MASTERS BY COURSEWORK (PROJECT MANAGEMENT PROGRAM)

THESIS/DISSertation MANUAL
PMGT5883 & PMGT5884 – MPM
PMGT5851 & PMGT5852 - MPM
PMGT5860 & PMGT5861 – MPL

2015

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1. INTRODUCTION

This is a guide outlining aspects of both the academic thesis and dissertation at master-degree level required for the units within the following courses:

**Master of Project Management (MPM)**
PMGT5883 & PMGT5884 – Project Management Thesis A/B
PMGT5851 & PMGT5852 – Project Management Dissertation A/B

**Master of Project Leadership (MPL)**
PMGT5860 & PMGT5861 – Project Leadership Thesis MPL

The thesis is 12 credit points in total, comprising 2 x 6cp units of study (A&B). It is normally undertaken over two semesters.

The dissertation (MPM only) is 24 credit points in total, comprising 2 x 12cp units of study (A&B). It is also normally undertaken over two semesters.

The guide aims to provide you with key information you need to know to complete your research thesis/dissertation and outlines the support available within your School and the wider University services.

It is very important to be aware of your responsibilities and the information contained in this guide as you undertake these units.

1.1. Project Management Admin Office and Contact Details

Details of support staff and their contact details are:

**Administration Support**

**Margaret Gardoll**
PM Program Manager
Project Management Program
Room 325, PNR Building (J05)
Telephone: +61 2 8627 0865
Fax: +61 2 9351 3343
Email: margaret.gardoll@sydney.edu.au

**Natalie Chan**
PM Admin Team
Project Management Program
Room 326, PNR Building (J05)
Telephone: +61 2 9351 5560
Fax: +61 2 9351 3343
Email: natalie.chan@sydney.edu.au
1.2. Important Academic Support Sources
The University Learning Centre provides workshops to develop your understanding and skills in academic reading and writing which are critical to students undertaking research units as part of their degrees. Details and links are in Appendix A.

Computer laboratory facilities may also be available if required and this support is found in Appendix A.

2. GETTING STARTED

2.1. Eligibility for Thesis/Dissertation Candidature
The Project Leadership Thesis is compulsory and is undertaken by all students in the MPL.

For MPM students, to be eligible for either the thesis or dissertation, you must complete at least four units of study with distinction average (i.e., 75%) prior to enrolling for the thesis or dissertation (i.e., PMGT5883/5884 or PMGT5851/5852). For instance, if a student completed four units of study and her marks in these four units are 90, 70, 70 and 70 then she is eligible to undertake the thesis since her average mark is 75 \((90+70+70+70) \div 4 = 75\). If a student completes more than four unit of study then she has to achieve an average mark of 75% (i.e., distinction average) for all the units she completed in order to be eligible to undertake the thesis.

2.2. Selection of Supervisor and Research Topic
In order to complete your thesis/dissertation you must have an academic supervisor to oversee and provide direction throughout the research process. It is at the discretion of the supervisor to take you as a student.

There are academics from the Project Management Program who may be available to supervise your thesis. Visit the following link to find potential supervisors, and their research areas and details of their present research projects.

http://sydney.edu.au/project-management/about/academic-staff.shtml

You may also select your supervisor from other schools of the University. Our external lecturers are also available to supervise your thesis/dissertation. In all cases, you have to first find a potential supervisor for your research work. Then you have to select your research topic in agreement with your preferred supervisor.

2.3. Enrolment Procedure
Once you have found a supervisor you should complete a Project Management Thesis/Dissertation form which can be found at http://sydney.edu.au/engineering/forms/ or
obtained from the Project Management Admin Office. (Contact Margaret or Natalie, details above). This form should be completed in conjunction with your supervisor, whose endorsement is required on the form. Once completed, submit the form to the Project Management Admin Office.

You must also add the thesis/dissertation units via your Sydney Student Portal. Note that enrolment in these units requires department permission, which will not be given until a Thesis/Dissertation form has been submitted.

2.4. Duration
It is strongly advised that students complete the thesis/dissertation over two semesters.

MPM students who are doing their degree over three semesters should undertake the thesis or dissertation during their second and third semesters of study, enrolling in the PMGT5883 (thesis) or PMGT5851 (dissertation) in the second semester of study, and in PMGT5884 (thesis) or PMGT5852 (dissertation) in the third semester.

MPM students who are completing their degree part time should generally undertake the thesis/dissertation during the final two semesters of study.

MPM students who have been granted RPL and who are completing the degree in two semesters may, with approval of the Program Director, be permitted to undertake the thesis/dissertation in a single semester. It is strongly advised that the student identify a supervisor and start work on their research before the start of their second semester.

MPL students may also, with approval of the Program Director, be permitted to undertake the thesis/dissertation in a single semester.

2.5. Ethics Approval
All students who intend to involve human participants in their research must apply for approval from the University’s Human Research Ethics Committee (HREC). This includes conducting surveys, interviews or focus groups. Details are given in the following links:

http://sydney.edu.au/research_support/ethics/human/ and

Note that the timeframe for ethics approval may impact on the thesis/dissertation. The Research Integrity Unit advises that you should allow at least six weeks for Human Ethics approval to be finalised. This means that methodologies which would require ethics approval are not practicable for students who aim to complete the thesis in a single semester. If you are planning to complete your thesis in one semester, you should discuss with your supervisor how to use existing datasets or case studies that do not require ethics approval.

For those completing the thesis over two semesters, methodologies that require ethics approval may be feasible. You should seek advice from your supervisor.

3. EXPECTATIONS FROM SUPERVISORY ARRANGEMENT

3.1. Expectations of a Thesis/Dissertation Supervisor
A thesis/dissertation supervisor has the following responsibilities:

- Assist the student in the formulation of the research topic
• Consult regularly with the student and monitor the progress of their thesis/dissertation (meetings at least weekly are recommended)
• Advise and guide on the final preparation of thesis/dissertation (e.g. reading drafts in progress and suggesting appropriate improvements)
• Act as an internal examiner
• Nominate an external examiner of thesis/dissertation (if requested to do so)
• Advise the student regarding correct professional and ethical procedures, especially when students intend to involve human subjects in their research

3.2. Expectations of the Student
Students are expected to:
• Maintain regular and effective contact with their supervisor during the course of the thesis/dissertation
• Take responsibility for their progress in their research work
• Communicate with their supervisor if they are facing problems (if any) and seek assistance in overcoming those problems earlier rather than later.

4. SCOPE OF THESIS/DISSERTATION
Since the range of topics for thesis/dissertation work may be extremely diverse, it is difficult to provide a precise scope of your research work. The following approaches might be considered suitable for your thesis work. Please consider this as a guide. Your research supervisor might provide you more specific guidelines in this regard.

4.1. Theory Driven Research
This type of research approach mainly depends on existing theory and the corresponding literature related to any particular research topic. You have to first review the theory and the related literature to conceptualise the research problem. This will guide you in articulating all required subsequent steps of your research work such as, development of research model and/or hypothesis, choice of appropriate methods or techniques to test your research model and/or hypothesis, and discussion of the contribution of your research to the current literature.

4.2. Problem Driven Research
This type of research approach mainly deals with finding an effective and efficient solution for a given problem. Unlike theory driven research (which is mainly defined by your own curiosity), problem driven research is mainly defined by stakeholders.

4.3. Developing New Research Tools or Technique
This kind of research does not deal with any existing theory but, obviously, requires review of the corresponding literature. It contributes to the current literature by proposing new research techniques/tools such as new methods, measures, and efficient research analysis approach or algorithms. First, you have to find out the gap or weakness of the existing research technique in which you are interested. Then you need to introduce your proposed methods and/or measures. Finally, you have to provide evidences, both empirically and/or mathematically, that your proposed methods/measures work better compared to the existing method/measures of the literature.
5. TIMELINES, DELIVERABLES AND INTELLECTUAL DEPTH

5.1. Assessable Items
The principal assessment of the thesis and dissertation units will be the thesis itself. Students may also be required to present their research in the form of a seminar presentation and a poster.

The assessment components required are at the discretion of your supervisor and will need to be agreed in the initial weeks of commencing your unit. Please confirm with your supervisor the weighting and assessments that you will be required to undertake. Below is the guideline for the unit.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster</td>
<td>Week 11 of current semester (exact date to be advised)</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar</td>
<td>Week 12 of current semester (exact date to be advised)</td>
<td>15%</td>
</tr>
<tr>
<td>Thesis</td>
<td>Friday of Week 15 of the current semester (first week of exams)</td>
<td>75%</td>
</tr>
</tbody>
</table>

If a student does not need to take assessment component of either Poster or Seminar (or both) then the weight of the assessment component of Thesis will be adjusted accordingly. For example, if a student considers assessment components of Poster and Thesis then Poster will have the weight of 10% and Thesis will have the weight of 90% (i.e. the weight of Seminar will be added to the weight of Thesis).

Details on poster and seminar assessments are in section 7.

5.2. Thesis/ Dissertation Timeline and Deliverables
Students are expected to maintain standard timelines during the course of completing their research work. They are further expected to produce expected deliverables in due time. If you can produce each expected deliverable in its scheduled timeline then the overall thesis/dissertation work will be much easier and more enjoyable. It is highly recommended that students should request their supervisors to provide feedback on each deliverable separately. Students undertaking the thesis in a single semester should consult with their supervisor a realistic timeline for deliverables.

Please consider the following table as a guide to the development of the different sections of your thesis/dissertation.
**Table:** Expected deliverables, their allocated percentage of work and timelines, and functions and characteristics of each deliverable

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>% of Work</th>
<th>Aim for Completion</th>
<th>Functions and Characteristics of Targeted Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis in Two Semesters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction (Formulation of Thesis Topic)</td>
<td>10%</td>
<td>Week 4</td>
<td>Provides background information and rationale for the research, so that the reader is persuaded that it will be useful/interesting. It usually builds an argument for the research and its significance, set out your research questions/topic, and presents aims and objectives of the research. Also, it gives an outline of subsequent chapters.</td>
</tr>
<tr>
<td>Literature Review</td>
<td>25%</td>
<td>Week 10</td>
<td>Shows the reader that there is an area in this field to which you can contribute. It should have in-depth coverage of the major contributions of significant studies and articles to the body of knowledge under review with focus on the research problem. This is the section where you cite the most and where plagiarism becomes an issue.</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>20%</td>
<td>Week 16</td>
<td>Presents a rationale for the methods of research and analysis, and describes the methods of research and analysis. Clearly describes what data is needed and how to obtain it, and steps taken to ensure ethical research practices (if any) For the research method chosen, you need to elaborate how you are going to ensure the validity and reliability of your research findings.</td>
</tr>
<tr>
<td>Findings</td>
<td>10%</td>
<td>Week 18</td>
<td>Present data and research findings.</td>
</tr>
<tr>
<td>Discussion</td>
<td>20%</td>
<td>Week 22</td>
<td>Discusses findings, drawing out main achievements and explaining results. Makes links between aims and findings (and the literature)</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10%</td>
<td>Week 24</td>
<td>Summarises major findings Present limitations and implications Suggests directions for future research</td>
</tr>
<tr>
<td>Finalising the Thesis</td>
<td>5%</td>
<td>Week 26</td>
<td>Merge and compile all previous deliverables for the final thesis</td>
</tr>
</tbody>
</table>
5.3. **Intellectual Depth of a Thesis**
Your thesis work should demonstrate a standard level of intellectual depth in terms of problem specification, research innovation and implications of your research findings. Therefore, you should be able to:

- Demonstrate advanced learning in research skills and specialist knowledge in the area of your research.
- Substantiate the gap of the current literature in the area of your research and illustrate your contribution to minimize this gap.
- Present the implications of your research findings and make suggestions for future research directions
- Demonstrate an understanding of, and commitment to, research ethics or code of practice.

5.4. **Intellectual Depth of a Dissertation**
Your dissertation work should demonstrate a substantial level of intellectual depth in terms of problem specification, research innovation and implications of your research findings. You work will need to devise appropriate analyses and/or experiments, analyze the results and produce a well-argued, in-depth dissertation. Independent intellectual contribution to the research topic is expected. Therefore, you should be able to:

- Demonstrate an in-depth and independent investigation of a particular research topic
- Make a distinct contribution to knowledge of the research topic or research subject
- Present a clear understanding of the required and appropriate theoretical and/or methodological knowledge for the research topic under consideration
- Demonstrate an understanding of, and commitment to, research ethics or code of practice.

6. **WRITING YOUR THESIS/DISSERTATION**

6.1. **Word Limit**
The following word limits provide only a suggestion. The thesis / dissertation are assessed on the quality and rigour of your research so the word limits provide a guide.

Students undertaking a thesis should aim to write at least 12,000 to 15,000 words. This includes only the body of thesis (i.e. from Introduction chapter to Conclusion chapter). Students undertaking a dissertation should aim to write at least 20,000 – 25,000 words. Students must declare the length (i.e. word length) in the Student Disclaimer (See Appendix C) section of their theses.

6.2. **Structure of the Thesis/Dissertation**
The arrangement of the thesis/dissertation should be designed to suit the research problem and the work done. One general form of arrangement is shown below (however, many other arrangements are possible):

- Title page (See Appendix B)
- Summary (about 300 words)
- Student disclaimer and Project Management disclaimer (See Appendix C)
- Table of Content
- Acknowledgement
- List of Figures
- List of Tables
6.3. Reference Style
There are many different reference styles used in academic referencing. It is suggested you use one of these three styles: APA, Annotated or Harvard. Regardless of which style you follow, you have to mention the name of all authors of each research article (which you cite in the text) in the bibliographic section as in the following examples:


For papers with one or two author(s), you have to mention the family name(s) of all author(s) plus publication year for in-text citation. For example, *(Robinson and Stubberud 2012)*

For papers having more than two co-authors, you have to use the following for in-text citation: ['family name of the first author’ et al., ‘publication year’]. For example, *(Uddin et al. 2011)*

The following are requirements when presenting the thesis:

- The thesis/dissertation must be double spaced and printed on A4 paper on one side of the paper only.
- The normal text is to be typeset in 12 points Time New Roman
- Major headings and subheadings should be typeset in boldface with the capitalised first letter of important words
- Headings and subheadings should be listed by following this style: 1 (heading), 1.1 (first-order subheading), 1.1.1 (second-order subheading) and so on.
- The left-hand and right-hand margins of all pages should be 2.54 cm. The top and bottom margins of all pages should also be 2.54 cm
- Figures and/or tables should be inserted in an appropriate place in the text. The caption for a figure should be placed below that figure while the caption for a table should be located above the table.
- All figures and tables should be numbered according to the chapter in which they appear. For example, the first figure in Chapter 4 should be numbered as Figure 4.1 and the first table in the same chapter should be numbered as Table 4.1.
- All pages of Body of thesis/dissertation and Appendices should be numbered consecutively and the numbering style should be in ‘Page X of Y’ format.
- There should be no header for pages. The only footer for a page should be the page number on the bottom right corner. The text in page numbering should be typeset in Time New Roman 10 point.
- The thesis/dissertation should be carefully proof read before you submit it. Careful attention must be given to expression, spelling, grammar, citation details and correct presentation of references.
6.5. Plagiarism, Cheating and Collusion
The University regards most seriously any act of dishonesty in assessment such as plagiarism, collusion, resubmission of previously marked work and theft on other students’ works. The University of Sydney has established policies on plagiarism and a code of conduct for academic dishonesty. Details can be found in the following links: http://sydney.edu.au/policies/default.aspx?mode=glossary&word=Academic+dishonesty and http://sydney.edu.au/engineering/civil/current/undergraduate/honesty.shtml

Examples of the practices which are considered dishonest include:
- Copying some or all of another student’s thesis/dissertation without acknowledgement
- Copying from textbooks, journal articles, websites or other copyrighted materials without acknowledgement
- Recycling reports, theses, dissertations or portions of theses/dissertations from students from earlier years
- Fabrication of data
- Engaging another person to complete an assessment or examination

7. SEMINAR AND POSTER PRESENTATION OF RESEARCH

7.1. Poster Presentation
Students enrolled in the thesis may be asked to submit a poster on their research work, due in Week 11 of the semester in which the thesis is to be completed. Posters should be prepared for an A1 page size and a template will be provided. Students doing the poster in Semester 2 will have the opportunity to present their poster at Research Conversazione.

Marking guidelines for the poster presentation are provided in Appendix D

7.2. Seminar Presentation
Students enrolled in the thesis may be asked to give an oral presentation about their research work at a seminar to their fellow students and their supervisors. The seminar will be scheduled in Week 12 of the semester in which the thesis is to be completed. Advice on date/time and location will be provided at least one week before the seminar session.

Presentations should be 15-20 minutes, of which up to 10 minutes will be the student presentation, allowing 5-10 minutes for questions.

Marking guidelines for the seminar presentation are provided in Appendix D

8. SUBMISSION

The thesis/dissertation will be due for submission on the first Friday of the exam period of the relevant semester. The thesis/dissertation should be submitted by email to the supervisor in both PDF and Word format by the due date. A copy should also be emailed to project.management@sydney.edu.au.

Note that extensions for submission of the thesis/dissertation will only be considered if a request for special consideration is submitted. Generally special consideration is granted in instances of illness or misadventure.
9. ASSESSMENT

Since a thesis/dissertation is a report of original research, most examiners start with the hope that they will learn something interesting, as well as being mindful that they are to assess the work as well. Consequently, given your stated topic, they formulate a series of questions and expect that you will provide your responses of those questions, such as:

- How would you have tackled the problem set out in the abstract and the title?
- What questions would you like answers to? Has (Have) the question(s) been tested?
- Do the conclusions follow on from the introduction?
- Does the candidate show sufficient familiarity with, and understanding and critical appraisal of, the relevant literature?
- Is the bibliography up to date and substantial enough?
- Are the results worthwhile? How do they contribute to the current literature?
- Are the methods and techniques followed appropriate to the subject matter?
- What is the intellectual depth and rigour of the thesis/dissertation?
- Does the work as a whole constitute a substantive original contribution to knowledge in the subject area with which it deals?

Usually two examiners will assess your thesis/dissertation work. The first examiner will be your supervisor. An external will be invited to act as the second examiner. A third examiner will be invited to mark your thesis/dissertation only if there is a significant difference between the given marks of the first and the second examiner. Please see Appendix D for detailed thesis/dissertation marking guideline.

The desired time to assess you thesis/dissertation is 2-3 weeks. However, it will take longer time in case if your work is required to be assessed by a third reviewer.
Appendix A: FACILITIES AND SERVICES AVAILABLE

Many services and facilities are available to students in the Project Management Program. Students may contact the administration office for more information about these services and facilities. Useful information and links to some of these services and facilities are provided below:

ACADEMIC SERVICES

Workshop for Research Skills (Free for Students)
The Learning Centre of The University of Sydney offers many workshops for students who are doing a research unit as a part of their degrees. These workshops cover many important topics relevant to your research work such as ‘Writing a critical review’, ‘Oral presentation skills’, ‘Overview of a thesis’ and ‘Writing a literature review’. For more information about these workshops, please visit the following link:


iWrite, which is an initiative of the Faculty of Engineering and Information Technologies to support academic English writing. For more details, please visit the following link:

http://iwrite.sydney.edu.au/home.htm

Workshop for English Language and Learning (Free for Students)
The Learning Centre of The University of Sydney also offers many workshops for students to improve their English language skills such as ‘Pronunciation skills’, ‘Discussion skills’ and ‘Working in groups’. For more information about these workshops, please visit the following link:


Finding other Theses
Reading of other theses may be helpful in obtaining an outline about your own thesis. You will find others’ theses in the following link:


N.B. This is only PhD & MPhil theses

Proof-reading for spelling, grammar etc.
Your supervisor will alert you if your work requires improvement in terms of spelling, grammar and syntax etc. However, it is not expected that your supervisor will act as your proof-reader in correcting these issues.

The Learning Centre can provide training for you in improving your written English skills, but not that they do not provide proofreading services.

You can obtain a list of Proof readers and Editors from SUPRA: http://supra.net.au/

Please note that they do not endorse any particular individual on the list; it is the student's responsibility to ensure they make suitable arrangements with anyone they choose to employ from the list. Such additional proofreading is at the student’s expense.

Computer Facilities
Computer facilities are accessible from many places of the university. However, Project Management students are suggested to use Hawkins Computer Laboratory since this computer laboratory is equipped with possible required software (e.g. SPSS), that might be
needed for research analysis purpose. Details of Hawkins Computer Laboratory are given below:

**Location:** Room 365 (J05), School of Civil Engineering, Faculty of Engineering and IT


During normal hours access is via a code number, provided to all MPM and MPL students shortly after enrolment. If you need after hours access, please contact the PM Admin Office.

**Library**
The University of Sydney has many libraries located in different campuses. Please visit the following link for more detailed information about available library facilities:


The Library also provide a range of podcasts and interactive learning tools to help develop your research skills:


**STUDENT NEEDS**
**Special Consideration**
Detailed information can be found in the following link about what you should do in special circumstances such as needing to extend your thesis duration, change your supervisory arrangement or have an intermission of your thesis enrolment:


**Student support**
Support is also available to help improve your well-being and support your academic success. Workshops and resources are freely available for all post graduate students.

Appendix B: SUGGESTED TITLE PAGE OF THESIS/ DISSERTATION

Thesis/Dissertation Title

A Thesis/ Dissertation
Submitted in Partial Fulfilment of the Requirements
For the Degree of
[Name of the Degree]
In
Project Management Program
By

Student Full Name
Student ID

Supervisor: Title and Full Name

Project Management Program
School of Civil Engineering
The University of Sydney
Australia

Date: 17 July 2015
Appendix C: DISCLAIMERS

Student Disclaimer
This [Course Work / MPhil / PhD] Thesis/Dissertation is my own work and contains nothing of work done in collaboration with others, except as specified in the text. The length of the thesis/dissertation is xx, 000 words and it contains xxx Figures and xxx Tables.

Project Management Disclaimer
This thesis/dissertation was prepared for the Master of Project Management (MPM)/ Master of Project Leadership (MPL) at The University of Sydney, Australia, and describes [one sentence summary of your research]. The opinions, conclusions and recommendations presented herein are those of the author and do not necessarily reflect those of The University of Sydney or any of the sponsoring parties to this project.
### Appendix D: ASSESSMENT GUIDES

#### Assessment Criteria of Thesis/Dissertation

<table>
<thead>
<tr>
<th>Criteria/Grade</th>
<th>Fail &lt; 50%</th>
<th>Pass 50-64%</th>
<th>Credit 65-74%</th>
<th>Distinction 75-84%</th>
<th>High Distinction 85% +</th>
</tr>
</thead>
<tbody>
<tr>
<td>originality &amp; pers contr (^_) / 10%</td>
<td>Work does not meet The University’s APB</td>
<td>Meets basic requirements found at <a href="http://db.usyd.edu.au/policy/policyindex.htm">http://db.usyd.edu.au/policy/policyindex.htm</a></td>
<td>Sets out results suitably accompanied by adequate exposition</td>
<td>Makes an original and valuable contribution to the topic</td>
<td>Makes a substantial and original contribution to knowledge of the subject including suggestions for further research</td>
</tr>
<tr>
<td>introduction (^_) / 5%</td>
<td>The purpose of the project is unclear with poor justification of chosen topic. No obvious structure.</td>
<td>Outlines purpose and scope of the project to a limited extent but lacks clarity and structure.</td>
<td>Outlines purpose and scope of the study and makes links to existing research/design work but is not completely convincing. The structure of the research is somewhat clear.</td>
<td>Outlines purpose and scope of the study clearly and includes some rationale for the research/design project. The structure of the research is clear.</td>
<td>Outlines purpose and scope of the study very clearly and provides convincing rationale for the research/design project. The structure of the research is very clear.</td>
</tr>
<tr>
<td>literature review (^_) / 25%</td>
<td>Is fragmented and incoherent. Shows little evidence of relevant and current literature and offers no critical appraisal.</td>
<td>Reports the literature; quotes paraphrases and summarizes appropriately; shows a limited grasp of key issues with some superficial critique of existing literature which is not sufficiently related to the chosen topic.</td>
<td>Has a clear structure and groups literature into themes relevant to the research/design topic; makes some link to own research project with a good attempt to critique existing literature but with obvious over-reliance on journals and standard texts.</td>
<td>Provides a comprehensive and analytical examination of topic from a range of sources and journals and makes links with research/design methodology; demonstrates sound understanding of key issues with a developed critique of existing literature and clearly linked back to the relevance of the chosen topic.</td>
<td>Critically analyses literature; uses the review to create a rationale for the whole thesis; demonstrates a scholarly grasp of the literature; appraises the relevant literature including an excellent coverage of relevant literature from a range of sources and journals.</td>
</tr>
<tr>
<td>methodology (^_) / 20%</td>
<td>Uses inappropriate research/design methods; lacks a structure or argument</td>
<td>Describes research/design methods and materials used so that they could be repeated but description may be superficial and/or unclear, or have omissions; methods show a structure and might yield appropriate data</td>
<td>Draws on published research to provide a rationale for research/design methods but with some minor omissions; links methods and results sections logically</td>
<td>Derives methods from an analysis of strengths and weaknesses of existing research/design work with no obvious omission; provides sound rationale for research/design project</td>
<td>Uses innovative methods; discusses methodology limitations and describes all aspects of the method in excellent detail.</td>
</tr>
<tr>
<td>results (^_) / 10%</td>
<td>Obtains insufficient data to yield results or to fulfill research purpose</td>
<td>Obtains sufficient reliable data to help answer the study purpose; supports data with figures and tables</td>
<td>Provides reproducible data in logical order to reflect the research aim; figures &amp; tables are integrated into results with clear written legend</td>
<td>Processes complete, precision data with the appropriate analytical technique; links results to research aim/question; discusses sources of error</td>
<td>Uses superior processing of data, including innovative use of tables and figures in the context of the theoretical framework; processes data to develop theory</td>
</tr>
<tr>
<td>discussion/ conclusion (^_) / 20%</td>
<td>Cannot reasonably explain results</td>
<td>Makes valid but superficial links to results with basic reasoning; states some usefulness of own research</td>
<td>Substantiates research/design claims with appropriate and correct references; compares and explains (un)expected results with published results; suggests further work related to topic, addresses limitations of the research.</td>
<td>Clearly interprets results; links to a theoretical understanding/research supporting from the literature; anticipates criticism; clearly identifies limitations to study and how they might be resolved</td>
<td>Uses results to critically interpret the theory/research supporting the study; explains how results advance the field; reveals an original understanding of own work, clearly identifies and discusses limitations of study</td>
</tr>
<tr>
<td>presentation format &amp; references (^_) / 10%</td>
<td>Writing does not clearly communicate message</td>
<td>Writes mostly well; contains sections and subsections but lacks coherence and consistent structuring of logical arguments. Employs departmental formatting and referencing guides mostly correctly</td>
<td>Writes in a consistently clear style with minor errors only in the use of sentence structure, grammar and punctuation</td>
<td>Writes analytically; brings together all sections into a cohesive and well-structured document with consistent reference style throughout and no grammatical errors.</td>
<td>Uses the resources of written communication similar to a published research paper including outstanding command of expression and logical argument and consistent referencing style throughout.</td>
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### Assessment Criteria of Seminar

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td><strong>Technical Content</strong></td>
<td>10%</td>
</tr>
<tr>
<td>• Knowledge and understanding of the seminar topic and issues</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery of Seminar</strong></td>
<td>50%</td>
</tr>
<tr>
<td>• Delivery of seminar is confident and clear</td>
<td></td>
</tr>
<tr>
<td>• Appropriate style of communication for academic audience</td>
<td></td>
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<tr>
<td>• Ability to construct and present an argument</td>
<td></td>
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<tr>
<td>• Integration of evidence and argument</td>
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<tr>
<td>• Ability to engage audience interest to a good level</td>
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<tr>
<td>• Ability to accept criticism</td>
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<tr>
<td>• Time management</td>
<td></td>
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<tr>
<td>• Use of visual aids</td>
<td></td>
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<tr>
<td><strong>Organisation</strong></td>
<td>20%</td>
</tr>
<tr>
<td>• Material is well organised</td>
<td></td>
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<tr>
<td>• Logical ordering of the content of the seminar</td>
<td></td>
</tr>
<tr>
<td><strong>Handling of Questions and Discussion</strong></td>
<td>20%</td>
</tr>
<tr>
<td>• Ability to interpret and answer questions in a way that provides additional insights into the seminar topic</td>
<td></td>
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<tr>
<td>• Originality and sharpness of thinking in answering questions</td>
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<tr>
<td>• Ability to stimulate discussion</td>
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</table>

### Assessment Criteria of Poster

<table>
<thead>
<tr>
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<th>Weight</th>
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</thead>
<tbody>
<tr>
<td><strong>Inclusion and illustration of all relevant materials/sections of thesis</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Logical flow of information in the poster</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Presentation of poster content in an effective and concise way</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Text and graphic balance in the poster</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Visual impact of the poster</strong></td>
<td>20%</td>
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</table>