**Unit Outline**

ICT302

IT Professional Practice Project

**Teaching Period: TMA 2025**

**Unit coordinator: Peter Cole**

Singapore Campus

This guide should be used in conjunction with the [Handbook](http://goto.murdoch.edu.au/handbook) as the official source of information about this unit.

Refer to [myMurdoch Learning](https://goto.murdoch.edu.au/myMurdochLearning) for on-going communication and your learning and assessment content.

You are advised to retain this document for your records.

**Acknowledgement of Country**

We acknowledge that Murdoch University is situated on the lands of the Whadjuk and Binjareb Noongar people. We pay our respects to their enduring and dynamic culture and the leadership of Noongar elders past and present. The *boodjar* (country) on which Murdoch University is located has, for thousands of years, been a place of learning. We at Murdoch University are proud to continue this long tradition.

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# Unit Details

Welcome to:

**ICT302**

**IT Professional Practice Project**

## Unit Overview

This team-based university unit provides students with the opportunity to solve real-world problems across various domains. Projects will be carefully selected, and groups formed to best leverage the knowledge and skills acquired from each student’s respective major(s). Recognizing the interdisciplinary nature of the project, students will collaborate with team members from different IT majors to solve complex problems effectively. Emphasis will be placed on project management, interdisciplinary teamwork, professional communication with clients and stakeholders, and the delivery of relevant project outcomes. Furthermore, students will have the opportunity to engage with industry professionals, allowing them to gain insights into IT professional practices. These industry engagement opportunities aim to support students' professional development and enhance their readiness for a successful career in the IT industry.

## Learning Outcomes

This unit enables you to demonstrate your achievement of the following unit learning outcomes.

|  |  |
| --- | --- |
| Unit Learning Outcomes – ICT302 IT Professional Practice Project | Course Learning Outcomes |
| 1. Plan and deliver multimodal professional communications to a range of project stakeholders using appropriate techniques and technologies. | 6 |
| 2. Collaborate effectively within an interdisciplinary IT project team, valuing diverse perspectives, contributing to discussions, and resolving conflicts constructively. | 5 |
| 3. Apply problem solving, design and decision-making skills to solve complex business problems using an adequate level of IT professional knowledge of appropriate approaches, tools and technologies. | 2, 3 |
| 4. Manage an interdisciplinary IT project using an appropriate IT project management methodology and produce relevant project documentation at different project stages and milestones. | 3, 5, 6 |
| 5. Apply relevant codes of professional and ethical conduct in an interdisciplinary IT project. | 1, 3, 4, 5 |
| 6. Reflect critically upon contributions and performance and communicate your evaluations and plans for professional development clearly and concisely. | 5, 6, 7 |

## Graduate attributes

This unit will contribute to the development of the following [Graduate Attributes](http://goto.murdoch.edu.au/GraduateAttributes):

* Communication
* Critical and creative thinking
* Social interaction
* Independent and lifelong learning
* Ethics
* Social justice
* Global perspective
* Interdisciplinarity
* In-depth knowledge of a field of study

## Skills Framework for the Information Age (SFIA)

The Skills Framework for the Information Age (SFIA) Framework enables the use of a common language to describe the various skill that exist in the information technology realm, and the levels at which those skills are exercised. For more detail regarding the framework, see: <http://www.sfia-online.org>

This unit addresses the following SFIA Skills:

|  |  |  |  |
| --- | --- | --- | --- |
| Subcategory | Skill | Code | Level |
| Change Implementation | [Project management](https://sfia-online.org/en/sfia-8/skills/project-management) | PRMG | 4 |
| Change Planning | [Business situation analysis](https://sfia-online.org/en/sfia-8/skills/business-situation-analysis) | BUSA | 3 |
| Change Planning | [Requirements definition and management](https://sfia-online.org/en/sfia-8/skills/requirements-definition-and-management) | REQM | 3 |
| Stakeholder management | Stakeholder relationship management | RLMT | 4 |

This capstone unit aims to prepare students for a range of professional roles in IT industry and to enhance employability prospects of IT graduates.

## Strategic themes

As an institution, the strategic themes of sustainability, equity, diversity & inclusion, and first nations guide and shape much of our activity.

## General guidance and requirements

### Prerequisites

To enrol into ICT302 IT Professional Practice Project, students must be enrolled in an IT Major **AND**

have successfully completed 56 Credit Points **AND** completed one of the following unit prerequisiyes

ICT201 – Project management

**AND**

ICT285 - Databases **OR** ICT284 - Systems Analysis and Design

**AND** (following Major specific units)

ICT291(Insec) **OR** ICT287(Cyber) **OR** ICT202(AI) **OR** ICT288(GSDP) **OR** ICT290(GT) **OR** ICT283(CS/MWAD) **OR** ICT292(BIS)

### Inclusivity Statement

Murdoch University strives to be a place of belonging for all staff and students. We are committed to supporting and celebrating all community members including all abilities, ethnicities or religions, sexual or gender identities. Homophobia, transphobia, racism, and ablism are not tolerated.

For help and support, please see information and contacts in [Health & wellbeing](https://goto.murdoch.edu.au/health-wellbeing) in myMurdoch.

### In case of unforeseen disruption to learning and teaching

A university or campus wide disruption may occur due to natural, political, or other human crisis (e.g., COVID-19). Where it impacts our learning, teaching, and assessment plans, then we will communicate changes relevant to this unit via myMurdoch Learning. Also pay attention to student announcements and myMurdoch for university wide information.

For individual needs, consult with [Access and Inclusion](https://goto.murdoch.edu.au/accessibility-services) to see if an individual Access and Inclusion (MyAccess) plan is appropriate, or for specific assessment item adjustments, see your Unit Coordinator.

### Where to get help for your learning success and wellbeing

Please refer to [Support & Advice](https://goto.murdoch.edu.au/FindHelp) via [myMurdoch](https://goto.murdoch.edu.au/MyMurdochStudents) for all the information you need for your studies.

This includes:

* [Student admin](https://goto.murdoch.edu.au/StudentAdmin), [Exams](https://goto.murdoch.edu.au/Examinations), [Policies](https://goto.murdoch.edu.au/Policies), [Key dates](https://goto.murdoch.edu.au/DatesDeadlines), [Complaints and appeals](https://goto.murdoch.edu.au/ComplaintsAppeals)
* [Learning and study](https://goto.murdoch.edu.au/learningstudy) support, including information about Academic Integrity and Murdoch Academic Passport
* [Health and wellbeing](https://goto.murdoch.edu.au/health-wellbeing) information, including Accessibility services, Medical and counselling services, Aboriginal and Torres Strait Islander support, and Sexuality and gender diversity support
  + Contact [Access and Inclusion](https://goto.murdoch.edu.au/AccessibilityServices) if you have a disability, Specific Learning Disorder or health condition (including mental health condition), are pregnant or breastfeeding or are caring for a person with a disability, **and** require support in accessing your studies.
  + [Kulbardi Aboriginal Centre](https://goto.murdoch.edu.au/Kulbardi) provides support for Aboriginal and Torres Strait Islander students.

### Key dates and considerations for withdrawing from this unit

If you are considering withdrawing from this unit, see the [Withdrawing](https://goto.murdoch.edu.au/Withdrawing) page for general information and implications.

See the [Teaching Periods](https://goto.murdoch.edu.au/TeachingPeriodsCensusDates) page for implications of withdrawing at different times of the teaching period, including [Census Date](https://myanswers.custhelp.com/app/answers/detail/a_id/848/~/census-date), and search for the specific dates for your current teaching period.

### Where to find your class

To find any location at Murdoch, use [Murdoch Maps](https://goto.murdoch.edu.au/MurdochCampusMap).

# Contact details

## Unit coordinator

|  |  |  |
| --- | --- | --- |
| Name: | Peter Cole |  |
| Discipline: | School of Information Technology |
| Campus: | * South Street Campus, Building 245, Room 1.024 (old Science and Computing Building) |
| Email: | [p.cole@murdoch.edu.au](mailto:p.cole@murdoch.edu.au) |
| Phone: | +61 (08) 9360 2918 |

## Teaching team

Every project team will have an academic supervisor. The contact details of your supervisor will normally be communicated to your team in Week 2.

# How to study this unit

## Approach to learning

### Learning approach underpinning unit

The approach to learning in this unit is one that is driven by the requirements of the individual project; you will be expected to build on and extend the knowledge and skills you have gained in your studies to solve the problem that is the focus of your group’s project. You will need to demonstrate independence in researching and learning new technologies, processes, approaches, and methods, many of which may be from other knowledge domains.

### Unit changes in response to student feedback

The Self Reflection submission has been removed from the end of 2024.

Previous students have provided us with feedback to improve this unit. Please help us continue this feedback cycle by completing your own unit survey which will open toward the end of teaching. You can find your Myfeedback surveys at <http://myfeedback.murdoch.edu.au/>.

## Learning activities & requirements

### Weekly workshops

The unit will have weekly workshops where students will engage with emerging technologies and industry practices using industry speakers where possible. Students will also review and reinforce existing skills and knowledge in the context of the project.

The workshops in the unit will address issues of professionalism that will assist you in your transition into the workforce, including the legal and ethical issues that are faced by IT professionals. There are a range of industry engagement videos catering for your professional development including recorded talks by industry experts, video and other learning resource available on Learning Management System. The workshops are applicable to all teams, and it is expected that you will attend all of these sessions. Attendance at all classes is highly recommended for your progress during the teaching period and depending on your Campus, compulsory. As part of the unit’s assessment, you will be reflecting on your learning in the unit during the Self and Peer Evaluations (SPE). In addition to the weekly workshops, all students are required to attend the weekly team meeting with their team and weekly team meetings with your academic team supervisor. Working within Interdisciplinary IT Teams

This unit has a strong focus on building skills to work within interdisciplinary IT Teams and collaborate with a range of stakeholders which is aligned with real world IT professional practice. You will work closely and cooperatively with the rest of your team to undertake your project. You will also be meeting regularly with your academic supervisor and project client to obtain a satisfactory outcome for your project. All teams are expected to meet in some form on a regular basis, at least once a week. This may include face-to-face meetings or virtual meetings. As there are so many options available it is up to the team to implement these in a form that matches the team dynamics. It is important to keep the evidence of team communication such as recordings, action items and or minutes of meetings in a shared repository such as Github or any other relevant working space accessible to all team members. In general, you will be communicating with your team once or twice a week and spending 1 to 2 hours, this may increase in last few weeks of the semester.

To achieve the learning outcomes of the unit, you - in collaboration with your project team - will need to demonstrate the capacity to manage an IT project, producing deliverables of an agreed standard on a tight schedule, manage the relationship with a range of stakeholders and presenting the outcomes of the project to academic staff, clients, students, industry guests and visitors.

### Projects and Teams

During the teaching period, each team will undertake an IT project. The projects will be supplied by organizational/business clients with real world problems in need of IT solutions and may be aligned with different Majors in the Bachelor of IT. Each team will be assigned a project by the unit coordinator. All the work for ICT302 is done in teams. There will generally be six students in a team, unit coordinator reserves the right to assign fewer or more members in a certain team depending on the complexity of the project assigned. Teams will be allocated by the unit coordinator to achieve a balance in terms of the skills of the team members to meet the project needs.

### Working with the real-world clients

You will be working with real-world clients to solve real-world business problems. You are expected to conduct yourself in a highly professional and ethical manner including contacting your client after the project is assigned and team formation is finalised. Please make sure to contact your academic supervisor for any necessary guidance and browse LMS (Learning Management Systems) resources before your first meeting with the client. You will need to meet with your client at least three times during the semester:

1. The purpose of the first meeting is for general introductions and to collect the requirements for the project.
2. The second meeting will confirm your understanding of the project requirements and will take place after your client has had time to read the Requirements document which your team will supply.
3. The final meeting will take place in Week 13 during which you will demonstrate your completed artefact.

Plan and document each meeting in alignment with the relevant assessment components. If you need additional meetings, you can request this from your client as needed. Some clients may like to meet with the team regularly; some clients may wish to be emailed a status report at prescribed intervals, while other clients are very busy and are unable to meet regularly. It is important to be mindful of your client’s time constraints.

### Working with your academic supervisor

Each team will be assigned an academic supervisor who will be your project manager and guide. Your academic supervisor will oversee the project progress, monitor the distribution of team project tasks, review your work, provide feedback, mark your project submissions, and assess the individual participation of each student in the team.

Each team will meet with their supervisor for approximately 50 minutes to 1 hour each teaching week, commencing in week 2. Every team member is expected to attend these meetings. Meeting participation and punctuality will be part of the supervisor’s assessment component of each individual team member. Teams with external members who cannot come on campus for team meetings should hold ‘virtual team meetings’ at times that suit all members including your supervisor. All these meetings will require the preparation of an agenda and minutes, as well as each team member presenting their own Weekly Status Report discussing their contributions. In terms of communicating with your academic supervisor, please agree a communication protocol with your supervisor when you first meet with them.

### Professionalism and Ethical conduct

This capstone IT professional practice Project unit aims to develop IT professional practice skills and is a form of Work Integrated Learning (WIL). Your work will be submitted to real clients and represents not only your work and that of your team, but also the quality of work done by students at Murdoch University. All submitted work is therefore expected to be of an acceptable professional standard. Similarly, you should strive for professionalism and responsible ethical conduct in your interactions with your client, your supervisor, team members, unit coordinator and your overall attitude towards the unit. You will be provided with various professional development opportunities and to engage with industry experts throughout the unit, it is expected that you will actively engage with industry experts and ask questions on professionalism, ethical conduct and working within diverse teams. You will be reflecting upon your own performance throughout the semester. You will be providing feedback to your team members in constructive manner and evaluating their performance in an ethical and confidential manner.

## Suggested time commitment

As this is a 3-credit point unit, there is an expectation that over the course of the teaching period you will spend somewhere in the region of 150 hours working on this unit. This will generally equate to somewhere around 10-12 hours per week, inclusive of class time. Towards the end of semester, considerably more time than this may be necessary to complete the project on time. However, this will depend on whether the team has worked steadily throughout the semester.

## Unit Resources

Due to the professional capstone nature of this unit, there are no textbooks prescribed as students will have a collection of texts from previous and pre-req units. Also, students are expected to find extra resources to be able to solve the problem assigned to them. However, students who wish to own a **Project Management text** for their future career are advised to purchase the following recommended book:

Schwalbe, Kathy (2018) Information Technology Project Management 9th Ed Cengage Learning. Second hand copies of this text may be available. Please note that the 7th and 8th editions of this text are suitable as well.

**ICT302 LMS site** is regularly updated and contains the unit guide, assessment information and guidelines, assessment templates, the study schedule, relevant weekly learning resources, and regular announcements.

Submitted work during the semester will require the use of several **computing resources**. These may include but not limited to:

* MS Office
* MS Project
* Windows Help Compiler
* Macromedia Dreamweaver MX
* MS HTML Help Workshop
* Visual C++
* Visio

If there is other software or hardware that you require for implementing your software system, it is essential that you let the unit coordinator know as early as possible. While it cannot be promised that you will be provided with what you need, every effort will be made to meet requests. Be sure to contact the unit coordinator for these requests and do not apply directly to the IT Service Desk.

# Unit Schedule

See [myMurdoch Learning](https://goto.murdoch.edu.au/LMS) for details of all learning activities and assessments. Go to [TeachingTimetables](http://goto.murdoch.edu.au/TeachingTimetables) or [myCalendar](https://goto.murdoch.edu.au/PersonalCalendar) to see your scheduled class times.

Timetable specifics subject to change. You will be notified of changes by the Teaching Team.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Weeks | Workshops/Seminars | Weekly Learning Resources (LMS) | Assessment  Component | Due Date and Time |
| Week 1 | Unit Introduction,  Client interview, Team charter | Project Management Resources, Working in Teams | Individual student agreement | **11:59pm Friday Week 1** |
| Week 2 | Requirements and Analysis, Project Management | Requirement elicitation and analysis | team charter (mandatory, weightage 0%) | **11:59pm Friday Week 2** |
| Week 3 | Integration Management, Scope Management | Project Management resources |  |  |
| Week 4 | Time Management, Quality Management | Working in Teams |  | **11:59pm Friday Week 4** |
| Week 5 | Communication Management, Design and Architecture | UX Design | Requirements & Analysis Document,  Project Management Plan Version 1 |  |
| Week 6 | Short in class project status presentations, (max 3 minutes by one team representative) | Intellectual property and copyright |  | **11:59PM Friday Week 6** |
| Week 7 | Human resource management, conflict management | Ethics and Professionalism | Design Document  & Self Peer Evaluation 1 |  |
| Week 8 | Risk Management,  Procurement Management | Business Information risk assessment,  Cost Management |  |  |
| Week 9 | Document collaboration, code collaboration, version control | Reflection frameworks  Professional learning and development |  |  |
| Week 10 | Final submission requirements, practice presentations | Technical writing skills, presentation skills |  |  |
| Week 11 | Practice  Presentations | Career and employability resources |  |  |
| Week 12 | Practice Presentations |  | Final Project Submission - (40% Group)  Promo Video  Self &Peer Evaluation2 | **11:59PM**  **Friday Week 12** |
| Weekend of Week 12 |  |  | Project Presentations\* |  |

# Assessments

Assessment for this unit is conducted in accordance with the [Assessment Procedure](https://goto.murdoch.edu.au/AssessmentProcedure) and [Student Assessment Support Procedure](https://goto.murdoch.edu.au/StudentAssessmentSupport).

## Assessment summary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Assessment Name | Unit Learning  Outcomes | Weight % | Individual / Group | Due Date and Time |
| 1 | Project Management Documentation & Project Requirements, Design Document | 1-6 | 15% | Group | Mid-Semester |
| 2 | Self and Peer Evaluation, Supervisor and Client Evaluation | 5, 6 | 35% | Individual | Throughout |
| 4 | Final Project Submission | 1-5 | 40% | Group | End |
| 5 | Final Project Presentations | 1, 2, 4, 5 | 10% | Group | End |

## Assessment information

### Assessment 1 - Project Management Documentation and Project Requirements

**ASSESSMENT DESCRIPTION**

This is a mid-semester assessment that includes first 3 deliverables of your project. There are three main components of this assessment.

1. Requirements & Analysis Document (5%)
2. Project Management Plan Version 1 (5%)
3. Design Document (5%)

**Requirements & Analysis Document**

In first few weeks, you will be meeting with your client to understand the business, and the business problems that you would be aiming to solve. You will also be gathering requirements and analysing those requirements. You will need to write those requirements in a formal document. You will seek feedback from your academic supervisor and confirm the requirements with the client before proceeding to the next phase of the project.

There is a template available on LMS to guide you through this process and preparing this deliverable. The main components are an overview of the project, background of the client’s business/organisation, problem statement, outline of the proposed solution, functional requirements, non-functional requirements, and a diagrammatic representation of the requirements such as use case models, ERD and or network diagrams.

This document should be drafted in the first 4 weeks, including feedback from your supervisor and confirmation from client. It is important to note that the final deliverables agreed with your client and academic supervisor at the end of week 4 will not change and will be basis on which you will be evaluated in the final major assessment (assessment).

**Project Management Plan Version 1**

You will prepare a project management plan document and fill out the planning and initial details in the provided template. This will include several parts, including planning related to the management of project scope, time, quality, communication, risk, cost, procurement, and human resources. In each section, you will need to provide different planning related artefacts such as task breakdown structure, work breakdown structure, project schedule (Gantt Chart), team charter, glossary of terms, agenda, and minutes of meetings with clients and your academic supervisor (some of these artefacts may be attached as appendices: see template for details). This document can be started in Week 1 and may be concluded towards submission deadline of the assessment.

**Design Document**

After the initial business analysis and confirmation of the requirements from your client, your team will start work on design of the proposed solution. While working on design, you will need to document all relevant details in a design document, including data design, process design, architecture/infrastructure design and interface design. You will need to include relevant design artefacts/visuals such as data flow diagrams, event diagrams, class diagrams, sequence diagrams, relevant algorithms, data dictionary and expanded use-case narratives. A design document template with relevant guidance prompts is available on the LMS.

**How to submit**

Submission is via LMS. Compile the three separate documents following the instructions in the relevant templates and guidance documents available on LMS. As this is a group assignment, one member of the group will submit on behalf of the group. Each document needs to be formally and professionally formatted.

**HOW IT IS ASSESSED (summary)**

You will be assessed on these key criteria:

* Completeness
* Professional quality

There is a standard marking rubric at the end of the R&A, PMPv1 and DD templates in the Resources section on the unit LMS site. As project deliverables vary there may be a change to these rubrics to better reflect the project your team is engaged in.

The assessment includes a moderation process to ensure reliable, just, and fair outcomes.

Your assessment outcome will be provided to you via your team supervisor and/or loaded on to the LMS site.

**FEEDBACK FOR LEARNING**

You will be graded against the rubrics published in the LMS (or amended ones as noted above) and you should receive some feedback from your supervisor also.

### Assessment 2 - Self and Peer Evaluation (SPE), Supervisor and Client Evaluations

**ASSESSMENT DESCRIPTION**

The SPE’s are an individual assessment comprised of several small components that will assist you to be a reflective practitioner. You will write a self-reflection based on each of these engagement experiences.

The second component of this assessment is peer evaluation. You will conduct two peer evaluations over the project timeline. You will write your first Self and Peer evaluation by week 6 and submit to LMS and your second Self and Peer evaluation by the end of week 12.

We are currently trailing an online submission for this so you will be informed how your SPE will be entered during this teaching period. It will either be done online as a quiz in LMS or you will submit a document to the LMS.

The Supervisor evaluation is an individual assessment with the Client evaluation being 50% group and 50% individual assessments

**How to submit**

Please read the associated submission deadlines and submit on LMS.

### Assessment 3 - Final Project Submission

**ASSESSMENT DESCRIPTION**

This is your major assessment and final project submission. This is a group assessment; it has 2 main components:

1. Major project deliverable as an artefact or working prototype (Group 30%)
2. Project documentation (10%)

This is your main and final project deliverable, which is a solution to the client’s business problem. This should be a tangible artefact that may vary in format according to the project type. It must demonstrate significant effort from the team, supported by relevant evidence. Each project will be assessed separately against the requirements and **final deliverable agreed with the client and academic supervisor and submitted in first assessment.**

The quality of the solution achieved on the part of the team will also be assessed. The main solution artefact will be allocated 30% marks (group) and the relevant project documentation including your team’s Promo Video will attract 10% marks (group) evaluated by your academic supervisor. Each component of this final assessment has a template and guideline documents available on LMS. You must read and follow the guidelines.

**How to submit**

Upload your major artefact and relevant documentation on LMS. In case of a software product as your final deliverable, make sure to provide detailed instructions and indicate the relevant software to run your product properly for assessment and grading. Please follow the detailed instructions and guidelines on artefact project documentation on LMS.

You will be assessed on these key criteria:

* Completeness
* Professional quality

There is a standard marking rubric at the end of the R&A, PMPv1 and D&D templates in the Resources section on the unit LMS site. As project deliverables vary there may be a change to these rubrics to better reflect the project your team is engaged in.

The assessment includes a moderation process to ensure reliable, just, and fair outcomes.

**FURTHER DETAILS**

See myMurdoch Learning for further details, such as instructions, communication, resources, guides, exemplars and a descriptive rubric assessment tool.

## Academic integrity

Murdoch University expects students and staff to pursue the highest standards of integrity in all academic activity. Academic integrity involves behaving ethically and honestly in scholarship and relies on respect for others’ ideas through proper acknowledgement and referencing of publications.

Academic misconduct is treated seriously and penalties may apply.

More information about academic integrity can be found at <https://goto.murdoch.edu.au/AcademicIntegrity>. To help you learn about academic integrity practices, all students are required to complete the [Murdoch Academic Passport (MAP100)](https://goto.murdoch.edu.au/murdochacademicpassport). Please also note the [library citation guide](http://goto.murdoch.edu.au/referencing).

### Use of GenerativeAI

Overall in this unit, you must follow the expectations around the use of Generative Artificial Intelligence (GenAI).

* All use of GenAI must be cited/referenced/acknowledged.
* If no specific expectations are provided, then you must assume GenAI use is not permitted for that assessment. Any suspected unauthorised use will be investigated for misconduct.

See the assessment details above for any specific expectations.

### Text matching software (Turnitin)

Murdoch University makes use of content matching software or other forms of comparison to identify unoriginal, incorrectly referenced, or uncited text. Where possible assessments will be submitted to Turnitin.com for the detection of plagiarism and the unauthorised use of artificial intelligence. All submitted assessments will be retained as source documents in the Turnitin.com reference database. You will be required to agree to the Turnitin [End-User License Agreement](https://guides.turnitin.com/hc/en-us/articles/29025093477901-Turnitin-End-User-License-Agreement) when submitting.

Your Unit Coordinator may apply other processes to verify that your submitted assessment is your own work.

### This unit

In this unit, we undertake these practices to assure academic integrity (including expectations for use of GenAI):

## Extensions and late submissions

This unit follows Murdoch policies and procedures, particularly the [Student Assessment Support Procedure](https://goto.murdoch.edu.au/StudentAssessmentSupport) and [Assessment Procedure](https://goto.murdoch.edu.au/AssessmentProcedure), with regards to assessment submission and extensions, supplementary and deferred assessment, and other expectations.

In this unit, extensions and late submissions follow these requirements:

* Assessments submitted after the due date without approval will not be marked, and you will receive 0% for the assessment.
* You can apply for an assessment extension without penalty. See the [Student Assessment Support Procedure](https://goto.murdoch.edu.au/StudentAssessmentSupport) for all requirements.
* You must request an Extension for up to 7 days from your Team supervisor. Extensions longer than this will require the permission of the Unit Coordinator.

Students who feel that their disability, health condition or disability caring responsibilities may impact on their capacity to meet assessment submission are strongly advised to visit [Access and Inclusion](https://goto.murdoch.edu.au/accessibility-services) as early as possible to discuss potential needs and assistance.

# SPE – Self and Peer evaluation

All members in a team are expected to contribute equitably during the project. Unfortunately, the situation often arises where one or more people in a team are not contributing equitably. They basically allow their fellow team mates to carry them through the unit. This as you can imagine is not acceptable.

The Self and Peer Evaluations (SPE) allow students to assess the performance of their team members and assess themselves. It is a very important in professional practice to assess the performance of other professionals and yourself. Self-assessment allows the individual to realise where their performance needs improving and therefore allows an individual to create a professional development plan for themselves. Peer evaluation on the other hand is very common in the workplace. Assessing performance allows recognition of higher performance in the way of promotions etc, and when poor performance is encountered, professional development, training or termination may be required for the individual concerned.

How the SPE’s will work.

1. The SPE’s need to be submitted in a certain time frame. If they are not submitted you will receive NO marks for this component. Late submission of SPEs will NOT be permitted.
2. Submission of the wrong SPE or incomplete SPE will result in marks not being granted.
3. The SPE have numerical values assigned to activities etc. There is also a section for comments. YOU must fill in the section comments else your SPE is void.
4. Students who give what we refer to in Australia as a donkey vote, giving everyone 5’s for each criterion will void their own SPE. This means that if you blindly give 5’s to everyone (which is a very high assessment and rarely in reality is justified across all team members) the subject of the assessment will get the marks but the assessor will get nothing as frankly they have not actually assessed their peers.

These measures have been put in place to stop certain behaviours by some students which make the SPE a worthless assessment tool. The SPE’s have a total value of 10% of the marks of the unit and they have to be taken seriously.

Further to the above comments SPE 1 is used as an indicator of poor performance in the unit and if a student receives an assessment of a 1 or 2 in the SPE1 form by two or more students they WILL receive a performance warning letter, which may result in the student having a reduced grade or even failing the unit. Some of you will think that you will not put an assessment of 1 or 2 so not as to cause trouble with your teammates. However, it is often the case that at the end of a teaching period a student will complain to their supervisor or unit coordinator that a teammate has basically done nothing during the teaching period. When students do not honestly assess their peers then there is no evidence to take any action. So please, take the SPE’s very seriously.

Please note that the SPE’s are anonymous.

# Team participation and unsatisfactory individual performance

All members in a team are expected to contribute equitably to the overall completion of the team assessment components. Any student who, in the opinion of their supervisor, is not contributing equitably to the team assessment components will be reported to the unit coordinator by their supervisor. The supervisor will make this judgement based on participation in both team and supervisor meetings, evidence of participation in team deliverables and evidence of performance indicated in any self and peer assessments.

Once an individual team member is reported to the unit coordinator for unsatisfactory performance, the unit coordinator may issue the team member with a performance warning letter and may also request a meeting with the team member. If the team member is not requested to attend a meeting with the unit coordinator, the team member may request a meeting to discuss the matter and explain any extenuating circumstances.

There will be no penalties or reduction of marks for a student issued with one (1) performance warning letter. A student who is issued two (2) performance warning letters will receive at best a P grade.

# Differential Marking

The unit coordinator may implement differential marking for one or more team assessable components. This means that one or more students in a team will receive a lower mark for one or more components in which they have not made an equitable contribution.

Differential marking will only be considered where in the opinion of the majority of team members or supervisor, the individual in question has provided little or no input to one or more components of the project. The team or majority of the team, or the supervisor must inform the unit coordinator in writing of this situation. The unit coordinator will meet with the team members and/or supervisor making the claim and discuss the workload and what work the individual has completed.

If the unit coordinator feels this claim is justified, a meeting will be conducted between the unit coordinator and the individual in question. The individual will then have the opportunity to discuss the matter with the unit coordinator and present any extenuating circumstances, and to provide evidence of the work they have completed if they feel the claim is not justified. At the completion of this meeting the unit coordinator will take one of the following actions:

* Take no action if the claim is found to be unjustified.
* Assign the individual a differential mark for the components in question, based on the percentage of the component completed by the individual.
* Discuss enrolment options if there are factors such as prolonged illness, extenuating circumstances, etc.
* Refer the matter to the Dean of School for further consideration.

Differential marking is a formal process, in which consideration will be given to all parties. It is really a last resort for students who are in a team in which they feel one of the members has not participated equitably. Any case for differential marking will be given much greater consideration where there is an accurate signed Deliverable Task Breakdown Statement for each submitted team deliverable supported with other documentation such as the teams GitHub repositories activity log.

# Exclusion of team members

**The action of excluding a team member from part or all of the team assessable components is not an acceptable practice**. All task allocations must be recorded in the project management plan, agreed to by all team members, and represent an equitable distribution of the workload between the team members.

All allocation of project tasks must be discussed with, and agreed to, by your supervisor to ensure an even distribution of the workload.

## Determination of the final grade

To pass this unit, you must submit and achieve a 50% or higher pass in all the team assessed project portion of the unit AND achieve a 50% or higher pass in the Individual components of the Unit. A student who fails the team assessed project component of the unit will NOT receive any supplementary assessment and will fail the unit. The grade is determined in this way because it is essential that students participate in their team satisfactorily. Refer to the [Assessment Policy](http://www.murdoch.edu.au/index/policies/index?Filter=assessment) for information about marks and grades.

Refer to the [Grades Policy](https://goto.murdoch.edu.au/GradesPolicy) for information about marks and grades.

# Learning resources

## All learning resources

Your learning resources and any updates are provided through [myMurdoch Learning](https://goto.murdoch.edu.au/myMurdochLearning) (LMS).

# Academic Advice and Student Support

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| Need guidance on study related issues?  Use this flowchart or seek direct assistance from Student Support Services or MyMurdochAdvice. |

**Contact your Tutor if you have . . .**

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| * Questions about content covered in tutorials or practical sessions. * General questions about completing assessments. * Concerns about another student or your learning needs. * Positive and constructive feedback. | Tutor |
| **Contact your Unit Coordinator if you have . . .**   * Questions about unit content, assessments, attendance or tutorial times. * Questions on marked assessments. * Request a re-mark/review of a marked assessment. * Academic issues with your learning in this unit. * Positive and constructive feedback. | Unit Coordinator |
| **Contact your Academic Chair if you have . . .**   * Academic and assessment issues that haven’t been adequately addressed by the Unit Coordinator. * Academic issues relating to progression through your degree, withdrawal from a unit or intermission. * Positive and constructive feedback. | Academic Chair |
| **Contact your Head of School if you have . . .**   * Academic, assessment or other issues that haven’t been adequately addressed by your academic chair or you aren’t comfortable discussing with your Academic Chair. * Formal request for re-mark/review in accordance with policy and procedure, where Unit Coordinator has not undertaken. * Complaints or appeals relating to your studies that haven’t been adequately addressed. Visit Complaints and Appeals for more advice. * Positive and constructive feedback. | Head of School |

*To further escalate an appeal or complaint, contact the Associate Dean Learning and Teaching   
and/or see Complaints and Appeals for formal appeals procedures.*

**STUDENT SUPPORT SERVICES:** <https://goto.murdoch.edu.au/supportservices>

**LEARNING AND STUDY SUPPORT:** <https://goto.murdoch.edu.au/learningstudy>

**MYMURDOCH ADVICE:** <https://goto.murdoch.edu.au/mymurdochadvice>

**COMPLAINTS AND APPEALS:** <https://goto.murdoch.edu.au/ComplaintsAppeals>