



**NETWORK MANAGEMENT  
2015  
WORK INTEGRATED LEARNING  
MODULE MANUAL  
(First Edition: 2013)**

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- financial account, and so much more!

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## Using this Manual

This manual has been developed to meet the specific objectives of the module, and uses a number of different sources. It functions as a stand-alone resource for this module and no prescribed textbook or material is therefore required. There may, however, be occasions when additional readings are also recommended to supplement the information provided. Where these are specified, please ensure that you engage with the reading as indicated.

Various activities and revision questions are included in the learning units of this manual. These are designed to help you to engage with the subject matter as well as to help you prepare for your assessments.

# 1 Introduction

Welcome to the Work Integrated Learning student guide. This guide is standard for all programmes.

## ***1.1 What is Work Integrated Learning?***

One of the key purposes of studying is to be prepared for the workplace. Work Integrated Learning (also known as experiential learning) is an opportunity to apply your skills and knowledge in a work environment (real or simulated) or to complete work-related tasks so that you can learn while doing and develop a clear understanding of which skills you have indeed mastered.

Learning from experience is one of the most important and natural means of learning.

## ***1.2 How Important is this Module?***

Work integrated learning (WIL) in your qualification is credit-bearing like all other modules. If you do not meet the requirements for the module, you will not be awarded credit for it and will not be able to graduate.

If you fully participate in the opportunity, you will have a portfolio of evidence of your skills from which you could extract examples to show potential employers what you are capable of.

## ***1.3 What are the Components?***

Each WIL module involves you carrying out certain skills in the form of a project. You are then expected to write a report on this and in some instances produce a presentation on the outcomes of the project. You are also required to think about what you have learned and still have to learn – this thinking (reflecting) is a critical part of learning as a human and is what differentiates us from animals. (Animals learn by repetition and are thus trained to do things in predictable ways. Humans think about what they learn and can then apply skills in different and creative ways.) This report is called a self-evaluation.

In many of the modules you will work in a group – working successfully in a group is part of the skills set that WIL expects you to master as many workplaces require cooperation and group work. Part of your assessment is based on how others in your group experienced your participation.

If your WIL includes placement in an actual work place, the person who supervises you in the workplace may also be required to assess you.

## **1.4 The Portfolio of Evidence**

In an ordinary academic module you would be able to prove what you learned (evidence) through showing someone your assignments, tests and examinations. These do not exist for WIL modules. Instead, you will create a portfolio of evidence (PoE) which is a collection of materials that you can use to show your skills. Only where relevant for work placement, the final PoE for a WIL module will only be assessed once you have completed ALL the required hours of work placement.

The PoE is the place (usually a file) where you collect critical documents which you can use for one (1) or both of the following purposes:

- To demonstrate your competence during WIL by putting together evidence of what you did, e.g. documentation, flow diagrams, background research, user guides, etc.
- To keep, in one place, some of the documents you may wish to show a potential employer as evidence of your learning.

A PoE typically consists of the elements set out below. However, remember that specific requirements of modules might differ and you may select the elements relevant to your module. You will find a PoE template in the back of this guide (Template A).

It should be clear that the PoE is a space for you to show off what you have learned and what your capabilities are – only some of what is in it is compulsory and related directly to your particular WIL. These compulsory elements are marked with an asterisk \* - all the others are to help you keep evidence, in one place, that could help you find a job. The way in which you organise your PoE is one of the skills you may be assessed on.

- 1 A title sheet that contains the following information:•
  - Your name and surname;
  - Your module;
  - Your campus;
  - Your workplace/ NGO or NPO you worked with;
  - Your lecturer/ mentor.
- 2 A copy of your Identity document.
- 3 Your Curriculum Vitae

This is a document you will need when you are looking for a job and it has been discussed in the Work Readiness Programme. Although it is not a requirement in all WIL modules, your lecturer can provide you with constructive feedback if you include it in your PoE.
- 4 Your WIL module summary sheet\*

Here you should insert a summary of the WIL activity you have undertaken – you could use the one from your student manual or you can adapt that to provide more information if you would like to do so.
- 5 Proof that you have completed the “Work Readiness Programme”
- 6 Confirmation letter\*

If your WIL requires a work placement, the original placement confirmation letter must be included.
- 7 Your completed project/ assignment\*
- 8 Your WIL Self-Evaluation Report\* (Template B)
- 9 Your Peer Evaluation Forms (Template C)/ Supervisor Evaluation Forms\* (Template D). Each member of a group must have their own.
- 10 Group based activities\*

Here you should insert any documents related to group-based activities, e.g. minutes of group meetings.



### 11 Industry logbook\*

If your WIL involved a work placement, you would have had to complete a logbook of your daily activities that you should insert here. This must be signed by your mentor/ supervisor and should include a company stamp to indicate authenticity.

### 12 Other Evidence/ Assessment

Here you can insert any other evidence of skills or achievements or additional assessment documents.

Examples of additional evidence could be:

- Proof of any special workshops or tutorials that you attended;
- Academic, social or sporting achievements;
- Proof of your role in campus activities and structures;
- Testimonials;
- Evidence of part-time work;
- Evidence of service or community engagement;
- Awards and certificates.

Examples of additional assessment:

- The assessment done on your work by your workplace mentor.
- Any additional assessment done by your lecturer.

### 13 Declaration of authenticity\* (Template E)

## **2 Presentation Guidelines**

Many of the WIL modules require students to deliver an oral presentation describing their project or activity to their peers and/or lecturer(s). For some students, this will be the first time that they have had to do this. More often than not, they underestimate the time it takes to prepare for a presentation, and how important it is to engage their audience during the presentation. Students may, therefore, find it useful to consider the following questions before preparing their presentations.

### ***2.1 Why Oral Presentations?***

Assessment of WIL requires evidence of the achievement of a number of skills, some of which cannot be demonstrated in formal documents such as the portfolio of evidence (PoE), e.g. oral communication and non-verbal skills such as eye contact, facial expressions, body language, etc. Many of these could impact on the success or failure of the students in the work place. In addition, lecturers sometimes need an opportunity to assess group dynamics and to probe the depth of understanding of related concepts during open discussions with students. Presentations provide the perfect platform for this.

### ***2.2 What May Be Assessed in Oral Presentations?***

There are two (2) main components of oral presentations, viz. a verbal component and a visual component. The verbal component focuses on the oral portion of the presentation during which aspects such as tone, delivery, language and eye contact are assessed.

The visual component includes all other communication aids that are used during the presentation, e.g. transparencies, slides, video clips, posters, hand outs, models, simulations, diagrams, websites, etc. The visual image created by the students themselves may be included here if it is relevant to the environment which is being represented. A typical example would be when a group of students is simulating the presentation of a proposal to a prospective client. In such instances, appropriate dress, posture and body language are important.

PowerPoint slides, in particular, are often used as visual aids in presentations, sometimes effectively, sometimes not. The trick is to ensure that the slides **support** the presentation, but do not **become** the presentation. There are many sites on the internet that provide guidelines to best practice, e.g.:

<[http://www.microsoft.com/atwork/skills/presentations.aspx?WT.mc\\_id=E-mail](http://www.microsoft.com/atwork/skills/presentations.aspx?WT.mc_id=E-mail)>

<<http://www.outstandingpresentations.org>>

<<http://www.the-eggman.com/writings/keystep1.html>>

<[http://www.presentationmagazine.com/Essential\\_presentation\\_skills\\_3\\_Rule\\_of\\_three.htm](http://www.presentationmagazine.com/Essential_presentation_skills_3_Rule_of_three.htm)>

## ***2.3 How is an Oral Presentation Assessed?***

In most cases, the lecturer will use a set of predetermined criteria to assess the presentation. The criteria are presented either on a marking scheme or on a rubric, and should help students to focus on the skills which will be assessed. Students should, therefore, familiarise themselves with the criteria before they begin to plan their presentations.

## 2.4 Presentation Rubric

Name of Student .....

Module: .....

CRITERIA	1 You have learned something – but you are not proving it!	2 You are on the right track but you can do better!	3 Well done!	4 Bravo! You have done exceptionally well!	TOTAL
<b>NON VERBAL SKILLS</b>					
<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Body language</li> <li>• Poise</li> <li>• Dress code</li> </ul>	<ul style="list-style-type: none"> <li>• Makes no attempt to make eye contact</li> <li>• Sits during his/ her part of presentation, unprepared, does not cope with interruptions during presentation</li> <li>• Clothing inappropriate for purpose of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes makes eye contact with one or two members of audience</li> <li>• Tense, anxious, appears defensive, little movement, does not recover well when making mistakes</li> <li>• Not entirely appropriate for purpose of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Makes frequent eye contact with the same people in the audience</li> <li>• Movements enhance delivery, some interaction with audience, recovers quickly and smoothly when mistakes are made</li> <li>• Neat, well-groomed, mostly appropriate for purpose of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Holds attention through direct eye contact with various members of audience</li> <li>• Stands up straight, engaged, interested, positive, interacts with audience, no distracting movements</li> <li>• Professional, well-groomed, entirely appropriate for purpose of presentation</li> </ul>	

<b>VERBAL SKILLS</b>					
<ul style="list-style-type: none"> <li>• Tone</li> <li>• Language</li> <li>• Delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Too loud/ too soft, abrupt, condescending</li> <li>• Inappropriate, in poor taste, mumbles, incorrect pronunciation of terms</li> <li>• Shows no interest in topic or activity/ does not participate in oral part of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot be heard by audience</li> <li>• Unable to articulate ideas</li> <li>• Mumbles, appears distracted or unfocussed, reads notes word for word</li> </ul>	<ul style="list-style-type: none"> <li>• Varies volume and pitch</li> <li>• Correct use and pronunciation of terms</li> <li>• Thoughts are articulated well, uses own words, but unable to keep audience engaged throughout presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Clear, easy to listen to, articulate</li> <li>• Correct and effective use of language</li> <li>• Enthusiastic, relaxed, self-confident, seldom refers to notes, maintains interest of audience throughout presentation</li> </ul>	
<b>VISUAL AIDS</b>					
<ul style="list-style-type: none"> <li>• Physical, e.g. posters, models, charts, etc.</li> <li>• Electronic, e.g. video, computer simulation</li> <li>• PowerPoint slides</li> </ul>	<ul style="list-style-type: none"> <li>• Unrelated to presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Poor, distracts audience, adds nothing to presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Commercially available visual aids, relevant to topic, enhance understanding and explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Original visual aids, relevant to topic, support and enhance understanding and explanation</li> </ul>	

<b>PACE</b>					
<ul style="list-style-type: none"> <li>• Timing</li> <li>• Structure, e.g. introduction, conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation takes much longer than allocated time</li> <li>• Disjointed, unstructured, no introduction and/or conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is too short for allocated time</li> <li>• Audience has difficulty following discussion, content presented haphazardly without appropriate structure</li> </ul>	<ul style="list-style-type: none"> <li>• Length of presentation close to allocated time</li> <li>• Mostly structured, easy to follow in spite of occasional lapses in logical flow</li> </ul>	<ul style="list-style-type: none"> <li>• Length of presentation close to allocated time</li> <li>• Structured, logical flow, accompanied by good explanations that aid understanding</li> </ul>	
<b>SUBJECT KNOWLEDGE</b>					
<ul style="list-style-type: none"> <li>• Concepts</li> <li>• Depth</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of concepts</li> <li>• Is unable to answer any questions, when required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of concepts</li> <li>• Has difficulty answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates adequate understanding of concepts</li> <li>• Able to answer most questions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates deep understanding of concepts</li> <li>• Is able to provide in depth explanations in response to all questions</li> </ul>	

GROUP DYNAMIC					
Interaction with: <ul style="list-style-type: none"> <li>Team members</li> <li>Audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate in presentation</li> <li>Does not respond to feedback (verbal and nonverbal) from audience</li> </ul>	<ul style="list-style-type: none"> <li>Little participation in presentation,</li> <li>Occasionally responds to feedback (verbal and nonverbal) from audience</li> </ul>	<ul style="list-style-type: none"> <li>Participates in presentation, shares responsibilities with peers,</li> <li>Frequently responds to feedback (verbal and nonverbal) from audience</li> </ul>	<ul style="list-style-type: none"> <li>Participates enthusiastically in presentation, supports peers, takes lead when appropriate</li> <li>Smoothly integrates appropriate feedback (verbal and nonverbal) from audience into presentation</li> </ul>	
GENERAL FEEDBACK					
FINAL SCORE					/24

### 3 Templates

#### 3.1 Template A: Portfolio of Evidence

##### Portfolio of Evidence

<b>Name of Student:</b>	
<b>Student Number:</b>	
<b>Names of Group Members:</b>	
<b>Date:</b>	
<b>Programme:</b>	
<b>Campus:</b>	
<b>Workplace/ NGO/ NPO/ campus based:</b>	
<b>Lecturer/ Mentor:</b>	



## **3.2 Template B: Self-Evaluation Report Template**

### **WIL Self Evaluation Report**

The purpose of the WIL Self-Evaluation Report is to provide you with an opportunity to reflect (think about) and evaluate your learning during the WIL. Normally this forms part of your PoE. The report should be:

- Typed;
- On one side of the page only;
- One-and-a-half spacing.

Please leave adequate margins for comments. The questions under some of the following headings are to assist you with this report – feel free to include additional ideas if you have them.

#### **1. Title/ Cover Sheet**

- Student name;
- Learning programme name, and year;
- Name of your campus;
- If this was a work placement, the name of the workplace;
- Mentor's name and position (if a work placement).

#### **2. Table of Contents**

Headings of sections should be used to identify the subject matter and should be numbered. Remember to include appendices and attachments.

#### **3. Introduction**

This should outline ***your understanding and expectations*** of the nature and purpose of the WIL activity.

#### 4. Skills learned

Think about the things you have learned to do during the WIL activity – which of these do you think will assist you when you are working? List the things you have learnt, e.g.

- Practical things you have learned to do;
- Ways you have learned to interact with other people;
- Communication skills.

For each one, state how you think you could use these in the work place.

#### 5. Role in the team

Describe your role in the team, e.g.

- Were you the leader or did you follow?
- Did you do as much or more than others?
- How did you feel about being in the group?
- What did you do when there was conflict in the group?
- Is there anything you have learned about being a member of a group?

#### 6. Time management and planning

For example:

- Did you finish the task on time?
- Was it rushed at the end?
- How did you plan your time?
- Did this work or is there something different you should or could have done?
- Could this have been done differently or better?
- What was good about the way you managed your time and planning?

#### 7. Technology, presentation and information

Answer the following:

- Where did you find the information you needed to do this work?
- What technology did you use?
- How well?
- What else could you have used?
- What would you do differently/ the same if you needed to do this again as far as the use of technology and presentations goes?

**8. Strengths and areas to do better (weaknesses)**

For example:

- What did you do really well?
- How do you know you did this well?
- What did you not do that well?
- What would you do differently next time and why?

**9. Mentor or supervisor**

Describe your relationship with the WIL coordinator or the mentor in the workplace, e.g.

- What part of this relationship worked well for you and what did not?
- How could you have made the relationship better or stronger?

**10. Impact**

This refers to your contributions to the activity, e.g.

- How do you think others (the organisation, others in your group, the simulated workplace) benefitted from the work you did?
- Could you have had a greater impact? How?

## 11. Overall evaluation

		Never	Seldom	Sometimes	Frequently	Always
		1	2	3	4	5
<b>My personal work</b>						
1.	I contributed with good ideas that added value to the project					
2.	I performed my tasks in line with what was expected of me					
3.	I produced high quality work.					
4.	I managed my own time well and met deadlines					
<b>My work as part of a team (when relevant)</b>						
5.	I accepted responsibility for a fair part of the tasks					
6.	I was an enthusiastic member of my team.					
7.	I helped others to be successful					
8.	I worked well with others.					
<b>Sub-totals</b>						

- How did this evaluation compare with the evaluations done by your team members? Are you surprised?

## 12. Conclusion

Summarise the most important things you have learned – these should be things you have discussed above.

---

**STUDENT SIGNATURE**

---

**DATE**

### 3.3 Template C: Peer Evaluation Form

#### Peer Evaluation

Name of student being evaluated:		Never	Seldom	Sometimes	Frequently	Always
Name of student doing evaluation:		1	2	3	4	5
<b>The student's personal work</b>						
1.	He/she contributed with good ideas that added value to the project					
2.	He/she performed his or her tasks in line with what was expected of him/her					
3.	He/she produced high quality work.					
4.	He/she managed his/her own time well and met deadlines					
<b>The student's work as part of a team (when relevant)</b>						
5.	He/she accepted responsibility for a fair part of the tasks					
6.	He/she was an enthusiastic member of my team.					
7.	He/she helped others to be successful					
8.	He/she worked well with others.					
<b>Sub-totals</b>						

### 3.4 Template D: Supervisor or Coordinator Evaluation Report

#### Evaluation of Student by Supervisor or Coordinator

Name of student being evaluated:		Never	Seldom	Sometimes	Frequently	Always
Name of person doing evaluation:		1	2	3	4	5
<b>The student's personal work</b>						
1.	He/she contributed with good ideas that added value to the project					
2.	He/she performed his or her tasks in line with what was expected of him/her					
3.	He/she produced high quality work.					
4.	He/she managed his/her own time well and met deadlines					
<b>The student's work as part of a team (when relevant)</b>						
5.	He/she accepted responsibility for a fair part of the tasks					
6.	He/she was an enthusiastic member of the team.					
7.	He/she helped others to be successful					
8.	He/she worked well with others.					
<b>Sub-totals</b>						

### **3.5 Template E: Declaration of Authenticity**

## Declaration of authenticity

I, \_\_\_\_\_ ID Number, \_\_\_\_\_  
hereby declare that the portfolio and any evidence included therein has been  
completed by me.

\_\_\_\_\_  
**STUDENT SIGNATURE**

\_\_\_\_\_  
**DATE**

## 4 Summary Sheet

ITEM	DESCRIPTION
<b>Faculty:</b>	Information Technology
<b>Programme:</b>	Diploma in IT in Network Management
<b>Credits:</b>	20
<b>Hours:</b>	200
<b>Co-/ Prerequisites:</b>	Prerequisite: Work Readiness Programme.
<b>Type of WIL:</b>	Project
<b>Group/ Individual Work:</b>	Group: three (3) – five (5) members and individual
<b>Assessment Structure:</b>	<p>Project Mark: 75%</p> <p>Peer and Self Evaluation: 15%</p> <p>Mid-point submission: 5%</p> <p>Attendance: 5%</p> <p>The pass mark for this Work Integrated Learning module is 50%</p>
<b>Module Purpose:</b>	<p>This module requires you to integrate their acquired knowledge and skills to identify a problem or practice to improve related to IT Management.</p> <p>Analyse the area for improvement and propose a solution, using generally accepted Project Management principles.</p>
<b>Outcomes:</b>	<p>Successful completion of this module requires you to:</p> <p>MO1 Analyse a business scenario within an identified organisation to determine the areas of concern.</p> <p>MO2 Investigate possible IT solutions to the identified concerns in the organisation.</p> <p>MO3 Propose complete solution plans with documentation based on the designed solutions.</p> <p>MO4 Apply the principles and concepts of IT project management to implement the determined solutions.</p>



ITEM	DESCRIPTION
<b>Summary of Activities:</b>	<p>Project: You are required to identify an organisation that requires IT Network solution recommendations. Thereafter, you must draft the documentation required to change the IT solution to resolve existing IT concerns. Including:</p> <ul style="list-style-type: none"> <li>• Agreed upon project charter with an identified organisation to make recommendations for improvement in one (1) aspect of their business, related to their IT Network solution;</li> <li>• Organisation overview document;</li> <li>• Business processes IT Network mapping;</li> <li>• Top 20 IT Network concerns;</li> <li>• IT Network solution change recommendations;</li> <li>• Rollout project plan;</li> <li>• Organisation feedback from recommendations;</li> <li>• Presentation of the project consisting of a PowerPoint slide show;</li> <li>• Submission of documents on CD containing the developed documents;</li> <li>• Presentation.</li> </ul>
<b>Tools &amp; Resources</b>	<ul style="list-style-type: none"> <li>• Project Management software;</li> <li>• Hardware: <ul style="list-style-type: none"> <li>○ Lab/ s for development of the Networking parts of the project;</li> <li>○ Projector (Presentation);</li> <li>○ Storage Media: CD.</li> </ul> </li> <li>• Software: <ul style="list-style-type: none"> <li>○ Microsoft PowerPoint;</li> <li>○ Microsoft Visio (Floor plans and network diagrams);</li> <li>○ Microsoft Word (Documentation);</li> <li>○ Virtual Box (to simulate the solution on the disk handed in)</li> </ul> </li> </ul>

ITEM	DESCRIPTION
	<ul style="list-style-type: none"> <li>• Printing and stationery</li> </ul>
<b>Additional Information</b>	<p>Focus on the actual activities. Please refer to the pacer and use the sessions as a weekly guide, e.g. Session 1 is Week 1.</p> <p>Final deadlines are as follows:</p> <p><u>Week 10</u>: Final completed student portfolios must be submitted by the end of week 10. This means that the final activity must be completed by week 9. This will allow you a week for the final compilation of the portfolio.</p> <p><u>Week 11</u>: Feedback on portfolios to be given to you by your lecturer and final changes made.</p> <p><u>Week 12</u>: Lecturer to submit the final assessed portfolios and marking sheets.</p>

## 5 Learning Framework

### 5.1 Project: Provide Network Management Recommendations to an Identified Organisation

#### 5.1.1 Overview

To ensure that you have a solid understanding of your diploma in Network Management, you are now required to use all the skills that you have attained to help an organisation with their IT Network solution. In doing this, you are required to recommend changes to their current IT Network solution. Any changes recommended must provide support to facilitate business processes. In other words, you must convince the organisation that your recommended IT Network changes will improve their business processes efficiency and reliability.

The outline of your duties as an outsourced IT management group is:

	Duty	Completed?
1.	Develop and agree to a project charter with an organisation. <u>Submit:</u> Organisation overview document; and Project charter;	
2.	Create a project plan for your group to follow for the project. <u>Submit:</u> Group project plan.	
3.	Document the organisation's current IT Network situation and how they use IT to perform their day-to-day duties (business functions and processes). <u>Submit:</u> Business processes IT Network mapping.	
4.	Identify shortcomings of the current IT Network solution. <u>Submit:</u> Top 20 IT concerns and/ or opportunities which they have not leveraged.	
5.	Create recommendations to change the organisation's IT Network solution to improve business processes efficiency and reliability. <u>Submit:</u> Network solution change recommendations.	
6.	Develop a rollout project plan for the agreed IT Network solution change recommendations. <u>Submit:</u> Rollout project plan and organisation feedback from recommendations.	

### 5.1.2 Your duties as an outsourced IT management group

1. Develop and agree to a project charter with an organisation: Your first and most important objective is to identify an organisation that has an IT infrastructure that has scope for you as an IT Network management group to recommend changes to their IT solution that will facilitate and add value to their current business processes. Ensure the following:
  - The identified organisation currently has an IT Network solution that supports their business processes.
  - The organisation's IT Network solution may consist (or have a possibility to consist) of but not limited to:
    - Hardware (examples: Desktops; Laptops; Servers; etc.);
    - System/ Application software;
    - Policies/ SOPs (example: continuity plan);
    - Network setup (including: hardware and software);
    - Outsourced services (example: website hosting; support; etc.); and
    - Any other IT that facilitates the organisation's business processes.
2. Write an organisation overview document that includes (maximum of 10 pages):
  - The organisation details: Name, physical address, contact person, contact details;
  - An overview of the purpose of the organisation;
  - Preliminary overview of IT Network solution and;
  - Initial IT Network concerns voiced by the organisation.
3. Create a project charter document that indicates the initial reasoning for the project. The project charter should not be longer than five (5) pages. Refer to the project charter template at:  
<http://www.projectmanagementdocs.com/templates/project-charter.html>

Note:

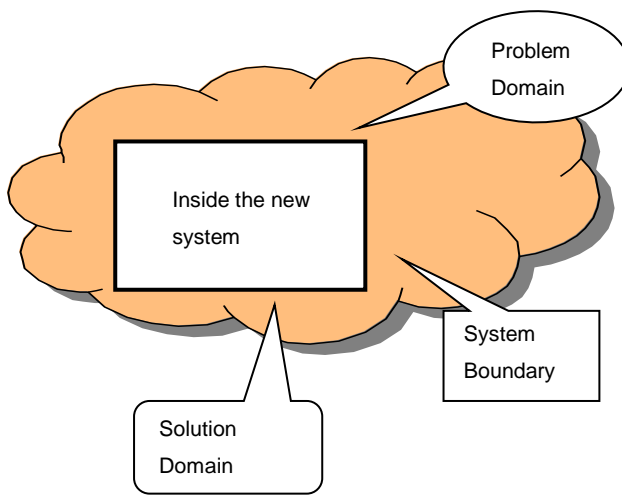
- The project charter must be checked by your lecturer first before obtaining agreement from the organisation.
- The purpose indicated in the project charter must note that the project is for recommendation purposes only.

4. Create a project plan for your group to follow for the project: Once you have chosen an organisation and have performed a preliminary investigation, it is vital to create a project plan for your group to follow for the duration of the project. Refer to the pacer for further information.
5. Document the organisation's current IT Network situation and how they use IT Network to perform their day-to-day duties (business functions and processes): It is vital to identify the various business functions and processes. Thereafter, you must identify how the current IT Network solution supports the various business processes that you have identified. In other words, map the various IT components (examples mentioned in point 1 above) used to facilitate identified business processes.
6. Identify shortcomings of the current IT Network solution. Based on the business process IT Network solution mapping, determine the top 20 IT Network solution concerns, and/ or opportunities which they have not leveraged, that could be changed to support business process more efficiently and reliably. In other words, do all the employees of the organisation have all the necessary resources to complete the business processes efficiently and reliably? Do employees complain that they cannot perform their duties well because of the current IT Network solution? How can you change the solution to address identified concerns?
7. Create recommendations to change the organisations IT Network solutions to improve business processes efficiency and reliability: Identify IT Network solution components that should be created/ changed/ purchased/ outsourced to address the concerns identified in point 3 above. Explain how your recommendations will resolve the identified concerns. Also, provide estimated costs and the potential return of investment for the changes. This document should be no longer than 30 pages.
8. Develop a rollout project plan for the agreed IT Network solution change recommendations: Based upon agreed identified required changes, develop a rollout plan. The plan must suit the organisation's projected budgets and required timelines. This document must include a WBS and Gantt chart as well as a description of how the changes can be implemented.

## 6 Pacer

SESSION/ STEP	MILESTONE	TASK
1 – 2	<b>Names of team members and clarification of documents</b>	<ul style="list-style-type: none"> <li>• Introduction to each of the following documents: <ul style="list-style-type: none"> <li>○ Student Manual;</li> <li>○ Project (External Organisation);</li> <li>○ Project planning specifications;</li> <li>○ Project requirements analysis specifications;</li> <li>○ Project design specifications;</li> <li>○ Project implementation criteria;</li> <li>○ Project presentation specifications.</li> </ul> </li> <li>• Explanation of the importance of: <ul style="list-style-type: none"> <li>○ Participation;</li> <li>○ Attendance;</li> <li>○ Responsibilities;</li> <li>○ Milestones/ deliverables.</li> </ul> </li> <li>• Appoint the team leader and secretary.</li> </ul>
3 – 6	<b>Choosing your stakeholder/ organisation and initial investigation</b>	<ul style="list-style-type: none"> <li>• The choice of stakeholder is of <u>utmost</u> importance. You must choose an organisation to support that has sufficient scope and is appropriate to DITM students. The chosen organisation must: <ul style="list-style-type: none"> <li>○ Use IT to support their business;</li> <li>○ Be able to provide you with sufficient information about their current basic business process;</li> <li>○ Be able to explain how they use their current IT solution with their business processes;</li> </ul> </li> </ul>

SESSION/ STEP	MILESTONE	TASK
		<ul style="list-style-type: none"> <li>○ Be willing to agree to a project charter. In other words, the organisation must be willing to work with you in such that they are able to identify where the IT situation can be improved to enable more efficient and reliable business processes.</li> <li>• Although an agreement with the organisation needs to be made, this is for recommendation purposes only; and the organisation must be made aware that they can use the recommendations as they see fit.</li> <li>• The choice of organisation is also important when it comes to discussing their business processes and their IT situation. Choose an organisation that is willing to provide you with basic business process information. In other words, it will be problematic to choose an organisation that does not want you to know how they operate.</li> <li>• Discuss how the overview of the organisation should be documented. Refer to section 5.1.2. (Above).</li> <li>• Discuss project charters and the kind of information that is required.</li> <li>• Discuss the process whereby all stakeholders in this project (organisation members, students, and lecturer) must agree to the project charter.</li> <li>• You need to explain the concepts of project phases, milestones, and deliverables.</li> </ul>

SESSION/ STEP	MILESTONE	TASK								
7 – 8	Project Plan Document	<ul style="list-style-type: none"><li>Examples of milestones in project development are the completion of the project planning phase (deliverable is the Project Plan Document); the completion of the analysis phase (deliverable is the Analysis and Requirements document).</li></ul> <div></div> <ul style="list-style-type: none"><li>Students identify the tasks involved in project.</li><li>These are major activities taking a number of days to complete – e.g. analysing the current system; identifying the functions of the system; preparing feasibility report, etc.</li><li>Once the tasks have been identified, students must create a task breakdown structure (TBS).</li></ul> <p>The table has the following structure:</p> <table><tr><th>Identification of the task (number)</th><th>Description of the task</th><th>Person responsible for the task</th><th>Duration of the task in time units</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li></li></ul>	Identification of the task (number)	Description of the task	Person responsible for the task	Duration of the task in time units				
Identification of the task (number)	Description of the task	Person responsible for the task	Duration of the task in time units							



SESSION/ STEP	MILESTONE	TASK
		<ul style="list-style-type: none"> <li>• The TBS can be used as a first cut budgeting facility in which monetary values are assigned to each task and then added up to produce an estimated expenditure for the complete project. This value only reflects the labour involved in the project – no other costs are reflected.</li> <li>• You must realise the importance of technical feasibility. This refers to the resources available for the project, and includes Virtual PC, MS Word, and PowerPoint.</li> <li>• You will need a working knowledge of the resources and how to use each one.</li> <li>• You will need to discuss the meaning of economic feasibility and why it is required. No project can be accepted if there is not enough money available to pay the participants.</li> <li>• You have to use the TBS table to draw up a budget for labour costs. You must identify things that may go wrong during the development of your system – this is called risk management.</li> <li>• Use everyday examples to explain what risks are all about, e.g. what is the risk of being hit by a meteorite from space, what is the risk of being involved in some incident?</li> </ul>

SESSION/ STEP	MILESTONE	TASK
		<ul style="list-style-type: none"> <li>• In calculating a risk, there are three (3) factors involved: <ul style="list-style-type: none"> <li>○ The time frame during which the incident may be expected – within one (1) day, one (1) year, 100 years, 1 000 years, or longer?</li> <li>○ What is the probability that it will occur? Is it very unlikely, likely, doubtful, possible, sure, certain? Usually a percentage probability is assigned, e.g. the probability that a meteorite will hit me in my lifetime is less than 0.000000001%; the probability that the hard drive of my PC will crash during the next six (6) months is 0.1%, etc.</li> <li>○ The loss (in terms of money) if the risk incident occurs within a certain period, e.g. if my disk packs up, I can buy a new one for R1 000, but what about the loss of data?</li> </ul> </li> <li>• To determine the total impact of a risk incident, use the following formula: <ul style="list-style-type: none"> <li>○ <math>R = [P * C]t</math>, where R is the risk, P is the probability of the risk occurring, C is the costs involved (the loss) and t is the time span.</li> <li>○ Example: the risk of losing a hard disk is <math>R = 0.1 * 1\,000 = R100</math></li> </ul> </li> <li>• It is very difficult to assess the probabilities and costs. It may be easier to use a table with the following probabilities/ costs assigned:</li> </ul>

SESSION/ STEP	MILESTONE	TASK																																				
		<div>Table for risk: &lt;risk name&gt;</div> <table><tr><th>Probability / Cost → ↓</th><th>Very low</th><th>Low</th><th>Mediu m</th><th>High</th><th>Very high</th></tr><tr><td>Very low</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Low</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Medium</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>High</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Very high</td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>• Risk management should result in identifying measures to deal with the risk:<ul style="list-style-type: none"><li>○ I can ignore the risk (Probability and Loss are low);</li><li>○ I can take passive measures (take out insurance) (Probability and loss are medium);</li><li>○ I can take active measures (make backups of my disk) (Probability and loss are high);</li><li>○ I can prevent the risk (make sure it does not happen – if you are afraid of a plane crash, do not fly again!) (Probability or loss is very high).</li></ul></li><li>• There are different types of risks:<ul style="list-style-type: none"><li>○ People risks: A team member can resign.</li><li>○ Project risks: Your project is not acceptable to the stakeholders; your solution is outdated; your competition has a more advanced system on the market.</li></ul></li></ul>	Probability / Cost → ↓	Very low	Low	Mediu m	High	Very high	Very low						Low						Medium						High						Very high					
Probability / Cost → ↓	Very low	Low	Mediu m	High	Very high																																	
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Medium																																						
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SESSION/ STEP	MILESTONE	TASK
		<ul style="list-style-type: none"> <li>○ Equipment risks: Your computer/ disks may be stolen; can break.</li> <li>○ Economical risks: You have cash flow problems.</li> <li>○ Technical risks: Your technical abilities fall short – you do not know enough.</li> <li>• You have to prepare parts of the Project Plan document during the course of the week.</li> </ul>
<b>9 - 10</b>	<b>Monitor student progress</b>	<ul style="list-style-type: none"> <li>• Monitor your progress.</li> <li>• Outstanding problems (technical and personal) have to be resolved.</li> <li>• The criteria document used to assess the presentation has to be discussed in the team meetings.</li> </ul>
<b>11 – 14</b>	<b>Business process IT mapping</b>	<ul style="list-style-type: none"> <li>• Discuss how to identify business processes within an organisation.</li> <li>• Discuss how to identify IT solutions and how to map them to the identified business processes.</li> <li>• Discuss the various methodologies for mapping business processes and IT. Every business process can be broken down into tasks. Each task performed can be facilitated by using some elements of IT. The important task here is to identify the IT elements used in each task of the business process. This may be difficult since many organisations do not always realise how much IT assists them in their day-to-day tasks.</li> </ul>

SESSION/ STEP	MILESTONE	TASK
		<ul style="list-style-type: none"> <li>Note that the objective is not to redesign the organisation's business process, but rather to identify where IT elements can be used to improve the efficiency of the current business processes.</li> <li>Ultimately, you are required to create an explanation for how the organisation uses IT to drive/ monitor/ control/ manage/ steer their business and business processes is required.</li> <li>Modelling starts with the structuring of a business process into sub-processes. Each sub-process is analysed in order to identify the IT related: <ul style="list-style-type: none"> <li>components,</li> <li>services,</li> <li>data inputs and outputs,</li> <li>policies, and</li> <li>measurements.</li> </ul> </li> </ul>
15 - 16	<b>Monitor student progress</b>	<ul style="list-style-type: none"> <li>Monitor your progress.</li> <li>Outstanding problems (technical and personal) have to be resolved.</li> <li>The criteria document used to assess the presentation has to be discussed in the team meetings.</li> </ul>
16 - 20	<b>shortcomings/ concerns of IT current situation</b>	<ul style="list-style-type: none"> <li>Discuss how IT can facilitate various types of business processes. This needs to be discussed in general terms since each group will have a different organisation to study.</li> </ul>

SESSION/ STEP	MILESTONE	TASK
		<ul style="list-style-type: none"> <li>• Discuss typical business processes where IT is used but does not offer the support it should. In other words, discuss where IT becomes a hindrance rather than a facilitator for the business processes.</li> <li>• Discuss typical areas where IT is not used but can be used.</li> <li>• Based upon the business process IT mapping, discuss how to identify where IT causes a hindrance.</li> <li>• Gaps where IT can or should be used to facilitate business process must be discussed.</li> <li>• Remember that IT in this WIL applies to the full spectrum of examples listed in 4.1.2. Point 1.</li> <li>• All such shortcomings must be discussed with the organisation.</li> </ul>
21 - 22	<b>Monitor student progress</b>	<ul style="list-style-type: none"> <li>• Monitor your progress.</li> <li>• Outstanding problems (technical and personal) have to be resolved.</li> <li>• The criteria document used to assess the presentation has to be discussed in the team meetings.</li> </ul>
23 - 26	<b>Creating recommendations</b>	<ul style="list-style-type: none"> <li>• Based upon the identified shortcomings, solutions need to be identified.</li> <li>• Discuss typical shortcomings and typical remedies/ changes.</li> <li>• Discuss that each organisation is different and that recommendations will differ depending upon the specific business process and business.</li> </ul>

SESSION/ STEP	MILESTONE	TASK
		<ul style="list-style-type: none"> <li>• Typical recommendations would relate to:               <ul style="list-style-type: none"> <li>○ Hardware (examples: Desktops; Laptops; Servers; etc.);</li> <li>○ System/ Application software;</li> <li>○ Policies/ SOPs (example: continuity plan);</li> <li>○ Network setup (including: hardware and software);</li> <li>○ Outsourced services (example: website hosting; support; etc.); and</li> <li>○ Any other IT that facilitates the organisation's business processes.</li> </ul> </li> <li>• Recommendations can be created/ changed/ purchased/ outsourced/ insourced/ self-sourced.</li> <li>• Discuss how and why recommendations must be motivated. (why the change will facilitate the business process, estimated cost, potential ROI).</li> <li>• Discuss assessing the impact, cost, benefit, and risk of proposed changes.</li> <li>• Discuss how groups are to present the potential recommendations with their chosen organisation. Feedback from the organisations must be documented.</li> <li>• Note that more than one feedback session with the organisation will be required.</li> <li>• A final recommendation list must be created based upon the agreed recommended changes with the organisation.</li> </ul>

SESSION/ STEP	MILESTONE	TASK
28 – 31	Monitor student progress	<ul style="list-style-type: none"> <li>• Monitor your progress.</li> <li>• Outstanding problems (technical and personal) have to be resolved.</li> <li>• The criteria document used to assess the presentation has to be discussed in the team meetings.</li> <li>• <u>Extra time should be spent with groups individually discussing the identified concerns and potential recommendations.</u></li> </ul>
32 - 35	Rollout plan	<ul style="list-style-type: none"> <li>• Discuss how the project plan can be developed for rolling out the agreed recommended changes.</li> <li>• The plan must suit the organisation's projected budgets and required timelines. This document must include a WBS and Gantt chart as well as a description of how the changes can be implemented.</li> <li>• Explain that the rollout plan must be presented to the organisation and that all feedback must be documented.</li> <li>• Documentation will be similar to the group project plan.</li> </ul>
36 - 45	Monitor student progress	<ul style="list-style-type: none"> <li>• Monitor your progress.</li> <li>• Outstanding problems (technical and personal) have to be resolved.</li> <li>• The criteria document used to assess the presentation has to be discussed in the team meetings.</li> <li>• These sessions are for personal group time with the lecturer. The groups must book appointments with the lecturer for at least two (2) meetings during this time for final discussions on all work done to this point.</li> </ul>



SESSION/ STEP	MILESTONE	TASK
46	<b>Presentation of the work completed</b>	<ul style="list-style-type: none"><li>• They must be appropriately dressed in typical office clothes.</li><li>• The team members are introduced to the lecturer and moderator.</li><li>• The presentation starts with the PowerPoint slides.</li><li>• The team members complete peer evaluation forms.</li><li>• Marks are allocated as per mark rubrics</li></ul>

## 7 Marking Scheme/ Rubric

Outcomes	Submission/ Format	Weighting	Final Mark Weighted
Organisation overview; and Project charter	Document	10%	70%
Group project plan	Document	10%	
Business processes IT Network mapping	Document	20%	
Top 20 IT Network concerns	Document	20%	
IT Network solution change recommendations	Document	20%	
Rollout project plan and organisation feedback.	Document	10%	
Presentation and Demo	Presentation Criteria: (PowerPoint: Slides) CVs, Minutes and labelled CD including all developed work.	10%	
Group work	2. POE 3. Attendance 4. Compliance Marks	10% 05% 05%	20%
Reflective report	5. Reflective Report Criteria; (Logbook or Diary as evidence)	10%	10%
<b>TOTAL</b>		<b>100</b>	<b>100%</b>

**Take Note:****Assessment Part 1: Project mark = 75% of Total Mark****Assessment Part 2: POE, Peer and Self-Evaluation = 20% of Total Mark**

- Portfolio of Evidence (10%);
- Use the self-evaluation to determine your strengths and weaknesses (5%);
- Use the peer evaluation form to evaluate team members (5);
- Each student completes a form assessing the other team members.

**Assessment Part 3: Mid-point submission = 5% of Total Mark**

- The midpoint submission will be against a checklist of the PoE;
- Submit draft documents (as outlined in the checklist), no matter what the quality.

**Assessment Part 4: Attendance = 5% of Total Mark**

- Attendance at a minimum of 80% of scheduled sessions and sessions organised by groups working together.

**Criteria Descriptors**

All mark allocations are multiples of five (5), a mark must be given and thereafter multiplied by the weighting e.g. a mark allocation of 25 would be 5 x 5; if 3 is awarded it must be multiplied by 5 and the mark for the item would be 15/25.

**Mark allocations of multiples of 5:**

- 5 = Outstanding Achievement;
- 3 = Adequate Achievement;
- 1 = Inadequate Achievement;
- 0 = Not Attempted.

## 7.1 Project Plan Marking Scheme

Group Name:

No. of group members:

No	Module Component/ Description	Marks	Weighting	Final Mark Weighting	Student Mark
01x	Organisation overview; and Project charter	100	10	70	
02x	Group project plan	100	10		
03x	Business processes IT Network mapping	100	20		
04x	Top 20 IT Network concerns	100	20		
05x	IT Network solution change recommendations	100	20		
06x	Rollout project plan; and organisation feedback.	100	10		
07x	Presentation and Demo	100	10		
080	Group work and PoE	100	10	20	
081	Group work and PoE		5		
082	Group work and PoE		5		
090	Reflective report	100	10	10	
Comment:				<b>TOTAL (%)</b>	

GROUP MEMBERS:

## Work Integrated Learning - Organisation Overview and Project Charter

Group:

MO1 Objectives	Description	Mark Allocation	Group Mark	Comment
011	<b>Project charter</b>	<b>50</b>		
	Front page correct	5 x 1 = 5		
	Formally authorise the project	5 x 1 = 5		
	Project Scope	5 x 2 = 10		
	summary milestone schedule	5 x 3 = 15		
	Budget	5 x 2 = 10		
	All stakeholders agree	5 x 1 = 5		
012	<b>Organisation overview</b>	<b>40</b>		
	Organisation details	5 x 1 = 5		
	Purpose of organisation complete	5 x 2 = 10		
	Organisation IT Network solution overview complete	5 x 2 = 10		
	Initial IT Network concerns (relevant/ complete)	5 x 3 = 15		
013	<b>Project charter and organisation overview</b>	<b>10</b>		
	Both documents support each other	5 x 2 = 10		
	<b>TOTAL</b>	<b>100</b>		
Weighted Marks		10		

## Work Integrated Learning - Group Project Plan

Group: \_\_\_\_\_

MO2 Objectives	Description	Mark	Group Mark	Comment
021	Executive Summary	5 x 2 = 10		
022	Milestones and Deliverables	5 x 2 = 10		
023	Work Breakdown Structure	5 x 5 = 25		
024	Risk Management	5 x 5 = 25		
025	Technical Feasibility	5 x 2 = 10		
026	Economic Feasibility	5 x 2 = 10		
027	Annexure: WBS + Gantt Chart and Project Charter	5 x 1 = 5		
027	Annexure: Project Reports (MS Project)	5 x 1 = 5		
	<b>TOTAL</b>	<b>100</b>		
<b>Weighted Mark</b>		/10		

**Work Integrated Learning - Business Processes IT Network Mapping****Group:**

<b>MO3 Objectives</b>	<b>Description</b>	<b>Mark Allocation</b>	<b>Group Mark</b>	<b>Comment</b>
<b>031</b>	<b>Business processes</b>	<b>50</b>		
	Width (Number of business processes covered)	5 x 4 = 20		
	Depth (The detail to which the process are covered)	5 x 4 = 20		
	Consistent terminology/ charts used	5 x 2 = 10		
<b>032</b>	<b>IT Network Mapping</b>	<b>50</b>		
	Width (Number of types of IT technologies mapped to the business processes)	5 x 4 = 20		
	Depth (The detail to which the technologies are mapped to the business processes)	5 x 4 = 20		
	Consistent mapping	5 x 2 = 10		
	<b>TOTAL</b>	<b>100</b>		
	Weighted Marks	20		

**WORK INTEGRATED LEARNING - TOP 20 IT NETWORK CONCERNS****Group:**

<b>MO4 Objectives</b>	<b>Description</b>	<b>Mark Allocation</b>	<b>Group Mark</b>	<b>Comment</b>
<b>041</b>	<b>Top 20 IT Network concerns</b>	<b>100</b>		
	Variety of concerns (Types)	5 x 5 = 25		
	Identification where IT is not present to support business processes.	5 x 5 = 25		
	Identification where IT causes a hindrance to business processes.	5 x 5 = 25		
	All concerns are relevant to business process IT mapping and organisation overview documents.	5 x 5 = 25		
	<b>TOTAL</b>	<b>100</b>		
Weighted Marks		20		



**Work Integrated Learning - IT Network Solution Change Recommendations**

Group:

<b>MO5 Objectives</b>	<b>Description</b>	<b>Mark Allocation</b>	<b>Group Mark</b>	<b>Comment</b>
<b>051</b>	<b>Recommended changes</b>	<b>40</b>		
	Width (Number of recommended changes identified)	5 x 4 = 20		
	Depth (The detail of the recommended changes)	5 x 4 = 20		
<b>052</b>	<b>Motivation for changes</b>	<b>40</b>		
	Relevant reasons given for each change	5 x 4 = 20		
	The assessment of each change (impact, cost, benefit and risk of proposed changes)	5 x 4 = 20		
<b>053</b>	<b>Feedback from organisation</b>	<b>20</b>		
	Documented feedback from organisation	5 x 4 = 20		
	<b>TOTAL</b>	<b>100</b>		
	<b>FINAL MARK %</b>	<b>20</b>		

**WORK INTEGRATED LEARNING - ROLLOUT PROJECT PLAN; AND ORGANISATION FEEDBACK****Group:** \_\_\_\_\_

<b>MO6 Objectives</b>	<b>Description</b>	<b>Mark</b>	<b>Group Mark</b>	<b>Comment</b>
061	Executive Summary	5 x 2 = 10		
062	Milestones and Deliverables	5 x 2 = 10		
063	Work Breakdown Structure	5 x 3 = 15		
064	Risk Management	5 x 3 = 15		
065	Technical Feasibility	5 x 2 = 10		
066	Economic Feasibility	5 x 2 = 10		
067	Annexure: WBS + Gantt Chart and Project Charter	5 x 1 = 5		
068	Annexure: Project Reports (MS Project)	5 x 1 = 5		
069	Organisation feedback for planned rollout	5 x 4 = 20		
	<b>Total</b>	100		
	<b>Weighted Mark</b>	/10		

**MO 070 WIL Presentation****GROUP NAME:** \_\_\_\_\_**ASSESSOR:** \_\_\_\_\_

Skill Code	Criteria	1	2	3	4	Total
		You have learnt something – but you are not proving it!	You are on the right track but you can do better!	Well done!	Bravo! You have done exceptionally well!	
INTRODUCTION						
1	Purpose of the presentation. (the client, problem and phases)	Makes no attempt to introduce and explain the purpose of the presentation.	Vaguely introduces and partially explains the purpose of the presentation.	Adequately introduces and explain the purpose of the presentation.	Outstandingly introduces and effectively explains the purpose of the presentation.	
2	Introduction of team.	The team is inadequately introduced and presented.	The team is introduced but inadequately presented.	The team is adequately introduced and presented.	The team is outstandingly and effectively introduced and presented.	

<b>NON-VERBAL SKILLS</b>						
3	Eye contact.	Makes no attempt to make eye contact.	Sometimes makes eye contact with one (1) or two (2) members of audience.	Makes frequent eye contact with the same people in the audience.	Holds attention through direct eye contact with various members of audience.	
4	Body language and Poise.	Sits during his/ her part of presentation, unprepared, does not cope with interruptions during presentation.	Tense, anxious, appears defensive, little movement, does not recover well when making mistakes.	Movements enhance delivery, some interaction with audience, recovers quickly and smoothly when mistakes are made.	Stands up straight, engaged, interested, positive, interacts with audience, no distracting movements.	
5	Dress code.	Clothing inappropriate for purpose of presentation.	Not entirely appropriate for purpose of presentation.	Neat, well groomed, mostly appropriate for purpose of presentation.	Professional, well-groomed, entirely appropriate for purpose of presentation.	

<b>VERBAL SKILLS</b>						
6	Tone	Too loud/ too soft, abrupt, condescending.	Cannot be heard by audience.	Varies volume and pitch.	Clear, easy to listen to, articulate.	
7	Language.	Inappropriate, poor taste, mumbles, incorrect pronunciation of terms.	Unable to articulate ideas.	Correct use and pronunciation of terms.	Correct and effective use of language.	
8	Delivery.	Shows no interest in topic or activity/ does not participate in oral part of presentation.	Mumbles, appears distracted or unfocussed, reads notes word for word.	Thoughts articulated well, uses own words, but unable to keep audience engaged throughout presentation.	Enthusiastic, relaxed, self-confident, seldom refers to notes, maintains interest of audience throughout presentation.	

<b>VISUAL AIDS</b>						
9	Physical, e.g. posters, models, charts, manuals, documentation, etc.	Unrelated to presentation.	Poor, distracts audience, adds nothing to presentation.	Commercially available visual aids, relevant to topic, enhance understanding and explanation.	Original visual aids, relevant to topic, support and enhance understanding and explanation.	
10	Electronic, e.g. video, computer simulation.	Unrelated to presentation.	Poor, distracts audience, adds nothing to presentation.	Commercially available visual aids, relevant to topic, enhance understanding and explanation.	Original visual aids, relevant to topic, support and enhance understanding and explanation.	
11	PowerPoint slides (layout of overheads).	Unrelated to presentation.	Poor, distracts audience, adds nothing to presentation.	Commercially available visual aids, relevant to topic, enhance understanding and explanation.	Original visual aids, relevant to topic, support and enhance understanding and explanation.	

<b>PACE</b>						
12	Timing.	Presentation takes much longer than allocated time.	Presentation is not long enough.	Length of presentation close to allocated time.	Length of presentation close to allocated time.	
13	Structure, e.g. introduction, conclusion, and Systematic.	Disjointed, unstructured, no introduction and/or conclusion.	Audience has difficulty following discussion, content presented haphazardly without appropriate structure.	Mostly structured, easy to follow in spite of occasional lapses in logical flow.	Structured, logical flow, accompanied by good explanations that aid understanding.	
<b>SUBJECT KNOWLEDGE</b>						
	<b>Presentation of the Planning Phase</b>					
14	The role players.	Demonstrates inadequate evidence that role players were sufficiently and effectively planned.	Demonstrates partial evidence that the role players were sufficiently and effectively planned is demonstrated.	Demonstrates adequate evidence that the role players were sufficiently and effectively planned.	Demonstrates outstanding evidence that the role players were sufficiently and adequately planned.	

Presentation of the Planning Phase (Continued)						
15	Milestones and deliverables.	Little or no milestones were highlighted <u>and/ or</u> Little or no deliverables were highlighted.	Partially highlights milestones <u>and/or</u> partially highlights deliverables.	Adequately highlights milestones <u>and</u> adequately highlights deliverables.	Outstandingly and effectively highlights milestones <u>and</u> outstandingly and effectively highlights deliverables.	
16	Tasks involved in the project.	Inadequately lists and explains the tasks.	Adequately, however, partially lists and explains the tasks.	Adequately lists and explains the tasks.	Outstandingly and resourcefully lists and explains the tasks.	
17	Technical feasibility.	Demonstrates inadequate evidence that the hardware, software and its availability was sufficiently and effectively planned.	Demonstrates adequate, however partial evidence that the hardware, software and its availability was sufficiently and effectively planned.	Demonstrates adequate evidence that the hardware, software and its availability was sufficiently and effectively planned.	Demonstrates exceptional evidence that the hardware, software and its availability was sufficiently and effectively planned.	



<b>Presentation of the Planning Phase (Continued)</b>						
18	Economic feasibility.	Demonstrates inadequate evidence that cost estimation, budgeting and financing the project was sufficiently and effectively planned.	Demonstrates adequate, however partial evidence that cost estimation, budgeting and financing the project was sufficiently and effectively planned.	Demonstrates adequate evidence that cost estimation, budgeting and financing the project was sufficiently and effectively planned.	Demonstrates exceptional evidence that cost estimation, budgeting and financing the project was sufficiently and effectively planned.	
19	Risk management.	Demonstrates inadequate evidence that risk management was sufficiently and effectively planned.	Demonstrates partial evidence that risk management was sufficiently and effectively planned.	Demonstrates adequate evidence that risk management was sufficiently and effectively planned.	Demonstrates outstanding evidence that risk management was sufficiently and effectively planned.	
<b>Presentation of the Requirement Analysis Phase</b>						
20	The business environment (problem domain) where the network is needed.	Neglects to present the business environment.	Partially presents the business environment.	Adequately presents the business environment.	Excellent presents the business environment.	

<b>Presentation of the Requirement Analysis Phase (Continued)</b>						
21	The requirements (what the network system is supposed to do, leading to the solution).	Inadequate. Demonstrates inadequate picture of what the system is supposed to do.	Partial. Demonstrates an incomplete or a partial picture of what the system is supposed to do.	Adequate. Demonstrates a complete and clear picture of what the system is supposed to do.	Excellent. Exceptionally demonstrates a complete and clear picture of what the system is supposed to do.	
<b>Presentation of the Design Phase</b>						
22	Design of the network architecture of the system.	Little or no mention of a network architecture design. Demonstrates inadequate design of network architecture.	Mentions a network architecture design however, demonstrates partial design of network architecture.	Mentions a network architecture design however, demonstrates adequate design of network architecture.	Mentions a network architecture design however, demonstrates exceptional design of network architecture.	
23	Design of the network structure.	Little or no mention of a network structure design. Demonstrates inadequate design of network structure.	Mentions a network structure design however, demonstrates partial design of network structure.	Mentions a network structure design however, demonstrates partial design of network structure.	Mentions a network structure design however, demonstrates partial design of network structure.	

<b>Presentation of the Design Phase (Continued)</b>						
24	Design of the network interfaces.	Little or no mention of a network interface design. Demonstrates inadequate design of network interface.	Mentions a network interface design however, demonstrates partial design of network interface.	Mentions a network interface design however, demonstrates adequate design of network interface.	Mentions a network interface design however, demonstrates exceptional design of network interface.	
25	Design of the network components.	Little or no mention of a network components design. Demonstrates inadequate design of network components.	Mentions a network components design however, demonstrates partial design of network components.	Mentions a network components design however, demonstrates adequate design of network components.	Mentions a network components design however, demonstrates exceptional design of network components.	

<b>Presentation of the Implementation Phase</b>						
26	Diagrammatic layout of the network components and structure (architectural design) on the Virtual PC system.	Inadequate. Demonstrates unacceptable layouts of diagrams.	Partial. Adequate however, lacks creativity and partially demonstrated attention to detail layouts of diagrams.	Adequate. Demonstrates creative and attention to detail layouts of diagrams.	Exceptional. Demonstrates outstandingly creative, professional, and attention to detail layouts of diagrams.	
27	Live demonstration of the network system on Virtual PC.	Inadequately organised, incomplete functional components of the system. Does not lead to the solution expected.	Partially organised, partially complete functional components of the system demonstrated. Partially leads to the solution expected.	Adequately organised, Complete functional components of the system demonstrated. Adequately leads to the solution expected.	Exceptionally organised, outstanding functional components of the system demonstrated. Remarkably leads to the solution expected.	
28	Overall: Concepts.	Demonstrates no understanding of concepts.	Demonstrates limited understanding of concepts.	Demonstrates adequate understanding of concepts.	Demonstrates deep understanding of concepts.	

<b>Presentation of the Implementation Phase (Continued)</b>						
29	Overall: Depth.	Is unable to answer any questions, when required.	Has difficulty answering questions.	Able to answer most questions.	Is able to provide in depth explanations in response to all questions.	
<b>GROUP DYNAMIC</b>						
30	Interaction with: Team members.	Does not participate in presentation.	Little participation in presentation.	Participates in presentation, shares responsibilities with peers.	Participates enthusiastically in presentation, supports peers, and takes lead when appropriate.	
31	Interaction with: Audience.	Does not respond to feedback (verbal and nonverbal) from audience.	Occasionally responds to feedback (verbal and nonverbal) from audience.	Frequently responds to feedback (verbal and nonverbal) from audience.	Smoothly integrates appropriate feedback (verbal and non-verbal) from audience into presentation.	
<b>CONCLUSION</b>						
32	Conclusion.	Inadequate conclusion.	Partial conclusion.	Adequate conclusion.	Outstanding conclusion.	

<b>GENERAL FEEDBACK</b>	<b>Total Score = 128</b>	
	<b>Total percentage = 100%</b>  $(128/1.28) = 100$	
<b>INDIVIDUAL PRESENTATION COMMENTS:</b>  GROUP MEMBER 1:    GROUP MEMBER 2:    GROUP MEMBER 3:    GROUP MEMBER 4:    GROUP MEMBER 5:		

## 8 Table of Skills

The purpose of this table is to give you an indication of your competence in a specific skill that is required to complete the project.

REQUIRED SKILL	ACHIEVED/ NOT ACHIEVED
Participation as a team member.	
Being a responsible team member.	
Understand aspects of the case study, i.e. problem domain, system requirements, processes, etc.	
Determine aspects within the project schedule, i.e. milestones, WBS, risk management, etc.	
Analysis of requirements for the business solution, i.e. functional requirements.	
Design aspects for the system solution, i.e. network plan, resource requirements, etc.	
Development of aspects within the user documentation/ manuals and support files.	
Demonstration of a workable prototype using the Virtual options.	
Presentation preparation, i.e. setup of allocated venue, dress-code, PowerPoint presentation, etc.	

## 9 Attendance

The attendance sheet provided in this guide is for every student to keep record of their attendance and must be signed as indicated in the example. Every student is therefore responsible for recording their own attendance and needs to have this document included in their PoE to ensure they receive their mark for attendance.

### Attendance:

**(This is an example of the document; please make copies of the clean document following this one and include in your PoE file.)**

Date	Main Activities for the Day	Student Signature	Lecturer/ Team leader	Comments by Student or Lecturer
e.g. 23/12/2020	e.g. Analysis and Requirements documents	Signed by student	Signed by lecturer or team leader during meetings. Leader's signed by secretary.	Any comments relevant to this activity.



**Attendance:**

Date	Main Activities for the Day	Student Signature	Lecturer/Team leader	Comments by Student or Lecturer

## 10 Supporting Documentation

### 10.1 *Specifications for Project Planning Documents*

**Date:** <date to be submitted>

**Lecturer:** <responsible lecturer>

#### Part A

##### Document Preparation

The document must be printed using a laser printer or a high quality colour printer with Arial 11 font size. The document must be ring-bound, for easy paging. The cover page of the document must contain a logo of the team, serving as team identification.

##### Structure of the Document

The layout of the document with paragraph numbers must be exactly according to the specification in the following paragraphs. Marks will be deducted for any deviations.

##### Outside Cover Page

- Heading of document: Project plan document for project;
- Date: Date of the document;
- Logo: Logo of the team.

##### Inside Cover Page

- Number of the team;
- Name of the team;
- Name and student number of team leader;
- Names and student numbers of team members;
- Name and logo of the system.

## Index of Contents

Give separate index lists for:

- Paragraphs listed per page:  
Paragraph number                  Paragraph name                  Page number
- Figures/ Tables listed per page:  
Figure/ Table number                  Figure/ Table annotation                  Page number

## Part B

### Documentation:

- Introduction

This paragraph is directed towards the management of the company for which the system is developed. Therefore, a summary for justifying the system must be given. Give attention to the following aspects:

- The needs of the customer that the project should satisfy;
- The goals of the project;
- Cost constraints (budgets);
- Risks (if the project is not successful, late, over budget, etc.);
- Benefits to the customer if the project is successful.

- Milestones and Deliverables

Every project has certain milestones, representing important achievements in the development process. For example, when the analysis of the system is completed a milestone has been reached. Associated with each milestone is a deliverable resulting from the activities that led to the milestone. In the case of the analysis milestone, the deliverable is the analysis document.

Make a list in bullet form of the milestones and the associated deliverables.

- Work Breakdown Structure

Draw up a table containing:

- The names of the tasks;
- Description of each task;
- Duration of each task in sessions;
- Predecessor(s) of each task;
- Team member(s) responsible for each task;
- Resources needed for each task.

- Project Schedule

- Gantt Chart

- Draw a Gantt chart of your project using MS Project;
    - Interpret the Gantt chart by describing the meanings of the different components of the chart for your project.

- PERT Charts

PERT uses approximate time estimates: optimistic estimates, most likely estimates and pessimistic estimates. The PERT weighted average =  $(\text{optimistic} + 4 \times \text{most likely} + \text{pessimistic}) / 6$

- Draw a task network diagram using MS Project;
    - Interpret the meaning of the diagram for your project;
    - Identify the critical path for your project and the importance of this path for planning your activities.

- Risk Management

- Identify the risks to which your project may be exposed (e.g. team member leaves, no co-operation from sponsor, lack of technical expertise, team member does not contribute, running behind schedule, etc.)
  - Determine the probability of each risk as Very Low, Low, Medium, High, Very High and the impact as Very Low, Low, Medium, High, Very High;
  - Draw up a risk table for each risk indicating the above categories;

- Indicate the proactive steps to be taken to handle each risk
  - Include Detective measure, Responsive Countermeasure and Reactive Countermeasure in each proactive step.
- Technical Feasibility Issues  
To develop a project, certain resources are needed. These can be grouped
  - Economic Feasibility Issues  
Project managers must make cost estimates if they want to complete projects within budget constraints. There are a number of ways in which the budget calculations can be done using Rough Order of Magnitude (ROM) calculation; budgetary estimate and definitive estimate.
    - Draw up a table indicating each activity/ task (use the tasks identified in the WBS structure);
    - For each activity/ task state the team member(s) responsible for that task;
    - For each team member indicate the time allocated for that task in terms of hours;
    - For each team member indicate the tariff for that particular task in Rand/ hour;
    - Calculate the total budget for the effort (remember effort is person-time) for the project by adding all the effort values of all the team members. (Do not calculate any other budget costs, such as hardware or software costs.)
    - Note: For converting sessions to hours use the relationship: 1 session = 40 hours.

Format of the table:

<b>Task Identification</b>	<b>Team member(s) responsible</b>	<b>Time allocated per task per team member</b>	<b>Tariff per team member in Rand per hour</b>	<b>Cost per Task (time * tariff)</b>
Analysis	Dave	30 hours	150	4 500
::	::	::	::	::
::	::	::	::	::
<b>Total budget for project</b>				<b>Rxxxxxxx</b>

- Team Members
  - Identify the team leader (use a photograph);
  - Identify the team members (use photographs);
  - Give a description of each team member's main responsibility in the project;
  - Give a short CV of each team member.
- Appendix

Enter any additional information on the project plan in the appendix. This paragraph is optional.

## 11 All Documents

### 11.1 *Basic structure for all submitted documents*

**Date:** <date to be submitted>

**Lecturer:** <responsible lecturer>

**Refer to Part A above for specification on the following headings:**

- Document Preparation;
- Structure of the Document;
- Outside Cover Page;
- Inside Cover Page;
- Index of Contents.
- Body: Refer to the task as per organisation chosen.

## Intellectual Property

Plagiarism occurs in a variety of forms. Ultimately though, it refers to the use of the words, ideas or images of another person without acknowledging the source using the required conventions. The IIE publishes a Quick Reference Guide that provides more detailed guidance, but a brief description of plagiarism and referencing is included below for your reference. It is vital that you are familiar with this information and the Intellectual Integrity Policy before attempting any assignments.

### *Introduction to Referencing and Plagiarism*

#### **What is 'Plagiarism'?**

'Plagiarism' is the act of taking someone's words or ideas and presenting them as your own.

#### **What is 'Referencing'?**

'Referencing' is the act of citing or giving credit to the authors of any work that you have referred to or consulted. A 'reference' then refers to a citation (a credit) or the actual information from a publication that is referred to.

Referencing is the acknowledgment of any work that is not your own, but is used by you in an academic document. It is simply a way of giving credit to and acknowledging the ideas and words of others.

When writing assignments, students are required to acknowledge the work, words or ideas of others through the technique of referencing. Referencing occurs in the text at the place where the work of others is being cited, and at the end of the document, in the bibliography.

The bibliography is a list of all the work (published and unpublished) that a writer has read in the course of preparing a piece of writing. This includes items that are not directly cited in the work.

A reference is required when you:

- Quote directly: when you use the exact words as they appear in the source;
- Copy directly: when you copy data, figures, tables, images, music, videos or frameworks;
- Summarise: when you write a short account of what is in the source;
- Paraphrase: when you state the work, words and ideas of someone else in your own words.

It is standard practice in the academic world to recognise and respect the ownership of ideas, known as intellectual property, through good referencing techniques. However, there are other reasons why referencing is useful.

### **Good Reasons for Referencing**

It is good academic practice to reference because:

- It enhances the quality of your writing;
- It demonstrates the scope, depth and breadth of your research;
- It gives structure and strength to the aims of your article or paper;
- It endorses your arguments;
- It allows readers to access source documents relating to your work, quickly and easily.

### **Sources**

The following would count as 'sources':

- Books,
- Chapters from books,
- Encyclopaedia,
- Articles,
- Journals,
- Magazines,
- Periodicals,
- Newspaper articles,
- Items from the Internet (images, videos, etc.),
- Pictures,
- Unpublished notes, articles, papers, books, manuscripts, dissertations, theses, etc.,
- Diagrams,
- Videos,
- Films,
- Music,
- Works of fiction (novels, short stories or poetry).

### ***What You Need to Document from the Hard Copy Source You are Using***

(Not every detail will be applicable in every case. However, the following lists provide a guide to what information is needed.)



You need to acknowledge:

- The words or work of the author(s),
- The author(s)'s or editor(s)'s full names,
- If your source is a group/ organisation/ body, you need all the details,
- Name of the journal, periodical, magazine, book, etc.,
- Edition,
- Publisher's name,
- Place of publication (i.e. the city of publication),
- Year of publication,
- Volume number,
- Issue number,
- Page numbers.

### ***What You Need to Document if you are Citing Electronic Sources***

- Author(s)'s/ editor(s)'s name,
- Title of the page,
- Title of the site,
- Copyright date, or the date that the page was last updated,
- Full Internet address of page(s),
- Date you accessed/ viewed the source,
- Any other relevant information pertaining to the web page or website.

### ***Referencing Systems***

There are a number of referencing systems in use and each has its own consistent rules. While these may differ from system-to-system, the referencing system followed needs to be used consistently, throughout the text. Different referencing systems cannot be mixed in the same piece of work!

A detailed guide to referencing, entitled Referencing and Plagiarism Guide is available from your library. Please refer to it if you require further assistance.

### **When is Referencing Not Necessary?**

This is a difficult question to answer – usually when something is 'common knowledge'. However, it is not always clear what 'common knowledge' is.

Examples of 'common knowledge' are:

- Nelson Mandela was released from prison in 1990;
- The world's largest diamond was found in South Africa;
- South Africa is divided into nine (9) provinces;
- The lion is also known as 'The King of the Jungle'.
- $E = mc^2$
- The sky is blue.

Usually, all of the above examples would not be referenced. The equation  $E = mc^2$  is Einstein's famous equation for calculations of total energy and has become so familiar that it is not referenced to Einstein.

Sometimes what we think is 'common knowledge', is not. For example, the above statement about the sky being blue is only partly true. The light from the sun looks white, but it is actually made up of all the colours of the rainbow. Sunlight reaches the Earth's atmosphere and is scattered in all directions by all the gases and particles in the air. The smallest particles are by coincidence the same length as the wavelength of blue light. Blue is scattered more than the other colours because it travels as shorter, smaller waves. It is not entirely accurate then to claim that the sky is blue. It is thus generally safer to always check your facts and try to find a reputable source for your claim.

### ***Important Plagiarism Reminders***

The IIE respects the intellectual property of other people and requires its students to be familiar with the necessary referencing conventions. Please ensure that you seek assistance in this regard before submitting work if you are uncertain.

If you fail to acknowledge the work or ideas of others or do so inadequately this will be handled in terms of the Intellectual Integrity Policy (available in the library) and/ or the Student Code of Conduct – depending on whether or not plagiarism and/ or cheating (passing off the work of other people as your own by copying the work of other students or copying off the Internet or from another source) is suspected.

Your campus offers individual and group training on referencing conventions – please speak to your librarian or ADC/ Campus Co-Navigator in this regard.

#### Reiteration of the Declaration you have signed:

1. I have been informed about the seriousness of acts of plagiarism.
2. I understand what plagiarism is.
3. I am aware that The Independent Institute of Education (IIE) has a policy regarding plagiarism and that it does not accept acts of plagiarism.
4. I am aware that the Intellectual Integrity Policy and the Student Code of Conduct prescribe the consequences of plagiarism.
5. I am aware that referencing guides are available in my student handbook or equivalent and in the library and that following them is a requirement for successful completion of my programme.
6. I am aware that should I require support or assistance in using referencing guides to avoid plagiarism I may speak to the lecturers, the librarian or the campus ADC/ Campus Co-Navigator.
7. I am aware of the consequences of plagiarism.

Please ask for assistance prior to submitting work if you are at all unsure.