
Coursework commentary

2017–2018

CO3353 Software engineering project management

Coursework assignment 1

General remarks

This coursework assignment consisted of three questions. The questions did not all carry equal marks. Students should be aware of how marks are apportioned when undertaking their coursework and adjust their answers accordingly.

Overall students did well on this assignment. In many instances they undertook appropriate research to support their answers. The major overall drawbacks in answering these questions were that students did not adhere to the recommended length of the assignment and that they failed to provide appropriate citations within the text. Many students simply provided a bibliography at the end of the assignment.

Comments on specific questions

Question 1

This was a straightforward question and students scored well in answering it. The question required that students compare both the similarities and differences between the roles of the project manager and the project administrator. Some excellent answers identified parts of the CO3353 syllabus which were clearly areas of knowledge for a project manager rather than a project administrator – such as the assembling of the team and the use of Belbin group roles.

Question 2

Most students found no difficulty in identifying three process models. Good answers provided a brief definition of what is meant by a process model. They then went on to provide a description of these models. In answering this question students provided very detailed and appropriate descriptions of each of the models they had selected for discussion. Some answers demonstrated that students had spent a significant amount of time researching these. However, a common shortcoming in answering this question was for students to not focus sufficiently on what was being asked – i.e. to discuss how they would decide which of these models was the most appropriate to use in which situations. Where students failed to address this issue, they lost marks.

Question 3

Good answers to this question gave a brief description of what is meant by software quality attributes at the outset, and then went on to identify a number of them. It was pleasing to see that many students then went on to research a wide range of interesting and novel techniques for assessment. Where students identified these from the broader literature they scored additional marks.