



SBM1202 Project Management Fundamentals 4 (Project quality, risk and procurement management)

<i>UOS CODE</i> SBM1202	<i>UOS NAME</i> Project Management Fundamentals 4			<i>CREDIT POINTS</i> 6	<i>STATUS</i> Core
<i>SUMMARY</i>	<p>This unit of study focuses on 3 core project/program management knowledge and competency areas, namely (1) project quality management; (2) project risk management; and (3) project procurement management. The aims are to develop basic project management competency with focus on these core areas, in accordance with A Guide to Project Management Body of Knowledge (PMBOK™), NSCPM, IPMA International Competence Base (ICB), P2M, Project and Program Management for Enterprise Innovation, PMCC, Japan and ISO10006. In short, students are to develop fundamental knowledge and competency with respect to:</p> <ul style="list-style-type: none"> • Project quality management in each phase • Project risk assessment and management • Project procurement and contractual management <p>With respect to project quality management the focus will be on designing appropriate quality management plans to cover each of the phases of the project/program under consideration in a manner that maximises the attainment of the project business case in an efficient and effective manner. At highest level quality management activities will have to form part of the overall project administrative and governance plans. However, QM has to address the work that is contributed by any contractor/supplier at any phase and to ensure that the quality of works and services supplied meets or exceeds the targets sets during the strategic phase of the project.</p> <p>With reference to project risk management not only the focus will be on risk assessment of project/program execution plans but also on how well the plans can meet the project business case and development of alternative plans that can lead to reduced exposure to risk and liabilities.</p> <p>Considering procurement management, the focus will be on complete contractual design and delivery framework for projects/programs. It includes understanding and designing frameworks for project delivery and supply chain, developing procurement strategies and processes spanning soliciting bids, assessing bids and awarding contracts, on-going contractual management and all associated activities. This UoS is fundamental to understanding the crucial role of quality, risk and procurement management functions as tools in minimisation of deviations to project goals and maximisation of the chances for successful realisation of project/program deliverables and outcomes.</p>				
<i>COURSE CONVENOR</i> <i>COURSE TUTOR</i>	Professor A Jaafari, ME, MSc, PhD, FIEAust, CPEng TBA				
<i>ASSUMED KNOWLEDGE</i>	Not applicable				
<i>APPROXIMATE WORKLOAD</i>	Lectures & Workshops	Team Work	Personal Work	Readings	
	30 hours	>30 hours	>50 hours	>30 hours	
<i>PRE-REQUISITE</i> <i>(course name)</i>	None.				
<i>OBJECTIVES</i>	<p>Upon completion of the course, the student should:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and basic competency in project/program risk management • Demonstrate knowledge and basic competency in relation to project/program procurement management • Ability to apply tools/techniques to projects/programs in the work environment, including setting up relevant systems and controls to manage quality, risk and procurement management in each phase in an integrated manner 				



<p>TARGET COMPETENCIES (Project and Program Management)</p>	<p>Target competencies in this unit of study comprise the following:</p> <p>Project quality management</p> <ul style="list-style-type: none"> • Undertake QA/QC planning • Apply quality tools and techniques to manage quality • Undertake quality control and monitoring • Undertake quality documentation and closure <p>Project risk management</p> <ul style="list-style-type: none"> • Undertake risk management planning • Apply risk management tools and techniques to manage risks • Monitor and control risks • Undertake risk management documentation and closure <p>Project procurement management</p> <ul style="list-style-type: none"> • Plan project/program procurement • Apply project/program procurement, tools and techniques to manage procurement • Monitor and control procurement • Complete project procurement and documentation 	
<p>TARGET COMPETENCIES (Personal and Socio-cultural)</p>	<ul style="list-style-type: none"> • Generic: All competencies that are common to all professionals (including cognitive and communication abilities, problem solving and analytical mindset) • Leadership: Ability to direct, motivate & manage individuals & teams. • Commitment: Ability to dedicate to tasks & to project outcomes. • Attitude: Ability to create the right frame of mind that promotes integrity & support for achievement of project goals within a social context. • Self Direction: Ability to manage within and without guidelines & processes, and to work without supervision. • Learning: Ability to commit to continuous improvement in knowledge, skills & attitude, & to creating new knowledge developing skills & approaches. • Cultural Empathy: Ability to respect for & accommodation of individual lifestyle, beliefs & norms. • Creativity & Innovation: Capacity to generate new ideas/approaches & make them happen. 	
<p>MODES OF DELIVERY</p>	<ul style="list-style-type: none"> • Upfront intensive workshop (4 days) • Project and team based flexible work facilitated via the Internet (over 10 weeks) • Face-to-face formal assessment (one week) 	
<p>ASSESSMENT</p>	<ol style="list-style-type: none"> 1. Formal knowledge test 2. Team project submissions (formatted as per specification for the same), 3. Formal PM competency assessment 4. Formal Leadership & Socio-cultural competency assessment 	
<p>PRINTED MATERIALS</p>	<p style="text-align: center;">PRESCRIBED FOR THE COURSE</p> <p>Learning material (lecture notes, slides, case study and other material provided online). Case project (students' own case project subject to endorsement) Brief for team projects PMI, A Guide to Project Management Body of Knowledge (Latest edition) National Competency Standards in Project Management (obtained from the Australian Institute of Project Management). IPMA, International Competence Base (ICB). P2M, Project and Program Management for Enterprise Innovation, PMCC, Japan Other learning materials and resources</p>	<p style="text-align: center;">SELECTED REFERENCES</p> <p>Gray and Larson (2000). <i>Project Management: A Managerial Approach</i>, McGraw Hill. Turner, R J. <i>Handbook of Project-based Management</i>, McGraw Hill. Lewis, J P (1995). <i>The Project Manager's Desk Reference</i>. McGraw-Hill, 1995 (ISBN: 1-55738461-4) Dinsmore, P C (1993). <i>The AMP Handbook of Project Management</i>. American Management Association, 1993 (ISBN: 0-8144-0106-6)</p>



<p>WEB SITES</p>	<p>No single Web site presents all the necessary knowledge that students need to learn and apply. However, opposite are some useful sites to visit.</p>	<p>Online useful sources of references are: Students are expected to conduct own search and locate useful web sites. The following are just a sample of such sites: http://www.ogc.gov.uk/sdtoolkit/keyissues/index.html http://www.spmn.com/ http://members.aol.com/AllenWeb http://www.ausaid.gov.au/ausguide/ausguidelines/index.cfm http://www.au.af.mil/au/awc/awcgate/awc-sp.htm#gen http://www.gannettfleming.com/damproject/01_home.htm http://www.projectmanagement.tas.gov/index.htm http://www.un.org/esa/sustdev/agenda21.htm http://www.adb.org/Projects</p>
<p>Software</p>	<p>N.A.</p>	<p>Simple software such as Microsoft project, electronic spreadsheets are recommended</p>
<p>COURSE CONTENTS</p>	<p>Intensive Phase</p> <p>Day 1</p> <ul style="list-style-type: none"> • Introduction to course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings • Briefing on how to conduct the entire unit of study • Lecture: Project/program quality management over project life cycle phases • Tutorial on project quality management • Project tools and techniques for systematic quality management • Class discussion of tutorial work, focus on business results <p>Day 2</p> <ul style="list-style-type: none"> • Lecture: Introduction to project/program risk management vis-à-vis goals, business case and delivery requirements • Lecture: Project risk management approaches and application range • Lecture: Tools and systems for risk assessment • Lecture: On-going risk management • Tutorials on simple risk management methodologies <p>Day 3</p> <ul style="list-style-type: none"> • Lecture: Determining project/program delivery needs and requirements • Lecture: Project/program procurement design and implementation • Lecture: Contracts formulation and proactive management • Project tools and systems for procurement management • Project legal closure and claims settlement • Assessment of team and individual competencies wrt quality, risk and procurement management <p>Day 4</p> <ul style="list-style-type: none"> • Revision and preparation for test • Sample PMP test conducted, assessed and discussed • Reinforcing learning outcomes and application of the same to forthcoming team project • Conduct of written test on fundamentals of project quality, risk and procurement management • Students' feedback on the intensive phase 	



	<p>Teamwork phase</p> <p>For the purposes of learning project/program fundamentals in an integrated and meaningful manner, students will assume responsibility for developing a detailed plan (covering strategic assessment, initiation, planning, execution and close out) for a single case project. In order to spread the load, different areas of the case project will be addressed in SBM1101, SBM1102, SBM1201 and SBM1202 respectively, though the eventual Project Plan that emerges from the team's work should be a holistic and balanced solution NOT a collection of disaggregated plans.</p> <p>A structured learning program will be applied; in summary form it will comprise:</p> <ul style="list-style-type: none"> • An overall process for studying project quality, risk and procurement management in each phase to apply to a real life case project as advised in the unit's web site; • A program of the learning activities which are part of student's Team Workplan and individual competency acquisition needs which each student need to plan to conduct flexibly within the unit of study timeline as advised in the unit's web site (detailed schedules are to be developed and submitted as part of the Team Work/QA Plan) • The assignment Brief which is available as a downloadable file. <p>The Learning activities are designed for each team to develop and evaluate a complete project/program quality, risk and procurement management plan* for their case project via the following activities:</p> <table border="1" data-bbox="443 857 1366 1245"> <tr> <td colspan="5">Assessment of learning styles and team roles, and balancing of team development of self management and socio-cultural/teamwork competencies</td> </tr> <tr> <td>Team Formation, Case Project selection and team QA/Workplan</td> <td>Activity 1 Best Practice Models vs. Case Project Requirements</td> <td>Activity 2 Initiation Plan for Quality, Risk and Procurement Management of Case Project</td> <td>Activity 3 Detailed Plan for Quality, Risk and Procurement Management of Case Project</td> <td>Activity 4 Evaluation, Formatting and Presentation of Project Report</td> </tr> <tr> <td>Case Project Summary, QA/Workplan</td> <td>Submit Assignment 1</td> <td>Submit Assignment 2</td> <td>Submit Assignment 3</td> <td>Submit Assignment 4</td> </tr> <tr> <td colspan="5">Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to validate competencies acquired versus target competencies</td> </tr> </table> <p>*. This component plan need to take that developed in SBM1101, SBM1102 and SBM1201 and expand it to include quality, risk and procurement management plan for each phase of the case project/program</p>	Assessment of learning styles and team roles, and balancing of team development of self management and socio-cultural/teamwork competencies					Team Formation, Case Project selection and team QA/Workplan	Activity 1 Best Practice Models vs. Case Project Requirements	Activity 2 Initiation Plan for Quality, Risk and Procurement Management of Case Project	Activity 3 Detailed Plan for Quality, Risk and Procurement Management of Case Project	Activity 4 Evaluation, Formatting and Presentation of Project Report	Case Project Summary, QA/Workplan	Submit Assignment 1	Submit Assignment 2	Submit Assignment 3	Submit Assignment 4	Continuous reflection, self and peer assessment and competency acquisition. Final Individual Report and Viva to validate competencies acquired versus target competencies				
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<p>COMPETENCY VALIDATION (via evidence and professional interview)</p>	<p>Final Report & assessment</p> <p>Each student must plan to progressively acquire, develop and document target managerial and leadership/socio-cultural competencies. The protocols on the web site for this purpose need to be followed carefully to prepare the required evidence of competency acquisition. The evidence for this unit to comprise a final report in two parts to validate individually the following: Specified target competencies and Leadership and Socio-cultural competencies. These will be assessed separately and both need to show the student's development history using the student's L&D plan as the basis.</p>																				