Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

LEVEL/ LEFEL 5

MODULE CODE/ COD Y MODIWL: LCBB5005
PROJECT MANAGEMENT

ASSESSMENT TYPE/ MATH O ASESU: REPORT

ASSESSMENT/COMPONENT/ ASESIAD/CYDRAN: 2

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 50 %

WORD COUNT/ NIFER Y GEIRIAU: 2500 WORDS/ O EIRIAU

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**
- **All assignments must be submitted electronically to Moodle.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**

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BACHELORS DEGREE ASSIGNMENT SPECIFICATION

Programme:	**BA Business Management**		
Assignment Title:	**Assignment 2**		
Hand Out Date:	**The 2ND Week of Term**	**Submission deadline:**	**Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus**

• **Referencing:**	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).

Late submission will result in a late penalty mark, as follows:
Up to one week late, maximum mark of 40% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline
(Academic Quality Handbook 2016/17 7.5 (5))

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Identify and critically evaluate the appropriateness and limitations of the main project management methodologies

2. Apply concepts and principles of project management to a real world scenario and in so doing be able to make a successful contribution to any project environment.

TASK DESCRIPTION

Assessment Component 2 (individual) – 50%
Written Report (2,500 words)

End of Project Report

You are to implement a project discussed and agreed on within the group and the tutor in term 4. The total marks will be based on –

- Execution and control – how well the project is executed and managed, along with demonstrating knowledge of the PRINCE2 or PMI approach
- Reporting – End of Project report

The EOP report is about how well the project has performed against its Project Initiation Document, including the original planned cost, schedule and risk allowances.

The EOP report should contain:

- Outline the objectives of the project and indicate if they were achieved or not and if not, why not?
- Outline any benefits that have been achieved and if these were expected or unexpected.
- Did the project stay within its original scope? This is the project's timescale, the budget and the projects tolerances.
- Explain the changes that were made in the run up to the completion of the project. These are changes made in original plan. Also, what were effects of these changes on the project.
- Summarise the lessons learnt during the project, what went well and what you would do differently next time. Think about the project's successes and areas which need to be improved and explain any recommendations you would have for future projects.
- Were there any risks which you felt you could have identified earlier on in the project. What do you feel prevented you from identifying them, or were they unavoidable and unpredictable?

Based on a template from:
Cardiff University, [No date]. Project Management Framework: End of Project Report. [Online] Available at: http://www.caerdydd.ac.uk/plann/project_management/documents/End%20of%20Project%20Report%20Template.doc [Accessed 10 March 2016]

You will be required to demonstrate academic competence, reflective practice and execution of role/responsibilities in the project team.

Adopt a structured and concise approach. Your End of Project report should be about 2,500 words or equivalent. This will amount to 50% of the mark in this module.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Assessment Criteria Applied	Marks available	Marks awarded
1. Execution and control – how well the project is executed and managed, along with demonstrating knowledge of the PRINCE2 approach.	50	
2. You will be required to demonstrate academic competence, reflective practice and execution of role/responsibilities in the project team through the End of Project report while adopting a structured and concise approach.	50	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**100%**
	Up to ONE week late		
	First Attempt?		

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.