Module Study Guide

AY2015 - 2016

Team Project

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| --- | --- |
| Module Code | CP50074E |
| Level | 5 |
| Credits | 20 |

School of Computing and Engineering

Team Project

Module Study Guide

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# Module Leader ,Teaching Team and Module Administrator Details

|  |  |
| --- | --- |
| **Module Leader** | Ann Austin |
| Field/Subject and School | School of Computing and Technology  Field of Computing |
| Email | [ann.austin@uwl.ac.uk](mailto:ann.austin@uwl.ac.uk) |
| Phone | 020 8231 2401 |
| Location | BY.03.032 |
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| Job title | Administrative Officer |
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| Phone | 020 8231 2450 |
| Location | HT.GF.004 |

External Examiner(s)

The External Examiner(s) for this module are listed below.  Please note that this is provided for information only; students are **not** permitted to enter into any correspondence about their marks with External Examiners.

|  |  |
| --- | --- |
| **Name** | Xxx |
| **Job Title** | Xxx |
| **Institution** | Xxx |

# Further Information

|  |  |  |
| --- | --- | --- |
|  |  | |
| **Total Guided Learning Hours** | | 200 |
| Consisting of: | |  |
| **Teaching Contact Hours** | | 56 |
| **Independent Study Hours** | | 144 |
| **Placement Hours** | | 0 |
|  | |  |
| **Assessment:** | |  |
| Percentage of final marks assessed by: | |  |
| **Exam** | | 0% |
| **Coursework** | | 100% |
| **Practical** | | 0% |

Section

A

Section A Overview and Content

# Welcome and Introduction to the Module

Welcome to this edition of the module study guide for the Team Project module. In this guide you will find all the information you need regarding the purpose of the module and its role in the course you are studying. You will also find details of the module content, the assessment requirements and lists of further resources.

First Point of Contact

If you need to discuss any issue to do with this module, the first point of contact is the module leader, who is named at the start of this guide. If the module leader is unable to deal with the problem, you should then raise it with your course leader, and then with your Head of Subject. These contact details are as follows:

Course leader: Nasser Matoorian – email [nasser.matoorian@uwl.ac.uk](mailto:nasser.matoorian@uwl.ac.uk)

Head of subject (Computing) – email [danni.novakovic@uwl.ac.uk](mailto:danni.novakovic@uwl.ac.uk)

# Timetable/Venue/Rooms

Please refer to the central timetabling system which you can access from the My UWL section of the portal (portal.uwl.ac.uk).

Additional information may be also be posted on the School of Computing and Technology notice boards and Blackboard Undergraduate Computing Community.

# Aims of the Module

The aim of this module is to provide you with the experience of working collaboratively as part of a project team. The module will provide opportunities for you to adopt different project team roles in order to deliver a solution for your client.

# Learning Outcomes

LO1 Use project management and other software to schedule and manage multiple resources and milestones for a software development project

LO2 Adopt specific role/s as part of a project team in order to collaboratively deliver a software development project

LO3 Review project progress with key stakeholders and negotiate appropriate adjustments to project plan

LO4 Produce project documentation to support the project lifecycle

# Content of the Module

The focus of this module is very much on collaboration. The module will begin with general project management and team work theory, and then you will be allocated into teams. You will negotiate your role, ensuring that key roles are fulfilled. The final deliverable will be a software solution with associated documentation.

Assessing group work is always a challenge, with the risk of the more conscientious students either carrying the less able, or having their marks reduced due to non-participation of less motivated group members.

Providing the core functionality of the project will be a group responsibility, and will have little assessment weighting. Implementation of additional requirements based on the core functionality will be allocated to individuals, and the bulk of the assessment weighting will be focused on this in order to encourage collaboration (it will not be possible to implement the individual components unless the core functionality is present, but individual requirements will only depend on the core requirements). The project roles will need input from all team members in order to complete their individual tasks, and individuals will also be assessed for quantity, quality and regularity of input. e.g. use of discussion boards and repositories. You will also provide a peer review of your colleagues. This will ensure that the marks for this module reward individual effort.

You will have the opportunity to experience the following:

**Time management:**

Use of specialist project management software; Scheduling; Delivering milestones

**Collaboration:**

Team work theory – Belbin, Tuckman; Collaboration in practice - use of discussion board, file sharing, and other software to support the process.

**Project Management theory and practice:**

Project management theories and application to different methodologies; Support for project delivery; Project documentation

# Learning Resources

**School of Computing Computer Labs**

You will have access to the School’s PC labs for practical work.

**Learning resources to be provided**

* The Module Study Guide and handouts and notes for most sessions provided, covering all topics
* The Blackboard e-learning platform for discussion groups, distribution of information and email.
* Web page with links to relevant on-line resources.
* Case studies from current practice.
* All the software necessary for the module is available at UWL.

**The recommended texts for this module are:**

Karl A. Smith (2014), Teamwork and project management, McGraw Hill, ISBN: 9780073534909

Kathy Schwalbe (2012), An introduction to project management, ISBN: 9780982800331

Breaking Down Software Roles (no date). Available at: <http://www.hs-kl.de/~amueller/vorlesungen/se/breaking%20down%20software%20development%20roles.pdf>

Chatfield C. S. and Johnson T. D. (2013) *Microsoft Project 2013*. Redmond, Washington: Microsoft.

Microsoft Project 2013 Essential Training | Lynda.com (no date). Available at: <http://www.lynda.com/Office-tutorials/Microsoftr-Project-2013-Essential-Training/115433-2.html>

Project Management Fundamentals (no date). Available at: <http://www.lynda.com/Business-Skills-tutorials/Project-Management-Fundamentals/80780-2.html>

Sommerville I. (2015) *Software engineering*. 10th edn. Harlow: Pearson

You can access the full reading list for this module via the link in Blackboard

***To access Library website go to:*** [***http://www.uwl.ac.uk/library***](http://www.uwl.ac.uk/library)

Section

B

Section B Assessment and Feedback

# Assessment: General Information

This module has 2 assessments

**Assessment 1 – 20%**

Project progress – group presentation

**Assessment 2 – 80%**

Demonstration of group project and associated documentation. This has both group and individual elements and will include a peer review. Marks may be adjusted as a result of peer review.

See the Assessment area of Blackboard for the brief and full details of each task.

You must achieve an overall mark of at least 40% to pass this module with at least 40% marks in each assessment.

Feedback for assignments will be provided within 15 working days.

# Details of Assessment

**Assignment 1:**

Project progress: Group presentation Due: 29th February 2016

(weighting for group presentation: 50% group work, 50% individual contribution)

**Assessment 2:**

Part 1: Project demo:

Software solution Due: 10th April 2016

Group presentation Due: 11th April 2016

(Weighting for Project Demo: 10% group functionality, 20% individual functionality)

Part 2: Final report: Via Turnitin and/or Blackboard Due: 2nd May 2016

(Weighting for final report: 20% for group documentation, 50% for individual contribution)

All assignments are to be submitted via the Assessments area of Blackboard, and some will be submitted to Turnitin.

**Turnitin submissions**

You will find a link to the Turnitin Assignment from the Assessments area of the Blackboard course menu.

You will need to ensure that your assessment is uploaded as a single document, and in the correct format (e.g. a Word document or PDF – the acceptable file formats are displayed on screen when you come to submit via Turnitin).

When submitting, please enter your student ID number in the “submission title” box. The document itself should contain your student ID number in a header or footer; your name should not be visible on the work.

Turnitin generates an Originality Report, and you are encouraged to make use of this facility as a support tool to help you ensure the source material in your assignment is correctly referenced before final submission.

You will be able to submit revised drafts of your work up until the assignment due date. Only the final version will be marked by your tutor.

At the due date and time, no further submissions or changes are possible. Whatever is in the Turnitin inbox at this time will be regarded as your final submission.

**Blackboard assignment**

This link will be used for file types that are not supported by Turnitin, such as program files and databases. Instructions on how to do this will be on Blackboard, your tutor will also demonstrate this to you nearer the time.

You will be able to submit revised drafts of your work up until the assignment due date. Only the final version will be marked by your tutor.

# Summative Assessment Grid

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type of assessment | Module learning outcome | Word count or equivalent | Due date | Pass mark | Weighting |
| Group presentations: | LO1, LO2, LO3, LO4 | N/A | 29th February 2016 | 40% | 20% |
| Demo of group project and associated documentation | LO1, LO2, LO3, LO4 | 3000 | 10/11th April 2016  2nd May 2016 | 40% | 80% |

# Statement on Plagiarism

Plagiarism is defined as the practice of taking someone else’s work and passing them off as their own.[[1]](#footnote-1) It is presenting someone else’s work as one’s own irrespective of intention. Close paraphrasing; copying from the work of another person, including another student; using the ideas of another person without proper acknowledgement; and repeating work that you have previously submitted – at the University of West London or at another institution - without properly referencing yourself (known as ‘self-plagiarism’) shall also constitute plagiarism.

For further information please refer to the Student Handbook.

For further advice on plagiarism go to the UWL website:

<http://www.uwl.ac.uk/students/current-students/Advice-students-plagiarism>

# 11. Evaluation of the Module

The module is evaluated in three stages.

**Stage 1 Student Committee Meetings (one at each level)**Students are encouraged to raise positive and negative feedback via their representative on the relevant Student Committee Meetings (one held each semester) at which the module leader, programme leader and Head of Subject will normally be present

**Stage 2 Student evaluation**Towards the end of the module you will be invited to complete an on-line feedback form; this form allows for quantitative analysis of student feedback. After this stage the tutor can use the feedback to make changes to the module if necessary. Comments on the module from students can also be sent via the Blackboard messaging system.

**Stage 3 Formal Module Evaluation**Additional feedback on the design of the module and its content is sought from the external examiner responsible for the module. Formal module feedback is summarised in the Module Report produced by the module leader. These reports are presented to the Course Leader and Head of School and actions are noted in the Programme Annual Monitoring report which is reviewed by the Academic Standards Committee.

# 12. Personal Development Plan (PDP)

On completion of this module, you will have produced a portfolio of evidence appropriate for presentation to a prospective employer.

Section

C

Section C Module Schedule

# 13 Guide to Learning Sessions

|  |  |  |
| --- | --- | --- |
| **Session 1** | **Programme content** | Introduction to module, introduction to project management |
| **Key concepts / issues** | Introduction to project management, overview of collaboration tools |
| **Learning and teaching** | Lecture: project management theory  Lab: Collaboration tools, team project |
| **Literature for this session** | Module study guide  Fundamentals of PM Lynda.com tutorial |
| **Independent study** | Smith, K. Chapter 09, Schwalbe, K. Chapter 1 |
| **2** | **Programme content** | Team work |
| **Key concepts / issues** | Team working, skills, roles |
| **Learning and teaching** | Lecture: project management theory  Lab: Outlining and preparing plan for team project |
| **Literature for this session** | Smith, K. Chapter 3 and 4  Lynda.com tutorial MS Project 2013 |
| **Independent study** | Smith, K. Chapter 3 and 4 |
| **3** | **Programme content** | Project Scheduling 1 |
| **Key concepts / issues** | Project scheduling concepts |
| **Learning and teaching** | Lecture: project management theory  Lab: Software development for team project |
| **Literature for this session** | Smith, K. Chapter 11, Schwalbe, K. Chapter 4 |
| **Independent study** | Smith, K. Chapter 11, Schwalbe, K. Chapter 4 |
| **4** | **Programme content** | Project Scheduling 2 |
| **Key concepts / issues** | Project scheduling concepts |
| **Learning and teaching** | Lecture: project management theory  Lab: Developing team project core |
| **Literature for this session** | Smith, K. Chapter 11, Schwalbe, K. Chapter 4 |
| **Independent study** | Smith, K. Chapter 11, Schwalbe, K. Chapter 4 |
| **5** | **Programme content** | Professional Skills 1 |
| **Key concepts / issues** |  |
| **Learning and teaching** | Lecture: Project management theory  Lab: Developing team project core |
| **Literature for this session** | Recommended Reading in session |
| **Independent study** |  |
| **6** | **Programme content** | Demo Presentations |
| **Key concepts / issues** | In class assessment |
| **Learning and teaching** | Lab: Developing sub-projects |
| **Literature for this session** | N/A |
| **Independent study** | N/A |
| **7** | **Programme content** | Project Scheduling 3 |
| **Key concepts / issues** | Project scheduling concepts |
| **Learning and teaching** | Lecture: project scheduling concepts  Lab: developing sub-projects and individual documentation |
| **Literature for this session** | Schwalbe, K. Chapter 4 and 5 |
| **Independent study** | Schwalbe, K. Chapter 4 and 5 |
| **8** | **Programme content** | Project Scheduling 4 |
| **Key concepts / issues** | Project Scheduling concepts |
| **Learning and teaching** | Lecture: project scheduling concepts  Lab: Developing sub-projects and individual documentation |
| **Literature for this session** | Schwalbe, K. Chapter 5 |
| **Independent study** | Schwalbe, K. Chapter 5 |
| **9** | **Programme content** | Project and Team Monitoring and Evaluation |
| **Key concepts / issues** | Team monitoring, assessments |
| **Learning and teaching** | Lecture: project and team monitoring and evaluation  Lab: sub-project testing and integration |
| **Literature for this session** | Smith, K. Chapter 12 |
| **Independent study** | Smith, K. Chapter 12 |
| **10** | **Programme content** | Demo Presentations |
| **Key concepts / issues** | In class assessments |
| **Learning and teaching** | N/A |
| **Literature for this session** | N/A |
| **Independent study** | N/A |
| **11** | **Programme content** | Professional Skills 2 |
| **Key concepts / issues** |  |
| **Learning and teaching** | Lecture: professional skills  Lab: Writing documentation |
| **Literature for this session** | Recommended material in session |
| **Independent study** | N/A |
| **12** | **Programme content** | Risk Management |
| **Key concepts / issues** | Project Risk Management |
| **Learning and teaching** | Lecture: Risk management  Lab: Finalising documentation |
| **Literature for this session** | Schwalbe, K. Chapter 6 |
| **Independent study** | Schwalbe, K. Chapter 6 |

1. Oxford Advanced Learner’s Dictionary - <http://www.oxforddictionaries.com/definition/english/plagiarism> - accessed 18.05.15 [↑](#footnote-ref-1)