

Department of Computing and Mathematics

ASSIGNMENT COVER SHEET

Unit title:	6G5Z1108: Professional Development
Assignment set by:	Matthew Crossley
Assignment ID:	1CWK100
Assignment title:	Professional Project
Assessment weighting:	100%
Type: (Group/Individual)	Individual
Hand-in deadline:	Showcase Video and Technical Report: 30 th April 2021 Reflection: 7 th May 2021
Hand-in format and mechanism:	Showcase Video and Technical Report: One member of your team must upload a showcase video, and your team's technical report, to the unit's Moodle area Reflection: You must upload a Word (docx) or PDF Reflection using the provided template to Moodle

Learning outcomes being assessed:

- LO1:** Identify, develop and critically reflect on own engagement with professional development, confidently apply for professional job roles in their subject area and develop their professional development plan (PDP)
- LO2:** Identify and apply professional codes of conduct held by professional bodies
- LO3:** Discuss and critically review how legal, ethical, social, environmental and computer security considerations inform the work of an IT professional
- LO4:** Evaluate and apply a pathway complementary range of current and emerging tools, methodologies and techniques that a professional in your degree pathway would use to plan, analyse and develop solutions to problems in their industries.
- LO5:** Plan, design and develop a case-study or live (employer sourced) group mini-project linked to their subject pathway.

Note: it is your responsibility to make sure that your work is complete and available for marking by the deadline. Make sure that you have followed the submission instructions carefully, and your work is submitted in the correct format, using the correct hand-in mechanism (e.g. Moodle upload). If submitting via Moodle, you are advised to check your work after upload, to make sure it has uploaded properly. Do not alter your work after the deadline. You should make at least one full backup copy of your work.

Penalties for late hand-in: see Regulations for Undergraduate Programmes of Study (<http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php>). The timeliness of submissions is strictly monitored and enforced.

All coursework has a late submission window of 5 working days, but any work submitted within the late window will be capped at 40%, unless you have an agreed extension. Work submitted after the 5-day window will be capped at zero, unless you have an agreed extension.

Please note that individual tutors are unable to grant extensions to coursework.

Exceptional Factors affecting your performance: see Regulations for Undergraduate Programmes of Study (<http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/ug-reggs.pdf>). For advice relating to exceptional factors, please see the following website: <https://www2.mmu.ac.uk/student-case-management/guidance-for-students/exceptional-factors/> or visit a Student Hub for more information.

Plagiarism: Plagiarism is the unacknowledged representation of another person's work, or use of their ideas, as one's own. Manchester Metropolitan University takes care to detect plagiarism, employs plagiarism detection software, and imposes severe penalties, as outlined in the Student Handbook (http://www.mmu.ac.uk/academic/casqe/regulations/docs/policies_regulations.pdf and Regulations for Undergraduate Programmes (<http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php>). Bad referencing or submitting the wrong assignment may still be treated as plagiarism. If in doubt, seek advice from your tutor.

As part of a plagiarism check, you may be asked to attend a meeting with the Unit Leader, or another member of the unit delivery team, where you will be asked to explain your work (e.g. explain the code in a programming assignment). If you are called to one of these meetings, it is very important that you attend.

Assessment Criteria:	See the attached assessment specification.
Formative Feedback:	Verbal formative feedback is ongoing throughout the block through regularly scheduled meetings with your lab tutor, in your timetabled mid-week session.
Summative Feedback Format:	You will receive completed mark grids for each element of this assessment, along with a short comment on the work you have submitted.

1. Introduction

The unit is assessed 100% based upon one piece of coursework, with two components, weighted at 100% of the unit marks.

In summary, you will be required to complete a group project suitable for your chosen degree programme in a small team. You will be assessed first and foremost on your individual contribution to the project through a written reflection, examining your skills in project management, independent learning, and critical self-reflection, and secondly on your group's project outcome demonstrated through a showcase video.

2. Aim

With Professional Development, we will give you the opportunity to start to feel like a professional. The **Professional Project** is your first step into that world, and we try to emulate as much of the professional world as possible through this assessment.

We hope that you appreciate that some elements of the 'real world' are quite easy to emulate, and some much trickier, but every aspect of this assessment has been designed with this in mind. For example, you will complete your projects in groups, to simulate the sort of difficulties you might expect to encounter when team working with others in the workplace.

We sincerely hope that you will find yourself working on a project that you are genuinely interested in, and which you are committed to, and which you can use as an example of a large piece of work you have contributed to, when applying for placements, or graduate opportunities, in the future.

To be successful in the Professional Project, you will particularly need the following skills:

- **Project Planning:** From the word go, you will be required to think about what it is you need to do, and how long you have to do it. You will be answering questions such as: 'How much work can we complete in a set period of time?' and reactively responding when you find out that you can't complete as much work as you think. All of this will contribute to the development of your project planning skills, crucial not only to your final year projects, but also in the wider scope of your time management.
- **Problem Solving:** Each of the Professional Projects will push you to the edge, or beyond, your comfort zone in terms of your technical skills and abilities. You will need to learn things beyond your first-year units, and which may be different to what you have been learning in your second-year units. You will need to find ways to complete work that may be held up by someone else, and all of this will contribute to your ability to solve real-world problems as they present themselves.
- **Team Working and Communication:** Working as a team of four or five students gives you the opportunity to demonstrate your ability to work with others, as well as individually in your other units. You will need to communicate clearly amongst yourselves, with your tutor, and in the various assessed elements. You will need to manage your team effectively – ensuring that you all work to the best of your abilities – and this is no mean feat.

3. Assessment Overview (1CWK100)

To complete this assessment, you are required to undertake a professional project in a small team of four to five students. The exact nature of your project will vary depending on your specific brief, but generally will involve the development of a **product** of some kind (e.g. a prototype piece of software, a digital artefact such as a game or animation, or an event or activity that you are required to organise). You will **also** need to produce a **technical report** that would allow for the continued development of your project (i.e. a handover report).

You are required to engage with **two** submission points for the professional project, specifically:

Element	Description	Mark	Weighting
Showcase Video and Technical Report	You must showcase the outcomes of your project, in the format of a video showcase and a technical report, submitted at the end of Block 4, Week 6 (30 th April 2021).	Group	25%
Reflection	You are required to reflect upon your own, individual contribution to your group's project, in a brief written reflection. This element is the final submission for the professional project.	Individual	75%

Although we will help and guide you through the process of your project, **you** are required to take ownership of your project, and this may require you to arrange and schedule meetings with your group, to develop your own week-by-week project plan, and to make critical decisions about how your project will progress. Your tutor will support you through the project process, **but**, is not in the role of technical consultant, and is not expected to provide technical support with your team's specific project.

Your professional project is a major undertaking, contributing 100% of the weighting to your Professional Development mark. As 100% of a 30-credit unit, we anticipate each member of your team should aim to spend **approximately 300 hours** working towards your project. This includes attending your timetabled sessions, engaging in project meetings and planning your project, as well as contributing towards the development of your product and report.

Project Allocation

At the start of the unit's block, each course on the Computing & Digital Technology Network will be presented with a list of eligible project topics. These project topics have been carefully chosen to match the skills and abilities of a potential graduate in that field of study.

Students will be required to engage with a **Project Preferences Process** to establish which of the projects they will be undertaking for the duration of the unit. This process will ask students to 'rank' a number of favourable projects, produce a short, written statement, and will require the upload of a CV that illustrates the students' skills, abilities and interests. **Submission closes on 5th March 2021.**

The Professional Development teaching team will then use the students' expressed preferences to form teams, considering written statements and CVs, to help ensure that teams contain a mixture of students with different backgrounds, and skillsets, and allocate these teams to projects.

Failure to submit to the Project Preferences Process will mean that you are unable to express your preferences, and you will be allocated to a default team.

4. The Showcase Video and Technical Report (25%)

Although each project is unique in nature, it is anticipated that each project will have roughly two foci. Principally, you will be working on a **product** – this is typically a digital artefact, for example, a website, a software solution, a computer game, animation or video – and a **technical report**. It is **your team's responsibility** to identify the requirements of these two things based on your project's brief.

Each team is required to demonstrate the deliverables of their project through a **video showcase** and **technical report** uploaded to Moodle by **30th April 2021**. Only one person from each team needs to upload the showcase video and technical report.

The Showcase Video

The Showcase Video gives your team the opportunity to demonstrate your product in action, and show us the technical skills that you have developed.

Showcase videos should be **ten to fifteen minutes long** and can be presented by either one member of the team, or a mix of members of the team (e.g. through several different video clips edited together). You **will not** be assessed on the quality of your video recording or editing.

Your showcase video should briefly tour your product, demonstrating all the features that you have implemented, with a short discussion of how (and why) these features were implemented. You should also include details of who on the team was responsible for each of the features.

Videos can be captured using any software you see fit, though it is recommended that you use open-source screen capture software, such as OBS (<https://obsproject.com/>).

The Technical Report

You will need to identify the **requirements** of your product through a process of **requirements analysis** and **design**, and you will need to document this process via your **technical report**.

While your technical report will vary in nature depending on the type of project you are doing, generally it should aim to answer the following questions:

- What were the **requirements** of your project?
- What **design** did you do to address those requirements?
- What did you make in your project? (i.e. what is the product)
- How do you **use** the product?
- What would a team looking to 'pick up' your project and continue it need to know to continue development?

A possible structure for your report might be:

1. Title Page
2. Abstract
3. Contents Page
4. Introduction
5. Requirements
6. Design
7. Implementation
8. User Guide
9. Handover Report
10. Conclusions
11. References
12. Appendices

It is recommended that you discuss your plans for both your product **and** your report with your unit tutor early, so that they can make suggestions as to whether you are meeting the objectives of your project.

How will The Showcase Video and Technical Report be marked?

The showcase video and technical report will be marked using the following two, equally weighted, criteria:

Grade Band	Find, evaluate, synthesise and use information from a variety of sources to conduct a professional project	Demonstrate a high degree of professionalism e.g. initiative, creativity, motivation, professional practice and self-management.
86%-100%	An innovative project is thoroughly designed and carried out, with a working minimum viable product demonstrated and presented in the showcase video and a comprehensive technical report uploaded to Moodle.	The project is insightfully evaluated and discussed in the showcase video and technical report with respect to the characteristics of a professional in the students' field.
70%-85%	An original project is designed and carried out, with a working minimum viable product demonstrated in the showcase video and a complete technical report uploaded to Moodle.	The project is meticulously evaluated and discussed in the showcase video and technical report with respect to the characteristics of a professional in the students' field.
60%-69%	A project is thoroughly designed and carried out, with something approaching a working minimum viable product demonstrated in the showcase video and a complete technical report uploaded to Moodle.	The project is rigorously evaluated and discussed in the showcase video and technical report with respect to the characteristics of a professional in the students' field.
50%-59%	A project is carefully designed and carried out. Although the team may have fallen significantly short in their original aims and objectives, there is a product demonstrated in the showcase video and an attempt at a technical report uploaded to Moodle.	The project is thoroughly evaluated and discussed in the showcase video and technical report with respect to the characteristics of a professional in the students' field.
40%-49%	A project is designed and carried out. Although the team may have fallen significantly short in their original aims and objectives, the team have managed to demonstrate a product through a showcase video or upload a technical report to Moodle.	The project is evaluated and discussed in the showcase video and/or technical report with respect to the characteristics of a professional in the students' field.

35%-39%	There is a partial attempt to design and carry out a project, but the team have failed to demonstrate anything meaningful in terms of a project via a showcase video or technical report. The team have presented discussion of what went wrong, and how they could salvage the project given more time.	There is evidence of partial identification of strengths and weaknesses of team performance in relation to the characteristics of a professional in the students' field in the showcase video.
20%-34%	There is a partial attempt to design and carry out a project, but the team have failed to deliver anything meaningful in terms of a project via a showcase video or technical report. The team have presented discussion of what went wrong, but do not have concrete suggestions for how the project might be salvaged.	There is evidence of a limited attempt to identify strengths and weaknesses of team performance in relation to the characteristics of a professional in the students' field in the showcase video.
0%-19%	Little or no attempt to design attempt to design and carry out a project, no product showcase video or technical report provided, and the team have not presented any discussion of what went wrong during the project, or how the project might be salvaged.	There is little or no evidence of an attempt to identify strengths and weaknesses of team performance in relation to the characteristics of a professional in the students' field in the showcase video.

Marks awarded for the showcase element are **group marks**, and as such, will be shared equally amongst all team members **who have made a demonstrable, evidenced contribution to the development of the project**.

5. The Reflection (75%)

Each student is required to complete an **individual** reflection on the process of completing their professional project. This reflection encourages you to think about what **your** contribution to your group's success (or otherwise) has been. The intention of the reflection is for you to **be honest**. We are not looking for you to declare that you were the most important member of the team who contributed the most time, effort and/or knowledge. We are looking for you to honestly reflect on the work you have contributed, think about what you have learnt, and how you might use the professional development that has taken place during your project in the future.

The reflection will be guided through a template (provided on Moodle), which will encourage you to think about how you have contributed – and how you can evidence this contribution – in several areas related to your professional development.

Upon completion of your reflection, you will be asked to provide a self-evaluated mark for your individual performance in the professional project. **Your tutor, based on the evidence you have provided throughout the year, will then have to agree this mark.** Your tutor can raise or lower the mark you have chosen, based on the provided evidence, and whether, based on their experience of working with you through the year, they feel you have appropriately contributed to your team's professional project.

WARNING: All students **must** complete the reflection element of this assessment. Failure to submit the reflection, or submitting the reflection late, will incur the appropriate penalty for **the entire** 1CWK100: Professional Project assessment, regardless of your engagement with any other elements. For details of the penalties for non-submission, or late submission, please see the university's [Assessment Regulations](#).

Please ensure that you prepare your Reflection with sufficient time and ensure that you upload your work to Moodle in advance of the 9pm deadline.

How will The Reflection be marked?

The reflection will be marked using the following two, equally weighted, criteria:

Grade Band	Manage their professional development reflecting on progress and taking appropriate action	Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives
86%-100%	Professional aspirations and action plans are thorough and creatively articulated.	Evidence is shown of ability to exercise leadership skills in a team, making a significant contribution, as either leader or member, which goes beyond the activities defined and to reflect critically on strengths and weaknesses of team performance.
70%-85%	Professional aspirations and action plans are thorough and confidently articulated.	Evidence is shown of ability to exercise leadership skills in a team as either leader or member as needed to complete a project and to reflect on strengths and weaknesses of performance.
60%-69%	Professional aspirations and action plans are sensible and confidently articulated.	Evidence is shown of ability to exercise leadership skills in a team as needed to complete a project and identify strengths and weaknesses of performance.
50%-59%	Professional aspirations and action plans are clearly articulated.	Evidence is shown of ability to work effectively in a team as either leader or member as needed to complete a project and identify strengths and weaknesses of performance.
40%-49%	Professional aspirations and action plans are articulated.	Evidence is shown of ability to work in a team as either leader or member as needed to complete projects and identify strengths and weaknesses of performance.
35%-39%	A limited range of, or inappropriate, opportunities for own professional development are identified.	Evidence is shown of a partial contribution to a team to complete a project.
20%-34%	Limited or flawed professional aspirations and action plans are articulated.	Evidence is shown of an inadequate or limited contribution to a team to complete a defined project.
0%-19%	Unfeasible or no professional aspirations and action plans are articulated.	Little or no evidence of contribution to a team to complete a defined project.

Marks awarded for the reflection element are **individual marks**. The work of your team, or any other student, has no impact on the mark you are given for your reflection.

The outcome of your project, whether successful or otherwise, has no bearing on your reflection. **It is entirely possible to produce an excellent project, but achieve a failing grade in the reflection, and vice-versa.**

6. Help and Support

Help! I don't know where to begin or what to do!

Don't panic!

You are not alone in completing your professional project, and your team members – and your tutor – are with you throughout the year. The very first step is to ensure that you know (a) who your team members are, and (b) what your project brief is. As long as you know at least these two things, you can't go too far wrong! If you don't, arrange to speak to your tutor as a matter of urgency.

It's important to ensure that you **plan** your project carefully, and that you **amend this plan** as you work on the project. You may find that you don't get as much work done as you think – or that you actually get much more done – and as a team, you should update your plan to reflect this. **Being organised will help you far more than anything else.**

You should also ensure that, as far as possible, you stay together as a team throughout the block. Having a strong bond and keeping strong communication links, through the year will help you through the project. We'd recommend that you engage in **some sort of bonding activity** at the start of the year (this might be something social – try an online virtual quiz, or play some online games together) to get to know each other better. Make sure that you have each other's contact details (that you're willing to share – this might only be through Teams for example) and that you've agreed how, and when, you can get hold of each other.

Your project **will** take you outside of your comfort zone. You **will** need to learn new skills to complete the project. It might be tough at times, but everything you do will ultimately make you feel stronger, and more able to tackle the other problems you face as you complete your degree, ready to go into the world of work.

I have a problem with my team, or a member of my team, what should I do?

We recognise that there can always be problems that arise where group work is involved, and we will aim to minimise difficulties where possible. Please remember that a significant weighting of the assessment is down to **your individual contribution**, and that your other team members **cannot affect this in any way**.

That being said, we know that in extremely rare circumstances, teams may have significant difficulties. If you're ever uncomfortable, or someone in your team is behaving in a way that is unacceptable, please contact your lab tutor **as soon as possible** explaining the situation as thoroughly as you can. We will **never** tolerate student behaviour that is outside of the Student Code of Conduct¹.

Opportunities for Formative Feedback

Formative feedback for the professional project is ongoing throughout the block. Your tutor is also your main contact for support for the project, **although their role is to provide guidance on the shape and direction of the project, not technical help**.

In each week, you will report to your tutor to discuss progress, and your tutor will offer verbal feedback on the progress you have made so far. This feedback should encourage you to think about how you can further the development of your project, and to think about the areas that need the most development at that point in time.

¹ <https://www2.mmu.ac.uk/student-case-management/guidance-for-students/student-code-of-conduct/>

When, where and how can I get support from the unit tutors?

Your mid-week sessions are the main conduit for support, and formative feedback, from your tutor. Many of the sessions will be dedicated to a progress update and check-in with your tutor over your project, and your progress so far. You should arrive to each session ready to discuss your progress. We also recommend that you use this time to arrange a team meeting, and reflect on your progress from the previous week, and plan your work for the upcoming week.

If you need to contact your tutor directly, please use the contact details provided in the Unit Handbook. If you have greater concerns, or are in a real panic, please contact the Professional Development unit leader, with the following contact details:

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