

Project Management and Evaluation

Section A: Headline Information	
Module title	Project Management and Evaluation
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Helen Maher and John McHugh
Parent programme(s)	BA (Honours) in Social, Political and Community Studies
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Pre-requisite module titles	Leadership and Management
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours per week lecture
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group work Room
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:5						101			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module develops knowledge of theory, practice and principles for effective project management in the community voluntary and not-for-profit sector. Learners will become familiar with the systematic process of project management from concept through design, implementation and evaluation. Learners will also focus on the inherent complexities of project implementation, problem solving and the management of change. This module contributes to the overall programme learning outcomes supporting the development of core skills and competencies.
Module Aims and Objectives	<p>The module aims to develop a critical understanding of the concepts of project planning and management. Learners develop skills in analysis, planning and project development, implementation and evaluation throughout the module. Learners are supported to develop their aptitude for strategic thinking and the ability to apply this in practice. The module aims to develop learner capacity to effectively lead a given project in the context of organizational strategy.</p> <p>Learners will be expected to critically evaluate the feasibility, implementation and sustainability of a project. The modules also aims to develop learner capacity to work with people, problem solve and understand change management.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the value, form and function of project planning. (MIPLO 4) 2. Apply a comprehensive and systematic approach to the complexities of project management in a given context. (MIPLO 4, 5, 6)

	<p>3. Exhibit a capacity to utilise interpersonal and team based skill-sets in the context of project management. (MIPLO 6, 7)</p> <p>4. Engage with organisational and sectoral norms and practices in relation to funding applications/tenders, compliance and accountability. (MIPLO 4, 5)</p>
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>The aim of this subject is to promote the learner's understanding of key perspectives and frameworks of project management and implementation. Learners are supported to develop the core skills needed for effective project management.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • <i>Project Concept and Plan:</i> Project planning cycle; design process; participatory and directive planning approaches; vision, innovation and creative thinking; situational analysis; strategic goals / priorities; S.M.A.R.T.; risk analysis; timelines; resource allocation; critiquing the strategic plan. • <i>Project Governance and Leadership:</i> Leadership; Governance; Understanding change / change management models; Kotter's change management theory; feasibility and sustainability; framing and leading change, working with motivation and resistance, problem solving. • <i>Preparing Project Applications:</i> Understanding the tendering process, preparing funding applications (key performance indicators; mapping desired outcomes; role and function; managing risk; communication/dissemination strategy). • <i>Project Monitoring, review and evaluation:</i> Monitoring and evaluation frameworks and templates; practical approaches and methods; participatory evaluation; outputs and impacts.
Module Teaching and Learning Strategy	Lectures, Tutorials, discussion forums, Case studies, Group exercises.
Work-Based Learning and Practice-Placement	N/A.
E-Learning	Use of virtual learning platform, access to weekly online reading material and power point presentations and a range of online learning materials.
Specifications for Module Staffing Requirements	<p>One lecturer.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:25.</p>
Module Summative and Formative Assessment Strategy	The module assessment strategy is based on a balance between theoretical and practical learning building knowledge, skills and competencies relevant to the development of strategic thinking and the practice of project management and evaluation. Learners will be provided with opportunities to discuss and consider the elements of project planning and management in the context of their previous work experience and knowledge of the field. The formative assessment strategy relies on participatory group exercises to facilitate the development of comprehensive approaches to project planning and design, problem solving.

	<p>Learners will work collaboratively in pairs to undertake the summative assessment, the development of a project concept, implementation and evaluation plan.</p>
<p>Sample Assessment Materials</p>	<p><i>Assignment 1:</i> Participatory Exercises in strategic planning, risk analysis and funding proposals (20%). In-class participation in group exercises.</p> <p><i>Assignment 2:</i> Project Design, Implementation and Evaluation Plan (80%): (undertaken in pairs).</p> <p>Comprehensive project plan with attention to leadership and management approach (inclusive of funding, implementation, risk analysis and evaluation plan). Co-written project plan (2,500-3,000 words).</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Kotter, J.P. (2012). <i>Leading Change</i>, Boston: Harvard Business School Press.</p> <p>McCarthy Flynn, J. and Velthius, S. (2016) ‘Sustainable Communities: A Governance Resource for Small Community and Voluntary organisations’, Dublin: The Wheel.</p> <p>McNamara, C. (2007). <i>Field Guide to Non-Profit Strategic Planning and Facilitation</i>. Minneapolis: Authenticity Consulting LLC.</p> <p>Parsons, D. (2017). <i>Demystifying Evaluation: Practical Approaches for Researchers and Users</i>. Bristol: Polity Press.</p> <p>Pasanen, T. and Shaxan, L. (2016). ‘How to design a monitoring and evaluation framework for a policy research project’. London: Overseas Development Institute; A Methods Lab publication: odi.org/methodslab.</p> <p>Velthius, S. (2016) ‘Sustainable Communities: A Funding Handbook for Community-led groups’, Dublin: The Wheel.</p> <p>Velthius, S. (2015) ‘Financing your Future: A guide to building a sustainable income for community and voluntary organisations’, Dublin: The Wheel.</p> <p>Supplementary Reading:</p> <p>Gallant, N. and Ciaffi, D. (2016). <i>Community Action and Planning</i>. Bristol: Polity Press.</p> <p>Kara, H. (2017) <i>Research and Evaluation for busy students and practitioners</i>, Bristol: Polity Press.</p> <p>European Commission Civil Society Fund in Ethiopia (2017) ‘Introduction to Monitoring and Evaluation using the Logical Framework Approach’, Johannesburg: Umhlaba Development Services: www.umhlaba.com</p> <p>Medley, B. C. and Akan, O.H. (2008) ‘Creating positive change in community organizations: A case for rediscovering Lewin’, <i>Non-profit Management and Leadership</i>, Volume 18, Issue 4, (485–496).</p>

	<p>O'Brien, F. and Dyson, R.G. (2007). <i>Supporting Strategy: Frameworks, Methods and Models</i>. New York: Wiley Press.</p> <p>Journals Nonprofit and Voluntary Sector Quarterly Nonprofit Management and Leadership Voluntas: International Journal of Nonprofit organisations Third Sector Review</p> <p>Websites: The Wheel: www.thewheel.ie Pobal: www.pobal.ie Know How Non-Profit: http://knowhownonprofit.org Community Toolbox: http://ctb.ku.edu/en/ Basics on Change Management: https://knowhownonprofit.org/people/people-management-skills/change/basics-on-managing-change Project Planning and Development: https://sites.ed.gov/aapi/files/2015/08/Grant-Writing-Training-Manual.pdf</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with internet, projector, speakers.</p>