



BSBPMG510A: Manage projects

Student Assessment Guide



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Contact details

Queensland School of Film and Television
PO Box 2678
Graceville QLD
PH: (07)
Fax: (07)
www.qsft.edu.qld.au

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BSBPMG510A Manage Projects

Description

This unit describes the performance outcomes, skills and knowledge required to manage a straightforward project or a section of a larger project. This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability Skills

Students must demonstrate competence in all of the above assessment items to be deemed competent in this unit.

Employability skills are integrated within these assessment items, so competence will include demonstration of skills and knowledge in the following employability skills areas:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

Application

The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, budgetary limits and other requirements set for the project.

Element 1. Define project

- 1.1 Access *project scope and other relevant documentation*
- 1.2 Define "theoretical" project **stakeholders**
- 1.3 Seek clarification from **delegating authority** of any issues related to project and *project parameters*
- 1.4 Identify limits of own responsibility and reporting requirements
- 1.5 Clarify relationship of project to other projects and to the **organisation's objectives**
- 1.6 Determine and access available **resources** to undertake project

Element 2. Develop project plan

- 2.1 Develop **project plan** including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters
- 2.2 Identify and access appropriate **project management tools**
- 2.3 Formulate risk management plan for project, including occupational health and safety (OHS)
- 2.4 Develop and approve project budget
- 2.5 Consult team members and take their views into account in planning the project
- 2.6 Finalise project plan and gain any necessary approvals to commence project according to documented plan

Element 3. Administer and monitor project

- 3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements
- 3.2 Provide **support for project team members**, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met
- 3.3 Establish and maintain **required record keeping systems** throughout the project
- 3.4 Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality
- 3.5 Complete and forward project reports as required to stakeholders
- 3.6 Undertake **risk management** as required to ensure project outcomes are met
- 3.7 Achieve project deliverables

Element 4. Finalise project

- 4.1 Complete financial record keeping associated with project and check for accuracy
- 4.2 Assign staff involved in project to new roles or reassign to previous roles
- 4.3 Complete project documentation and obtain any **necessary sign offs** for concluding project

Element 5. Review project

- 5.1 Review project outcomes and processes against the project scope and plan
- 5.2 Involve team members in the project review
- 5.3 Document lessons learnt from the project and report within the organisation

Skills and Knowledge

Required skills

- S1 communication and negotiation skills to work with team members and other stakeholders to maintain project schedules
- S2 literacy skills to read, write and review a range of documentation
- S3 planning and organising skills to develop, monitor and maintain implementation schedules
- S4 numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- S5 culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

Required knowledge

- K1 relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - OHS
- K2 organisational structure, and lines of authority and communication within the organisation
- K3 how the project relates to organisation's overall mission, goals, objectives and operations.

Overview of assessment Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- C1 development of a project plan
- C2 details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project
- C3 knowledge of relevant legislation.

Assessment

Task No.	Type of Assessment	Relation to Unit
1	Oral Presentation& Written paper	Element 2,C1,K3
2	Informative Discussion	2.3,3.3,3.6,K1,C1,C2
3.	Practical	Element 3,4 &5,S1,S3, S5, K1,K2,K3,C1, C2,C3

The following assessment items will assist you to demonstrate your competency in relation to BSBPMG510A

Before a final result for this unit can be issued, all assignment tasks must be completed satisfactorily.

It is recommended that each completed task be photocopied if applicable or kept on your computer before being submitted for marking.

PLEASE NOTE:

Late submission of assessment, except under special circumstances is regarded as a resubmission and unsatisfactory work will result in re-enrolment.

Assignment 1 A - Project Proposals

Description

Manage a straightforward project within a simulated organisational structure, relating a project to an organisation's overall mission, goals, objectives and operations.

Purpose

Students will work in groups to produce 4 x 2 minute segments from a selection of genre encompassing the TVC theme of a Charity Door Knock Appeal.

Instructions

The project will use the genre of:

- A) Current Affairs
- B) News
- C) Spoof Current Affairs
- D) Fundraising Telethon

One category pitch will be chosen according to suitability and class will collaborate on the 4 segments of one category.

The 4 x 2 minute segments must include the following aspects:

- 1) Chromakey Report (with inset indents and "Live" feed)
- 2) Chromakey Drama (i.e enactment or integrated background)
- 3) "Live" Panel debate

VERBAL PRESENTATION

You will be assessed under observation and must demonstrate:

- Your understanding of pitching an idea for a project
- Your pitch leaves the audience with a clear Idea of 'what' the film is about.
- Your pitch should show your passion and excitement for the project
- You should give solid reasons as to why your film would work.
- High-level verbal communication skills, e.g. articulate and clear presentation of ideas.

Project Plan

- Includes timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters
- Identifies and uses appropriate **project management tools**

- Takes into account a risk management plan for project, including occupational health and safety (OHS)
- Includes a budget outline

TO BE HANDED IN

- Project report
- Attached **signed** Assignment Cover Sheet. Cover sheets are available in the Student Recreation Room or from the front office.
- Attached Marking Sheet below along with the Cover Sheet

Due Date: Oral Presentation Week 3/ Written Report as negotiated with Lecturer.



Marking Sheet
Assessment of evidence
Assignment 1 Defining the Project (Oral and Written Presentation)

Student's Name _____ **has**

Demonstrated ability to define a project in relation to the production of a television segment by:

Defining project stakeholders	Yes	No
Clarifying relationship of project to other projects and to the organisation's objectives		
Determining and access available resources to undertake project		
Developing a project plan including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters		
Identifying and accessing appropriate project management tools		
Developing and approving project budget Consult team members and take their views into account in planning the project as applicable		
Formulate risk management plan for project, including occupational health and safety (OHS)		
Finalising project plan and gaining any necessary approvals to commence project according to documented plan as appropriate		
Demonstrating appropriate literacy skills to read, write and review a range of documentation		

Comments

Achieved ☐ Not Achieved ☐

Assessor: _____ Signature: _____

Date: _____

Reassessment information **(only to be completed if required)**:

Assessor signature: _____ Date: _____

Student signature (to verify knowledge of reassessment requirement) – a photocopy of this information will be provided:

Signed: _____ Date: _____

Assignment 2-Oral Presentation

Description

Knowledge of relevant legislation from all levels of government that may affect aspects of business operations, such as:

- anti-discrimination legislation
- ethical principles
- codes of practice
- privacy laws
- environmental issues
- OHS

Purpose

To provide relevant information in relation to current legislation that may impact on the management of projects.

Instructions:

In relation to the chosen project students will work in pairs and present to classmates a relevant industrial/ethical/environmental/OHS issue that may affect project management.

They will negotiate with the lecturer on the date of their presentation (See Due Dates below).

Due Date: Either Week 4/Week 6/Week8/or Week 10



Marking Sheet Assessment of evidence

Assignment 2- Informative Discussion

Student's Name _____ has

Demonstrated an understanding and knowledge of relevant legislation by:

	No	Yes
Applying literacy skills to read, write and review a range of documentation		
Using culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.		
Providing relevant information in relation to chosen area of legislation, code of ethics, OHS etc by: <ul style="list-style-type: none">• Referring to the most current documentation• Providing information that is clear and concise• Relating the information to the management of projects		

Comments

Achieved ☐ Not Achieved ☐

Assessor: _____ Signature: _____

Date: _____

Reassessment information (only to be completed if required):

Assessor signature: _____ Date: _____

Student signature (to verify knowledge of reassessment requirement) – a photocopy of this information will be provided:

Signed: _____ Date: _____

Assignment 3- Production

Description

Production of 4 x 2 minute segments relating to chosen theme.

Purpose

To bring together all managerial and production elements learnt, culminating in the final project collaboration.

Instructions:

The class will be working as 1 group. The group will work as a production crew, and be required to script and shoot 4 x 2 minute media communication segments, that will be edited together to make a final program. The group will work on the script, storyboards, breakdown and shot list as a team, ensuring that the script is suitable for general viewing.

When filming segments, you have precisely 3 hours to collect equipment and perform an equipment check, set-up and shoot the segment, then clean/pack-up at the end of the shoot. It is therefore essential that all crew are punctual and work as a team. The following equipment is reserved for your production:

- Digital Cameras & tripod
- 1 red head kit, stands
- Shotgun microphone
- Boom pole
- Power leads kit
- Gel Kit (student pays \$6/gel for any ruined/missing gels)
- Headphones
- Slate

NOTE: If you require any other accessories (e.g. sandbags, dolly) you will need to book them at least 1 week in advance of your production.

On the night you will have exactly **three hours** to set up and shoot the footage for your segment. It is important that you take the location into account when scripting your segments. (Your shoot must be take place in the QSFT building). eg.: you cannot go outside the building confines.

Ongoing scripts and edits of your production will be reviewed and critiqued during class throughout the semester.

You are required to edit this assignment in the QSFT's non-linear edit suites. .

People's editing skills improve with practice. Hence, if you feel that you could do with some improvement in your editing skills, then please remember that you are

always welcome to book edit suite time to come in and practise. It is unreasonable to expect to be able to edit an assignment proficiently without first having done plenty of practice.

TIPS FOR PREPARATION

1. Write the script. This can be a collaborative effort, or completed by one member of your group. This must be handed in as part of your pre-production paperwork. The script must be suitable for general viewing.
2. Book the edit suite and any extra accessories required for the shoot.
3. Find the talent (preferably actors or acting students) and cast them. Talent must be from outside – not from TELPROS4 class. There is an actors' file at Reception available for perusal, or contact an acting school.
4. Prepare shooting script, as per example. (PAPERWORK)
5. Prepare floor plan with camera positions (shot list) (PAPERWORK).
6. Allocate crew roles and hold a production meeting, ensuring everyone understands their responsibilities.
7. Prepare any other paperwork required by the lecturer. (PAPERWORK)
8. Have copies of crew list for crew and lecturer. (PAPERWORK)
9. Have copies of shooting script and camera positions for crew, cast, and lecturer. (PAPERWORK)
10. Ensure your crew know how to use the equipment. Make sure the production designer prepares for the shoot in line with your group's vision.
11. On the night of the each shoot, ensure that you rehearse your actors.
12. Each group is to provide their own DV tapes for the shoot and a master DV tape of your edited productions.

CREW ROLES

For your segments, you will need to allocate crew roles. This Area of Study is designed to provide students with the opportunity to gain experience in areas of interest within production and hence develop and enhance an individual's specific skills.

Crew roles to be allocated are:

1. Floor Manager
2. DOP
3. Camera Operator x2
4. Clapper
5. Gaffer
6. Best Boy
7. Sound - Boom Operator
8. Continuity
9. Production Designer
10. Grip

Other roles for group members as relevant to the production.
These roles can be rotated per segment.

TO BE HANDED IN (during production)

Ongoing scripting, paperwork and edits of segments will be monitored by lecturer. **Throughout the whole production, students will be continually assessed on their performance in their role/s.**

Students are expected to undertake their production role by abiding to "The Student Code of Professional Responsibilities when Filming on Location" and "Ethical Standards of Behaviour / Professional Behaviour" as described in the document "Policies and Procedures for Students".

TO BE HANDED IN (at completion of all production)

INDIVIDUAL

1. Individual cover sheet and completed Crew Appraisal - using the proforma attached to this assignment.

GROUP

2. DVD with final production ONLY. **This must be handed in within two (2) weeks of the final shoot.** The DVD must be neatly and clearly labelled with the following information: Area of Study, Assignment Number, Group number.

THE FOLLOWING INFORMATION WILL BE TAKEN INTO CONSIDERATION WHEN ASSESSING THIS ASSIGNMENT FOR PLA

During production weeks

Individual

- You were always punctual
- Each group member contributes satisfactorily (as per the Crew Appraisal form)
- You abided by "The Student Code of Professional Responsibilities when Filming on Location" and "Ethical Standards of Behaviour / Professional Behaviour" as described in the document "Policies and Procedures for Students".
- The duties required of you were indeed carried out by yourself.
- The quality of your skills in the crew role assigned to you.
- You delivered the components for your allocated role on time
- You exhibited team spirit.

Group

- All footage was shot in designated location in the allocated class times
- Talent was sourced from outside - NOT from class members.
- You ensured that all equipment was cleaned and packed at the end of the each shoot and did an equipment check.

Completion of Production

Individual

- Assignment was handed in on time to the front office.
- Crew appraisal form is included.

Group

- The production is suitable for general viewing.
- Editing completed within two (2) weeks of final shoot.
- The video production is handed in on DVD and clearly labelled with the correct information.

To be assessed as having achieved this task think about:

- Correct camera angles and framing
- Good use of camera (movement, appropriate variety of positions etc)
- Good editing/good rhythm of shots
- Production design is appropriate
- Lighting is appropriate
- Music is appropriate
- Clear dialogues are recorded
- Audio levels for dialogue with relation to music are appropriate
- Sound is clear, not distorted and of the correct recording level
- Overall effectiveness of production (did it work? did it all come together? atmosphere etc)

Due Date: ongoing/Final date- 21st October



Marking Sheet

Assessment of evidence

Assignment 3- Production

Student's Name _____ has

Demonstrated an ability to work effectively with others in the management of television segments by:

	No	Yes
Take action to ensure project team members are clear about their responsibilities and the project requirements		
Provide support for project team members , especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met		
Establish and maintain required record keeping systems throughout the project		
Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality		
Complete and forward project reports as required		
Undertake risk management as required to ensure project outcomes are met		
Achieve project deliverables		
Assign staff involved in project to new roles or reassign to previous roles during production		
Review project outcomes and processes against the project scope and plan		
Involve team members in the project review		

Document lessons learnt from the project and report on these (crew appraisal)		
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Comments

Achieved ☐ Not Achieved ☐

Assessor: _____ Signature: _____

Date: _____

Reassessment information **(only to be completed if required):**

Assessor signature: _____ Date: _____

Student signature (to verify knowledge of reassessment requirement) – a photocopy of this information will be provided:

Signed: _____ Date: _____

Performance level assessment

Performance Level Assessment (PLA) is an added value (unofficial) component to provide you with a more comprehensive assessment of your abilities and recognition of your efforts. It is a supplementary report that provides additional information to employers and universities concerning the achievement you demonstrated, whilst undertaking your training at QSFT.

All students will automatically be enrolled in the PLA component of this course, unless there is a situation of exceptional circumstance. If this is the case, you must request, in writing to the Head of School to be excluded from participating in obtaining a PLA result.

PLA is a holistic evaluation of your performance during your study program. It is only applicable when you have demonstrated competency in this course. Those who receive a **J** will also be allocated one of the following reporting codes:

PD = Distinction (GPA =6.5)

You have demonstrated an exceptional level of performance against a range of PLA criteria.

PC = Credit (GPA=5)

You have demonstrated an advanced level of performance against a range of PLA criteria.

J = Competent (GPA=4)

You have demonstrated competency at the required AQF level.

The criteria shown below have been selected to evaluate your performance level in this course:

1. Originality, creativity and innovation
2. Resource planning and use.
3. Depth and breadth of knowledge and skills acquired.

PLA (although not an official result) is your opportunity to be recognised for the additional proficiency and effort that you bring to your studies. Performance information provided to you during your study of the course is a means of encouraging you to achieve your fullest potential.

The following table is designed to give you an understanding of what you need to demonstrate in your assessment to achieve a credit or distinction. The evidence identified as a credit level must first be met before additional evidence at the distinction level is considered.

Originality, creativity & innovation

Specifications	Suggested Evidence (CREDIT)	Suggested Evidence (DISTINCTION)
<ul style="list-style-type: none"> ▪ Creative use of personal strengths in the management of work tasks 	<ul style="list-style-type: none"> ▪ Consistently provides high level, positive input ▪ Identifies opportunities using strengths based approach ▪ Evaluates self to identify strengths and areas for improvement ▪ Ability to explore and understand a range of perspectives 	<ul style="list-style-type: none"> ▪ Enthusiastic and proactive ▪ Sensitively challenges others to improve outcome ▪ Organises effective and appropriate solutions eg identifies personnel or personal/professional development ▪ Capacity to inspire others
<ul style="list-style-type: none"> ▪ Shows ability to overcome constraints to achieve best practice 	<ul style="list-style-type: none"> ▪ Identifies common constraints / roadblocks (personal / professional / organisational) ▪ Clarifies stakeholder interests (surveys / interviews / observations) ▪ Plans to optimise outcomes for stakeholders 	<ul style="list-style-type: none"> ▪ Collaborate with stakeholders to engage support to implement innovative solutions
<ul style="list-style-type: none"> ▪ An ability to implement unique solutions 	<ul style="list-style-type: none"> ▪ Synthesises information from different sources and research ▪ Considers innovative and diverse ideas and their applications 	<ul style="list-style-type: none"> ▪ Utilises lateral thinking in problem solving processes and shares perspectives with others ▪ Customises plan or solution to meet identified needs
<ul style="list-style-type: none"> ▪ Demonstrates inclusive practice in all work practices 	<ul style="list-style-type: none"> ▪ Adapt work practices to ensure inclusivity ▪ Values individual differences 	<ul style="list-style-type: none"> ▪ Advocates inclusive work practices ▪ Identifies hidden barriers eg taboos, prejudice.

Resource Planning and Use

Resources - (Human, Time, Physical, Space, Facilities, Environment, Policies Techniques, Technology, Procedures, Community, Networks, Referral Sources)

Specifications	Suggested Evidence (CREDIT)	Suggested Evidence (DISTINCTION)
<ul style="list-style-type: none"> ▪ Ability to source resources 	<ul style="list-style-type: none"> ▪ Demonstrates a working knowledge of a wide range of resources specific to work area ▪ Outlines availability of resources 	<ul style="list-style-type: none"> ▪ Collects innovative resources ▪ Up to date, comprehensive resource directory
<ul style="list-style-type: none"> ▪ Makes effective use of resources 	<ul style="list-style-type: none"> ▪ Demonstrates appropriate, timely and efficient use of a range of resources 	<ul style="list-style-type: none"> ▪ Adapts resources in a innovative manner eg team members ▪ Develops new resources ▪ Accesses appropriate shared resources (eg technology, facilities, etc)
<ul style="list-style-type: none"> ▪ Consistently evaluates the use of resources in a cost effective 	<ul style="list-style-type: none"> ▪ Monitors and documents use of resources ▪ Identifies gaps in costing structures 	<ul style="list-style-type: none"> ▪ Demonstrates ability to research, analyse and evaluate resource needs / assets

manner		Introduces measures to address costing problems
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Depth & Breath of Knowledge & Skills Acquired

Specifications	Suggested Evidence (CREDIT)	Suggested Evidence (DISTINCTION)
<ul style="list-style-type: none"> Researches, analyses & synthesises knowledge & skills. 	<ul style="list-style-type: none"> Identifies methods of gathering and organising information . Explores solutions Justifies statements or actions by referring to relevant authorities/ theories/standards/legislation 	<ul style="list-style-type: none"> Applies appropriate information gathering methods Evidence of extended research Provides a range of solutions & justifies suitability for a range of contexts Demonstrates consistent use & practical application of analytical skills Shares knowledge
<ul style="list-style-type: none"> Application of research 	<ul style="list-style-type: none"> High level of written skills Demonstrates advanced use of analytical skills. Professional conduct 	<ul style="list-style-type: none"> Accesses all avenues/ resources to produce a broad response Field reports relating to depth and on the job skills Quality verbal and interpersonal skills to present findings Applies knowledge to achieve industry best practices Transferability of knowledge in a range of contexts and situations
<ul style="list-style-type: none"> Demonstrates forward planning/thinking 	<ul style="list-style-type: none"> High level of self-direction 	<ul style="list-style-type: none"> Uses lateral thinking / problem solving in evaluating plans for the future.

As you submit your assessments, you will receive comments about your achievements against the performance criteria for this course. You may also be given an indication of how you are currently performing, in a general sense, against the range of PLA criteria attached to this course.

General requirements

It is recommended that each completed task be photocopied if applicable or kept on your computer before being submitted for marking.

Submit each assessment item before or on the due date as stated in the instructions for assessment for BSBCRT402A along with your completed cover sheet.

Follow the procedures for the appropriate submission of assignments as per the process for submission of assessment flowchart from your student handbook.

Conditions of Assessment

For fairness, equity and consistency of marking, students are required to hand their work in on time. If there is a problem that hinders you from handing your work in on time, then the situation must be detailed on an Extension of Due Date for Assignment Request form and submitted to your Lecturer (**before** the due date), who will then make a decision. If your assignment is handed in after the due date (without a request for extension) this will be considered as a re-submission.

Assessment Procedures

Assessment will be conducted in an open, accountable and transparent manner with particular emphasis on the aspects of fairness and equity for all. Assessment practices will enable the student to take full advantage of credit obtained from previous study, etc. Assessment will incorporate alternative approaches to suit people who would otherwise be disadvantaged by cultural background, language ability or personal disabilities. Students will be advised at the commencement of their program of their assessment requirements. All assessment work must be completed by due dates to be eligible for marking. Students are expected to complete all assessment items on or by the due dates (unless an extension has been granted). In particular, tests are expected to be taken on the dates specified and assignments are expected to be submitted by the due dates. Students, who breach the above, shall be issued with an unsuccessful result for that assessment item.

Reasonable Adjustment

A reasonable adjustment is an alteration of the assessment to accommodate the needs of the student without compromising the integrity of the competence to be demonstrated. For adjustments to be reasonable, they need to be appropriate for the particular student in a particular situation.

Adjustments may be made to assessments to ensure they are equitable for all persons, taking account of cultural and linguistic needs. Under the Disabilities Discrimination Act 1992, all training organisations have obligations to adjust their services to meet the needs of clients with a disability. A request for a reasonable adjustment may be made directly by the student to the teacher or through the

Head of School. If a request for a reasonable adjustment is refused, or the student is not satisfied with the adjustment made, the student may lodge a grievance with the School Board of Directors.

Assessment Variations/Extensions

It is important that students talk to their lecturer if they are having difficulty meeting due dates for assessment items. Lecturers will take into account emergency situations and unforeseen circumstances for students seeking an extension. The length of the extension will be at the discretion of the Lecturer. However, if the extension affects the student's close of study date, or requires additional teaching hours, this must be authorised by the Head of School. A doctor's certificate must be produced to verify illness (or other documentary evidence, where applicable). Where marking occurs on work submitted after the due date without an approved extension from the Lecturer, a re-submit may not be allowed.

Deferred Assessment

Students must apply to the Head of School, in writing for a deferred assessment, giving the reason for the request. The application is to be made at least seven (7) days prior to the due date of the assessment, except in emergency circumstances or in cases of serious illness or injury. A doctor's certificate must be produced to verify illness/injury.

If the assessment date has passed, the application must be made within three (3) working days of the concluding date on the medical certificate.

Retesting Arrangements

If a student is deemed as unsuccessful" after their first attempt at any assignment task, they are entitled to receive feedback from the lecturer, amend their work and resubmit their work for re-assessment or be retested only on those parts deemed "unsuccessful".

In exceptional circumstances (eg illness/accident, learning difficulties) a student may apply, in writing, to the Head of School to be given a third attempt at assessment. Final results will be provided to students within 21 days after the Institute is satisfied that the student has successfully completed the competency/module.

Re-evaluation of Assessment Item

If the student is dissatisfied with the result of an assignment task, they may submit a written application for re-evaluation of the result to the Head of School. This request must be lodged, together with the scheduled charge, within 14 days of notification of the result.

If the result is upgraded to successful, the student will be refunded the scheduled charge. If the student is dissatisfied with the re-evaluation outcome, they have a further right to appeal.

Appeals Against Assessment Decision

Should a student disagree with the result awarded for their assessment, they should first apply for a re-evaluation of their assessment. If they are still dissatisfied, they may lodge an appeal with the Head of School.

Complaints

If you have a concern regarding any aspects of your program, please discuss it with your Lecturer so that assistance can be provided as quickly as possible. Addressing an issue early generally allows for faster resolution. If you are uncertain how to approach an issue you can talk to your lecturer, the administration staff or the Head of School.

The Queensland School of Film and Television has formal processes established to deal with complaints arising from student and/or staff interactions and/or School procedures. Placing your complaint in writing is a useful first step. Student Comment Cards are available in the student recreation room.

IMPORTANT NOTE: Attach a **signed** Assignment Cover Sheet to each submission of written work or assessment. Cover sheets are available in the Student Recreation Room or from the front office.

Please remember to always communicate with your Lecturer or the Head of School if you are experiencing any difficulties with your studies to enable us to support you and assist where appropriate.



NATIONALLY RECOGNISED
TRAINING