assessment**

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 6 Monday (13 Apr 2026) 11:45 pm AEST

On-campus students are required to participate in the week 6 tutorial for the test, while online students will receive Zoom session access details from the unit coordinator ahead of the quiz.

Return Date to Students

The students will be able to view their marks once the quiz has been closed.

Weighting

20%

Assessment Criteria

- Each question carries equal marks, and there are no penalties for incorrect answers.
- The online quiz will be marked by the Moodle computer program upon submission.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse the underlying project need and justification

- Apply contemporary techniques to identify and analyse stakeholders
- Analyse, define and effectively decompose project scope

2 Case Study Report

Assessment Type

Reflective Practice Assignment

Task Description

This assessment item is an individual assignment that is worth 30% of the total marks. You will be given a couple of case studies on project-related issues. A number of questions will be asked about the problems in the case studies which are related to the initiation and planning phases. You will be required to analyse the case studies, argue, and distill lessons learned. It is important for you to perform your research thoroughly, critically analyse the case studies, and answer the questions by making clear, relevant, and logical arguments using quality references.

The assessment must be delivered in a report format consisting of:

- Executive summary - Outline the purpose of the report, a summary of the analysis, key findings, and/or lessons learned.
- Introduction - Introduce the case studies
- Body - Critically analyse the case studies in the light of the asked questions while appropriately linking theory to case issues and findings.
- Conclusion - Summarise the identified issues, arguments, and lessons learned.
- Reference list - as per specified referencing style.

Notes:

- For each section of the report, a clear discussion of theory followed by a logical argument on case issues/problems is essential to secure a good mark.
- You must use quality academic references, journal articles, websites, books, etc., to demonstrate your understanding of the unit concepts.
- In-text citations must be provided within the report and a reference list.
- The report must be compiled and submitted as a Word document (.docx).
- The report word limit is 2,000 words +/- 10% (excluding title page, references, and appendices).
- **Re-attempt of this assessment will not be allowed.**
- **All submissions must be uploaded through the assignment submission link on Moodle.**
- **Please note that this assessment is exempt from the 72-hour grace extension policy, and late submissions will be penalised in accordance with university regulations.**

GUIDELINES FOR AI TOOL USAGE FOR STUDENTS

AI may be used for pre-task activities such as brainstorming, outlining, and initial research. You may use AI tools to convert notes into outlines, to brainstorm, or to suggest improvements to already created work. You must then use the AI-generated ideas as the starting point and apply your skills and knowledge to refine and improve the initial ideas for the final submission. **No GenAI-created content without changes should be included in the final submissions.**

You do not need to cite the AI-generated content, as it has been substantially changed in your final submission.

However, you need to briefly describe how AI tools were used during the planning, research, and initial idea-generation stage of the assessment. The description should be included in the appendix, and does not count toward the word limit.

Assessment Due Date

Week 9 Friday (15 May 2026) 11:45 pm AEST

Submission details will be provided on the Moodle website.

Return Date to Students

Week 11 Friday (29 May 2026)

Assessment marks and feedback will be released within two weeks after your submission

Weighting

30%

Assessment Criteria

The report will be assessed based on the quality of the work presented, the details, and the coherent analysis that contains proper justifications of the arguments based on quality references. Your submission should extend beyond the unit material, and you are requested to use available online resources and any additional relevant information.

Marks distribution (scaled to 30% of unit marks):

- Executive summary (5%)
- Introduction (5%)
- Appropriate, concise, and clear analysis and response to the questions (75%)

- Depth of Analysis (35%): In-depth and critical engagement with the questions, demonstrating thorough understanding and insight.
- Clarity and Coherence (25%): Well-structured, logically presented arguments with clear and effective communication.
- Relevance and Focus (15%): Focused and relevant analysis directly addressing the questions.
- Conclusion (5%)
- Clarity of expression, format, spelling, citations, references, and acknowledgment of the appropriate use of AI tools in planning this assessment, if AI tools are used (10%)

Referencing Style

- Harvard (author-date)

Submission

Online

Submission Instructions

Submission instructions will be provided on the Moodle website.

Learning Outcomes Assessed

- Apply appropriate project estimation techniques
- Critically analyse and define actions to address project uncertainty.

3 Project Plan

Assessment Type

Written Assessment

Task Description

This assessment item is a group assignment that is worth 50% of the unit marks. You are required to prepare and present a project plan in response to a given project brief by applying various project planning processes, tools, and techniques.

Client Representative

- The tutorial activities are designed to assist you in developing the project plan. Hence, you must attend your tutorial classes, actively engage in the designed activities, and prepare a part of this assignment each week.
- Your tutor will play the role of client representative for your team.
- Your tutor will guide your team by checking part of your draft project plan each week and will give you verbal feedback. The tutor would evaluate your weekly progress.

Group Formation

- You are required to form a group consisting of 3-5 students (ideally 4 students in a group) within your tutorial class.
- Distance education students have the flexibility to create groups with other distance education students or complete this assignment individually.
- Groups must be finalised by the end of week 4 with the consent and approval of your tutor.

Group Charter

- The students within each group will start their assignment work with a group charter exercise that will be held during the tutorial class in week 5. The group charter will be prepared to guide the group members in teamwork. The group charter will include sections, such as group members' biographies, group goal statement and approach, group ground rules, and conflict resolution plan.
- The group charter and minutes of at least three group meetings must be appended in the appendix section of the project plan.
- *Any conflict within the group must be reported to the tutor as early as possible but not later than week 8. The conflict report must provide evidence and communication must include all the group members.*

Assessment Components

This assessment has two components:

- Part A - Presenting the project plan (10%)
- Part B - Preparing the project plan (40%)

Part A - Project Plan Presentation (10%)

Once your project plan is near completion, you will need to present the key aspects of your project plan to the client representative (your tutor). Individually, you will also be given the opportunity to reflect on your acquired knowledge and experiences throughout your teamwork and studying the unit, while demonstrating your good presentation and communication skills.

- The oral presentations will be held during the tutorial classes in weeks 11 and 12.
- The oral presentations of distance learning students would either be scheduled by the unit coordinator via

Zoom/Teams or recorded and submitted along with the assessment submission.

- The oral presentation schedule will be provided by your tutor by the end of week 10.
- Each group member must present an equal part of the presentation to demonstrate his/her understanding.
- The presentation should cover all aspects of the project plan in no more than 15 slides, excluding the title and references pages.
- The presentation slides must be prepared as a PowerPoint file (*.pptx).
- The presentation slides must be emailed to the tutor at least 1 day before your presentation.
- The presentation slides should follow a similar structure as per the project plan.
- The duration of each group's presentation will be around 15 minutes plus 5 minutes for Q&A.
- **No marks will be awarded if the oral presentation is not given within the scheduled tutorial class.**
- **If a group member is absent on the day of the presentation, he/she will receive zero (0) marks for the presentation part.**
- **Presentations will mainly be graded based on individual performances at the time of presentation.**

Part B - Project Plan Preparation (40%)

The project plan must contain the following sections:

- The project description and justification,
- The scope baseline,
- The schedule baseline,
- The cost baseline,
- The resource management plan,
- The risk management plan,
- The change management plan,
- The stakeholder and communication management plan,
- The group charter, task allocation, and meeting minutes, weekly progress reports (as an appendix).

Notes:

- The project plan must be prepared as a single Word document (.docx).
- The word limit for the project plan is 4000 words +/- 10% (excluding the title page, references, and appendices).
- For each section of the project plan, a clear and concise discussion of key features and assumptions is essential to secure good marks.
- In case you use any academic publication, online article, book, website, etc., you need to properly cite in the body of your project plan and provide a reference list as per the unit's referencing style.
- Re-attempt of this assessment will not be allowed.
- **Please note that this assessment is exempt from the 72-hour grace extension policy, and late submissions will be penalised in accordance with university regulations.**

GUIDELINES FOR AI TOOL USAGE FOR STUDENTS

AI may be used for pre-task activities such as brainstorming, outlining, and initial research. You may use AI tools to convert notes into outlines, to brainstorm, or to suggest improvements to already created work. You must then use the AI-generated ideas as the starting point and apply your skills and knowledge to refine and improve the initial ideas for the final submission. **No GenAI-created content without changes should be included in the final submissions.**

You do not need to cite the AI-generated content, as it has been substantially changed in your final submission.

However, you need to briefly describe how AI tools were used during the planning, research, and initial idea-generation stage of the assessment. The description should be included in the appendix, and does not count toward the word limit.

Assessment Due Date

Week 11 Monday (25 May 2026) 9:00 am AEST

Return Date to Students

Assessment marks and feedback will be released on the day of certification of grades.

Weighting

50%

Assessment Criteria

Assessment Criteria

Your project plan will be assessed based on the quality, professionalism, thoroughness, consistency, and proper application of project management processes, tools, and techniques covered during the term.

Part A - Marks distribution (scaled to 10% of unit marks):

- Quality and relevance of the presentation content (group marks) - 20%
- Quality of delivery and evidence of understanding of the presentation content (individual marks) - 40%
- Response to questions during Q & A (individual marks) - 20%. For distance learning students, if the presentation is

pre-recorded and no live Q&A session occurs, the marks allocated for this component will be proportionally redistributed to the other assessment criteria.

- Presentation manners: tone, eye contact, fluency, etc. (individual marks) - 10%
- Timing including Q&A (group marks) - 10%

Part B - Marks distribution (scaled to 40% of unit marks):

- The project description and justification - 5%
- The scope baseline -15%
- The schedule baseline - 10%
- The resource management plan - 10%
- The cost baseline - 10%
- The stakeholder management and communication plan - 10%
- The risk management plan - 10%
- The change management plan - 5%
- The group charter - 5%
- Minutes of the meetings, task allocation, weekly discussions, weekly progress reports, etc. - 10%
- Clarity of expression, grammar, spelling, report format and presentation, in-text citations, references, and referencing style, acknowledgment of the appropriate use of AI in planning this assessment if AI tools are used (10%)

Note: The marking rubric for both parts will be provided on the Moodle website.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Only one member of the group needs to upload and submit both the files (Part B - Word file and Part A - PowerPoint file).

Learning Outcomes Assessed

- Analyse the underlying project need and justification
- Apply contemporary techniques to identify and analyse stakeholders
- Analyse, define and effectively decompose project scope
- Apply appropriate project estimation techniques
- Critically analyse and define actions to address project uncertainty.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem