TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

ELCM320: Project in e-Commerce and Multimedia
INFO320: Projects in Information Systems

Second Trimester 2005

COURSE OUTLINE

1. Contact Details

Peter Metham
Course Co-ordinator and Lecturer
Room 115, Easterfield, Kelburn
Email: Peter.Metham@vuw.ac.nz
Phone: 463 5421
Office Hours: tba

2. Class Times and Room Numbers

Lectures: 4:10-5:00pm, Thursdays (Refer to schedule below for details). Attendance at the first lecture is mandatory.

Venue: EA LT206

3. Course Objectives

3.1 Purpose and description of course

In the real world, IS projects are undertaken in teams and best managed according to established project management techniques. The whole purpose of this course is to provide students with experience of this kind. Students are better prepared to enter the workforce and become productive immediately with employers recognising the value of their real-world experience.

Before the trimester starts, the course co-ordinator identifies a number of projects mostly in the external business world and then publishes the project descriptions on Blackboard. Students must then submit their preferences for team-mate and project via a web page that is made available. It should be noted that no guarantee is made here or elsewhere that a student will be offered any of their preferred team-mates or any of their preferred projects. Allocating projects is a highly complex task and the course co-ordinator will endeavour to make the best possible fit of all projects with all students.

Most projects will involve students working in teams of four. The team plans the project, determines the client's requirements, designs a solution and then builds and tests that solution. This frequently involves developing a website in the case of ELCM320 or a database in the case of INFO320 although many other types of projects also arise. Assessment is carried out throughout the course and culminates in a major presentation of the project deliverables by each team.

This is not a formally taught paper. The bulk of the learning takes place through interaction with the client. The lectures at the start of the course are designed to underpin the paper and offer practical advice in how to manage the project rather than to provide the main substance of the paper.

3.2 Course Objectives

On satisfactory completion of this course, students should be able to:

a) Agree with a client about a project and its deliverables that both the client wants and you can deliver in the given time and with the given resources; this agreement will be reflected in a signed project plan and statement of requirements.
b) Communicate clearly with the client and others about progress and quality issues.
c) Overcome a variety of obstacles and complete the assigned project in accordance with the project plan and to a level of quality in a professional manner that is acceptable to the client and course manager.
d) Work constructively in a team.

4. Key Requirements

a) **Enrolments close 4pm Friday 1 July 2005**

b) **Every student must submit his/her preferences for team-mates and project by 5pm Tuesday 5 July.** Where to submit your preferences: http://www.scim.vuw.ac.nz/courses/info320/Prefer.asp

c) **Projects will only be offered to those students who are enrolled, who submit their preferences on time and who attend the first lecture.**

5. Course Content

Teams need to be settled before the first lecture. Therefore, one of the course requirements is that you must submit your preferences for team-mates and projects and supply other data before the first lecture. Students will be notified as to the procedures via email and Blackboard some weeks before the start of the trimester. Please note that it is the course co-ordinator who makes the final decision regarding which team-mates and which project to offer to whom. However, all student preferences are taken into account as far as possible.

6. Schedule

Week 1	Build teams, contact client.	Lecture: Introduction, Project & Quality Management. Allocation of project to those present.	4:10pm, Thursday 7 July
	Plan	**Hand in Quality Checklist #1 (QC#1)**	3:30pm, Friday 8 July
Week 2	Plan & Analyse	Lecture: Writing a Statement of Requirements (SOR)	4:10pm, Thursday 14 July
Week 3	Plan & Analyse		
Week 4	Plan & Analyse	**Hand in Project Plan and QC#2** **Hand in SOR and QC#3**	3:30pm, Thursday 28 July
	Design	Lecture: Writing a Design report	4:10pm, Thursday 28 July
Week 5	Design		
Week 6	Design	**Hand in Design Report and QC #4**	3:30pm, Thursday 19 August
	Build	Lecture: The Build stage	4:10pm, Thursday 19 August
	Mid Semester	*Break*	
Week 7	Build, Test, Document	**Mid-course progress report**	1 hour within 2pm-6pm, Thursday 1 September
Week 8	Build, Test, Document		
Week 9	Build, Test, Document		
Week 10	Build, Test, Document	**Hand in Test Results and QC#5**	3:30pm, Thursday 22 September
Week 11	Transition	**Final handover and presentation of project deliverables to client.**	3:30pm, Friday 30 September
		Hand in Quality Checklist #6	3:30pm, Friday 30 September
Week 12	Final Presentation	**Delivery of a 30-minute presentation of evidence (including project workbook) to the course lecturer**	Wed 5 October to Fri 7 October (Exact time and venue: tba.)

7. Student Commitment

7.1 Learning style / Team Work

Why is team work an essential part of this paper?
In the real world, IS projects are undertaken in teams and managed according to established project management (PM) techniques. The whole purpose of this course is to provide students with experience of this kind. That means working as part of a team and learning how to make the team effective though the use of project management techniques.

What are the links between the achievement of the paper's objectives and team work?
The purpose and the objectives of the paper include the intention to provide students with experience of team work in a real world situation; hence the need for team work.

Why should team work in this paper be assessed and what is the justification for the weighting given to the team component?

Virtually all of the work done in this paper is team work. The success of the project depends on the myriad contributions of each team member and combinations of team members. A good analogy is a soccer team. The forwards can only succeed in scoring a goal if the mid-field players pass the ball up to them. Equally, the persons who take on the task of writing any programme code can only succeed in meeting client expectations if the requirements have been documented properly and an appropriate design developed. Both the forwards and programmers are useless without an effective team effort.

For this reason, all deliverables are assessed as team efforts and the assessment is almost 100% team assessment. First, the assessment of the team is assigned to each team member. That individual assessment is then adjusted according to the lecturer's knowledge of the project and individual's contribution.

What support will students be given in the development of effective team work skills?
The students are provided with lectures on project management and a project plan template that guides them in how to effectively determine the project objectives, the tasks necessary to achieve a successful conclusion and the allocation of responsibility.

Students are given a set of team rules and encouraged to develop or modify these rules to suit their own particular needs.

7.2 Workload

To achieve an average pass, you should expect to devote a total of twelve hours per week to the course, including time spent in class, project work and various project meetings. This is an average workload; actual workload will vary from week to week through the trimester.

7.3 Attendance:

Attendance of lectures is strongly recommended.

8. Recommended Readings

Johnston, Andrew K (2003), ***A Hacker's Guide to Project Management****, Second Edition, Butterworth-Heinemann, Woburn, MA* (ISBN 0750657464) Note: First edition is similar.

Schwalbe, Kathy, ***Information Technology Project Management****,* ***Third edition,*** Course Technology (ISBN 0-619-15984-7 © 2004).

McConnell, Steve, ***Software Project – Survival Guide,*** Microsoft (ISBN 1-57231-621-7). See also www.construx.com for three 'free' chapters.

Whitten, J., Bentley, L., Dittman, K. (2001). ***System Analysis and Design Methods,*** McGraw-Hill Irwin (ISBN 0-07-231539-3 alk.paper)

9. Materials and Equipment

If you are likely to incur travel costs then you should negotiate an arrangement with the client to reimburse those expenses.

10. Assessment Requirements

10.1 Summary

Students are expected to work as a team and, as a result, it is the team's work as a whole that is assessed throughout the course. At the end of the course, the assessment of the team's work is applied to each individual in the team and then adjusted for each individual according to the lecturer's knowledge of the individual's contribution.

Feedback from the client is used as evidence that tasks have been completed in satisfactory manner.

The breakdown of the assessment is as follows:

Assessment	Contribution	Relevant Objectives
Project Requirements & Plan	25%	All
Design Report	15%	All
Progress Report (mid course)	10%	All
Delivery of a 30-minute presentation of evidence (including project workbook) to the lecturer	50%	All

Refer to "Course Content" above for the due dates.

10.2 Assessment Detail

a) Project Plan and Statement of Requirements
The purpose of these two documents is to provide a statement of understanding between the project owner, the project team and the course manager that clearly identifies the project objectives, requirements, constraints and strategy. Preparing these documents greatly reduces the risk of project failure.

b) Project Plan
A good project plan will normally include:

- Background
- Business objectives
- Scope (in & out)
- Constraints
- Assumptions
- Work Breakdown structure /Milestones / Gantt chart
- Schedule
- Deliverables
- Responsibilities & team structure
- Risk Management
- Change Management
- Issue Management

- Communication Management
- Feasibility
- Approval of project owner
- Quality Checklists

b) Statement of Requirements

A statement of requirements will normally include:

- An introduction which includes background, business objectives, scope, definitions and acronyms
- A complete set of numbered functional and non functional requirements
- A test strategy / plan
- Important constraints and outstanding issues to be taken into account during the design stage
- Appendix: Details of the Fact-Finding processes used (documents reviewed, interview dates and attendees, questionnaires, any JRP session)
- The written approval of the project owner.

c) Design report

This document describes exactly how you will meet the requirements. It must receive the written approval of the project owner.

d) Progress report (mid- course)

Project teams are required to submit a progress report about their project. The report must include the following:

- The number and title of the project
- A brief project summary that describes the project owner, the expected benefits of the project and the nature of the intended deliverables.
- An executive summary describing progress to date.
- A detailed Gantt chart showing all tasks in the build, test, document and transition stages, together with their start and finish dates, duration, who will do the task and the percentage complete so far.
- A list of the most important risks to the success of your project and what steps you have taken to reduce this risk to a manageable amount.
- A list of the most important outstanding issues with your project that requires resolution.
- A revised feasibility study (using the feasibility list in the Project Plan template)
- Signature of all team members
- Approval (and signature) of project owner

The report must be prepared using Powerpoint, as I will probably ask you to present your report to the class. You must get the project owner to show his/her approval of this report. One way to do this is to print it out and ask the project owner to sign his/her approval. Alternatively, you may send the progress report as an attachment to an email and request that the project owner reply with an email giving his/her approval.

e) Final Project Delivery & Presentation

Hand-over of deliverables to the client

Each project team is required to make a formal hand-over and presentation of their deliverables to their client during the week before the final week. It is the responsibility of the team to make all arrangements for the presentation - location, timing and attendance. Teams should co-ordinate their presentations so that attendance is possible for all parties involved. The assessor (i.e. the course co-ordinator) will not be present at this presentation.

The presentation should include the following:

- The nature of the problem should be described, briefly detailing the original project requirements and indicating how the project deliverables meet those requirements.
- The operations of the system should then be demonstrated.
- Provision should be made for a brief question and answer session.

Each member of the team is expected to participate in the presentation. It should be treated like a formal project handover. If the project owner is satisfied he/she will sign Quality Checklist #6 formally accepting the deliverables.

Final presentation to assessor(s)

Each project team is required to make a 30-minute presentation of their project to the course assessor in the final week. As each project will be different, the presentations will cover different activities. However, the assessment will normally cover the following items:

- Project summary
- Quality of deliverables as demonstrated (major item)
- Quality of testing strategy and results (major item)
- Client satisfaction (major item).
- Project management
- Risk management
- Issue management
- Communications management
- Professionalism in the conduct of the project
- Quality of final presentation
- Ability to work constructively as part of a team

Mitigating factors will be taken into account when assessing this phase but note that overcoming obstacles is part of the course and usually experienced by all teams.

Project Workbook

This must be delivered at the same time as the presentation above. The contents represent valuable evidence of the process that you adopted throughout the course.

The project workbook must be in the form of an A4 Lever Arch file, allowing the easy incorporation of material. A master index should be established and maintained throughout the duration of the project. All items should be legible and grammatically correct.

The workbook should contain all of the project material including:

- Project plan
- Statement of Requirements
- Approved changes to project scope
- Issues management log
- Design report
- Meeting agendas, minutes and "action arising" notes (important)
- Correspondence (not every email has to be included)
- Progress tracking reports (to show that you have tracked progress)
- Test plans
- Test results
- System documentation
- User manual
- Approvals

The Project Workbook should be consistent with the Course Co-ordinator's knowledge of progress. It is expected that all of the records will be consistent and will be traceable where relevant to the appropriate deliverables.

11. Penalties

Penalties will be applied for non-attendance at presentations. Specifically, failure to attend the final presentation will result in zero marks for that part of the assessment.

12. Responsibilities for Practicum Arrangements

Projects are determined by the course co-ordinator. All assessment is done by the course co-ordinator. However, input from the client is used as evidence of quality.

13. Mandatory Course Requirements

a) All students, working in teams, must secure the completion of six Quality Checklists by the project owner including his or her signature and return them to the assessor by the times set for each one. (See timetable below). These checklists are part of the Project Plan Template and are available on Blackboard.
b) To pass the course, you must have completed all of the assessments listed in the "Assessment" section of this Course Outline, gaining at least 50% of the total marks available.
c) Failure to meet any of the assignment deadlines without an appropriate extension being granted will result in failure of the course. No extensions will be given for Quality Checklist #6.

Note that the usual grading system (A to F etc) applies.

14. Communication of Additional Information

The official channel for all resources and information is via ***Blackboard.*** A lot of information is available several weeks prior to the course starting. All students should check the Announcements section regularly.

15. General Information

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:
There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.
The policy on Staff Conduct can be found on the VUW website at:
www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:
www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism
Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

> Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything *that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

Plagiarism is not worth the risk.
Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct *(*www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities
The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support
Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)
This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:
Melissa Dunlop, Programme Coordinator
Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz