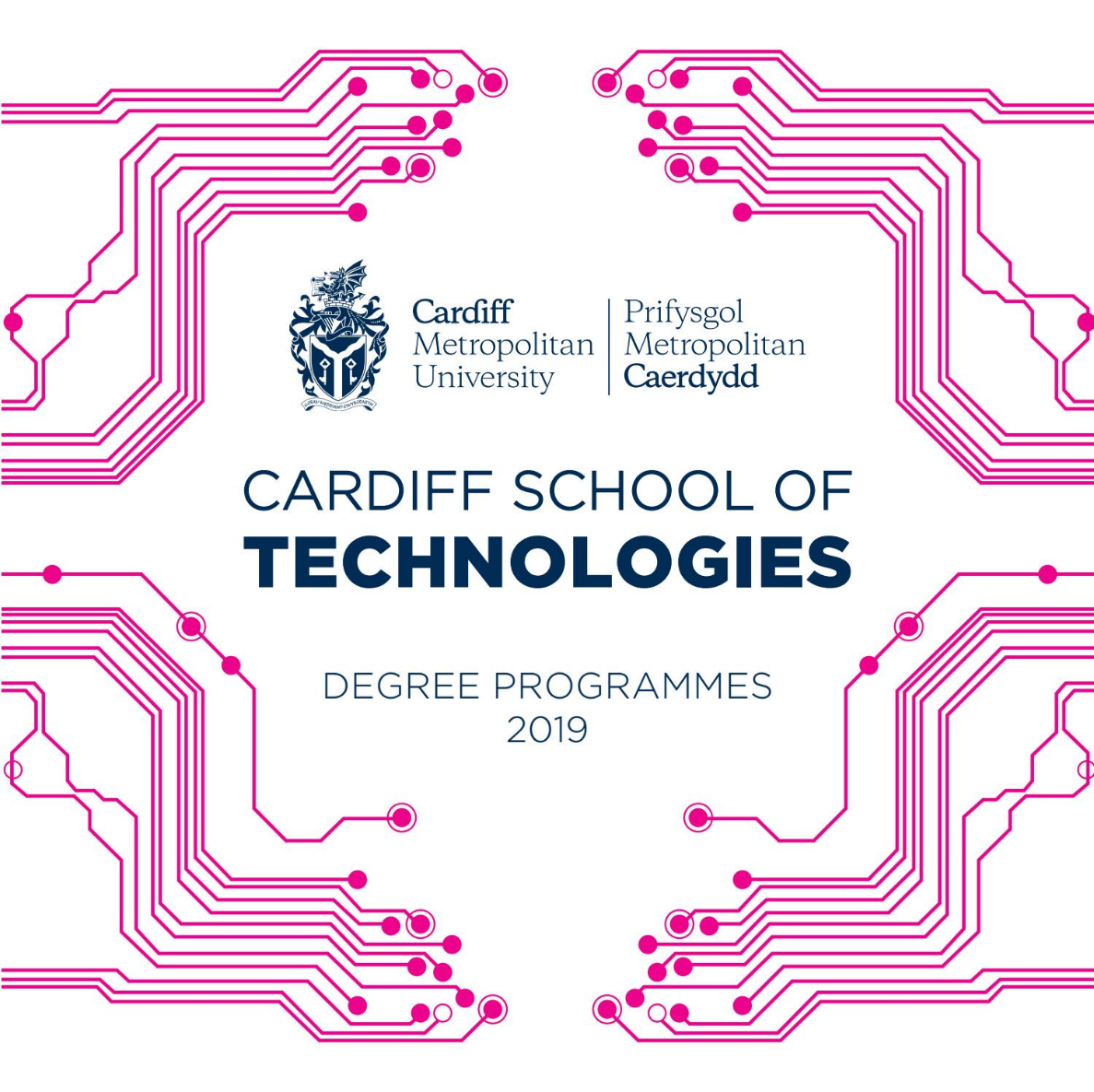
****

**Academic Year: 2022/23**

**Module Code – CIS7008**

**Module Title - Technology Project Management**

**Credit Value- 20**

**Term 1**

**Module Leader: Hasan Al-Ani**

**MAIN ASSIGNMENT**

**WRIT1 50 %**

**HAND-OUT DATE: Week 5**

**HAND-IN DATE: Week 6**

**Assessment Brief**

**Assessment Title: Technology Project Management - Critique**

Hand-in details are displayed on the module Moodle

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Contents

[Contents 2](#_Toc19612830)

[Learning Outcomes 3](#_Toc19612832)

[EDGE 3](#_Toc19612833)

[Assessment Requirements / Tasks 4](#_Toc19612831)

[Assessment Structure 6](#_Toc19612834)

[Submission Details 6](#_Toc19612835)

[Feedback 6](#_Toc19612836)

[Marking Criteria 7](#_Toc19612837)

[Assessment Criteria 8](#_Toc19612838)

[Additional Information 9](#_Toc19612839)

[Referencing Requirements (Harvard) 9](#_Toc19612840)

[Mitigating Circumstances 9](#_Toc19612841)

[Unfair Practice 9](#_Toc19612842)

## Learning Outcomes

On successful completion of this module, students should be able to:

1. Critically evaluate techniques for managing people, mitigating risk, estimating cost and ensuring quality and methodologies for project management
2. Critically review balances between project variables, such as time, cost, quality and scope

## EDGE

The Cardiff Met EDGE supports students in graduating with the knowledge, skills, and attributes that allow them to contribute positively and effectively to the communities in which they live and work.

This module assessment provides opportunities for students to demonstrate development of the following EDGE Competencies:

|  |  |
| --- | --- |
| ETHICAL | Ethics and ethical behaviour is an essential ingredient while managing projects. This will be discussed in this module. |
| DIGITAL | Digital management methods are examined and used throughout the module and tasks. |
| GLOBAL | Perspectives of global software development (GSD) are examined and discussed. Task involves reasoning of multi-cultural teams in multiple countries. |
| ENTREPRENEURIAL | One or more guest speakers from industry will be invited to talk to the students on this module to share their real-world experiences on projects and especially the role of project management in their workplace. |

# Assessment Requirements / Tasks

Choose three papers from the titles listed below and write a 1250-word critique of each. You should evaluate the points made, giving your own opinions where appropriate. The complete assignment will be a total of 4000 words (+/- 10%).

|  |  |  |
| --- | --- | --- |
| **Author** | **Title** | **Journal/Text** |
| Zaheer, R.A., Tanveer, A. and Fatima, H.M., 2016 | An Agile, Intelligent and Scalable Framework for Global Software Development. | World Academy of Science, Engineering and Technology, International Journal of Computer, Electrical, Automation, Control and Information Engineering, 10(4), pp.628-635. |
| Bjørn, P., 2016. | New fundamentals for CSCW research: from distance to politics. | Interactions, 23(3), pp.50-53. |
| Coram, M. and Bohner, S., 2005, April. | The impact of agile methods on software project management. | In 12th IEEE International Conference and Workshops on the Engineering of Computer-Based Systems (ECBS'05) (pp. 363-370). IEEE. |
| Berger, H. and Lewis, C., 2011. | Stakeholder Analysis is Key to Successful Client-Supplier Relationships of Global Outsourcing Projects. | Stakeholder analysis is key to client–supplier relationships of global outsourcing project success. International Journal of Information Management, 31(5), pp.480-485. |
| Mishra *et al.*, 2020 | Personal response systems through the prism of students' experiences | Computer Applications in Engineering Education. <https://repository.cardiffmet.ac.uk/handle/10369/11150> |
| Lewis, R. (2019) | Want to mislead and confuse? Use statistics! | <https://scientistsarehumans.com/2019/01/26/want-to-mislead-and-confuse-use-statistics/> |

**The Critique Template**

The following showcases the main features of a critique and is provided as one example.

|  |
| --- |
| **Introduction**  Typically, the introduction is short (less than 10% of the word length) and you should:   * Name the work being reviewed as well as the date it was created and the name of the author/creator. * Describe the main argument or purpose of the work. * Explain the context in which the work was created. This could include the social or political context, the place of the work in a creative or academic tradition, or the relationship between the work and the creator’s life experience. * Have a concluding sentence that signposts what your evaluation of the work will be. For instance, it may indicate whether it is a positive, negative, or mixed evaluation.   **Summary**  Briefly summarise the main points and objectively describe how the creator portrays these by using techniques, styles, media, characters or symbols. This summary should not be the focus of the critique and is usually shorter than the critical evaluation.  **Critical evaluation**  This section should give a systematic and detailed assessment of the different elements of the work, evaluating how well the creator was able to achieve the purpose through these. For example: you would assess the plot structure, characterisation and setting of a novel; an assessment of a painting would look at composition, brush strokes, colour and light; a critique of a research project would look at subject selection, design of the experiment, analysis of data and conclusions.  A critical evaluation does not simply highlight negative impressions. It should deconstruct the work and identify both strengths and weaknesses. It should examine the work and evaluate its success, in light of its purpose.  Examples of key critical questions that could help your assessment include:   * Who is the creator? Is the work presented objectively or subjectively? * What are the aims of the work? Were the aims achieved? * What techniques, styles, media were used in the work? Are they effective in portraying the purpose? * What assumptions underlie the work? Do they affect its validity? * What types of evidence or persuasion are used? Has evidence been interpreted fairly? * How is the work structured? Does it favour a particular interpretation or point of view? Is it effective? * Does the work enhance understanding of key ideas or theories? Does the work engage (or fail to engage) with key concepts or other works in its discipline?   This evaluation is written in formal academic style and logically presented. Group and order your ideas into paragraphs. Start with the broad impressions first and then move into the details of the technical elements. For shorter critiques, you may discuss the strengths of the works, and then the weaknesses. In longer critiques, you may wish to discuss the positive and negative of each key critical question in individual paragraphs.  To support the evaluation, provide evidence from the work itself, such as a quote or example, and you should also cite evidence from related sources. Explain how this evidence supports your evaluation of the work.  **Conclusion**  This is usually a very brief paragraph, which includes:   * A statement indicating the overall evaluation of the work * A summary of the key reasons, identified during the critical evaluation, why this evaluation was formed. * In some circumstances, recommendations for improvement on the work may be appropriate. |

**Checklist for a critique**

Have I:

* Mentioned the name of the work, the date of its creation and the name of the creator?
* Accurately summarised the work being critiqued?
* Mainly focused on the critical evaluation of the work?
* Systematically outlined an evaluation of each element of the work to achieve the overall purpose?
* Used evidence, from the work itself as well as other sources, to back and illustrate my assessment of elements of the work?
* Formed an overall evaluation of the work, based on critical reading?
* Used a well-structured introduction, body and conclusion?
* Used correct grammar, spelling and punctuation; clear presentation;
* Used the Harvard referencing style for all references (including images)? Include all resources cited in your critique in a reference list.

## Assessment Structure

|  |  |
| --- | --- |
| **Part 1: Report** |  |
| Title page |  |
| **Overall introduction (150 words)**- Clearly introduce all three chosen papers; Provide a context; justify why these were chosen and why you feel they are important to critically evaluate. Clearly outline how the question will be address (plus conclusion \*) | 7 |
| **Table of contents** |  |
| **Paper 1** - write a 580-word critique | 12 |
| **Paper 2** - write a 580-word critique | 12 |
| **Paper 3** - write a 580-word critique | 12 |
| **Overall conclusion (110 words)** | \* |
| **References** |  |
| **Appendices** |  |
| **Writing** - Evidence of:  Format: Arial 12pt, 1.5 line spaced, justified; Pagination; Grammar, spelling, punctuation; Writing style (sentence structure, paragraph structure, flow of narrative) | 7 |
| Total | 50 |

## Submission Details

Please see Moodle for confirmation of the Assessment submission date.

Submission will be by **4:00pm** on the deadline day.

**Any assessments submitted after the deadline will not be marked and will be recorded as a Non-Attempt.**

The assessment must be submitted as a word document through the Turnitin submission point in [Moodle](https://learn.cardiffmet.ac.uk)

Your assessment should be titled with your Student ID Number, module code and assessment id, e.g. st12345678 CIS7008 WRIT1

## Feedback

Feedback for the assessment will be provided electronically via [Moodle](https://learn.cardiffmet.ac.uk), and will normally be available 4 working weeks after initial submission. The feedback return date will be confirmed on Moodle.

Feedback will be provided in the form of a rubric and supported with comments on your strengths and the areas which you improve.

All marks are preliminary and are subject to quality assurance processes and confirmation at the Examination Board.

Further information on the Academic and Feedback Policy in available in the Academic Handbook ([Vol 1, Section 4.0](http://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_04_00.pdf))

## Marking Criteria

|  |  |
| --- | --- |
| **70 – 100%**  **(Distinction)** | The requirements detailed in the specification are met fully. An excellent critique of the three chosen papers that effectively focuses on the overall effectiveness and usefulness of the work it is critiquing. Excellent integration and balance of your opinion to produce reasonable and convincing arguments that are backed up with quality arguments and research. An excellent introduction and conclusion. The report is excellently presented, coherently written, with a good logical flow of content. In particular, the contents laid out are all present and are of a high standard. The report is formatted to contain all relevant sections. Higher grades of A will show evidence of creativity & extra effort such as reading around the subject or commenting on the merits or otherwise of the system/research documented. |
| **60-69%**  **(Merit)** | The requirements detailed in the specification are almost fully met. A good critique of the three chosen papers that has (in many places) effectively focused on the overall effectiveness and usefulness of the work it is critiquing. Good integration and balance of your opinion. Reasonable and convincing arguments that are backed up with quality arguments and research. A good introduction and conclusion. The report is well presented, coherently written, with a good logical flow of content. The report is formatted to contain all relevant sections. The content will be complete and will be to a competent but less exacting standard than for a 70+. In general, the report will contain all the essential sections, it will be well-written, but the high standard may be less consistent in some sections of the report than others. |
| **50-59%**  **(Pass)** | The requirements detailed in the specification are somewhat met. A fairly good critique of the three chosen papers that has in a few places focused on the overall effectiveness and usefulness of the work it is critiquing. A fairly good integration and balance of your opinion to produce fairly reasonable and convincing arguments that are backed up with some quality arguments and research. A fairly good introduction and conclusion. The report is fairly well presented and written, with a fairly good logical flow of content. In particular, the contents laid out are all present and are of a fairly good standard. The content will be somewhat complete and will be of an acceptable level. The report will contain all the essential sections, written to a fairly good level. |
| **40-49%**  **(Narrow Fail)** | The requirements detailed in the specification have not been met or poorly met in places. An incomplete/ not effective/ non-existent critique of the three chosen papers that has no focus on the overall effectiveness and usefulness of the work it is critiquing. A very poor integration and balance of your opinion, poor arguments that are not backed up with quality arguments and research. A poor/average introduction and conclusion. Overall, the report is poor (both in terms of presentation and writing), with no logical flow of content. Content and presentation are lacking in most aspects. |
| **<35%**  **(Fail)** | The requirements detailed in the specification have not been met. No critique of the three chosen papers is present. No focus on the overall effectiveness and usefulness of the work it is critiquing has been provided. No integration and balance of your opinion, very poor arguments that are not backed up with quality arguments and research. A poor introduction and conclusion. Overall, the report is very poor (both in terms of presentation and writing), with no logical flow of content. Content and presentation are lacking in all aspects. |

# Assessment Criteria

|  |
| --- |
| **An adapted summary is provided below:**  **To achieve a grade 70 – 100%:**  The submission gives a comprehensive and accurate coverage of the issues to be addressed, without significant omissions or errors. There is evidence of a very good understanding of the complexities of the topic being addressed, and there is a sound basis of relevant factual knowledge and/or theoretical aspects involved. Most of the important issues are dealt with in a detailed, specific and systematic way, and there is evidence of some original thinking in the answer derived from a critical appraisal of the material collected. The literature has been intelligently and systematically collected and reviewed.  **To achieve a grade 60-69%:**  The work demonstrates a comprehensive understanding of the issues being addressed and the factual information is mostly complete. There is a sound basis of factual knowledge and/or theoretical issues with few significant errors or omissions. The issues being addressed are dealt with in a systematic way, but may demonstrate limitation in the critical approach.  **To achieve a grade 50-59%:**  The work is well presented demonstrating understanding of most of the essential issues. There is a basis of factual knowledge and/or of relevant theoretical aspects. Errors may be present, but the overall framework of the answer is sensible. Most of the issues being addressed are discussed with reference to the literature available, and the answer shows planning in its construction, with a clear train of thought or development of an argument. |

# Additional Information

## Referencing Requirements (Harvard)

The Harvard (or author-date) format should be used for all references (including images).

Further information on Referencing can be found at Cardiff Met’s [Academic Skills](https://study.cardiffmet.ac.uk/AcSkills/Pages/Referencing.aspx) website.

## Mitigating Circumstances

If you have experienced changes or events which have adversely affected your academic performance on the assessment, you may be eligible for Mitigating Circumstances (MCs). You should contact your Module Leader, Personal Tutor or Year Tutor in the first instance.

An application for MCs, along with appropriate supporting evidence, can be submitted via the following link to the [MCs Dashboard](https://cis.cardiffmet.ac.uk/MitCircs/MitCircs/StudentDashboard)

Applications for MCs should ideally be submitted as soon as possible after circumstances occur & at the time of the assessment. **Applications must be submitted before the relevant** [**Examination Board**](http://www.cardiffmet.ac.uk/registry/exams/Pages/Examination-Boards.aspx)**.**

Further information on the Mitigating Circumstances procedure is available in the Academic Handbook ([Volume 1, Section 5](http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah1_05.aspx))

## Unfair Practice

Cardiff Metropolitan University takes issues of unfair practice **extremely seriously**. The University has distinct procedures and penalties for dealing with unfair practice in examination or non-examination conditions. These are explained in full in the University's Unfair Practice Procedure (Academic Handbook: [Vol 1, Section 8](http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah1_08.aspx))

Types of Unfair Practice, include:

**Plagiarism,** which can be defined as using without acknowledgement another person’s words or ideas and submitting them for assessment as though it were one’s own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples include:

* Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.
* Use of another person’s words or ideas that have been slightly changed or paraphrased to make it look different from the original.
* Summarising another person’s ideas, judgments, diagrams, figures, or computer programmes without reference to that person in the text and the source in a bibliography or reference list.
* Use of services of essay banks and/or any other agencies.
* Use of unacknowledged material downloaded from the Internet.
* Re-use of one’s own material except as authorised by the department.

**Collusion**, which can be defined as when work that that has been undertaken with others is submitted and passed off as solely the work of one person. An example of this would be where several students work together on an assessment and individually submit work which contains sections which are the same. Assessments briefs will clearly identify where joint preparation and joint submission is specifically permitted, in all other cases it is not.

**Fabrication of data**, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

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