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SUBJECT CODE:	GPRM 521

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Date

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1. Introduction

Project management involves the application of knowledge, skills, tools and techniques during the entire duration of the project life cycle in order to meet the requirements of the project and to maximize the probability of the project's success (Project Management Institute, 2013; as cited by Seymour and Hussein, 2014:233). For this project, we were tasked with developing an entire Project management plan for the Project Management Module. The assignment consists of a project scope, the deliverables, phases and life cycle of the project, a Gantt Chart, WBS, RAM, stakeholder and risk analysis and challenges and lessons learned along the way.

2. Project charter

The knowledge area of PMI used in this section is Project Scope Integration Management, the charter of the project gives the authority to the project leader (Hartney 2016).

Project title	Project Management Module
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Start date		End date	
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Project leader	Christiaan Snyman
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Team Members
Keitumetse Masike
Charlise Botha

Robin-Danuelle Jeffrey

External Stakeholder

Lecturer – project sponsor

Scope

Online learning.

Zoom team meetings to be held.

Communication via WhatsApp group.

Goals

To complete each task, class, or assignment in a relevant time frame.

To pass the module.

To have a deeper understanding of project management.

To be able to apply important project management principles.
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Deliverables	Criteria to be met to be considered done.
Project management	Relevant project management tools used.
Online classes	Each class must be attended.
Admin	Schedules updated and successful communication.
Individual assignments.	All must be submitted on submission date.
Group assignment	Submission on submission date.
Efundi test	Must write tests in the relevant time frames.

Possible complications and risks.
Online communication barriers.

Signed by: Christiaan Snyman



3. Scope

The scope of the project describes the why and the how, it states the objectives of a project as well as the steps, tasks, and components that needs to be completed to complete the project, the scope gives more control in the execution phase (Cho & Gibson, 2001). The knowledge area of PMI used in this section is Project Scope Management, the scope is defined and requirements are set (Hartney 2016).

4. Project title: Project Management Module

The aim of this project is to make use of project management tools to complete the module in a successful and systematic way. The project's timeline will range from the month of August 2020 to November 2020. The project will be completed by the four members of this team. Each member works from home and communication will be online via Zoom meetings and a WhatsApp group. The module also consists of online learning. The project will be completed once all module assignments, tests and classes are completed, submitted, and passed.

5. Deliverables of project

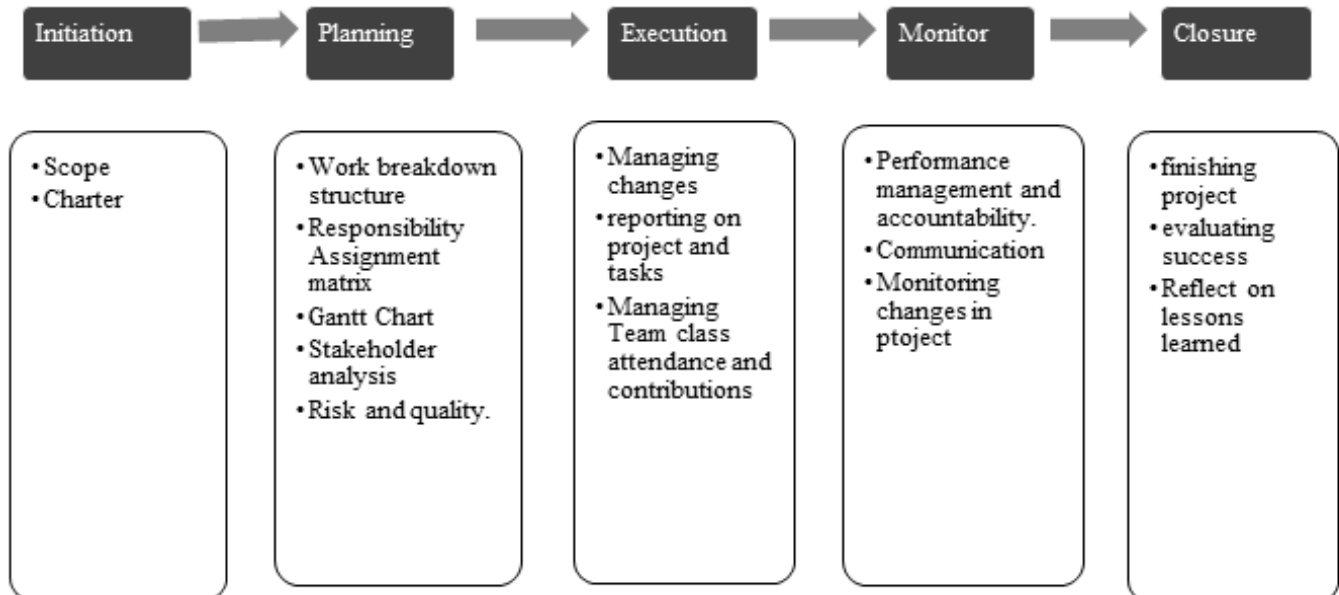
- Project management (objectives, planning, scheduling)
- Online classes (Attendance, Contributions, and revision.)
- Administration (schedule updates, communication and performance)
- Individual assignment (research and submission)
- Group assignment (Team meetings, task allocation, communication, task deadlines, finish up meeting and submission.)
- Efundi tests (Study schedules, submission)

6. Project management phases

There are five phases within the project management process, these are: Initiation, planning, execution, monitoring and closure. The five phases are set out to be a framework for the project to be completed (Brown, 2019). The project initiation phase consists of the idea of the project being defined, deliverables being created, and the goal and objectives being stated (Brown, 2019). The project planning phase consists of schedules and timelines created, task and responsibility allocations and cost estimations. Examples of tools that can be used are Work Breakdown Structure (WBS), Responsibility Assignment Matrix (RAM) and Gantt Charts (Brown, 2019). The execution Phase is where the project is mapped out using the project planning, meetings, performance reports and other reports, which are critical in this stage to ensure the success of the project (Brown, 2019). The monitoring phase accompanies the execution phase and is responsible for controlling changes within the project, seeing if performance of members and project progress meets the pe-set milestones and overall project objective (Brown, 2019). The closure phase of the project consists of finishing the project, evaluating successes, analysing whether or not anything could have been done differently,

evaluating lessons learned during the project and rewarding team members accordingly (Brown, 2019).

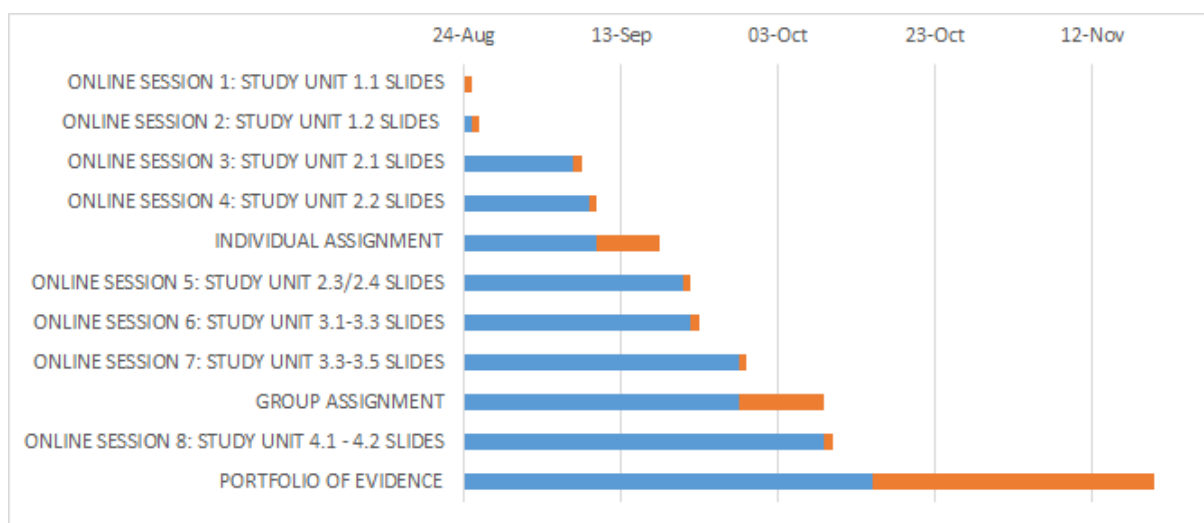
7. Project life cycle



8. Project plan

A project plan is a framework that indicates where a project starts, ends and everything in between as well as where each task starts and ends (Aston, 2019). By creating and designing a plan for a project, it promotes clarity about what is going on with the project and success in completing the project. The knowledge area of PMI used in this section is Project Integration Management (Hartney 2016).

9. Gantt Chart

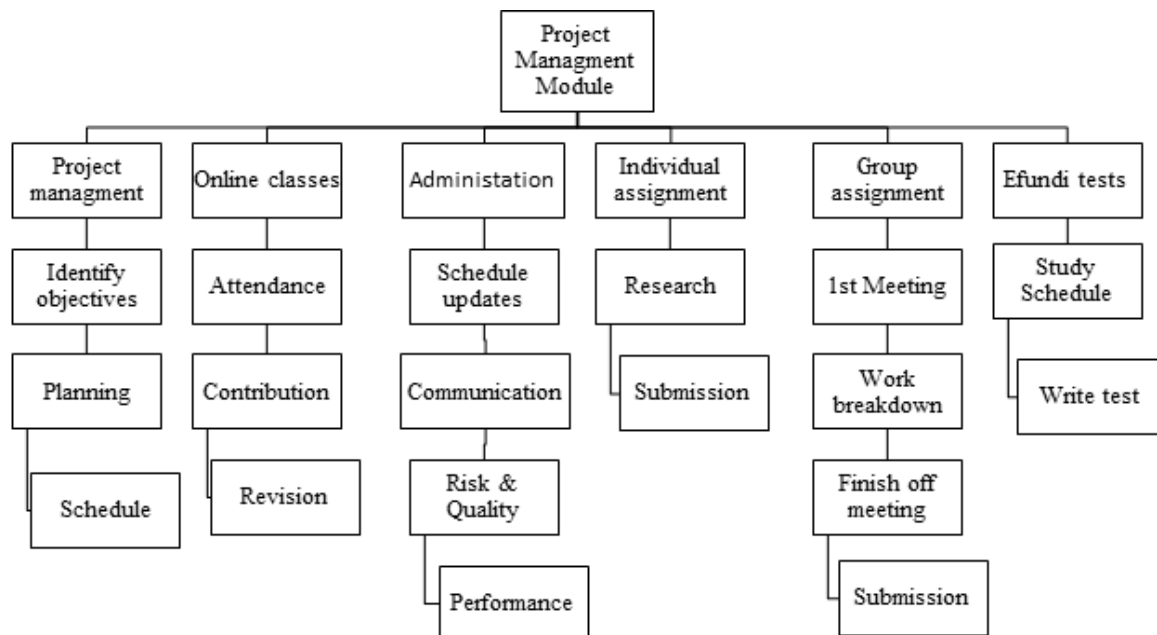


10. Project study unit descriptors

1	TASK	Study Unit Descriptors
2	ONLINE SESSION 1: STUDY UNIT 1.1 SLIDES	Introduction and Orientation : Project Overview
3	ONLINE SESSION 2: STUDY UNIT 1.2 SLIDES	Systems Approach to Project Management
4	ONLINE SESSION 3: STUDY UNIT 2.1 SLIDES	Project Design & Planning
5	ONLINE SESSION 4: STUDY UNIT 2.2 SLIDES	Project Execution & Implementation
6	INDIVIDUAL ASSIGNMENT	Individual Assignment
7	ONLINE SESSION 5: STUDY UNIT 2.3/2.4 SLIDES	Project Monitoring, Control, Closure & Handover
8	ONLINE SESSION 6: STUDY UNIT 3.1-3.3 SLIDES	People and Projects : Project Manager, Stakeholders, Project Team
9	ONLINE SESSION 7: STUDY UNIT 3.3-3.5 SLIDES	Project Team & Teamwork, Crisis Management
10	GROUP ASSIGNMENT	Group Assignment
11	ONLINE SESSION 8: STUDY UNIT 4.1 - 4.2 SLIDES	Project Success Criteria
12	PORTFOLIO OF EVIDENCE	PoE

11. Work breakdown structure (WBS)

The work breakdown structure breaks up the tasks that needs to be done, in a hierarchical framework. This makes it easier to monitor and control what must be done (Devi & Reddy, 2012) The knowledge area of PMI used in this section is Project Scope Management, and the work breakdown structure is given in a graph form (Hartney 2016).



12. Responsibility Assignment Matrix (RAM)

The Responsibility Assignment Matrix is there to allocate each member and stakeholder's role to them in a table or diagram form, and it also states the authority each member or stakeholder has with each task (TWproject staff, 2019).

Responsibility Assignment Matrix					
	Christiaan	Charlise	Keitumetse	Robin	Project Sponsor (Lecturer)
Phase 1					
Project Management					
Identify objectives	R	I	I	R	I
Planning	C	I	I	R	I
Schedule	R	I	I	I	I
Phase 2: Execution					
Online classes					
Attendance	I/C	R	I	I	I
Contribution	I/C	A	A	R	I
Revision	R	A	A	A	I
Administration					
Schedule updates	C	I	I	R	I
Communication	C	I	R	I	I
Risk and quality	C	R	I	I	
Performance	C	I	R	I	I
Individual assignments					
Research	R/A	R/A	R/A	R/A	
submission	R	R	R	R	
Group assignment					
first meeting	R	I/A	I/A	I/A	
work breakdown	R	I	I	I	
Finish off meeting	R				
Submission	R/A	I/A	I/A	I/A	I
Efundu tests					
Study schedules	R	R	R	R	
write test	A/R	A/R	A/R	A/R	I
R	Responsible				
A	Accountable				
I	Informed				
C	Consulted				

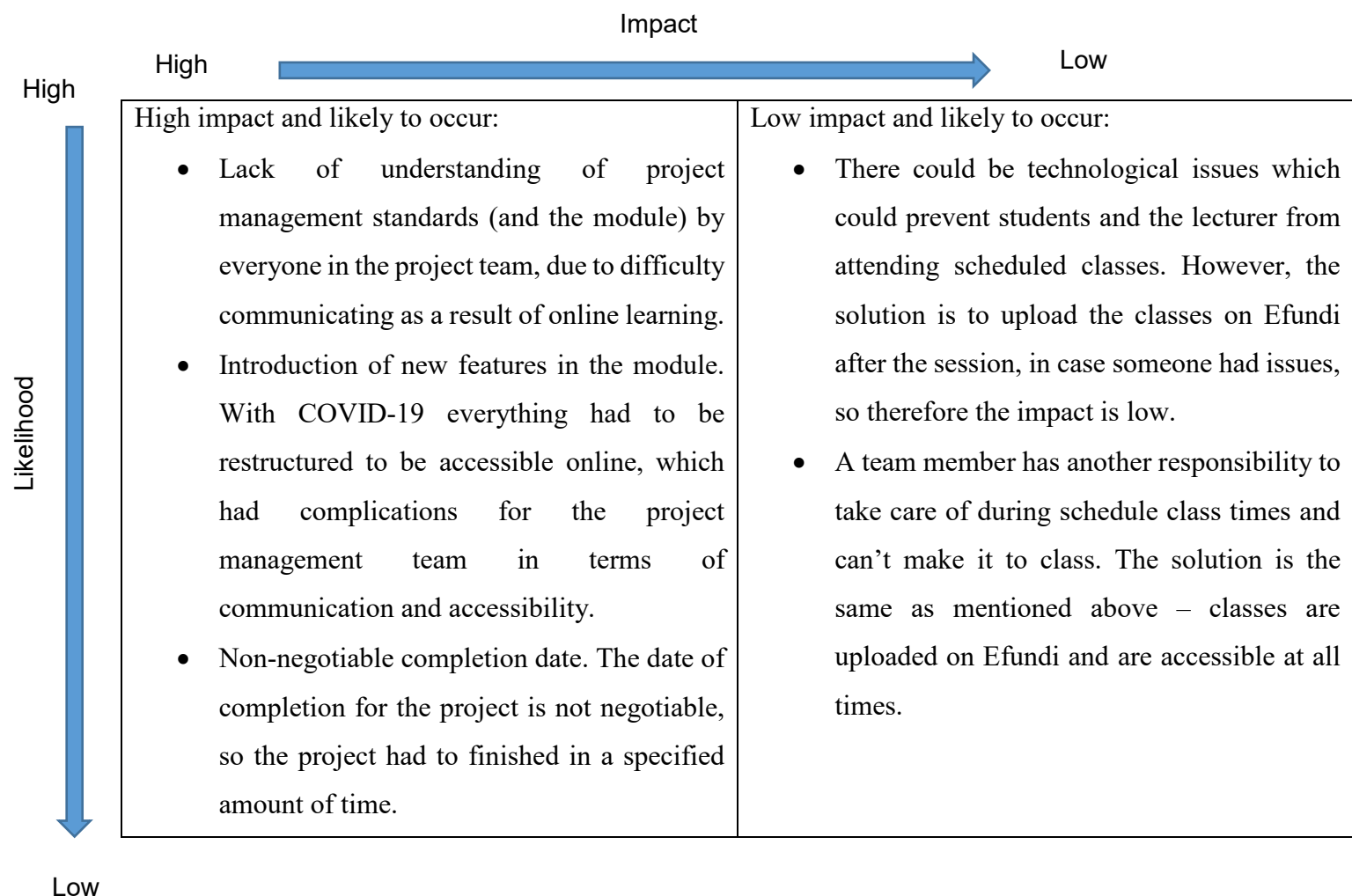
13. Stakeholder analysis

The stakeholder analysis aims to state the importance and expectation of each stakeholder as well as the role they play within the project (Smith, 2000). PMI knowledge area used in this section is Project stakeholder management. The stakeholders, their roles and influences are identified (Hartney, 2016).

<u>Name</u>	<u>Influence of project</u>	<u>Impact on project</u>	<u>Contribution</u>	<u>Communication and engaging</u>	<u>Contact information</u>
Project Sponsor (Prof Y. Du Plessis)	High	Medium	Sponsoring this project.	Asking for guidance in what she expects.	083 305 6227
Christiaan Snyman (Project manager)	High	High	Leading this project.	Making sure of tasks and asking questions if unsure.	christiaansnyman39@gmail.com 060 450 76 93
Robin-Danuëlle Jeffrey (team member)	High	High	Doing assigned tasks.	Keeping good team relationships.	Robinjeffrey18@gmail.com 066 231 7224
Keitumetse Masike (Team member)	High	High	Doing assigned tasks.	Keeping good communication.	key2.masike@gmail.com
Charlise Botha (Team member)	High	High	Doing assigned tasks.	Keeping good communication and teamwork.	bothacharlise@gmail.com
NWU Business School.	medium	low	Made the module possible.	N/A	



14. Risk analysis



High impact, but unlikely to occur: • The project management team is inexperienced or lacking appropriate skills for the project. • Project could not be submitted on time due to Efundi not functioning properly. • The project leader forgets to submit the project in time. • The project leader gets the date of submission wrong, and misses the submission date.	Low impact and unlikely to occur: • The project will affect current operations. While the project will take some time and will lead to the team having to plan the rest of their work around the completion of the project, proper planning and timing will ensure that the effect of the project will be as small as possible on the current operations of the team.
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15. Project implementation plan

The Knowledge areas used for planning the project are Project schedule management where the schedules are being planned and managed (Hartney, 2016). In the execution phase the team is being managed more, Project resource management is also being used (Hartney, 2016).

16. Individual assignment and test submission

Names	Submitted on submission date (18 Sep 2020)	Late submission and reason	Test submission (date: 3 Sep 2020)
Christiaan Snyman	√	N/A	√
Charlise Botha	√	N/A	√
Robin-Danuëlle Jeffrey	√	N/A	√
Keitumetse Masike	√	N/A	√

17. Class attendance and contribution report

All online classes that have been attended thus far have had some kind of contribution, either replying on the zoom meeting personally, via the Zoom Chat box or using the thumbs up icon. Below is a representation of class attendance and contribution in the form of estimated percentages. Class contribution ensures that all members understand the module and learning outcomes that are done.

Names	Class attendance	Reasons for missed classes.	Personal reply	Chat box	Thumbs up	Team meeting attendance
Christiaan Snyman	90%	Work duties	100%	100%	100%	100%
Charlise Botha	60%	Work, additional subject classes falling in the same time frame, bad connectivity.	0%	60%	100%	100%
Robin-Danuëlle Jeffrey	75%	Bad connectivity & Doctor's appointment	0%	70%	90%	100%
Keitumetse Masike	100%	N/A	100%	100%	100%	100%

18. Schedule updates

Schedule updates are done on WhatsApp, each week online classes, submission dates, test dates (if applicable) and any other changes are sent on the WhatsApp group. Changes that occurred were the group assignment submission date that was extended from 4 October 2020 to 11 October 2020.

19. Project control and monitoring

The knowledge area of the project management institute (PMI) in this section falls under the Project Quality Management. Quality management is the process through which quality is managed and maintained throughout a project (Global Knowledge, 2017). According to the Project Management Body of Knowledge, project control and monitoring is a management function that consists of comparing actual performance with planned performance (Project Monitoring and Control Techniques, 2019). This will allow the project team, which consists of my team who are fellow students, to be able to take appropriate corrective action that will yield the desired outcome in the project when significant differences exist (Project Monitoring and Control Techniques, 2019). Project controls are a series of tools that will assist in keeping a specific project on track (Project Monitoring and Control Techniques, 2019). Combined with people skills and project experience, they deliver information that enable accurate decision making (Project Monitoring and Control Techniques, 2019).

There are five main guidelines for control and monitoring:

- Measuring planned performance vs. actual performance (Project Monitoring and Control Techniques, 2019).
- Ongoing assessment of the project's performance to identify any preventive or corrective actions needed (Project Monitoring and Control Techniques, 2019).
- Keeping accurate, timely information based on the project's output and associated documentation (Project Monitoring and Control Techniques, 2019).
- Providing information that supports status updates, forecasts and measures progress (Project Monitoring and Control Techniques, 2019).
- Delivering forecasts that updates the current project schedule (Project Monitoring and Control Techniques, 2019).
- Monitoring the implementation of any approved changes or schedule amendments (Project Monitoring and Control Techniques, 2019).

Project monitoring and control is the process of keeping the project moving in the lane laid out in the execution phase (Nicholas & Steyn, 2017:390), right from the initiation to the closure of the project. The process is important to any situation where work must achieve certain goals or conform to a deadline within a plan (Nicholas & Steyn, 2017:390). Since the bulk of project work happens in the execution phase, the majority of the project will be monitored based on the outcomes set in that particular phase (Nicholas & Steyn, 2017:390). Getting project management students excited about the module can be difficult as we are in the middle of the pandemic. The best way to control perceptions to be more positive would be to list the

opportunities this module could bring in the near future and have the lecturer discuss her past work experiences in the zoom lectures or meetings with the students. It is also imperative that the monitoring of the project performance and the communicating of the status of the project is done on a weekly basis for a project like this. The stakeholder, being the lecturer in this instance, will need to be informed if the key performance indicators like students attending the online lectures, students submitting work and actually performing well enough to pass is happening and if not, coming up with ways to optimize the projects performance needs to be discussed. Ensuring that students attend regularly, ask questions related to the work to see if they are coping as well as see if they enjoy the content. Another measure that can be used is to have the project team have regular meetings on how to make the zoom classes more interesting as well as to consider uploading quick quizzes to see how the students are progressing and how they can answer questions. This aspect of control is vital to ensure that the project remains aligned to what was discussed in the planning phase as well as the strategy to ensure that despite it being a pandemic, Project Management is still an attainable skill to have and to learn and to come out of this COVID-19 pandemic with.

20. Project team evaluation and project closure

The purpose of project evaluation is to assess performance, reveal areas where the project is not achieving goals and uncover existing or potential problems so they can be corrected (Nicholas & Steyn, 2017:430). Formative evaluation is the evaluation for the purpose of seeing how the project is proceeding as well as how the project team is performing (Nicholas & Steyn, 2017:430). There are various ways of doing a project formative evaluation. In this particular project, the best way to do the evaluation is by using the methods and measures approach. Using a variety of measures and sources increases the validity of the evaluation, particularly when they all lead to the same conclusion (Nicholas & Steyn, 2017:431). The primary ways project information is obtained and conveyed is usually by written reports, oral reports and review meetings that will happen weekly (Nicholas & Steyn, 2017:431). The Project Manager, Christiaan Snyman, will then have to gather information by asking our other peers in the class for their electronic feedback about how they are finding the course and how they feel the other project team members are rolling out the module for them in terms of what their roles and responsibilities are, as laid out in the RAM. This will fall under one of the three competencies of IPMA 1CB4 which is the people component of the assignment. The people

aspect is crucial in understanding how to interact with the people around them as well as their self-awareness in relation to other people (IPMA, 2020).

Understanding our fellow students gives us a clear indication to the perspective aspect of the ICB4. The perspective of the project is within the context in which the project is run and what needs to be achieved (IPMA, 2020). The aspect of communication and status meetings will fall under the Project Communications Management Knowledge Area. This will give the project manager a good idea as to how each team member is executing their duties in accordance to what was set out in the planning and execution phase. There will be Status Review Meetings that will also need to take place amongst the team to discuss the project progress, issue status and extant problems (Nicholas & Steyn, 2017:433). These review meetings can be informal and convened as needed so that the team understands that they are all on the same page with regards to their work and their responsibilities (Nicholas & Steyn, 2017:433). These status meetings will also give Christiaan a sense of how his team is working and coping with regards to the project and whether or not they are executing their duties in terms of the deliverables being executed diligently.

Project closure will consist of letting go of the resources used in this project and allocating them for future projects that are to come as soon as this one ends. Closure will also come with assessing the success of the project as students ourselves and sharing the reports with the stakeholders which will be the lecturer acting on the proxy of the North West University Business School faculty. In this project, success can be measured by seeing how students performed academically in their tests and quizzes. At the end of the academic time period, a discussion will need to be had on how the students and how we as the team performed. It should also be discussed how many students passed and how many did not and what the reasons were for them not being able to meet the requirements to pass. The team as a whole will then need to do an evaluation as to how they performed based on their knowledge areas and competencies,

21. Challenges experienced and how the team managed it throughout the project

March 2020 will forever be remembered as the time that the education community of almost the whole world had shut their doors in uncertainty of what the Coronavirus pandemic had in store for mankind. From the first of March up and till the end of March 2020 up to 185 countries right across the world had shut down their educational facilities, affecting more than 95% of all world students in their different education levels (Winthrop, 2020). These speedy closures allowed little time to reflect on the potential risks and it placed great strain on the educational

process as well as unknown challenges to come during and post-pandemic (Winthrop, 2020). These challenges included how the entire learning process will be restarted and finished successfully. The first challenge came about the decision on how the teaching of the modules will be done and how effectively it can be done. The only way possible to ensure that there can be interaction was to educate through means of remote learning and making use of remote learning strategies (Winthrop, 2020). The use of remote learning strategies brought about the next challenge as some of our students did not have the needed infrastructure, equipment or the financial stability to ensure that they can attend all online classes (Winthrop, 2020).

In a country such as South-Africa which is seen as a middle-income country the situation between rich and poor are mixed, where the rich have more than everything they possibly need and the poor do not even have the basics such as desks or books (Winthrop, 2020). Fortunately, we had lots of creativity in our midst where we decided to request that all the materials must be delivered to us free of charge. Delivering the learning material to the learners, free of charge meant that Efundu, the North West University student portal, was zero-rated for students to be able to access all the videos, podcasts and other resources to ensure that they get full access without the need of internet connectivity. Many of the learners in our team did not have a computer or laptop, so we requested the NWU to also zero-rate the needed learning platforms on smartphones which more students are likely to have (Winthrop, 2020). We as a team also made use of the all-round advantage we have today which includes WhatsApp platforms and SMS platforms, which was also zero rated for the effective communication between the NWU and our team. Remote learning was not about online learning for us but the objective of using as many media tools as possible to ensure that we receive the needed education and materials (Winthrop, 2020).

22. Lessons learned from doing this project – as project manager

(Delgado, 2020)

1. Online Platforms are key

The Online platform environment has had a significant increase of 300% in the queries towards remote learning from higher education and educational institutions seeking to move to online remote teaching and learning. This sudden increase in demand reflects the importance of institutions to keep up with online platforms and continuously train their teachers to take advantage of these platforms (Delgado, 2020).

2. **The importance of having the needed up to date technology**

Having access to the required digital platforms and the correct technical equipment will ensure quick movements towards the online environment. It is vital for all educational institutions to continually improve and review their platforms, on a basis such as whether they have become stagnated or technologies have become obsolete which could prevent them from responding efficiently and effectively in the event of a crisis (Delgado, 2020).

3. **The importance and value of the community**

In this instance the North West University is seen as the main community, All students should focus on maintaining constant communication with their educators, collaborators, and fellow students to ensure the continuous update towards what is happening in the module and what is expected of them and to encourage them to take advantage of technological tools they have access to in order to connect with other people in their educational environment (Delgado, 2020).

4. **The importance of planning**

Project planning plays an essential role in guiding the project managers, stakeholders, sponsors and the teams through all the project phases.

Planning ensures:

1. Identifying desired goals;
2. reducing risks;
3. avoiding missed deadlines;
4. delivering the agreed product, service or result at the end of the process (Delgado, 2020).

5. **The importance of effective communication**

Now that all learning has been done and planned as remote online learning, the communication factor has become very important. Being able to communicate effectively with the educators, other students and teams remotely has presented a much bigger demand for more effective communication between stakeholders and parties involved, which can help increase overall productivity and efficiency. Communication channels include student/lecturer communication and vice versa. All communication will occur online as there will be no formal sit-down classes at the University for this module. Thus, it is of extreme importance to ensure effective communication on class times, test times, class links and other important dates (Delgado, 2020).

6. The importance of managing time effectively

Good time management allows us as students to accomplish more and do more work in a shorter period of time which leads to having more free time, which in turn leads to having the opportunity to do better in the assignments. It also supplies students with the opportunity to excel in their academics. Effective time management leads to students being able to take advantage of learning opportunities, lowering their stress levels, and focussing on what's important, which leads to greater success (Delgado, 2020).

7. The importance of having a contingency plan during crisis management

In 2020 the whole world was shocked by the Corona-Virus pandemic. There was no time for preparation and the education sector did not have an emergency plan to ensure that the crisis would not have any effect on the education of South Africa. Due to this, all schools and universities had to shut down for a period of time and are now behind schedule with the curriculum. The contingency plan can be seen as backup plans that all businesses should have and can activate when a disaster or unforeseen situation disrupts the operations of the company, putting the stakeholders in a disadvantage. The purpose of these plans is to minimize the disruption, safeguard the data and ensure the safety of everyone involved (Delgado, 2020).

8. The importance of considering nature

Universities should teach their students the importance of using nature to their advantage when not being able to be in class. With the global pandemic that is hanging over our heads it is very important to stay focussed and productive and use sunlight to their advantage which has shown to have a significant impact on the productivity of people. It also improves the mental state of a student. During a pandemic many online platforms of doing things are brought to light, almost everything we do is on our computers and it can lead to less time spent outside which has a negative influence on the student's wellbeing (Delgado, 2020).

23. Conclusion

In conclusion, the success of this project all depends on the time management and planning skills of the students. The classes are all well planned out and there are back-up plans in cases of emergency where students are unable to attend online classes. The project can be completed successfully if the team sticks to the original planning and structure of the project, stays up to date, attends the weekly meetings and prioritises their schedules effectively. There are many lessons that can be learned, and this project should be perceived as a learning curve, in order

to ensure growth and the successful conquering of the new skills we can learn from the Project Management Module.

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