



O'LLSCOIL NA GAILLIMHE  
UNIVERSITY OF GALWAY

## Final Assessment 2022/23

### End-of-Module Assignment

Module Code: MS804

Module Name: Systems Development & Project Management Assignment

### Assignment Title: Summation Learning Journal

Objective	<p>The objective of this assignment is to assess your understanding of the following learning outcome(s):</p> <ul style="list-style-type: none"><li>• Understand the key activities of the information systems development (ISD) process</li><li>• Compare and contrast alternative ISD process models</li><li>• Understand how requirements management relates to time and cost estimation in ISD project management</li><li>• Explain common causes of ISD project success and failure</li></ul>
Lecturer	Prof. Kieran Conboy, Dr. Anastasia Griva
Marks Awarded	<p>This assignment carries <b>70%</b> of the overall marks for the module.</p> <p>Guidelines for grading this assignment are included at the end of this document.</p>
Submission	<p>You should submit your completed assignment through Blackboard's Assignment tool.</p> <p>If you are <u>unable</u> to submit your assignment via Blackboard, please email it to your lecturer by email at <a href="mailto:anastasia.griva@universityofgalway.ie">anastasia.griva@universityofgalway.ie</a></p> <p>You don't need to specifically name your assignment submission document if submitting it via Blackboard, but if you need to email in your assignment, please name your document (as an email attachment) as follows:</p> <p><b>Student ID number ... Module Code ... Discipline ... Assignment title.pdf</b> : e.g. <b>12345678 12345678 MS804 Systems Development &amp; Project Management Assignment.pdf</b></p>

<b>Submission Deadline</b>	<p><b>23/12/2022 at 4pm Irish time (+ 30 mins grace to 4:30pm for any upload issues)</b></p> <p>There will be an extra 30 mins (to 4:30pm) to accommodate any potential uploading issues. You will have multiple attempts to submit, and we will correct the last submitted version.</p> <p>To avoid technical issues we strongly advise you to upload your submission <u>well in advance of the deadline</u>. You may submit at any time on any day prior to the deadline.</p>
<b>Academic Integrity</b>	<p>Each module instructor reserves the right to follow up with a student by interview if there is any concern in relation to the integrity of the assignment.</p> <p>For any assignments not submitted via Turnitin, we reserve the right to check it using Turnitin where required.</p> <p>All students must have received an email from the Registrar about integrity. Additionally to this, you are required to include the following disclaimer statement as part of your submission:</p> <p><i><b>"In submitting this work I confirm that it is entirely my own. I acknowledge that I may be invited to undertake an online interview if there is any concern in relation to the integrity of my submission."</b></i></p>
<b>Non-submission</b>	<p>Non-submission, or submission after the deadline (4pm + 30 mins grace) will carry a mark of zero in determination of overall marks for this sitting.</p>
<b>Deferral</b>	<p>You may request a deferral of this assignment until Autumn, if you are unable to perform the work or submit it for the semester deadline. To request a deferral, email <a href="mailto:business@universityofgalway.ie">business@universityofgalway.ie</a>, stating your ID, module code, and the assignment(s) you wish to defer. CC your lecturer on this email. Put 'deferral' in the email subject line.</p>
<b>Deliverables</b>	<p>An electronic file (or multiple files) constructed using Microsoft Office or equivalent. Ideally your submission should be typed in 12-point font, 1.5 spaced, with pages numbered. Your document should ideally be in one of the following formats: pdf, Word, or Excel (where relevant). Students can install Microsoft Office 365 on up to 5 devices, see <a href="https://www.nuigalway.ie/o365/overview/">https://www.nuigalway.ie/o365/overview/</a></p> <p><b>Your submission should not exceed 2,500 words, excluding table of contents, bibliography, graphs, tables, and the disclaimer, but including any appendices</b></p>
<b>Special Requirements</b>	<p>If you are registered with the Disability Support Service (DSS), you will find recommended accommodations listed on your <b>Learning and Educational Needs Summary (LENS) report</b>. If the assessment offered for this module does not fully meet the recommendations in your LENS report, please email your lecturer as well as <a href="mailto:business@universityofgalway.ie">business@universityofgalway.ie</a>, stating clearly how you feel</p>

	the recommendations are not being met. Please ensure you attach a copy of your LENS report to this email.
<b>Referencing</b>	<p>If you are using any references, please use the Harvard referencing style, instructions for which can be found on the NUI Galway Library Website, section Styles &amp; Styles Guide: Citing &amp; Referencing:</p> <p><a href="http://libguides.library.nuigalway.ie/c.php?g=672922&amp;p=4791378">http://libguides.library.nuigalway.ie/c.php?g=672922&amp;p=4791378</a></p>
<b>Plagiarism</b>	<p><b>NUI Galway Plagiarism Code of Practice</b></p> <p>All work submitted by students for assessment, for publication or for (public) presentation, is accepted on the understanding that it is their own work and contains their own original contribution, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.</p> <p>Plagiarism is the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain. You are required to familiarise yourself with the NUI Galway Plagiarism Code and ensure that the work you submit does not contain plagiarised elements. <a href="https://www.universityofgalway.ie/plagiarism/">https://www.universityofgalway.ie/plagiarism/</a></p>
<b>Assignment Details</b>	<p>As educators, we believe that real learning happens by reading/listening to something in order to understand it, but then also reflecting on how the newly read material changes your own understanding and belief systems and trying to apply it to your own situation. Coming out of the belief above, you are now required to write on overall learning journal for the module.</p> <p style="text-align: center;"><b>Requirement</b></p> <p>To complete this you must select a specific technology or technology-related project or case relevant to the module. This case can be drawn from your own work experience/situation e.g., the use or implementation of new technology or tech-enabled process in your team, organisation or indeed across your industry. Alternatively, you could draw on a technology you use in your personal life e.g., the development of an iPhone app, fitness app, etc.</p> <p>To make your assignment as easy as possible the case you choose should be novel and interesting. Typically, there is a problem to be solved regarding this technology, project, or case. You must explain the motivation for studying this selected technology, project or case and the reasons why it is novel and interesting.</p> <p style="text-align: center;"><b>Report Structure</b></p> <p><b>Part One: Introduction (&lt;400 words worth 10%)</b></p> <ol style="list-style-type: none"> <li>a) Background to the technology/project/case to be studied (suggested length 200 words).</li> <li>b) Motivation for choosing this. Why is it an interesting challenge/problem? (suggested length 200 words)</li> </ol>

	<p><b>Part Two: Old and New Assumptions (&lt;1,900 words worth 50%)</b></p> <ul style="list-style-type: none"> <li>a) Regarding the technology, project or case and the problem to be solved, develop a set of 5 to 7 assumptions that you would have previously held to be true prior to the module in terms of how that should be most effectively addressed.</li> <li>b) For each assumption, now propose a new or revised assumption, or present evidence on why your initial assumption is correct, based on the information you have learned during the module. In any case, you must draw on content from <b>at least 3 project management /systems development topics</b> covered in this module by Anastasia and Kieran.</li> <li>c) For each assumption, develop a recommendation or recommendations for the project manager and/or development team. Ensure you write for your target audience.</li> </ul> <p>Your assumptions and recommendations should be supported by evidence and references. When choosing references, consider which references your target audience – the project manager and/or developers would typically find most credible.</p> <p><b>Part Three: Concluding summary (&lt;200 words worth 10%)</b></p> <p>The concluding summary should provide a very succinct summary for the project manager/development team.</p>
<p><b>Extra details</b></p>	<p style="text-align: center;"><b>Accessing Articles, Academic Referencing</b></p> <p>Access to the Harvard Business Review and Sloan Management Review Journals (and many more) is provided by the James Hardiman Library, which is assessable at <a href="http://www.library.nuigalway.ie/">http://www.library.nuigalway.ie/</a></p> <p>If necessary, please refer to your notes from the induction library session.</p> <p>As this is a personal reflection references are not strictly necessary. But remember that if material is taken from someone else's work, or tables or figures are used from somewhere else, acknowledge this by citing a source for any ideas found in reading materials. This is done by <b>in-text citation</b> linked to a <b>List of Works Cited</b>, or a <b>Reference List</b> placed at the end of the report. If references are used, please use the Harvard referencing style. Copies of the following text are available in the library, which provides useful information on how to reference.</p> <p>Pears and Shields (2013) <i>Cite them right: The essential referencing guide</i> (9th ed), Palgrave Macmillan</p>

To help with expectations of standard of submission, following is a general set of Grade Descriptors as proposed by the NUI Senate.



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## GRADE DESCRIPTORS, AS PROPOSED BY THE NUI SENATE

### Explanatory Note:

The Grade Descriptors below are offered as indicative descriptors. It is accepted that these indicative descriptors are particularly appropriate for examinations based on essay-type questions but may be found less suitable for examinations in subjects where there are detailed marking schemes.

Grade	Marks %	Descriptor
1 <sup>st</sup> CLASS HONS	90-100	<p><u>Supreme</u> performance, engaging profoundly, systematically and comprehensively with question set, brilliantly demonstrating</p> <ul style="list-style-type: none"> <li>a superlative mastery of the subject matter, richly supported by evidence and citation, reflecting deep and broad knowledge and understanding as well as extensive reading</li> <li>an outstanding ability to organise, analyse and express ideas and arguments in an original, sophisticated and discriminating manner</li> <li>an optimal capacity for critical analysis</li> <li>the display of rare penetrative insight, originality and creativity</li> </ul>
	80-89	<p><u>Exceptional</u> performance, engaging deeply and systematically with the question set, with consistently impressive demonstration of</p> <ul style="list-style-type: none"> <li>a comprehensive mastery of the subject matter; amply supported by evidence and citation,</li> <li>reflecting deep and broad knowledge and critical insight as well as extensive reading</li> <li>an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis</li> <li>a highly-developed capacity for original, creative and logical thinking;</li> </ul>
	70 -79	<p><u>Excellent</u> performance, engaging closely and systematically with the question set, with consistently strong evidence of</p> <ul style="list-style-type: none"> <li>a comprehensive mastery of the subject matter, ably supported by evidence and relevant citation</li> <li>excellent ability to organise, analyse and express arguments fluently and lucidly with a high level of critical analysis</li> <li>a highly-developed capacity for original, creative and logical thinking</li> </ul>
2 <sup>nd</sup> CLASS HONS (Grade 1)	60-69	<p><u>Very Good</u> performance, engaging substantially with the question set, demonstrating strong grasp of the subject matter, well supported by evidence and relevant citation</p> <ul style="list-style-type: none"> <li>well-developed capacity to analyse issues, organise material, present arguments clearly and cogently</li> <li>some original insights and capacity for creative and logical thinking</li> </ul>

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2 <sup>nd</sup> CLASS HONS (Grade 2)	50-59	<p><u>Good</u> performance - intellectually competent answer (i.e. factually sound) with evidence of a reasonable familiarity with the relevant literature and techniques</p> <ul style="list-style-type: none"> <li>• acceptable grasp of the subject material</li> <li>• ideas stated rather than developed and insufficiently supported by evidence and relevant citation</li> <li>• writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary</li> <li>• omission of parts of the subject in question or the appearance of several minor errors</li> <li>• average critical awareness and analytical qualities</li> <li>• limited evidence of capacity for original and logical thinking</li> </ul>
3 <sup>rd</sup> CLASS HONS	<p>45-49</p> <p>40-44</p>	<p><u>Satisfactory</u> performance – intellectually adequate answer with evidence of some familiarity with the relevant literature and techniques</p> <ul style="list-style-type: none"> <li>• basic grasp of subject matter, but somewhat lacking in focus and structure</li> <li>• main points covered in answer, but lacking detail</li> <li>• some effort to engage, but only a basic understanding of the topic portrayed</li> <li>• some development of argument</li> <li>• only some critical awareness displayed</li> <li>• no evidence or relevant citation included in answer</li> <li>• appearance of several minor errors or one major error</li> <li>• lacking evidence of capacity for original and logical thinking</li> </ul> <p><u>Acceptable</u> performance – intellectually adequate answer with limited familiarity with the relevant literature and techniques</p> <ul style="list-style-type: none"> <li>• basic grasp of subject matter but limited focus on question asked</li> <li>• unclear presentation of argument, random layout, with some omissions or inaccuracies in answer</li> <li>• argument insufficiently developed</li> <li>• no evidence or relevant citation supplied</li> <li>• appearance of one major error and minor errors</li> <li>• inclusion of unsubstantiated statements and/or irrelevant material</li> <li>• descriptive rather than argumentative or analytical answer presented</li> <li>• an attempt to solve moderately difficult problems related to the subject material and an attempt to examine the material in a critical and analytical manner only partially successful</li> <li>• an incomplete or rushed answer e.g. the use of bullet points through part / all of answer</li> </ul>
FAIL*	35-39	<p><u>Unacceptable</u> performance, with either</p> <ul style="list-style-type: none"> <li>- insufficient understanding of the question displayed</li> <li>- failure to address the question resulting in a largely irrelevant answer</li> <li>- a display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in answer</li> <li>- or answer left somewhat incomplete for lack of time</li> </ul> <p><u>Also:</u></p> <ul style="list-style-type: none"> <li>• limited understanding of question displayed</li> <li>• a random layout / underdeveloped structure - not planned sufficiently</li> <li>• poor analytical skills, with an absence of argument</li> <li>• random and undisciplined development - limited structure</li> <li>• lack of clarity, poor spelling</li> <li>• material of marginal relevance predominating</li> </ul>
FAIL	<35	<u>Wholly unacceptable</u> performance, with

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		<ul style="list-style-type: none"><li>- deficient understanding of the question displayed</li><li>- complete failure to address the question resulting in an irrelevant answer</li><li>- inadequate knowledge displayed relative to the question posed</li><li>- or answer left incomplete for lack of time</li></ul> <p>Also:</p> <ul style="list-style-type: none"><li>• very poor analytical skills, with an absence of argument</li><li>• random and undisciplined development –poorly structured answer</li><li>• confused expression, poor spelling</li><li>• irrelevant material predominating</li></ul>
Fail* - within 'Pass by Compensation' range		