Assignment Brief

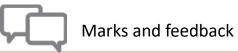🕐 Assignment submission   💬 Marks and feedback

Assessment deadline	Marks and feedback
To be submitted before 10 a.m. UK time on:	20 working days after deadline (L3,4, 5,6 and 7) by
	~~15 working days after deadline (block delivery)~~
22/08/2025	19/09/2025
Please note, for Exams the date is arranged centrally aligned to the academic calendar.	

Key assignment details	
Unit title & code	**Agile Project Management CIS047-3**
Assignment number & title	**Assessment 1: Individual reflective report**
Assignment type (including exams)	**CW-RW: coursework reflective writing**
Weighting of assignment	**70%**
Size or length of assessment or exam duration	**1500 words - submissions that significantly exceed the word count will not be read beyond the 1500 word limit**
Unit learning outcomes	1. Differentiate and critically appreciate the professional, ethical and social context of agile project management methodologies and their instantiation into practical applications within the IT industry.
	2. Coherently analyse and evaluate an agile professional project management methodology for a collaborative project in view of its societal, commercial and economic context as well as its ethical implications.

The assessment brief must be discussed during an in-class session with students within the first 2 weeks of the unit and be accompanied by a screen/podcast on the BREO shell explaining the *assessment, the rubric and marking criteria. <u>Please confirm the date this discussion is to take place:</u>*

20/06/2025

Completing your assignment

What am I required to do in this assignment?

This assignment is an individual reflective report in which you will reflect on your experiences of creating an artefact with a team of other students. The artefact should be aligned where possible to your courses but the primary focus here is on the project management that you and your group will use to complete the ten-week project.

You must establish a group of **five** members only, unless explicitly authorised. This initial group formation will take place during the first practical session and you will then work on the planning and implementation of a small scale technical project or functional prototype.

Task overview

You are required to define, manage and deliver a project during the course of this unit. You will work in groups of five and, depending on your pathway, you will develop a product with the following minimum requirements:

1) A portfolio of relevant project management evidence.
2) A tangible output (a product) directly related to your course e.g. working software for Software Engineering students.
3) The team will produce a brief video that shows your product "in action".

Managing the Project

You will be expected to use the principles, processes and techniques of an Agile project management methodology in order to help manage your project. You will learn concepts during the lectures that can be directly applied within the project and hence attendance at lecture sessions and practical classes is going to be important.

Group formation

During the first practical sessions you should form into groups of five. Once the group is formed you will need to begin assigning relevant roles to each group member. There are five separate roles:

1. Start-up manager
2. Project manager – overall responsibility for the project itself
3. Quality manager
4. Risk manager
5. Scheduling manager

Roles should be assigned as quickly as possible, ideally in the first practical. As you are graded as an individual in a team, those without a dedicated role risk failing the assignment.

Key documentation to be produced

The documentation expected depends on your assigned role in the team:

- Start-up manager: a project plan (e.g. an outline of the project products) and a team 'code of conduct' derived from the BCS code of conduct; work package.

- Project manager: a lessons learned report (important lessons that have been learnt during the lifetime of the project) and a brief (5 minutes maximum) video demonstrating your functional artefact.

- Quality manager: a quality plan (e.g. a plan of how the quality of products (deliverables and documents) will be measured along with an assignment of quality checking duties to an appropriate member of the team).

- Risk manager: a risk management plan (records all identified risks that could affect the project, assigns probability and severity as well as a strategy for mitigation, amelioration etc.)

- Scheduling manager: documentation relating to the progress of the project (e.g. Gantt chart, Kanban), a communication plan, and meeting minutes

All documents must be made available on the BREO group area which will be monitored by the tutors. Individual team members should keep local copies as backups. You are expected to engage in regular project group meetings (stand-ups) and there will be scheduled stand-ups with the tutors which all members are expected to attend to explain progress of the project.

Individual reflective report

Your reflective report should be a considered and objective look back at the experiences of your group's project. Some issues you may want to discuss include:

- What was the project about and did it achieve its aims and objectives? If not, then why not?
- In view of the legal/ethical context of your product, what issues had to be considered?
- How effective was the project management approach during the project, specifically:
    - Did the team meet deadlines, and if not how did you deal with this?
    - Was your product viable?
    - How did you find a project management approach as a project tool – did it help the management of the project?
- What were the key lessons learned during the project, and how could these be used to inform future management of projects?

What do I need to do to pass? How do I achieve a good grade?

The Unit Information Form states the *Threshold Expectations* that inform both you and markers what is the minimum needed to be demonstrated to pass the assessment. They should, therefore, answer the question **"What do I need to do pass?"**. During the assessment introductory session, you should be given the opportunity to check your understanding of the threshold statements and what you need to do to surpass them.

The assessment marking criteria listed below show how your work is assessed. The assessment criteria are informed by the unit's learning outcomes and the assessment task. Carefully reading the assessment criteria should help you understand the aspects that will be used to judge your progress and achievement of the learning outcomes and offer guidance on *"how do I achieve a good grade".*

In order to pass Assessment 1 you will need to :

Demonstrate through a reflective retrospective your understanding of project management practices and how decisions influence outcomes

To get a good grade, a focused approach to the project documentation and artefact are the key. Be careful how you choose which group you want to be in; you will have to work with them for the coming weeks and tensions might arise that you will need to handle. Being clear and concise in the delivery of the relevant paperwork will help you understand the project and your role within it as well as everyone else's. Being well read on the subject matter tends to translate well too.

Avoid blaming other group members for problems that arise. For example, if you had a group member who was not contributing or communicating, explain what **you** did about the situation to ensure the project remained on track. You will make mistakes in your group project. Admit these and explain what you should have done instead, with a discussion of the options available to you. Focus on just a few issues in depth rather than try to cover every single event that occurred. A report that simply outlines what you did is unlikely to score highly.

How does this assignment relate to my learning in this unit and help me develop knowledge and skills that I will need for my future?

You will be exposed to project management approaches underpinned by the theory of project management that encompass the knowledge area of scope, time, cost, risk, quality, stakeholders, human resources, communication and procurement. You will apply this methodology to a task that is defined by project constraints but which has to be detailed by the project team.

Within the University of Bedfordshire, graduate competencies refer to the skills, knowledge, attributes, and abilities that individuals are expected to possess upon completing their education at the graduate level. Our graduate competencies are the fundamental building blocks in preparing you for the future world of work. They form the foundation for learning outcomes within and beyond your course. They are relevant for every subject and you can work towards them in different ways, so that you can attain and benefit from them even if you have lots going on outside university. These competencies will be integrated across your course and units.

The table below indicates graduate competencies gained relevant to this assessment.

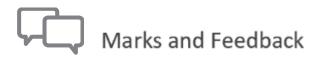| Graduate competencies; Tick (✓) ones relevant to this assessment (further guidance for staff Graduate competencies | University of Bedfordshire (beds.ac.uk)	
Digital Literacy	✓
Collaboration and Communication	✓
Problem solving and critical thinking	✓
Creativity and Entrepreneurship	✓
Adaptability and Resilience	✓
Global Citizenship	✓
Course specific competencies.	

Please outline:		

When submitting work for assessment, you must ensure that it is all your own work. Failure to do this could result in sanctions, including removal from your course. The Academic Integrity Resource (AIR) has been designed to introduce you to academic integrity and how to demonstrate this during your studies.

The University provides access to Studiosity that connects students with a team of writing specialists who are here to help you with writing and core skills - anytime, anywhere. Studiosity provides you with two online services: Writing Feedback and Connect Live. Their Writing Feedback gives feedback on referencing, choice of language, structure and spelling/grammar within 24 hours. If you are not sure how to use the feedback to enhance your work before making a final submission, you can arrange to discuss this with a member of the Study Hub team. Connect Live also offers live support in areas such as basic English, maths and stats, science and generic study skills. Both services are available 24/7, 365 days of the year, and you can access them for FREE via BREO.

For exams, you should familiarise yourself with the guidance information available here: https://www.beds.ac.uk/exams/
Practice exams can be taken for all exam types before exams week. Please see section Prepare for your exam.

Use of generative AI is not recommended. This is a reflective account of your personal experiences and no AI will be able to reproduce what you have been through. If you do choose to use generative AI for any element of your reflective report, this must be referenced. See *this link* for further details on using AI in your assignments.

The project chosen by the group should not merely replicate any individual student's UG project work so self-plagiarism (submission of your own previous work or a significant proportion of it) is not permitted.

Marks and Feedback

Your assignment will be marked according to the threshold expectations and the criteria on the following page.

You can use them to evaluate your own work and consider your grade before you submit.

	40-49% (3rd Class) Threshold Standard	50-59% (2:2)	60-69% (2:1)	70%+ (1st Class)
Understanding of PM principles **35%**	Satisfactory knowledge demonstrated of project management principles. Some consideration of alternative strategies that could have been used.	Good knowledge demonstrated of project management principles. Some consideration of alternative strategies that could have been used, along with a demonstrated understanding of the possible consequences.	Very clear understanding demonstrated of project management principles. Thorough consideration of alternative strategies that could have been used, along with a demonstrated understanding of the possible consequences.	Excellent breadth and depth of knowledge in relation to your understanding of project management principles. Comprehensive discussion of alternative strategies that could have been used, along with a discussion of the possible consequences.
Social & ethical impact of the artefact/product **25%**	Satisfactory awareness of social and ethical issues relating to technology developed with some indication of the threats and/or benefits of the technology.	Good solid awareness of social and ethical issues relating to technology developed with a demonstrated awareness of the threats and/or benefits of the technology.	Very good awareness of social and ethical issues relating to technology developed with a demonstrated understanding of the threats and/or benefits of the technology.	Excellent awareness of social and ethical issues relating to the technology developed with a discussion of the threats and benefits of the technology.
Role & responsibilities (documentation) **25%**	Satisfactory role and documentation contribution evidenced by the documentation and contribution in class/stand-up meetings	Good role and documentation contribution evidenced by the documentation and contribution in class/stand-up meetings	Very good role and documentation contribution evidenced by the documentation and contribution in class/stand-up meetings	Excellent role and documentation contribution evidenced by the documentation and contribution in class/stand-up meetings
Quality of the reflective report **15%**	Satisfactory reflection shown, more than just a commentary of what was done.	Good reflection shown, demonstrating some insight into how experiences will influence future situations.	Very good reflection shown with clear understanding of how experiences will shape future situations.	Excellent reflection shown with discussion of how experiences will shape future situations.