

# Master of Business and Project Management

FLEXIBLE, LIVE AND INTERACTIVE ONLINE LEARNING - PARTICIPATE FROM  
ANYWHERE IN THE WORLD

LEARN FROM INDUSTRY EXPERTS WITH REAL-WORLD EXPERIENCE

## WHAT YOU WILL GAIN:

- Skills and credibility in Project Management with studies contextualised in Industrial Automation
- Advanced skills and knowledge in Project Management for professional or highly skilled work and/or further learning
- Practical know-how from practising experts with demonstrated ability
- Ability to make independent judgements and high level decisions in a variety of technical or managerial contexts
- Knowledge and skills to be actively involved in planning, implementation and evaluation stages of a range of projects and endeavours
- A fully accredited Master Degree in Business and Project Management

**PART-TIME, INTENSIVE DISTANCE LEARNING  
OVER 24 MONTHS**

**\*OR over 12 months if the Vocational Graduate Diploma of Project Management in Industrial Automation has been successfully completed.**

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## INFORMATION

### Master of Business and Project Management

- Presented by distance learning (live web and video conferencing)
- Part time over 24 months
- **OR over 12 months if the Vocational Graduate Diploma of Project Management in Industrial Automation has been successfully completed.**

For more information on applications or enrolments , please contact us at:

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## Welcome to the Master of Business and Project Management

It our pleasure to welcome you to the Master degree in Business and Project Management contextualised in Industrial Automation.

As its title suggests, this is an advanced program in Project Management and is 'reasonably unique' in the world. This Master degree has been produced after considerable research into what an engineering professional working in the industrial automation field really needs to help achieve the final steps up the career ladder.

We believe the unique flavour of this course is the study of project management, a key part of all engineers and 'technologists' working careers, in the context of industrial automation. This Master degree focuses on the challenges that will confront an advanced practitioner in the field. For example, you will be exposed to the design concepts and issues of best practice in projects that deliver high level systems and technologies. You will also be expected to undertake advanced project management, design and conceptualisation work. Some of the work and study you will be undertaking will involve exploring new approaches.

The Asia Pacific International College which has developed an outstanding highly regarded range of internationally presented Project Management Master degrees over the past decade has consulted widely in order to produce a course that meets the needs of today's professionals in technology-based organisations.

An added feature of this program is that in using web collaborative technologies you will not only study and work with your peers around the world on various industrial automation design projects, but conveniently and flexibly from your desktop using the latest techniques in live web and video conferencing and thus you do not have to leave your workplace to attend this highly interactive course.

You only need to look at the huge number of job openings in project management of industrial automation projects to know that there is a definite ongoing need for highly qualified and skilled specialists in project management with intimate knowledge of industrial automation. Upon completing this program you will be able to show managerial leadership in the field and be recognised as an advanced practitioner.

An innovation of this program is that it serves both as an up-skilling and cross-skilling mechanism. In summary, this high level practical Master degree is based on:

- Outstanding lecturers with relevant, real-world project management experience in technology-based organisations and systems
- Excellent materials with useful industry applicable theory
- State-of-the-art, live, lecturer led e-learning presentations to present and interact; no matter where you are in the world
- An outstanding group of students who are keen and enthusiastic to learn from each other
- A competitive fee we have worked hard to ensure you get the best value for money by squeezing the costs down using the latest Internet, online and publishing technologies

Please take your time to study and compare our programs and contact us for further advice.

We would be delighted to talk with you about furthering your career.

Regards,



**Professor Ali Jaafari**

## WHO SHOULD ATTEND

Anyone who wants to gain solid knowledge of Project Management contextualised in industrial automation to improve their work skills and to further their job prospects:

- Electrical Engineers
- Maintenance Engineers and Supervisors
- Instrumentation Engineers
- Energy Management Consultants
- Automation and Process Engineers
- Design Engineers
- Project Managers
- Electricians and Instrument Fitters with sufficient experience
- Consulting Engineers
- Production Managers
- Chemical and Mechanical Engineers
- IT Professionals
- Instrument and Process Control Technicians



*“The material just confirms to me what I have always known, that your work on developing and running teaching schemes are most ambitious and of good quality, and maybe better than what many others have.”*

*Professor Karlos Artto  
Aalto University, Finland*

*“The MBPM is a very good idea and the program is very well structured and aligned to business needs. Almost everyone agrees that Project Management is a combination of science and art.”*

*Hiroshi Tanaka, President of Global Project Management Forums, President of Japan Project Manage-*

## ASIA PACIFIC INTERNATIONAL COLLEGE IS A FORMALLY REGISTERED AUSTRALIAN HIGHER EDUCATION INSTITUTION

APIC is formally registered and its courses are accredited by the [Higher Education Directorate](#) in the State of New South Wales, Australia. APIC is also registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) to provide courses to international students (CRICOS Provider No. 03048D).

APIC is professionally endorsed by:

[AIPM \(Australian Institute of Project Management\)](#)

[PMI \(Project Management Institute\)](#)

[CIPS \(Chartered Institute of Purchasing and Supply\)](#)

APIC is also a member of [ACPET \(Australian Council for Private Education and Training\)](#).



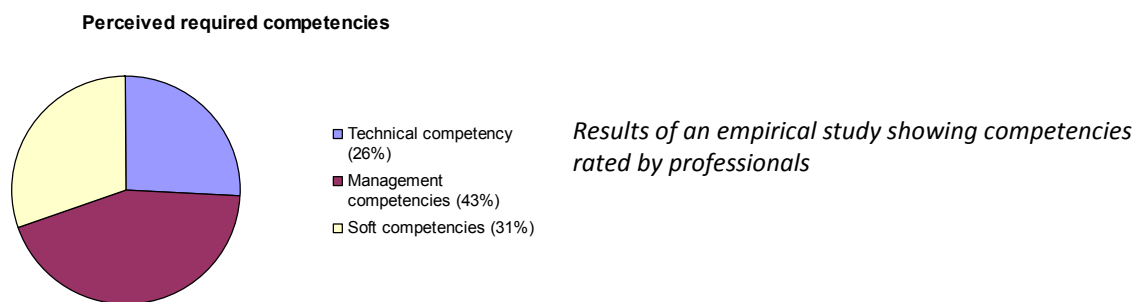
*The PMI Registered Education Provider logo is a registered mark of the Project Management Institute, Inc.*

## WHY STUDY PROJECT MANAGEMENT?

Engineers and technologists are not and have never been mono-discipline practitioners. The reality is that engineering is just one competency among multiple competencies professional engineers and technologists of today need to possess.

This fact has been illustrated by many studies, such as the study conducted by Morris and Dixon on behalf of the Association for Project Management (APM) in the UK (2000) in which around 120 companies participated. 100% of respondents agreed on the need for leadership, legal awareness and procurement to be included in the APM list. The next top 5 areas down the list in descending order were: safety, health and environment (99% agreement), life cycles (98%), purchasing (96%), risk management (95%) and financial management (94%). As noted the managerial and leadership skills topped the list in this survey.

In 2002 Professor Jaafari and his students conducted a survey of perceived competencies of engineers and allied professionals at the University of Sydney. This study found that leadership and socio-cultural competencies were rated of critical importance, on a par with project management competencies as per the diagram below.



Technical competencies are generally acquired as part of the discipline or industry in which one is grounded, such as instrumentation engineering, mechanical and electrical engineering and so on. Few engineers, scientists and technologists continue to develop their managerial and leadership competencies systematically. It is always assumed that they will acquire such vital skills on the job or through the employers' sponsored training schemes. Though a few employers may actually pay attention to development of their professional engineers and scientists or technologists; unfortunately this is not the case universally.

The extent and intensity of project management and leadership competencies required changes, depending on the person's orientation and context. For example, an electrical engineer needs to possess project management competencies to the extent that he or she can appreciate the business context, project goals and objectives, project parts and functions, and how his/her input relates to the broader project mission and business needs and requirements. They also need to participate in project conceptualisation endeavours and furnish expertise of electrical engineering or make significant expert contribution to the evolution of integrated solutions in multi-discipline teams. All of these require both project management and leadership competencies. To summarise, engineers, scientists and technologists need to exhibit three types of competencies in an integrated fashion:

**Project Management competency** is needed by all professionals in order to participate in, and or manage business and or government endeavours, particularly focusing on hard aspects, users' validated performance targets, financial targets, time, production requirements, safety, health and environmental protection etc. Thus, project management competency is a required core competency for virtually all classes of engineers, scientists and technologists (note that over 95% of all services and products in engineering and technology-based industries are delivered through projects).

**Leadership and socio-cultural skills** are also needed by all professionals in order to develop self, relate to social structures in teams, projects and business units or in wider sense of leading organisations, as well as promotion and adherence to strong personal and professional ethics. These competencies focus on the soft aspects and human and organisational cultures.

**Technical competencies** are also essential, and go hand in hand with other key competencies. Technology plays a key role in competitiveness of ventures and business endeavours. That is why this program aims to further enhance the technical expertise of the participants and immerse them in the commercial and technological dynamics of the field. A project manager who is active in the culture and arts field is not sufficiently knowledgeable to engage in the instrumentation or electrical engineering industry and vice versa. This program has been designed to impart and enhance the participants' technical and technological expertise in an integrated manner alongside the dimension of project management, leadership and socio-cultural competencies.

## COURSE STRUCTURE

As noted from the following table MBPM is awarded after completing 10 course units (57 credit points) as shown. All credit points gained as part of the Graduate Certificate/ Diploma in Project Management will count towards the MBPM requirements (students may transfer their credit points subject to conditions advised at the time of enrolment).

<b>Master of Business and Project Management (MBPM)</b> Entry requirements: recognised degree and English proficiency. Candidates with a Diploma or Advanced Diploma and relevant professional experience will be considered.	<b>Credit hours</b>	<b>Credit points</b>
<b>Semester 1</b>		
Focus: Project/program management fundamentals, systems and processes		
Career level: Project Engineers, Project Team Leaders		
CPD1102 Professional Development and Ethics	7	3
SBM1101 Project Management Fundamentals 1	15	6
SBM1102 Project Management Fundamentals 2	15	6
<b>Semester 1 Total</b>	<b>37</b>	<b>15</b>
<b>Semester 2</b>		
Focus: Project/program management fundamentals, systems and processes		
Career level: Project Engineers, Project Team Leaders		
SBM1201 Project Management Fundamentals 3	15	6
SBM1202 Project Management Fundamentals 4	15	6
<b>Semester 2 Total</b>	<b>30</b>	<b>12</b>
<b>Semester 3</b>		
Focus: Project/program financing and communication systems establishment and		
Career level: Assistant Managers, Project Line Managers		
SBM1103 Project/Program Information and Communication Systems	15	6
SBM1203 Venture/Project Economics and Finance	15	6
<b>Semester 3 Total</b>	<b>30</b>	<b>12</b>
<b>Semester 4</b>		
Focus: Project/program delivery design, implementation, management and		
Career level: Project/program Manager and Functional Project Manager		
SBM1104 Project/Program Leadership and Change Management <sup>(a)</sup>	15	6
SBM1204 Project/Program Delivery Systems <sup>(a)</sup>	15	6
SBM1300 Research Project	15	6
<b>Semester 4 Total</b>	<b>45</b>	<b>18</b>
<b>MBPM</b>	<b>Total Over 4 Semesters</b>	<b>57</b>

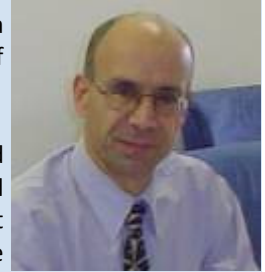
### Course Rules:

- a) These units are elective units. Other units may be selected from the list of available electives subject to the approval of the Program Director or the Dean and subject to availability. SBM1301 Minor Project (6 credit points) may be substituted for a single elective unit. Alternatively SBM1302 Major Project (12 credit points) may be substituted for 2 elective units. SBM1301 and SBM1302 are mutually exclusive.
- b) MBPM candidates may exit the program with the Graduate Certificate in Project Management subject to completion of CPD1102, SBM1101, 1102, 1201 and 1202.
- c) MBPM candidates may exit the program with the Graduate Diploma in Project Management subject to completion of CPD1102, SBM1101, 1102, 1103, 1201, 1202 and 1203.
- d) Candidates holding a Vocational Graduate Diploma in Project Management are given credit for approximately one half of the MBPM units. Please consult the College for advanced standing arrangements.

## International Expert Faculty:

APIC engages internationally renowned academics and leading industry experts to work with students as closely as possible. Students learn from them the practical skills of conceptualising, developing and implementing industrial projects and endeavours. The list is too long to include here. Below is a sample of the internationally regarded expert faculty:

**Dr. A. Jaafari**, ME (Dist), MSc (Dist), PhD (Citation & Award), FIEAust, CPEng Professor and President, Asia Pacific International College Honorary Professor, the University of Sydney (Formerly Chair Professor of Project Management and Director of Programme)



As a long time international consultant, author, researcher and educator in project, program, business and systems management Professor Jaafari has wide expertise and professional experience. He has authored 190 publications in project, program, organisations and business management and acts as an expert consultant to industry and governments worldwide. He has acted as a special consultant on the Productivity Initiative Programme (PIP) and has delivered courses, workshops and training programs to more than 5,500 professionals in public institutions, government agencies and industry sectors. Professor Jaafari has more than 30 years of academic experience, most of it as a senior academic at the University of Sydney's Faculty of Engineering, as well as 16 years of professional engineering and management experience in Australia, Europe and the Middle East. He has also worked with SMEC in Australia, involved with multiple projects and programs including Project Director of the Hazardous Waste Transport Project in NSW, Australia. The current research focus of Professor Jaafari and his team at the Asia Pacific International College is on creation of the next generation of project management models and systems, diagnostic tools for assessing individuals, complex projects and programs and project-based organisation units.

**Dr Steve Mackay** BSc(ElecEng), BSc(Hons), MBA, MMR, PhD, CP Eng, FIE (Aust)

Steve has worked in engineering throughout Australia, Europe, Africa and North America for the past 30 years. He has presented numerous engineering and management courses worldwide to over 18,000 engineers and technicians, and has a particular interest in practical and leading edge aspects of marketing, business and engineering practice. He has also acted as the author or editor of over 30 textbooks sold throughout the world. He feels that all engineering businesses need to think globally and keep experimenting with new approaches. Currently, he is actively involved in research and implementation of advanced communication technologies.



**John Lawrence** BSc (Hons) MSc BCom (Hons)

In today's hyped up world, one is hesitant to describe anyone as 'outstanding', but John Lawrence has distinguished himself over the last 15 years with excellent course reviews. John has 20 years of experience as a project and departmental manager for a multinational oil company, focusing on designing and managing the infrastructure of the telecommunications, data communications and IT systems. In the past 5 years, John has worked extensively for a number of multi-national clients, managing projects including facilities management, budgeting and financial forecasting. When John is not consulting or lecturing, he enjoys increasing his own skills by reading and writing about state-of-the-art technology topics and how to optimise Return On Investment (ROI) for the overall IT infrastructure. John is a dedicated professional who has trained engineers and technicians throughout the world.



**Deon Reynders** BSc Eng (Hons)(Elec), MBA

Deon has had over 25 years experience in automation, data communications (with a focus on industrial applications) and Ethernet TCP/IP networks. He has specific experience in Systems Engineering, Project Management and software and hardware development. Currently he is retained as a consultant to industry in the TCP/IP, industrial Ethernet networking, OPC and the industrial data communications areas. Deon is a practical, hands-on person and a highly entertaining speaker. He has received excellent reviews from his thousands of course participants in regions ranging from Europe, North America, Africa and Australia. He takes great pride in demystifying difficult concepts and presents them in a simple-to-understand manner. He is a passionate, enthusiastic and knowledgeable professional engineer.



## International Expert Faculty:

Edward J Toohar BSc Eng (Hons), MPM

Edward Toohar is a renowned Engineering Executive, a Certified Practising Project Director and a Corporate Member of the Engineers Australia. He is a well known trainer and consultant in project management with vast experience and holds a Master of Project Management from the University of Sydney. He has over thirty years experience in the provision of management consultancy services to government and commercial clients, engaged over a wide range of asset planning, land disposal, building, heavy engineering, transport, health, information technology and management of change projects. He has particular experience in major campus redevelopment involving operating entities and in the release of capital from asset sales for business improvement. His work has also included large scale facility planning for major corporations. Edward also lectures extensively in project management and related fields at four Universities.



## ABOUT ASIA PACIFIC INTERNATIONAL COLLEGE

Asia Pacific International College is internationally renowned for excellence in teaching and applied research in project, program, portfolio, organisation and business management, particularly focused on technology-based industries.

The College is focused on both formal postgraduate degree programs and industry relevant executive courses. All degree programs are formally accredited at University level by the respective education authorities in Australia. The College is formally registered by the government as a degree awarding Australian Higher Education Institution.

Postgraduate students select the College to develop themselves because of the quality of the College's programs, unique delivery methodology, industry relevance and formal recognition. Starting with the first cohort of graduates the College has consistently enjoyed high satisfaction ratings and is proud of the graduates' achievement. The formal degree programs currently offered by the College are listed below together with the industry streams and majors where applicable:

### Project Management Graduate Program:

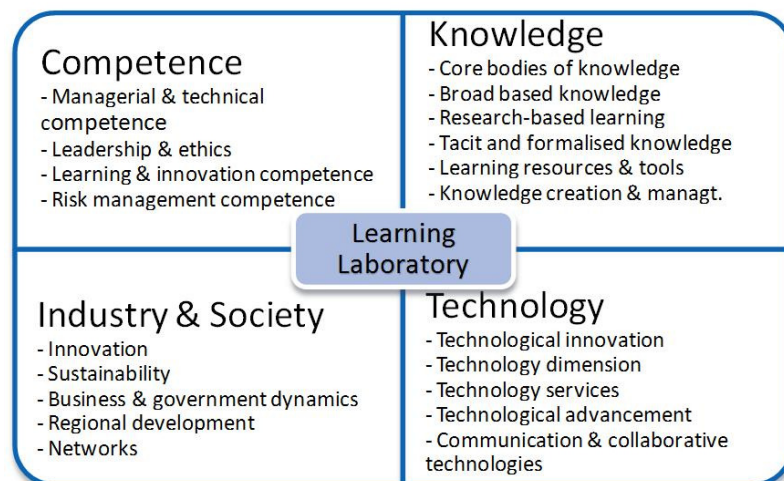
- MBA (Project and Program Management)
- Master of Business and PM
- Graduate Diploma in PM
- Graduate Certificate in PM
- Executive Diploma in PM
- Individual (tailored) programs

### Business (General Management) Graduate Program:

- MBA (Project and Program Management)
- Master of Business Management (MBM)
- Graduate Diploma in BM
- Graduate Certificate in BM
- Executive Diploma in BM
- Individual (tailored) programs

### Industry Streams (both PMGP and BMGP):

- Construction and Infrastructure
- IT and Services
- Mining, Energy and Processing
- Manufacturing and Production



**Figure 1: The learning laboratory for management education and training**

APIC has developed unique practical educational programs, tools and learning systems that constitute an integrated learning laboratory (Figure 1).

APIC recognises that in the knowledge-rich economy effective competition is largely dependent on the organisation's ability to tap the intellect and energy of its people to come up with innovative products and services to meet the customers' needs in a cost effective manner. Success is mainly dependent on the people's capabilities as well as business models, tools and support systems. That is why APIC has chosen deliberately to work in the heart of industry to take the latest knowledge and managerial tools to managers and to stage training programs that will deliver results for the organisation.

APIC has already completed a range of industry-based training and consulting assignments with the aim of improving the performance at individual, project, program, operation and organisation level. APIC has developed a suite of unique diagnostic tools and systems that have been proven invaluable in actual applications in terms of shedding light on the priority areas and actions needed to address the issues identified.

Note that tools applied by APIC for individual staff assessment, project/program health assessment and organisational diagnostics are aligned and integrated. The integrated approach enables holistic enterprise assessment and development, aligning different change management activities along the way.

## Gain

Skills and credibility in Project Management in Industrial Automation

## Learn

Practical know-how from practising experts with demonstrated ability

## Develop

The ability to make independent judgements and high level decisions in a variety of technical or managerial contexts

## Apply

Knowledge and skills to be actively involved in planning, implementation and evaluation stages of a range of functions in specialised industrial automation projects

## Receive

A fully accredited Master degree in Business and Project Management

## Benefits of Distance Learning

**We understand that many individuals have tough obstacles to furthering their education, including family commitments, full time careers, financial and geographical limitations. By using the latest technology and software, we provide flexible, affordable programs whilst retaining interaction, engagement and top quality tuition.**

### Distance Learning Allows You To:

- Upgrade your skills and refresh your knowledge without having to take valuable time away from work
- Receive information and materials in small, easy to digest sections
- Learn from almost anywhere - all you need is an Internet connection
- Have constant support from your program lecturers and coordinator for the duration of the program
- Interact and network with participants from around the globe and gain valuable insight into international practice
- Learn from international industry experts

***"It seemed the most convenient option, and it was!"***



## CPD1102 Professional Development and Ethics

### Unit Overview

This unit places major emphasis on understanding the processes of professional development and competency acquisition. Most practitioners associate competency with task dexterity and job-related skills, which is referred to as 'normative skills'. The question is how relevant and valid normative concepts are in today's environment of change and uncertainty. Competence is about autonomy; self reference and group self organisation, i.e. the relatively enduring qualities that empower professional people to perform well individually and in groups despite prevalence of complexity and rapid change. It must be underpinned by strong personal and group Ethics.

### The Unit Will Cover:

#### 1. Fundamentals

- Introduction to course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings
- Briefing on how to conduct each phase and the entire unit of study
- The environment, mega trends and the rise in complexity and change and impact on individuals and organisations
- Envisioning the future and setting of realistic goals
- Ethics and professional conduct
- Group work and class discussion on the impacts of change on individual professionals and businesses
- Competency assessment and setting of professional goals
- SWOT analysis and development of strategies to aid own professional development in an optimum manner

#### 2. Group work, Summary and Feedback

- Lecture and group work: peer and group assessments
- Working with APIC's tools and systems
- Group work: consolidating and aligning individual learning and development challenges
- Presentation and discussion: groups to present their findings
- The way ahead: scope for individual assignment
- Continuous progress monitoring and improvement
- Student feedback and conclusion



### SOCIO-CULTURAL AND PERSONAL COMPETENCIES

The socio-cultural and personal competencies are common across all units of study offered by APIC and are tracked throughout the program. These are as follows:

- **Generic:** All competencies that are common to all professionals (including cognitive and communication abilities, problem solving and analytical mindset)
- **Leadership:** Ability to direct, motivate and manage individuals and teams
- **Commitment:** Ability to dedicate to tasks and to project outcomes.
- **Attitude:** Ability to create the right frame of mind that promotes integrity and support for achievement of project goals within a social context.
- **Self Direction:** Ability to manage within and without guidelines and processes, and to work without supervision.
- **Learning:** Ability to commit to continuous improvement in knowledge, skills and attitude, and to creating new knowledge developing skills and approaches
- **Cultural Empathy:** Ability to respect for and accommodation of individual lifestyle, beliefs and norms
- **Creativity and Innovation:** Capacity to generate new ideas/approaches and make them happen

## Credit Points: 3

### Aims and Objectives

The broad aims of this unit are to ensure students:

- Understand how to conduct environmental scanning and blue sky thinking
- Understand how to assemble and analyse mega trends generally and in specific industry branches
- Learn and apply principles of ethics and ethical conduct
- Define/refine your professional goals and set development targets
- Conduct SWOT analysis and develop optimum strategy
- Conduct broad competency assessment in respective areas
- Develop personal learning and development plan
- Define key performance indicators (KPIs) and metrics to assess progress against plan
- Compile and submit your L&D plan
- Apply L&D plan to continually improve yourself
- Manage and enhance own professional competencies

**Assignment phase** This unit of study requires every student to extend and expand on the knowledge learnt during the course. Each student needs to prepare and submit two assignments that will be assessed and graded formally:

- An essay to explore all aspects of professionalism and ethics focusing on socio-cultural, leadership and personal competences
- A personal learning and development plan that conforms to the L&D Plan Specification that will be distributed during the course

Students must pass both components. Individual students may be required to attend an oral examination to validate their L&D plan

## SBM1101 Project Management Fundamentals 1 Project/Program Strategic Intent, Business Case, Framework and Governance

### Unit Overview

This unit of study will provide definitions of project and programs, business units and links between them. A thorough understanding of the strategic goals and context is vital to successful design and implementation of projects and programs. Considerations of environmental and project complexities will lead to better focus on achievement of goals and management of risks and uncertainties. The strategic intent and project contexts will be analysed with a view to understanding and confirming the project business case on commencement but also in terms of continual re-evaluation and realignment of projects and programs in a dynamic way. Project and program life cycles will be presented and discussed. Different business imperatives (needs and requirements) will have to be considered in each project/program phase. Project governance over project life cycle is thus directed by these needs and available governance options. The design and implementation of appropriate governance structures vis-à-vis project/program strategic needs and requirements will thus be a major focus in this unit of study.

### The Unit Will Cover:

#### 1: Introduction

- Introduction to course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings
- Introduction to project and program terminologies
- Introduction to strategic management
- Understanding characteristics of projects, programs and differences, with particular emphasis on life cycle phases and interrelationship
- Business results and strategic integration

#### 2: Business Case

- Project/program business case determination, assessment and management
- Defining corporate or business goals, strategy and their relationships or links to projects and programs, design of KPIs to assess linking and alignment
- Techniques (e.g. balanced scorecard) for performance assessment of project and programs in meeting target KPIs or specific strategies and goals
- Business case determination, assessment of project performance vis-à-vis target KPIs
- Design of project/program frameworks and processes
- Work on business case determination of a simple project/program and class discussion

#### 3: Governance

- Design of governance structures for management of projects and programs from the client/sponsor's perspective (project/program organisation design, governance models, team structures and reporting and control mechanisms)
- Coursework regarding framework and governance design for assigned simple project (all students to work on a single project)
- Design of governance structures for management of projects/programs from the contractor perspective, including assessment of the same vis-à-vis contractual commitments and obligations, stakeholders, safety, health and environmental management obligations
- Design of governance design from a contractor's perspective
- Comparison of sponsor and contractor's governance structures

#### 4: Assessment, Summary and Feedback

- Assessment of individual competencies WRT project/program strategic intent, business case, framework and governance over each phase of project/program life cycle
- Reinforcing learning outcomes and application of the same to forthcoming team project
- Conduct of written test on management of project/program strategic intent, framework, governance structures and associated administrative arrangements

## Credit Points: 6

### Aims and Objectives

This unit of study aims to impart a thorough understanding of systemic and holistic project and program management. The unit will target the following studies:

- Project and program management definitions and terminologies
- Goals, strategy and strategic management at business unit level
- Project/program life cycle models and their relationship to strategic management
- Project business case determination, documentation
- Linking and evaluation processes to assess and realign projects and programs to their respective goals and strategies
- Project governance and decision making over project life cycle
- Monitoring and health checks of project/program governance over project and program life



## SBM1102 Project Management Fundamentals 2 Project/Program Human Resources, Teams, Communication and Integration Management

### Unit Overview

This unit of study focuses on 3 core competency areas relevant to project/program management, namely: (1) project human resources assessment and organisational design including human dynamics, leadership and team management; (2) communication management; and (3) project/program integration management. The aims are to develop basic competency in project human resources management, communication and teamwork management and integration management, reflecting the state-of-the-art practice and in line with recognised Standards such as *A Guide to Project Management Body of Knowledge – Fourth Edition*, Project Management Institute, Inc., 2008. This unit has a major emphasis on effective team design and management; it will focus on assessment of team competency gaps as well as effective approaches for the development of the missing competencies using a systematic approach. Further, team dynamics will be studied and techniques for assessing team roles will be presented and applied. Participants should thus gain basic competency on how teams are forged, optimised and managed under challenging conditions. There will be opportunities to apply the teamwork principles throughout the MBPM course and thus learn the art of forming high performance teams through engagement in the same. Considering communication management, the focus is not only on defining means, frequency and manner of communications among project participants and affected stakeholders but also learning styles and development of synergy among team members.

Communication, information and documentation management will be considered systematically for effective communication management. This unit is fundamental to understanding the crucial links that need to be established between project objectives, team capabilities, management control processes and quality management processes on projects. Considering integration management the main challenge is to ensure that decisions on all areas of the project are properly integrated and optimised and this is often achieved through development of an integrated plan embracing all other project processes, systems and contents. Integration management involves project plan development, project plan execution and integrated change control. Earned value management is the normal basis for performance monitoring and change management. In addition, integration of the project processes and the works of the project as well as the integration of project and the pertinent operations of host organisation are studied.

### The Unit Will Cover:

#### 1: HR and team management on projects and programs

- Understanding project/program human resource requirements in each phase
- Developing human resources policy, motivation and project charters
- Assessing competencies and developing training schemes to improve individual competencies
- A review of team, structure, operation and mode
- Introduction to learning styles
- Project responsibility allocation and communication reporting fundamentals
- Project team building fundamentals (formal teamwork instruments as well as team dynamics assessment and management)
- Team formation and assessment by students

#### 2: Communication management

- Understanding the fundamentals of information and communication requirements, including both formal and informal reporting
- Relationship between communications, integration and quality management functions on projects/programs and the need for a holistic approach
- Case study of the communication and information management approaches

#### 3: Integration Management

- Fundamentals of project/program integration management
- Plan development, execution and progress monitoring
- Integrated performance control and change management

- Class case study work: how to develop an integrated plan
- Class discussion of integration of project, works, host organisation business and the use of IT systems to aid the same

#### 4: Revision, testing and feedback

- Assessment of individual competencies in integration, HR and teamwork, as well as communication and information management
- 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 human resources planning, communication and integration management

## Credit Points: 6

### Aims and Objectives

The broad aims of this unit are to ensure students:

- Can demonstrate knowledge and basic competency in relation to management of project human resources and communication functions on projects
- Are able to assess and balance teams, determine learning styles, develop formal team work plan and internal QA procedures, and generally monitor teamwork effectiveness, communication and performance
- Develop basic competencies in determination, integration and management of communication and documentation needs over project life, and build systems to manage the same Know how to develop plan, execute the same and apply integrated change control processes
- Can apply knowledge and tools to simple projects in the workplace, in particular in building high performance teams

## SBM1201 Project Management Fundamentals 3 Project/Program Scope, Time and Cost Management



### Unit Overview

This unit aims to develop basic project management competency with focus on the following three core project/program management knowledge and competency areas, in accordance with contemporary standards such as *A Guide to Project Management Body of Knowledge (PMBOK® Guide) – Fourth Edition*, Project Management Institute, Inc., 2008, NSCPM and IPMA International Competence Base. The unit covers the following:

- Project scope planning, evaluation and change management: deliverables in project phases, alignment of outcomes with strategic intent and business cases; definition of the system, tools, processes and competencies needed to assess scope and integrate project/program elements, including value assessment and optimisation across project/program life cycle
- Project time planning, scheduling and progress management: appropriate levels of control and assessment of project progress against the schedule; time management strategies, defining milestones, conducting planning and sequencing of activities; developing coordinated schedules and resource plans and applying typical computer software in planning and time optimisation
- Project cost estimating, budgeting and financial management: cost estimation, planning and control, cash flow determination and finance, as well as defining means, frequency and manner of change management in a systematic manner; exception reporting, cost forecasting and managing cost variances, reporting and management of contingency budget and generally a good command of financial management of project/program

### Learning Objectives

Upon completion of the course, the student should:

- Demonstrate knowledge and basic competency in relation to scope and change management on projects, as per the PMBOK® Guide requirements
- Demonstrate knowledge and basic competency in relation to scheduling and time management applying appropriate tools and techniques
- Demonstrate knowledge and basic competency in relation to financial management including cost planning, budgeting and variation/change management
- Apply knowledge and tools to projects in the work environment including setting up relevant systems and controls

*PMBOK is a registered mark of the Project Management Institute, Inc.*

**Credit points: 6**

### The Unit Will Cover:

1. Introduction
  - Defining project management
  - Introduction to project scope, time and cost management
  - Project scope management
  - Discussion of tutorial work, focus on business results
2. Scheduling
  - Project time and resources management
  - Project scheduling, progress monitoring and control
  - Project tools and systems for time planning, scheduling and progress control
3. Budgeting and Cost
  - Project cost management
  - Project tools and systems for estimating, budgeting and cost control
  - Project performance assessment and management
4. Summary and Revision
  - Revision and test preparation
  - Reinforcing learning outcomes and application to team project
  - Written test on fundamentals of project scope, time and cost management
  - Feedback

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 the different units 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.

## SBM1202 Project Management 4 Project/Program Quality, Risk and Procurement Management

### Unit Overview

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 short, students are to develop fundamental knowledge and competency with respect to:

- Project/program quality management
- Project/program risk management
- Project/program procurement management
- Integration of project/program quality, risk and procurement management

*A Guide to Project Management Body of Knowledge (PMBOK® Guide) – Fourth Edition*, Project Management Institute, Inc., 2008 treats quality, risk and procurement management as the facilitating areas of project management, in other words used as tools to achieve the scope, time and cost objectives. APIC treats these as tools to achieve the greater goals of the project in terms of financial targets, performance targets and environmental targets. In other words, the focus is shifted from project management to project outcomes and from execution to whole of project life cycle.

With respect to project quality management the focus will be on designing and applying an optimum quality management master plan covering the entire project life cycle and using that deriving 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 the 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.

With reference to project risk management the focus will be on the delivery of the project business case and achievement of the project objectives. This will shift the focus of risk management from the rather limited view of managing risks during the project/program execution phase. It is treated as a creative and exploratory process to guide the project team in learning new insights about the project and means of mitigating exposure to risk and liabilities. Considering procurement management, the focus will be on the delivery of the business case and the achievement of the project objectives. It will discuss the process for optimum procurement management including complete contractual strategy, 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 unit 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.

### Learning Objectives

Upon completion of the course, the student will be able to:

- Demonstrate knowledge and basic competency in relation to project/program quality management
- Demonstrate knowledge and basic competency in project/program risk management
- Demonstrate knowledge and basic competency in relation to project/program procurement management
- Apply tools/techniques to projects/programs in the work environment, including setting up relevant systems and controls to manage quality, risk and procurement functions in each phase in an integrated manner

*PMBOK is a registered mark of the Project Management Institute, Inc*

## Credit points: 6

### The Unit Will Cover:

1. Introduction
  - Overview of project/program quality management over project life cycle phases
  - Project/program quality management
  - Project quality management
2. Risk Management
  - Introduction to project/program risk management
  - Review of project/program risk management
  - Project/program risk management
3. Procurement Management
  - Introduction to project/program procurement management
  - Review of project/program procurement management
  - Project/program procurement management
4. Summary and Revision
  - Self and peer competency assessment on project/program quality, risk and procurement management
  - Revision and preparation for test
  - Reinforcing learning outcomes and application of the same to forthcoming team project
  - Conduct of written test on fundamentals of project quality, risk and procurement

For the purposes of learning project and/or 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, various areas of the case project will be addressed in the different modules 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.

## SBM1103 Project and Program Information and Communication Systems

### Unit Overview

Information and communication technologies (ICT) play a key role in successful development, staging and ongoing management of projects and programs. Thus, all project and program managers and directors as well as experts participating in projects and programs need to be thoroughly versed in effective utilisation of ICT. Nowadays there are multiple choices of information and communication systems, ranging from fairly simple technologies such as email to more advanced systems offering a multitude of channels of communications as well as decision analysis and optimisation. The thrust of this unit is to develop competencies in the design of appropriate information technology infrastructures for projects and programs in order to facilitate real time communication and collaboration as well as effective virtual teamwork.

The array of technologies available is immense. Professionals in charge of projects and programs need to select and optimise the most appropriate ICT strategies and ensure that these will work to engender teamwork and collaboration, act as quality tools, maintain information and documentation records, protect against potential unauthorised access and so on. The optimality of the choice and actual design of ICT infrastructure must be systematic and based on the business value rather than sophistication of the relevant technologies. This unit of study will focus on the underpinning principles, framework for analysis of the available options, selection and installation of the relevant systems as well as training and induction of the staff interacting with the system on a frequent basis.

### The Unit Will Cover:

#### 1: Information and communications needs and options

- Introduction to course aims, objectives, target competencies, learning strategies, resources available, timetable and deliverables, assessment methods and related briefings
- Project/program information and communication needs over project/program life cycle phases
- Tutorial on information and communication needs
- Data and document standardisation through protocols and ICT media
- Building consensus on information and communication needs, formats, frequency, mode and responsibility
- Developing options and narrowing the list down to the promising options from typical solutions

#### 2: Acquisition of information and communication systems

- Evaluation (e.g. cost-benefit analysis) and selection of the optimum solution
- Development of system diagrams and specifications plus other essential information for system acquisition and utilisation purposes
- Pitfalls associated with ICT systems acquisition and installation
- Class discussion on system acquisition and utilisation

#### 3: Effective utilisation and on-going improvement

- Information and communication management processes, protocols and users training, relationship to quality management processes and systems
- Training and induction, with particular emphasis on promoting information sharing, timely communication and effective decision making
- Ongoing ICT system evaluation and improvement using appropriate KPIs

#### 4: Reinforcing learning outcomes, knowledge tests and feedback

- Assessing current competencies in project/program information and communication systems
- Sample 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/program information and communication systems

## Credit Points: 6

### Aims and Objectives

The broad aims of this unit are to ensure students have:

- Sound knowledge of the available technologies and ICT solutions typically applicable to projects and programs
- Competency in assessment of information and communication needs and requirements in each phase of projects/programs
- Competency for data capture and standardization, over project/program life cycle
- Competency in document standardisation, sharing and archiving processes
- Know how to conduct cost benefit analysis of the ICT systems and selection of an appropriate system for each case project/program
- Competency in projects re-engineering, benchmarks and testing
- Competency in risk analysis; management roles and technology interfaces
- Know how to set up effective computer-based teamwork and collaborative framework, particularly during design and planning processes where computer-based modelling may play a vital role in the project solution optimisation
- Competency in developing staff and team skills in the effective utilisation of ICT systems to achieve order of magnitude performance improvements on projects/programs

## SBM1203 Venture/Project Economics and Finance

### Unit Overview

Money is the life blood of economy. Understanding, modelling and managing the finances of projects/programs and ventures are fundamental to achievement of successful business outcomes. Project/venture economics and finance belong to a branch of knowledge that is used very widely for the analysis of alternatives, formulation of financial strategies and decision making on virtually all investments. Thus, it is really at the core of quantitative management and capital budgeting. This unit of study will equip students with insights and tools for financial appraisal and decision optimisation. It aims at imparting the basic knowledge and competencies required in project appraisal and financial management applicable to all sectors of industry and business, including services, business investment, R&D, capital projects and projects in local, state and national government departments and agencies. Students are encouraged to learn to apply the tools to analyse projects, programs and ventures. The foundation sciences are compound interest rate mathematics and the family of techniques broadly known as Discounted Cash Flow (DCF) techniques. Coverage includes Equivalent Uniform Annual Cashflow (EUAC), Present Value (PV), Internal Rate of Return (IRR), Benefit-Cost Ratio (BCR) as well as Bonds and Debentures, Depreciation, Replacement, Valuation and Capital Budgeting techniques

### The Unit Will Cover:

#### 1. Introduction

- Case study presentation
- Introduction to project/venture financial appraisal
- EUAC technique
- Tutorial work on fundamental frameworks and approaches to financial appraisal and simple EUAC problem
- Class discussion of tutorial outcomes
- Net present value technique
- Tutorial work on NPV technique

#### 2. Bonds, debentures and IRR

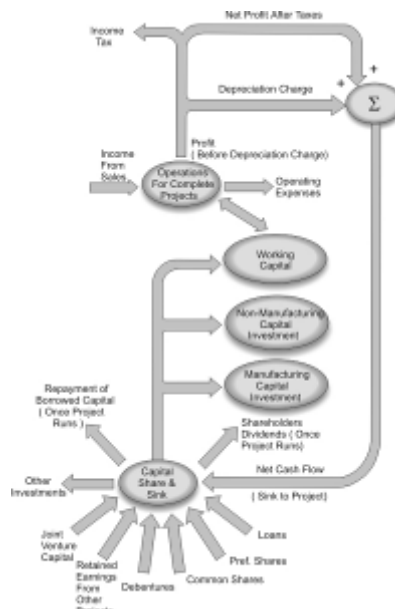
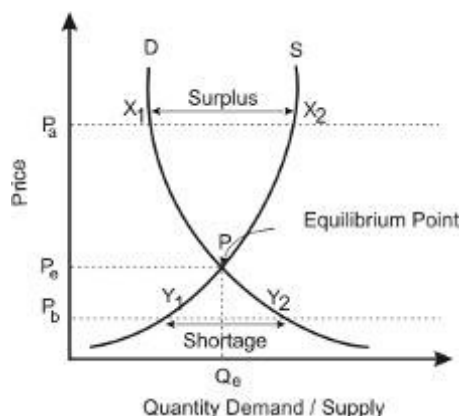
- Bonds, debentures, debt and other financial instruments
- Tutorial work on bonds and debentures
- Internal rate of return and its application range
- Tutorial work on IRR
- Benefit cost ratio
- Tutorial work on BCR technique

#### 3: Depreciation, valuation and capitalisation

- Depreciation, valuation and capitalisation studies
- Tutorial work on depreciation, valuation and capitalisation studies

#### 4: Assessment, Summary and Feedback

- Individual competency assessment in venture/project economics and finance
- Reinforcing learning outcomes and application of the same to forthcoming team project
- Conduct of written test on fundamentals of venture/project economics and finance



## Credit Points: 6

### Aims and Objectives

Students should be able to carry out basic project appraisal, financial planning and value engineering tasks. It is expected that students will develop skills in decision making regarding analysis of alternatives, financial budgeting and project capital decisions. More specifically students should demonstrate:

- A sound understanding of financial modelling, analysis and interpretation techniques
- Ability to design and orchestrate actual project/venture appraisal studies
- Ability to understand and prudently apply techniques of depreciation, valuation, replacement and associated analysis
- Ability to develop criteria for appraisal and optimisation that incorporate not only financial returns but also community and stakeholders' benefits

### Teamwork phase

A structured learning program will be applied; in summary form it will comprise:

- An overall process for venture/project economics and finance studies on case project as per typical approach advised in the unit's website;
- A program of the learning activities which are part of student's team work plan and individual competency acquisition needs. All teamwork activities are to be conducted within the Master Schedule as advised in the unit's website (detailed schedules are to be developed and submitted as part of the Team Work/QA Plan)
- The Brief is available as downloadable files. Your team needs to follow this Brief carefully and submit all its work as per format specified

## SBM1104 Leadership and Change Management

### Unit Overview

Effective management demands heightened leadership and change management expertise to motivate and unite people behind the vision and to ensure continuous alignment of core teams with strategic goals. In this era of scarce resources, tight deadlines, complex uncertain and shifting environments, demanding customers, tough regulatory regimes and alert public, leadership and people skills play a pivotal role in success across all branches of industry. Managers must be well versed in the art of:

- Creating and effectively communicating an articulated and consistent vision
- Aligning operations with the broader business goals and strategies
- Building confidence and promoting creativity in own teams and amongst core partners
- Inspiring and influencing key players outside their line of authority
- Managing performance and resolving conflicts

This course unit will address the art of leadership and change management, and will focus on articulated leadership competencies to lead and effect positive change, including motivating, training and leading staff and network business partners. Practical expertise in development and implementation of leadership and change management plans will be emphasised. Contemporary and innovative human resource management concepts and techniques applicable to complex environments will be explored. The course will cover advanced leadership principles and application, styles of leadership, design and implementation of leadership and change management plans.

Typical topics covered include:

- Processes of leadership and change management (vision, mission, goals, values, communication and motivation, training and change management)
- Individual managerial styles using Situational Leadership Theory
- Conflict resolution through facilitation, intervention, prevention and jump-starting motivation
- Leadership of cross functional teams, including promotion of creativity while emphasising accountability and ownership
- Managing clients/sponsors and external stakeholders' expectations
- Strengthening organisational autonomy through staff empowerment, shared leadership and enhancement of competencies
- Moving towards the philosophies of self-steering and autonomous work culture

### The Unit Will Cover:

#### 1. Introduction

- Introduction to "Change" and Response to Change
- Introduction to Leadership and Personality Types
- Getting to Know Yourself
- Effective Leadership of Change

#### 3. Change and Creativity

- Effective Leadership Habits
- Dealing with Change through Creativity in Problem Solving
- Creativity at the Workplace
- Matching Manager's Leadership Style to Operations Characteristics

#### 2. Interpersonal Skills

- Leadership and Emotional Intelligence
- Interpersonal Skills in the Context of Change Management (I)
- Your Interpersonal Skills (I)
- Interpersonal Skills in the Context of Change Management (II)
- Your Interpersonal Skills (II)

#### 4. Review

- Assessment of individual leadership and change management competencies
- Review and revision of all work covered in this unit.

## Credit Points: 6

### Aims and Objectives

Upon completion of the course, the student should:

- Demonstrate ability to apply leadership and change management principles to align and motivate staff and partners' staff to realise goals in an effective and productive manner
- Understand how a results-oriented work environment can be created
- Know how to manage external stakeholders and their expectations
- Understand how to analyse and resolve conflicts through a systematic approach
- Know how to lead and manage cross functional teams
- Demonstrate knowledge in strengthening the organisation, empowering individuals and promoting accountability and ownership principles

### Teamwork phase

For the purposes of learning leadership and change management fundamentals in an integrated and meaningful manner, each participant team will conduct a systematic study of a major case with a view to producing a comprehensive report as how the leadership and change management processes can be improved, developing and validating a detailed plan for the same. The plan should address each of the phases of the case and show how the organisation should transit from one phase to the next over its life cycle.

## SBM1204 Project/Program Delivery Systems Project/Program Contracts Design, Administration and Management

### Unit Overview

The vast majority of projects and programs are realised through outsourcing and with the aid of fully strategized delivery approaches. The success and or failure of outsourcing or co-sourcing will depend on aligning the contractual terms and mechanisms with those of managerial strategies and thus paving the way for congruence of project/program objectives and contract goals. The focus of this unit of study is to advance the student's knowledge and competencies in designing and implementing optimal systems for contracting, administration and management of projects and programs with a view to responding to both strategic and implementation needs of sponsor/clients and other stakeholders. However, this study is not to be taken as legal advice or guidance. It aims to impart general competencies that project and program managers should possess in order to align contractual framework with the project administrative and managerial frameworks ensuring legal and managerial consistency as far as possible. The basic assumption is that project/program managers will define the strategies for delivery of their programs and draft heads of agreement on terms, conditions, obligations, responsibilities and other major issues. They will then be able to brief the respective lawyers to develop the relevant documentation to formalise the same. It is thus imperative that project/program managers will direct the whole process and ensure that the legal documentation reflects the true intention of the intended managerial approach.

### The Unit Will Cover:

#### 1. Introduction

- 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
- Fundamentals of the law of contracts and their formulation, validity, application and the role of courts in determining contractual relationships, responsibilities and authorities
- Optimisation of project team responsibilities, provision of legal power for effective management
- Optimum systems for project delivery/management under uncertain conditions; management of OH&S, environmental due diligence and other statutory liabilities
- Project design of appropriate legal framework for optimum management

#### 2. Design and Deliver Methods

- Traditional and design and deliver methods, how they work, risk allocation and other aspects
- Flexible and performance-based contracting systems

#### 3. Contracting and Outsourcing

- Relationship-based contracting



## Credit Points: 6

### Aims and Objectives

The broad aims of this unit are to ensure students:

- Gain a thorough understanding of the legal system under which contracts are formulated, executed and managed, with particular emphasis on projects and programs
- Develop competency in the systematic analysis of strategic objectives/business case requirements vs. delivery objectives
- Know how to identify, analyse and allocate/transfer significant implementation risks via contracts
- Can design and apply alternative delivery systems
- Study advanced delivery systems such as relationship contracting and alliance modes

### Teamwork phase

A structured learning program will be applied; in summary form it will comprise of:

- An overall process for studying project/program delivery systems principles and their application to each phase of 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)

## SBM1300 Research Project

### Unit Overview

This is a research project that students conduct under supervision. Students select a topic (preferably related to a real life project, or organisation or industry sector or education and training), develop a research plan, conduct the respective research, write a paper in accordance with the guidelines provided and present a seminar on their topic to the examiners. Students may select their topics in consultation with their assigned supervisors. The total time permitted for the conduct of this activity is one semester (14 weeks). SBM1300 needs to be completed by all Master Degree candidates successfully to be eligible for the award of the respective degrees. It is an independent 'un-timetabled' unit of study that is conducted by students upon completion of a minimum number of prescribed units of study. Students should have completed the equivalent Graduate Diploma units of study or have the equivalent knowledge prior to enrolment in this unit.

The Research Project is conducted in 4 phases. Phase 1 focuses on exploration of the literature on the topic chosen, selection of the appropriate theories for the study of the topic and development of a research methodology. Students work either individually or in teams of 2 to 3 under close supervision to develop a research proposal. This is presented to the supervisor and after feedback it is finalised by the team. Phase 2 concerns the fieldwork, i.e. conduct of the actual research activities planned and gathering and consolidation of the data needed to cover the scope of research. Phase 3 focuses on the analysis of the data, compilation of results and testing of the respective hypotheses, conclusion, and writing of the draft project report, submission to the supervisor for comment and feedback, followed by the final submission of the finished project report. Phase 4 is oral examination of individual students and the formal assessment of their written dissertation by the supervisor as well as moderation of the same by a member of the faculty to ensure consistency and thoroughness.

### Aims and Objectives

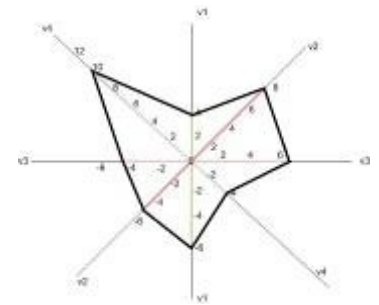
The broad aims of this unit are to ensure students understand:

- Research methods and techniques
- Literature review and critical appraisal techniques
- Data modelling and evaluation techniques
- Development and testing of hypotheses
- Interpretation and documentation of findings
- Presentation of the results
- Other aspects of conducting research

## Credit Points: 6

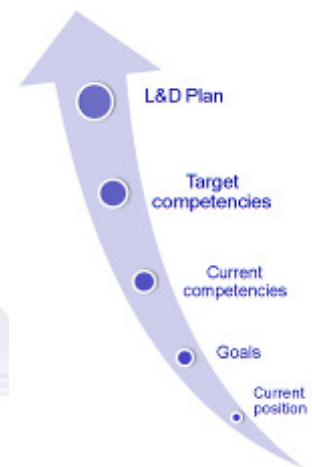
Target competencies in this unit of study comprise the following:

- Design of research methods and techniques
- Conduct of systemic literature review and critical appraisal techniques
- Modelling and evaluation techniques
- Formulating and testing hypotheses
- Interpreting and documenting the findings
- Presenting the results
- Management of the whole research process



Area	Description	Level 1	Level 2	Level 3	Level 4	Level 5
CPD1101	Socio-cultural and personal competence	Red	Red	Yellow	Yellow	Yellow
SBM1101	Project/program strategic intent, business case, framework & governance	Red	Red	Yellow	Yellow	Yellow
SBM1102	Project/program HR, communications, integration management	Red	Red	Yellow	Yellow	Yellow
SBM1201	Project/program scope/time and cost management	Red	Red	Yellow	Yellow	Yellow
SBM1202	Project/program quality, risk and procurement management	Red	Red	Yellow	Yellow	Yellow
SBM1103	Project/program information and communications systems	Red	Red	Yellow	Yellow	Yellow
SBM1104	Project/program leadership and change management	Red	Red	Yellow	Yellow	Yellow
SBM1203	Venture and project economics and finance	Red	Red	Yellow	Yellow	Yellow
SBM1204	Project/program delivery systems	Red	Red	Yellow	Yellow	Yellow
SBM1105	Strategic project, program and portfolio management	Red	Red	Yellow	Yellow	Yellow
SBM1106	Assessment and development of project-based organisations	Red	Red	Yellow	Yellow	Yellow
SBM1205	Project formulation and business planning	Red	Red	Yellow	Yellow	Yellow
SBM1206	Advanced risk and uncertainty management	Red	Red	Yellow	Yellow	Yellow

Existing competencies      Target Competencies



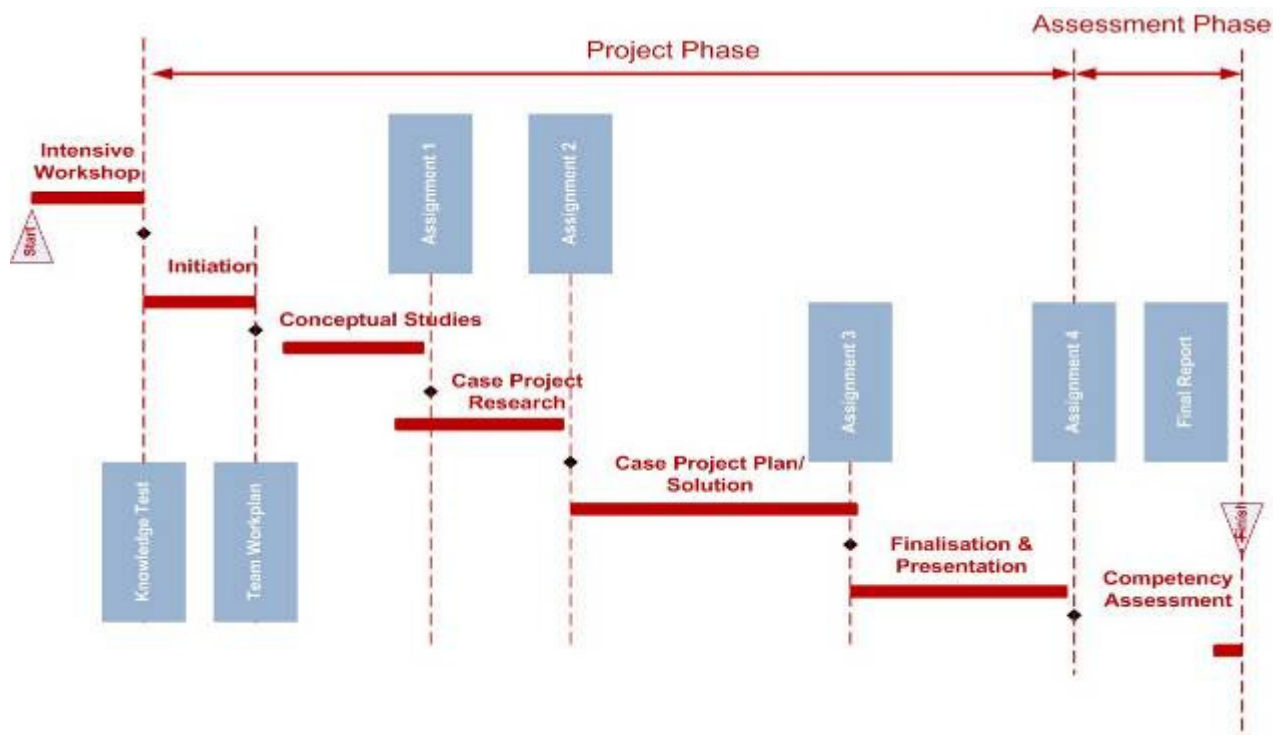
## ONLINE PROJECT-BASED LEARNING

A unit of study typically takes 13 to 14 weeks to complete. It comprises an intensive workshop and a project phase that lasts 11 weeks followed by an assessment phase. Note that the final assessment is evidence-based and is completed through a viva process. The project phase is delivered via the Internet. Typically it is completed through a team learning approach as shown below. All components will be delivered online including the workshop designed to be conveniently attended by students internationally.

Units of studies are designed to impart specific learning outcomes, leading to the development of new mindsets and professional competence in the subject under consideration. The project phase typically comprises 4 assignments as shown below. Each unit of study has its own dedicated site on APIC Online Learning System where all the respective information resources and tools can be accessed. Online learning is enhanced by APIC's live online seminars, one-on-one mentoring and peer support system. APIC encourages a culture of self-directed learning and self management.

In summary, the units offered by APIC have the following characteristics:

- Each unit is a self-contained learning and development package that targets a set of specific learning outcomes
- Each unit starts with its own unique intensive knowledge workshop and proceeds to project-based learning under mentoring in a structured manner and applying a proven learning approach
- Each unit has its own dedicated site in the APIC's Online Learning System
- Typical time to complete a unit is 14-15 weeks. Up to 3 units can be studied in parallel in a given semester
- Each unit is typically worth 6 credit points (approximately 10% of the MBPM course load). Credit points can only be earned if the candidate completes all the assessment components successfully



APIC's Project-based Delivery Structure

## ONLINE LEARNING SYSTEM

APIC provides access to an integrated Online Learning System (OLS) through which students and staff can access APIC's courseware, e-library, competency assessment tools and other resources. The OLS is a core system of APIC's learning laboratory. Every student is expected to have his/her own laptop. APIC provides wireless access to the Internet in its North Sydney Campus free of charge. APIC's IT Systems Manager can be contacted in cases of difficulty in accessing the College's OLS, tools, and other support systems



*APIC's Online Learning System (students can access courseware, library resources and tools on a 24x7 basis)*

## ONLINE LIBRARY SERVICES

APIC provides access to a comprehensive online collection of journals, monographs, reports, magazines, conference papers and scholarly work to support the teaching and learning activities of the College. In addition the College provides a comprehensive set of electronic learning materials in each unit of study, workshop and or short course. APIC recommends purchase of a limited number of textbooks to support student studies.

## ADMISSION REQUIREMENTS

Applications are considered on a case-by-case basis, however suitable applicants should be seeking to achieve advanced know-how and expertise in Project Management in an industrial automation, electrical and instrumentation engineering context. Admission to the MBPM degree is subject to the candidates meeting specified criteria. As a minimum, a bachelor degree (or equivalent) in an applicable discipline is required. Candidates without a bachelor degree may be admitted to the MBPM candidature provided they have completed the Graduate Diploma course or an equivalent course at other institutions or otherwise possess qualifications that can be considered as meeting the flexible entry requirements.

Potential students include:

- Practising engineers or technologists with advanced knowledge, experience and education (such as a 3 or 4 year bachelor's degree)
- Practising electrical and instrumentation technologists or engineers with demonstrated competence and interest in industrial automation
- Engineers or technologists from another discipline (such as mechanical and chemical engineering) wanting to up-skill in this area
- Individuals who have successfully completed the advanced diploma in industrial automation and cemented this with extensive practical experience in electrical and instrumentation engineering

For more information, applications or pre-requisites, please contact our course advisors at Asia Pacific International College or appointed offices.

## Why Consider Postgraduate Education?

A postgraduate qualification such as a degree or diploma can have a huge impact on your career and employment prospects. Postgraduate surveys have often confirmed that individuals with postgraduate education not only have higher salaries, but also find employment much more quickly and spend more time overseas in desirable locations for employment. Successful students also graduate with access to a wider professional and industry network, with good quality employment contacts.

Employers recognise that students who have completed postgraduate education have much deeper knowledge, more independence and ambition as well as the ability to make higher level decisions. They also develop better time management skills and are more accountable and responsible in the workplace and hence they are more desirable candidates. There is no doubt that postgraduate education will help your employment prospects, and assist in your professional and personal development.

## Exemptions and Recognized Prior Learning

Credit exemption is not guaranteed but will be assessed on the merits of the application. It is critical that anyone undertaking the MBPM has an excellent grasp of fundamentals of industry and commerce, particularly related to the underpinning technologies.

## Weekly Commitment

The time required for the program depends greatly on your existing knowledge and experience. It is an intensive course and the material is at postgraduate level. We estimate that you would need 10 to 15 hours per week, on average, to successfully complete the program. This includes live webinars, scheduled activities, projects, assignments and readings. Obviously your time investment and dedication are directly linked to your results.



## FREQUENTLY ASKED QUESTIONS



### **Do I get credit and reduction in fees if I complete the Graduate Diploma first?**

Yes, completing the Graduate Diploma in PM will entitle you to exemption from one half of the units of study in MBPM; the balance can be completed in one year part time. The fees will be reduced too.

### **Why study with APIC?**

APIC have been actively presenting Master degrees since 2004. All these programs have been accredited by the Government and APIC is required to go through regular stringent quality checks.

### **What is unique about this program?**

This program focuses on industrial automation, electrical and instrumentation engineering projects and business endeavours. The participants learn how to manage projects within technology-based organisations and industrial contexts. The skill sets acquired will be unique compared to those acquired in other contexts.

### **What should I say to my employer to get support for this course ?**

In today's fast moving world, our experience leads us to believe that employers are normally actively supportive of further study especially in project management and technically related disciplines which make an active contribution to their effectiveness. You may find that your employer will either partially refund your fees or request successful completion of each module before assisting financially. Employers are also delighted with the fact that their employees do not need to leave work to attend these online learning courses.

### **If the course is being presented by distance learning does this mean it is second rate ?**

There is no doubt, that there are an enormous amount of poorly presented online or distance learning courses. However, our research and proven results over the past five years, shows us that live, online learning can be considerably more powerful and effective than traditional face-to-face learning. And in fact, we believe that this is fast becoming obvious with the rapid take-up of online learning at even traditional residential universities. It is vital that the online experience is of the highest possible standard. Something we believe we excel in.

### **What are the advantages of studying online?**

We know that many potential students have part or full-time employment as well as family commitments, so finding the time to study a classroom-based course is not always possible. Many students also have geographical, travel and time limitations and do not have an accessible institution or training provider. We have taken this into consideration and developed an affordable, flexible, online approach to learning. This means that you can study from anywhere, with minimum downtime from work – but still have the necessary interactive learning experience. The software we use does *not* require very fast Internet connection or a sophisticated computer. A basic broadband connection and hardware are sufficient.

### **How is the Master in Business and Project Management accredited ?**

APIC courses are all directly accredited by the Government and are recognised on a worldwide basis. In addition, we have recognition from a number of other organisations and Professional Bodies in Australia.

### **How much time will I need to complete the degree ?**

You should recognise that you do need at least 10 to 15 hours per week over two years. The more time you put into the course the better your results will be.



**Do you help with study skills training ?**

As part of this course, we conduct a Professional Development Planning Workshop in which we provide detailed guidance on how to pursue the MBPM course effectively and beneficially, the available resources, process and facilities to support learning etc. It is vital that you develop strong study skills habits that enable you to complete the course successfully and extract every possible benefit from the MBPM.

**How often does the Master in Business and Project Management degree start ?**

The program commences once per year.

**I don't have an Academic Qualification. Will I be able to apply ?**

Admission to the MBPM degree is subject to the candidates meeting specified criteria. As a standard rule, a bachelor degree is required. Candidates without a bachelor degree may be admitted to the MBPM candidature provided they have completed the Graduate Diploma course at APIC or an equivalent course at other institutions or otherwise possess qualifications that can be considered as meeting the flexible entry requirements. For further information on entry requirements please visit [www.apicollege.edu.au](http://www.apicollege.edu.au).

**What are the fees?**

For details on fees please contact at [apicollege@apicollege.edu.au](mailto:apicollege@apicollege.edu.au)

**Can I pay in instalments ?**

Yes, there are a range of payment options available. Contact us for more details.

**Do I have to be online at specific times ?**

There are specific agreed times you have to be online to meet up and attend live presentations from your instructor and colleagues. We do try and negotiate times to be as easy as possible for everyone in the class (who are generally located in different time zones). Recordings of sessions are also available if you have an urgent project to attend to and can't make a particular lecture session. We believe a key part of the learning process is to attend the highly interactive lecture sessions and indeed, to do your presentations.

**Is there a requirement for residential or on-campus attendance at courses ?**

There are absolutely no requirements for on-campus attendance at any of the courses. However, we do supplement the program with residential sessions at our Sydney Learning Centre and we will advise you when these are being run.

**Can you guarantee me a new job and a pay raise when I complete the Master of Business and Project Management ?**

You are the only person who understands your unique requirements in terms of the ideal job, remuneration and life-work balance. Providing any sort of guarantees at the commencement of the course would be unrealistic and dishonest on our part. However, what we do know is that there is a serious shortage of qualified project managers especially in the engineering world. This is evidenced in the job shortages in this area. Our experience with recent graduates of the Master of Business and Project Management is that promotion and a salary increase are fairly normal.

**I have more questions, can I talk to someone about the program?**

Yes—you can contact us by email [info@apicollege.edu.au](mailto:info@apicollege.edu.au) and one of our dedicated Course Advisors will respond to you within 1 business day. Alternatively, you can contact our office by phone. Visit [www.apicollege.edu.au](http://www.apicollege.edu.au) for office locations and contact details.

*We encourage self-directed learning and development of an independent mindset.*

*Our program is designed to address the realities and challenges of project management.*

*We link students of diverse background and experience to work in multi-disciplinary learning teams.*

*A stimulating environment for peer group support, exchange of expertise and benchmarking to calibrate and test professional competencies in different contexts.*

*Established to achieve a paradigm shift in education and enculturation of project and program managers.*

*We focus on professional development of our students and aim to prime them to lead a successful and rewarding career, and perform as agents of change and progress.*

