

Conduct in examinations

- Students are responsible for finding out their examination times and locations and for travelling to the venue. Examination times and locations are published on the University web site and advertised on the student portal. It is recommended that students arrive at least 15 minutes prior to the advertised start time.
- Students who arrive up to 30 minutes after the published start time will be permitted to enter the examination room but will not be allowed any additional time to complete the examination.
- Students who arrive more than 30 minutes after the published start time will not be permitted to enter the examination room and will receive a zero mark for that assessment.
- All students must bring with them, and display on their desk:
 - their student identification card: or
 - an alternative form of photographic identification such as a passport or driver's license. If a student does not provide acceptable photographic identification the invigilator will compare the student's likeness with University records in order to verify the student's identity;
- Where applicable, students must also display on their desk:
 - an approved disability access plan; and/or
 - an ENTEXT Card (for students who are entitled to extra time but have not been issued with an indicator on their student identification card)
- Unless otherwise specified in the course information booklet or as an agreed provision under Section 3: Moderation and Variation, a student must not take into the examination room any item with the potential to provide them or another student with an advantage, including but not limited to:
 - text books or any other book including dictionaries
 - calculators
 - mobile telephones, personal digital assistants, messaging devices or any other electronic device
 - notes, or other written documents
 - devices or personal items
 - examination answer booklets, attendance slips or scrap paper
- Any items specified as being allowed in the course information booklet must not be enhanced or tampered with in any way that provides an additional advantage to the student or any other student.

Procedures during the examination

- Every student must complete the attendance slip provided.
- The examination starting time may include a designated reading time for students. During this reading time, students are not permitted to write in the examination booklets but may complete attendance slips, fill in details required on the front cover of examination booklets, and make notes on loose-leaf paper provided. An invigilator will announce when the reading time has elapsed, after which students may write in the examination booklet.
- No student will commence writing answers until authorised by an invigilator. All students must stop writing when instructed by an invigilator. At the end of the examination all students must remain seated until all examination booklets have been collected.
- During an examination students are not permitted to speak to or communicate with any other student, or give or receive any form of assistance, academic or otherwise.

Procedures for leaving the examination room

- Students are not permitted to leave the examination room in the first 30 minutes after the published starting time or during the last 10 minutes of any examination.
- After the first 30 minutes of the examination has lapsed, a student can request to leave the examination room for a short break. When approval is given by an invigilator, the student will be supervised during the period of absence.
- Students wishing to permanently leave the examination room must hand all examination booklets to the invigilator who will endorse the booklets as correctly identifying the student. Students cannot remove any examination answer booklets, scrap paper or attendance slips from the examination room.

Breaches of examination procedures

- A breach of the examination procedures may constitute academic misconduct. Procedures are deemed to be breached even if it cannot be demonstrated that the student gained an advantage from the breach. For example, if a student takes a mobile telephone or device into the examination room but does not switch it on or remove it from their pocket, it may still constitute academic misconduct although the intent is recognised in determining an appropriate outcome.
- Breaches of the examination procedures will be recorded under Section 9: Academic Integrity of this manual whether they constitute academic misconduct or not.

Procedures for breaches that cause disruption to an examination

- Any student disrupting the examination can be instantly dismissed from the examination room at the discretion of the chief invigilator. Where dismissal is the appropriate course of action, the chief invigilator will document the incident and provide a report to the Head of School or Director: Regional Engagement or nominee.
- The Head of School or Director: Regional Engagement or nominee will investigate the incident as either:
 - academic misconduct by following the procedures for formal inquiry set out in Section 9: Academic Integrity, or
 - misconduct under Statute 7: Student Misconduct.
- Where dismissal is not deemed appropriate by the chief invigilator, the student will be permitted to remain in the examination, and clause 6.6 will apply.

Procedures for breaches that do not cause disruption to an examination

- If a breach is detected that does not cause disruption to the examination, or is assessed by the chief invigilator as not warranting dismissal from the examination room, the invigilator will tell the student that the breach has been detected and will be reported.
- The invigilator will document the incident and will provide a copy of this report to the Academic Integrity Officer at the relevant school within 5 working days of the incident.
- If the Academic Integrity Officer considers that the breach constitutes academic misconduct, they will investigate the incident by following the procedures for managing alleged academic misconduct set out in Section 9: Academic Integrity.
- If the Academic Integrity Officer considers that the breach does not constitute academic misconduct, they will provide academic counselling to the student.

Question No. 1

The Project Plan is a key document for the Project Manager.

Provide a summary of the contents of the Project Plan and discuss what you consider to be the optimum time in the project lifecycle to begin planning and give reasons.
Explain how the monitoring of scope change is implemented throughout the project lifecycle.

Question No. 2 – Answer this question in relation to Case Study No. 1

Explain the difference between a scope of works and a scope statement.
List the components of a scope statement and explain the key purposes of the scope statement.

Using Case Study No. 1, write a scope statement for that project.

Question No. 3 – Answer this question in relation to Case Study No. 2

Using Case Study No. 2, identify the key risk categories that could be applied to risk assessment process for that project.

Select and describe, giving reasons, those risk management processes the Project Manager would apply to that project to ensure effective risk management outcomes.

Question No. 4 – Answer this question in relation to Case Study No. 2

In Case Study No. 2, the service being introduced by the project is to strengthen or change the current service being provided.

The Project Manager will be required to manage that change and manage the stakeholders as part of the integration of all project elements to achieve the project outcomes.

Describe the processes the Project Manger will use to manage both that change and the stakeholders.

List and explain the specific skills and attributes the Project Manager will use in these processes.

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CASE STUDY No. 1

A Service Industry (Tourism) Case Study

A large children's charity has been successfully combining the joy of travel with fund raising. The **Walk in the Woods** tour is just one of five such holidays the organisation has on offer. The inspiration for this particular tour came from Bill Bryson's novel of the same name. The concept was to walk a section of the Appalachian Trail from Georgia to Maine in USA. This was the subject of the book.

Before the concept could be progressed, permission had to be sought from the author and publishers to use the title of the novel. Once the approval had been gained further time was put into researching the viability of the project.

Before committing to it a Project Viability Report was completed which looked into all aspects of the project, from the objectives, audience, marketing, competition, workload and expenditure

Once approved it was then passed to the charity organisation's risk manager for assessment. This included identifying all areas of risk, such as political or financial instability and taking their severity into account. The Risk Manager is responsible for making recommendations for precautions such as insurance.

When the Project Viability Report was completed the budget was set based largely on experience gained from similar projects.

Working towards a proposed departure date, a draft critical path was constructed, detailing all the key elements of the project and the date by which it must be completed.

The next stage of the process was to find a suitable tour operator to handle all aspects of the trip from itinerary, flights, accommodation and response to enquiries.

The charity operates a core business policy when managing these types of fundraising events. Each member of staff concentrates their efforts on their own individual specialities. The core business policy ensures that participants receive professional service from both the tour operator and the charity.

With the tour operator in place the itinerary was planned and a date set. A brief was given to the tour operator to design an itinerary with a tough physical challenge and reward in a fantastic location. For this project that meant five to eight days trekking the Appalachian Mountains, followed by a couple of days at leisure. A minimum of twelve months lead time was required before departure. Having finalised the departure date, the draft critical path was completed. The critical path is then distributed to all key individuals within the charity, such as the press officer, so that everyone is aware of project deadlines.

In addition to the much needed income, cause related travel provides the charity with access to audiences that would be beyond its reach and provides the charity's supporters with the opportunity to do something that they would not, or could not, do on their own.

Following the holiday, a great many participants will go on to become supporters of the particular charity in other ways.

Adapted from:
A Walk on the Wild Side
By Megan Munsell
APM Magazine Project

CASE STUDY No. 2

Setting up a Sexual Violence Crisis Centre for Women

The Hong Kong Association Concerning Sexual Violence Against Women provides a hotline and counselling services for victims of violence. The Association believes that this service needs to be strengthened by the establishment of a Crisis Centre at the Kwong Wah Hospital in Hong Kong.

The aims of the Centre are to

- Provide care and support for victims
- Raise awareness of the issue of sexual violence
- Promote and advocate policies which respect victims
- Reduce the incidence of sexual assault

Support services must include

- 24 hour crisis hotline
- A counselling service
- Professional training and support for workers
- The project is to establish the centre so that the Associations aims are met