SYLLABUS

Scope and Time Management

Academic year 2024/2025

Planeta Formación y Universidades

Índex

1. General Organization

1.1. Subject Information

Subject Information		
	Topic	Scope and Time Management
	Topic Code	11_2MaPM_FT-EN-05
	Program Name	Master in Project Management Official Program of Universidad Internacional de la Empresa
	Credits	3 ECTS
	Type	Obligatory
	Year	First
	Period	First
	Language	English
	Teaching Modality	On-Campus
	Recommended study dedication per 1 ECTS	25 hours

1.2. Faculty

Teacher's name	Mr. Aitor López Galilea Architect and Certified PMP®

1.3. Subject Presentation

Project Scope Management includes the processes necessary to ensure that the project includes all the requirements of the work required to complete it successfully. The main objective of Project Scope Management is to define and control what is included in the contract. Good outreach planning will guide the project management team in decision making when deciding to add or remove jobs, and to control what is included and what is not, both in the project and in the project output.

Project Time Management is at the very heart of Project Management Institute (P.M.®) project management methodology: scope, time, cost, and quality.

The time factor, along with its par, cost, continues to represent the main "obsession" of all well experienced Project Manager. This acquires greater relevance today, given the increasing complexity of the projects that Project Managers face.

The "Project Program" is probably the most relevant document for the management of the Project Plan, which is the object of continuous attention by all stakeholders, from the beginning of the Project to its closure.

As the project progresses, more detailed information is available on its status and evolution, thus leading to a renewed project approach in the light of this latest information. A correct planning, scheduling, and control procedure ("Scheduling") should be implemented to predict, recognize, and properly handle all those factors that may affect the development of the Project.

The objective of the "Project Program" is to serve as a "road map" or "roadmap" indicating how and when the Project will produce the deliverables identified in the "scope of the Project".

1.4. Competences and learning results

CC3 Understanding advanced techniques planning and monitoring in the management of the scope, time and cost of a project.
HD4 Managing information and data acquisition, organisation and display assess the results of this management.
CP02 Applying the most suitable management method according to the needs.
CP4 Applying control instruments at every project stage and level in such a way that from your management approach.
CP5 Perform time and cost contingency calculation based on the results of quantitative.
CP6 Involve stakeholders in the development of the project,addressing expectations to be satisfied by the project.

LEARNING OUTCOMES

· Ability to identify project stakeholders and determine their needs.
· Application of the most suitable tools and techniques for the collection, analysis and documentation of the project requirements.
· Preparation of project scope definition documents.

2. Content

Management of the project scope and its requirements both in terms of management and organisation are studied. Creation of a Work Breakdown Structure (WBS) kept always up to date is studied, together with the available scope control and certification mechanisms. In addition, project planning management support tools and techniques are analysed, particularly MSProject as a planning application, through practical exercises: schedule, estimation of resource requirements and duration of activities, programming keys with limited resources and programming control, among other techniques.

Topic 1. What is project scope management?
What is project scope management?
- a. Importance of project scope management.
- b. Processes involved.
- c. Product scope and project scope.
- d. Scope Management Plan.

2. Requirement collection.
- a. Project stakeholders.
- b. Conflicting restrictions and competing demands.
- c. Collection planning.
- d. Collection techniques and tools.
- e. Techniques for sorting requirements collected according to priority.
- f. Documenting requirements.
- g. Requirements traceability matrix.

3. Project Scope Definition.

a. Project Scope Statement
b. Assumptions and restriction.
4. Creation of the Work Breakdown Structure.
a. Definition and evolution of the concept.
b. Attributes of a quality WBS.
c. WBS examples.
d. WBS creation tools.
e. Most frequent conceptual errors in building a WBS.
5. Project Scope Verification and Control
a. Scope verification.
b. Scope control.
6. Project activity definition.
7. Definition of the project activity sequence.
8. Estimating each activity¿s duration.
9. Schedule, critical path and critical chain.
10. Project time plan monitoring and control.

3. Teaching and Learning Methodologies

Problem-based learning: This methodology places the student at the center of learning. Having previously shared the information and knowledge necessary to deal with the problems, the resolution of these demands the student a process of recognition of the lessons learned, identification of the needs of the problem and development of the appropriate skills to achieve a satisfactory result. The key to the success of this methodology in the program we are dealing with, is the problem-solving and prior exposure, analysis and synthesis of information and knowledge to be sufficient to achieve the best possible outcome in solving the problem, but also to address enough learning and improvement challenges that motivate students and achieve effective learning

Learning based on experience: This methodological approach bases its effectiveness on the weight of experience in our learning processes. We learn much more from what we do than from what we hear or see. In the program that concerns us, we train professionals to manage and manage projects, so each step, each subject and each module must be oriented towards the development of appropriate skills in project management and management situations. In this sense, the students will work in different projects, across the course and throughout the course to be able to deploy and test the learning as the course progresses.

Case study: The case method would be a complement or a nuance with respect to the methodologies previously proposed. While the final project and business practices may place students in real contexts of problem solving and learning based on experience, most situations must be fictitious, supported by real cases, known or experienced by teachers, and will promote student learning in a simulation environment, without jeopardizing the success of a real project.

Seminars and conferences: Your training will be complemented by the organization of seminars and conferences in which professionals of recognized prestige and real experience in the field will participate.

"Students with disabilities or special educational needs"

EAE Business School will guarantee the achievement of the skills listed for all students. Those students who present special educational needs related to their hearing, visual, physical and/or organic, intellectual disability, mental health problems or temporary disability that directly affect the achievement of their academic results, will be attended by Student Services. Analyzing the particular case, the unit will establish the appropriate measures for curricular adaptation and will provide academic support to both the faculty and the student to achieve them.
It will be an essential requirement for this to issue a report on curricular adaptations by said Unit, so students with disabilities or special educational needs must contact it, in order to jointly analyze the different alternatives.

4. Activities

Activity	# Hours	Face to face (%)
Exposition: Group activities in which the teacher shares with the group knowledge and experiences that serve to frame or provide content for the subject. This exhibition can be oral or written, in the form of a presentation or using any other technological or audiovisual medium. In certain circumstances, the teacher instructs students individually or in teams, they are the ones who perform exposure of the key aspects of a subject, prior research topics to be exhibited.	35	100%
Comparison of previous knowledge: The contrast with previous knowledge, before or after an exhibition, will be key to reinforce, and strengthen the lessons learned. The diversity of profiles, previous knowledge and experience of the students that make up a group makes this permanent exercise of contrast with their previous knowledge especially difficult, but it is at the same time a source of enrichment that guarantees that the limits of how far each can reach group only depends on the group itself.	8	75%
Discussion: Once a knowledge acquisition phase is over, activities are proposed that make it necessary to relate this knowledge, understand it in order to explain and contrast it. These are the activities that we include under the debate and that are of a group nature, although they can be carried out in a different way. In small groups or groups, orally or in writing, based on some questions and discussion guidelines or the students being the protagonists of the moderation itself. In any case, any debate activity will be aimed at achieving a series of conclusions	8	100%

that will be the guarantee of progress in the acquisition of the expected learning. The comparison of scenarios is usually an activity of debate that helps in moderating them and in addressing the conclusions reached.		
Summary: It gathers a whole set of activities, individual or group, that allow to clearly identify the lessons learned. From the realization of a scheme or conceptual map, to the resolution of an exercise, through a presentation or a role-playing game, we will find multiple activities that try to show the acquisition of specific knowledge and skills.	8	75%
Problem solving: Problem solving activities generate scenarios of application of the lessons learned and deployment of the skills developed during the course. They can be both individual and group activities. In solving problems, the scenario is limited and the student is presented very clearly the type of resolution that is expected and the competencies to be deployed for such resolution.	8	75%
Computer lab: completion of practices in the computer classroom using tools and software for project management.	25	75%
Case Studies: The resolution of cases places the student in a context very close to that of business reality, where he, individually or in groups, must identify the problem or problems to be solved and display the competencies that he considers most appropriate depending on of the expected outcome. The resolution of cases will involve, in most cases, the creation of management and project management scenarios to display the acquired competencies.	20	75%
Self-study: Individual study for exam preparation.	30	15%
Tutorials: Sessions to resolve doubts about theoretical concepts or practical work.	8	75%
TOTAL	150	70%

5. Assessment

5.1. Assessment methods

The Student Assessment Model at the University follows the principles of the European Higher Education Area (EHEA).

Assessment system	Weighting
Continuous assessment activities *	60 %
Weight of each activity: Participation: 20 % Class presentation: 10 % Individual work or group work: 30 %	
Assessment system	Weighting
Exams*	40%

***In order to pass the course it is mandatory to obtain a minimun average or 5 points in each part independently (Continuous assessment activities and Exams)**

The final grade will be calculated using the weighting described above, except in the case of failure to pass at least one of the two sections. In the latter case, the final grade will be the lowest grade between the continuous assessment activities and the exams.

For sanctions associated with lack of academic honesty, the 'Normativa General de Evaluación y Calificación de la Universidad y la Normativa de Convivencia y Reglamento Disciplinario de Estudiantes' (General Regulation for Assessment and Qualification of the University and the Coexistence and Disciplinary Regulations for Students) will be applied. In particular, the use of content authored by someone other than the student himself must be adequately cited in the submitted work. In the event of a coincidence of more than 15% -reproducing information from sources without properly citing them-, the sanction will be a fail grade (0) in the activity in which it is detected.

In case of repeated behavior, the penalty will be a fail grade (0) in the subject and loss of the call in which the infraction occurred, in addition to the decision taken by the disciplinary committee for being a very serious infringement. Likewise, the use of fraudulent means during the exams will imply a fail (0) and may imply the opening of a disciplinary file.

In order to be assessed in ordinary call, you may not have more than 25% of absences in attendance.

In extraordinary call, the same competences/learning results will be assessed using the same system as in ordinary call. The student must repeat only the evaluative activities that he/she has not passed in ordinary call. Only students who have obtained a final grade of "Fail" or "Not submitted" may apply for extraordinary call.

5.2. Grading system

The course grade will be established on a numerical scale from 0 to 10, with the following associated qualitative grades:

Level of Proficiency	Official Grade	Qualitive Grade
Very competent	9,0 - 10	Outstanding
Proficient	7,0 - 8,9	Remarkable
Acceptable	5,0 -6,9	Passing
Not yet competent	0,0 -4,9	Failed

The mention of "Matrícula de Honor" ("Honors" degree) may be awarded at the discretion of the teacher to students who have obtained a grade equal to or greater than 9.0. One honors degree may be awarded for every 20 students when the teacher of the subject considers the performance of the candidates have been exceptional. In the event that the number of students in the group is less than 20, just one Honors Degree may be awarded.

In each of the activities carried out, **the achievement of the learning results** will be measured, with impartiality and objectivity.

6. Bibliography

5.1. Basic

- Kerzner, H. (2009) Project Management, A Systems Approach to Planning, Scheduling, and Controlling Tenth Edition. Division of Business Administration, Baldwin-Wallace College Berea, Ohio. John Willey and Sons, Inc., USA.
- PMI Standards Committee (2006) Practice Standard for Work Breakdown Structure - Second Edition. Project Management Institute, Newtown Square, Pennsylvania, USA.

5.2. Recommended

- Stackpole, C.S. (2009). A project manager's book of forms. Wiley and Project Management Institute. New Jersey, USA.
- Taylor, J.C. (2008) Project scheduling and cost control. J. Ross Publishing, Fort Lauderdale, Florida, USA. .

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