School of Technology, Business and Arts

University of Suffolk

MSc Advanced Computing

Level: 7

Module: Managing Project and Teams

Assessment: Project Management Proposal Report

Module Leader: Dr. Godwin Dzvapatsva

Weighting in Module: **Total 100%**

Handed out: Thursday 05th February 2024

Deadline: **on or before 12 noon Friday 15th March 2024**

Submission via Brightspace module pages at:

**Objective**

The objective of this report is to develop the skills necessary for effective project and team management through comprehensive understanding and application of project management principles, leadership strategies, and collaborative techniques, with a focus on achieving project goals efficiently, fostering team cohesion, and adapting to dynamic project environments.

**What is required?**

This module has one assessment component which comprises of a report to a given scenario.

You are required to write **a 5,000-word proposal** report demonstrating a systematic knowledge and understanding of project management skills and professional practice in the management of project teams. The report should highlight project management skills (including estimation, scheduling, and risk management) critical to complex projects in an environment of limited information and high uncertainty.

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| **Component number** | **Form of assessment** | **Assessment size** | **Weighting (%)** | **Learning outcomes assessed** | **Late Subn** | **Core or non-core** |
| 1 | Project Management Proposal Report | 5,000 words or word equivalent | 100% | ALL | Yes | Core |

**Learning outcomes to be assessed:**

1. Demonstrate systematic knowledge and understanding of effective professional practice in the management of people
2. Apply professional judgement in specific scenarios that may arise in professional situations
3. Demonstrate systematic knowledge and understanding of project management skills
4. Apply project management skills (including estimation, scheduling, and risk management) critically to complex projects in an environment of limited information and high uncertainty.

**Assessment & Grading Criteria:**

See also the attached assessment criteria for Level 7.

**ASSESSMENT BRIEF**

**Task Description**

You are a senior project manager at Nexus Solutions, a leading UK-based software development firm with developers located globally. Your task is to propose a Human Resource Management System (HRMS) for a large Engineering firm in the UK with 200 employees at three of its sites.

This system should automate various HR processes and integrate functions such as:

* HR administration,
* payroll, recruitment,
* talent management,
* Employee data, recruitment, and application tracking
* Time and attendance management
* Payroll processing
* Salaries, performance, and Benefits tracking
* Training and development, and more.

The client has a budget of £700,000 and currently uses a manual system facing compliance and quality-of-service issues. The client wants the system to be operational in a month’s time from the date when you start the work.

Write a proposal highlighting all key areas of a project proposal. Indicate your activities in each of the project lifecycle stages. Clearly discuss how you are also going to form a team that be able to deliver the required project within the given time and budget. Your proposal will be presented to the executive leadership team for approval. Detail how you will manage the project and team members throughout different stages and justify your management style for successful project completion (Project Closure).

Some key deliverables of the assignment are (not limited to):

Executive summary

* Project Proposal overview and scope
* Project Proposal [Report must include all the key parts]
* Outline the Project lifecycle stages
* Project Approach
* Management approach(es)
* Team formation, structure and roles
* Conflict Resolution Strategies
* Project Timeline and Milestones
* Scheduling-
* Resource Allocation: Human resources, Budget and associated cost
* Software Estimation Techniques
* Risk Management Plan- Identify any potential risks and demonstrate how you will deal with them.
* Team Management Plan
* Communication Plan
* Monitoring and Controlling
* Plan for handing over the project

Key documents such as:

* Gantt Chart
* Work Based Structure
* Network Activity Diagram
* Sequence Activities Diagram
* Stakeholder Register

Should be added as annexures.

**SUBMISSION INSTRUCTIONS:**

1. Please submit your report and together with any appendices as one pdf file.
2. If your report exceeds the word count by up to 10% then there will be no penalty applied. Submissions that exceed the word count by more than 10% will be applied a fixed penalty of 5 percentage points (i.e., 5 marks). In all cases, the penalised mark will not be reduced below a pass level, assuming the work merits a pass. Tables, diagrams (including associated legends), appendices, reference lists, tables of contents, footnotes, and endnotes are excluded from the word count however should be used appropriately. It is for the Module Leader to decide if there is an excessive or inappropriate use of components excluded from the word count.
3. Ensure that your work (submitted electronically via the online submission portal) is bundled into a suitable file (Word, pdf, or zipped collection of documents) with the filename matching the pattern **sXXXXXX-DevOps** where sXXXXXX is your UoS user\_id.

Ensure that all documents are marked with your UoS user\_id.

**Your name should not appear in/on any of the files.**

1. Submit your document to the Brightspace module for this course (link at the top of this document) under ‘Assessment’ > ‘Submission Folder for Report’ or similar. Please note that this folder will become available a couple of weeks prior to the deadline.
2. Note that whilst you will need to be as thorough in terms of your research as with any academic piece, the target reader of this report (especially the case study report) is a chief executive or manager of the company, so remember to adjust your tone accordingly.
3. All bibliographies must be formatted according to the University of Suffolk Harvard Style. More information about citation and referencing is available here: <https://libguides.uos.ac.uk/academic/referencing/Harvard>
4. Cite your references carefully – remember that the University of Suffolk has strict rules dealing with plagiarism and the university reserves the right to call any student to a viva examination of any piece of assessed work. Generating any aspects of your work with Generative AI models is not your work and will be treated as per the academic misconduct policies.

**TENTATIVE REPORT STRUCTURE**

**Project Proposal**

**1.    Title page**

* Project title and student numbers (Do not put your name or surname)

**2.    Table of Contents**

**3.    Executive Summary**

**4.    Overview**

a.        Purpose or objectives of this proposal

i.    Identify the problem to be solved or need to be filled.

ii.    What will be in scope and what is not going to be included.

iii.    Explain how the project will be conducted.

b.   Describe the appropriate ways to measure the success of the project and explain why your suggested measures are appropriate over alternative measures.

The report must demonstrate the project manager actions and how you will balance responsibility, authority and accountability within your team.

**5. Project Approach**

i. Methodology: Describe the approach and methodology that will be used to execute the project, including any frameworks or methodologies employed (e.g., Agile, Waterfall).

ii. Project Management Plan: Provide an overview of how the project will be managed. You will also need to discuss roles and responsibilities, quality assurance processes. The report must demonstrate the project manager actions and how you will balance responsibility, authority and accountability within your team.

5.  **Project Timeline and Milestones**

Gantt Chart or Timeline: Present a visual representation of the project schedule, including major milestones and key deliverables.

6. **Resource Allocation**

1. Human Resources: Specify the roles and responsibilities of team members, as well as any external resources or expertise required.

ii. Budget: Outline the budget allocation for the project, including costs associated with personnel, materials, equipment, and any other relevant expenses. Use a software estimation technique of your choice with proper justification.

i.    To provide context, briefly explain, why your organisation/team is interested in this project and how the proposed project will align to your organisational objectives

ii.   Provide the key technical skills that your organisation/team will require to give a reader of your proposal a balanced understanding.

b.   Identify the expected benefits and dis-benefits, ensuring they are informed by the strategic context (social responsibility context you have explained above).This paragraph is an opportunity to sell the value of your project to decision makers.

6. Project Management Approaches

* Team Structure and roles
* Conflict Resolution Strategies

7.    Risk Management Plan

a.        Identify five (5) risks and quantify their potential likelihood and severity.

b.        Indicate how each of the above-mentioned risks will be managed

8.  Communication Plan

9. Conclusion

10.  References

Fell free to adjust the above to cover all key sections which you need to explain

**Assessment Criteria**

The following pages set out the Generic Marking Criteria relevant to this course.

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| **Level 7** | | | | | | |
| In accordance with the FHEQ, at the end of Level 7 students should have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. They will be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. They should have a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will also be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. In addition, they will be able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. | | | | | | |
|  | | **Assessment category** | | | | |
| **Coherent and detailed knowledge and understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline** | **Cognitive and intellectual skills** | **Application of theory to practice (for courses with a professional practice element)** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Exemplary systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study, demonstrating highly sophisticated grasp of the subject matter | Exceptional critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates exemplary ability to synthesise current research and advanced scholarship in an original, creative and innovative manner. | Sophisticated, systematic and innovative application of knowledge and theory to professional practice within the discipline. Flawless use of systematically selected literature to justify and express reasoned judgements and decisions in relation to complex issues and problems at a professional level | A very high level of critical engagement across a systematic and fully appropriate range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and selective reading and initiative along with highly consistent accurate referencing | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | Excellent systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing sophisticated depth, breadth, detail and clarity | Sophisticated critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a very high level of originality and creativity in the student’s approaches to synthesising current research and advanced scholarship within the subject area | An excellent level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to effectively critique and employ current academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A very high level of critical engagement across an extensive range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and appropriate reading and initiative along with highly consistent accurate referencing | Outstanding presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of fluency and eloquently communicates compelling, coherent conclusions to specialist and non-specialist audiences |

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| **Level 7** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **70% – 79%** | A high level of systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing considerable depth, breadth, detail and clarity | A high level of critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a significant level of originality and creativity in synthesising current research and advanced scholarship within the subject area | A high level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to select and use academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A high level of critical engagement across an extensive range of relevant and current literature demonstrating wide and appropriate reading and initiative along with highly consistent accurate referencing | Excellent presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of clarity of expression and which clearly communicates valid, coherent conclusions to specialist and non-specialist audiences |
| **60% – 69%** | An effective, systematic, theoretical and conceptual understanding of knowledge mostly at or informed by the forefront of the field of study and showing good depth, breadth, detail and clarity | An effective level of critical evaluation and awareness of current problems and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates some effective originality and creativity in synthesising current research and scholarship within the subject area | A good level of originality and innovation in the application of knowledge and theory to professional practice. Demonstration of consistently good critical awareness and evaluation and reasonable ability to use the academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A good level of critical engagement across a good range of relevant and current academic, research, policy- and practice-related literature demonstrating appropriate reading and some initiative along with consistent accurate referencing | High quality presentation of work that is largely logically and coherently structured with a generally strong central argument conveyed with a clarity of expression and which communicates clear conclusions to specialist and non-specialist audiences |
| **50% – 59%** | A sufficient but limited level of systematic, theoretical and conceptual understanding of knowledge at times at or informed by the forefront of the field of study but showing adequate depth, breadth, detail and clarity | A sufficient but limited level of critical evaluation and awareness of current problems and contemporary issues and debates, with some reference to new insights or perspectives within the field. Limited evidence of originality and creativity in synthesising current research and scholarship within the subject area | A reasonable but limited level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of some good critical awareness and evaluation and some ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level | Sufficient critical engagement with a reasonable range of relevant and current academic, research, policy- and practice-related literature demonstrating mainly appropriate reading but limited initiative and/or some minor inconsistencies and inaccuracies in referencing | Generally good presentation of work that is sufficiently logical and coherent in structure with a discernible central argument. May present limited originality and lack some clarity of expression, but an identifiable conclusion reasonably communicated to specialist and non-specialist audiences |

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| **Level 7** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Marginal fail** | **45% – 49%** | Knowledge and understanding of the subject matter is incomplete, uninformed or limited in its scholarship within the field of study, or lacking sufficient depth, breadth, detail or clarity | Critical evaluation is limited or lacks awareness of current problems and contemporary issues and debates. Insufficient reference made to new insights or perspectives within the field, or insufficient evidence of originality and creativity in synthesising current research and scholarship within the subject area | Insufficient degree of originality or innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of poor critical awareness and evaluation or a lack of ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level | Insufficient critical engagement with relevant and current academic, research, policy- and practice-related literature. Lack of evidence of wider reading or a lack of initiative or inconsistent and inaccurate referencing | Presentation of work shows insufficient organisation or central argument, and is lacking in logical and coherent structure. Poor clarity of expression weakly communicating to specialist or non-specialist audiences |
| **Fail** | **30% – 44%** | Limited knowledge and understanding of the subject matter shown. Work is not sufficiently informed by scholarship within the field of study and is insufficient in depth, breadth, detail or clarity | Insufficient evidence of critical evaluation and awareness of current problems and contemporary issues and debates. Insufficient reference to new insights or perspectives within the field and lacking in originality and creativity in synthesising current research and scholarship within the subject area | Little evidence of originality and innovation and a significant lack of application of knowledge and theory to professional practice demonstrating little critical awareness and evaluation and a lack of ability to use the academic literature to make judgements and decisions in relation to complex issues and problems at a professional level | Little evidence of critical engagement with relevant and current literature. Poor use of appropriate sources and/or inconsistent and inaccurate referencing | Often poorly presented work that is disorganised, has an ill-formed central argument, and lacks a logical and coherent structure. A lack of clarity of expression or fails to communicate effective conclusions to specialist or non-specialist audiences |
| **< 30%** | Inadequate and limited knowledge and understanding of the subject matter shown. Work is not informed by scholarship within the field of study and significantly lacks depth, breadth, detail or clarity | Descriptive work with little or no evidence of critical evaluation and awareness of current problems and contemporary issues and debates. No evidence of awareness of new insights or perspectives within the field. Little or no synthesis of current research and scholarship within the subject area | No evidence of originality and innovation and little to no application of knowledge and theory to professional practice. Demonstrates no critical awareness and evaluation and a distinct lack of ability to use the academic literature in an effective manner | No evidence of critical engagement with relevant and current literature. Lack of use of appropriate sources and inconsistent and inaccurate referencing | Poorly presented and disorganised work that lacks a logical and coherent structure, lacks a well-formed central argument and shows a significant lack of clarity of expression with very weak or irrelevant conclusions, that may be incoherent to specialist or non-specialist audiences |