Ministry of education and science of Ukraine
Sumy national agrarian university
Faculty of economics and management
Department of public management and administration

Syllabus of the educational component
PROJECT PLANNING AND EVALUATION

Specialty	**073 Management**
Educational program	**Administrative management**
HE level	**The second (master's) level of higher education**

Sumy 2024

Creators: **Svitlana Lukash, PhD (Economics), ass. professor**
Tetyana Kharchenko, PhD (Economics), ass. professor

Considered, reviewed and approved on the meeting of the department of	Minutes dated 17 June, 2024 # 15
Public management and administration	Acting head of the department (sign) **Nadiya STOVOLOS** (name)

Agreed:

Guarantor of the educational program (sign) Larysa KALACHEVSKA (name)

Dean of the faculty where the educational program EP is implemented (sign) Marharyta LYSHENKO (name)

A review of the work program has been provided (sign) Tetyana KHARCHENKO (attached) (name)

(sign) Alina BRYCHKO (attached) (name)

Methodist of the Department of Education Quality, licensing and accreditation (sign) (Nadiya BARANIK) (name)

Registered in the electronic database: date: 11.06. 2024

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

<table>
<tr><td>1.</td><td>Name of EC</td><td colspan="4">Project Planning and Evaluation</td></tr>
<tr><td>2.</td><td>Faculty/Department</td><td colspan="4">Economics and Management/ Department of Public Management and Administration</td></tr>
<tr><td>3.</td><td>State of EC</td><td colspan="4">Obligatory</td></tr>
<tr><td>4.</td><td>Program(s) to which module is attached (to be filled in for obligatory types)</td><td colspan="4">Educational and professional program "Administrative Management" of the second level of higher education, specialty 073 "Management"</td></tr>
<tr><td>5.</td><td>Module can be suggested for (to be filled in for optional types)</td><td colspan="4"></td></tr>
<tr><td>6.</td><td>Level of the national qualifications framework</td><td colspan="4">7-th</td></tr>
<tr><td>7.</td><td>Semester and duration of module</td><td colspan="4">2 semester, 1-15 weeks</td></tr>
<tr><td>8.</td><td>ECTS credits number</td><td colspan="4">5 ECTS</td></tr>
<tr><td rowspan="2">9.</td><td rowspan="2">Total workload and time allotment</td><td colspan="3">Directed study</td><td>Self-directed study</td></tr>
<tr><td>Lectures

36 hours</td><td>Practicals

36 hours</td><td>Labs</td><td>78 hours</td></tr>
<tr><td>10.</td><td>Language of instruction</td><td colspan="4">English</td></tr>
<tr><td>11.</td><td>Lecturer/Leader of educational component</td><td colspan="4">Svitlana Lukash, associate professor of Public management and administration department
Consultation hours - every Monday at 12:15 p.m., room 205a (economic building)</td></tr>
<tr><td>11.1</td><td>Contact information</td><td colspan="4">svitlana.lukash@snau.edu.ua
svitlana.lukash@gmail.com</td></tr>
<tr><td>12.</td><td>Educational component description</td><td colspan="4">The study of the discipline is aimed at learning the main concepts, concepts, methods and approaches used in global practice in the analysis, planning and evaluation of project solutions; acquire skills in using project analysis tools, master analysis and planning procedures, comparison and justification of project selection, evaluation of projects in terms of marketing technology, environmental, social and institutional viability, financial and economic attractiveness.</td></tr>
</table>

13.	Educational component aim	The purpose of studying the discipline is the formation of a system of special theoretical knowledge regarding the methodology of project decision analysis; development, planning and justification of projects to meet social and personal needs in conditions of limited resources; acquiring skills in determining the feasibility of project implementation
14.	Prerequisites for educational component studying, connection with other educational components of EP	1. The educational component is based on the study of business management, production economics. 2. The educational component is the basis for the disciplines: Professional internship, preparation of qualification work.
15.	Policy of academic integrity	According to the Code of Academic Integrity of the Sumy NAU, academic integrity is a set of principles, rules of behavior of participants in the educational process, aimed at forming an independent and responsible personality, capable of solving tasks in accordance with the educational level in compliance with the norms of law and social morality. Observance of academic integrity by students of higher education involves independent performance of educational tasks, tasks of current and final control, learning results. It is expected that students of higher education will adhere to the principles of academic integrity, being aware of the consequences of its violation, which is determined by the regulatory documents of the Sumy National Agrarian University, in particular the Code of Academic Integrity, the Regulations on the Prevention and Detection of Academic Plagiarism at the Sumy NAU (a full list of regulatory documents is posted on the university's website. https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/). For violation of academic integrity, students of higher education may be held to the following academic responsibility: - repeated assessment (test, exam, credit, etc.); - repeated completion of the training course; - warning; - issuing a reprimand; - expulsion from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education"); - arrest or restriction of liberty, or deprivation of liberty, with deprivation of the right to hold certain positions or engage in certain activities with a fine.

2. Correlation between Module Learning Outcomes (MLOs) and Program Learning outcomes (PLOs)

Study results for Module: After studying, the student is expected to be able to:	Program learning outcomes, which are aimed at the achievement of the Module						How assessed
	MLOs 1 Critically interpret information, select and use the necessary scientific, methodical and analytical tools for management in unpredictable conditions	MLOs 3 Design effective management systems of organizations	MLOs 4 Justify and manage projects, generate business ideas	MLOs 5 To plan the activities of the organization in strategic and tactical sections	MLOs 11 To ensure personal professional development and planning of own time.	MLOs 15 Be able to determine the effectiveness of financial and investment projects	
MLOs 1: After studying the educational component, the student is expected to be able to understand the main concepts and differences of the project from the plan or program, distinguish between the external and internal environment of the project, know the main properties of the project, the concept of the project life cycle and its main phases.	x	x	x				Multiple choice tests; brainstorming and feedback; case study
MLOs 2: After studying the educational component, the student is expected to apply the steps that must be taken to complete projects on time and on budget; basics of project scheduling; apply human resources skills in forming, developing, and motivating a team; identify tools and techniques for planning and tracking a project; develop methods for motivating teams and keeping them focused; explain how to make leadership decisions concerning organizational structure and the role of project resources on a project's team; and identify project risks	x	x	x		x		Multiple choice tests; brainstorming and feedback; case study; short drafts of proposal components
MLOs 3: After studying the educational component, the student is expected to be able to analyze projects using various types of analysis and evaluations, determine the viability and feasibility of the	x	x		x		x	Multiple choice tests; brainstorming and feedback; short drafts of proposal components

project, calculate indicators of project efficiency; valid and reliable measurement tools							
MLOs4: After studying the educational component, the student is expected to be able to develop a proposal for an educational or development project for which student could seek funding; become competent in reactive proposal writing; become competent in proactive proposal writing.	x			x	x	x	Reactive proposal, proactive proposal

3. PROGRAM OF EDUCATIONAL DISCIPLINE

Topics	Distribution of hour			Recommended literature
	Directed study		Self-directed study	
	Lectures	Practicals/seminars		
Topic 1. Introduction to Project Planning and Evaluation 1. Definition and importance of project planning and evaluation 2. Classification of projects 3. Key concepts and terminology 4. Overview of the project lifecycle.	2	2	4	2, 4, 6
Topic 2. Problem Identification and Statement 1. Identifying and defining the problem 2. Analyzing the problem's root causes 3. Developing a clear and concise problem statement	2	2	4	1, 5, 6
Topic 3. Project Needs Assessment. Rationale for the Project 1. Conducting a needs assessment: methods and tools 2. Stakeholder analysis and engagement 3. Prioritizing needs and aligning with project goals 4. Justifying the need for the project. Building on previous research and projects	2	2	4	2, 4, 6
Topic 4. Project Team 1. Distribution of duties and responsibilities in the project. 2. Matrices of responsibilities 3. Organizational structures of the project 4. Project personnel management plan and its development. Conflict resolution and team management	2	2	4	2, 6, 11
Topic 5. Forming Project Goals and Objectives 1. Developing SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound) 2. Using logic models and results-oriented planning 3. Ensuring project sustainability beyond initial funding	2	2	4	2, 6, 11
Topic 6. Project Activities 1. Designing project activities and interventions 2. Using log frames for planning 3. Aligning activities with goals and objectives	2	2	4	1, 6 , 11
Topic 7. Project Workplan and Timeframe 1. Creating a detailed project workplan 2. Developing GANTT charts for timeline	2	2	4	2, 4, 6

management 3. Milestones and deliverables				
Topic 8. Budget Development 1. Estimating project costs 2. Budget categories and line items 3. Financial management and control	2	2	4	2, 4, 6
Topic 9. Monitoring and Evaluation Plan 1. Designing a monitoring and evaluation framework 2. Identifying key performance indicators (KPIs) 3. Data collection methods and analysis	2	2	4	1, 6, 11
Topic 10. Indicators for Evaluation 1. Quantitative and qualitative indicators 2. Developing and using indicator matrices 3. Baseline and endline assessments	2	2	4	3,7,8
Topic 11. Planning of information Communication Management Processes and Project Dissemination 1. Project communications planning 2. Requirements for project communications and project dissemination 3. Reporting and document flow in the project 4. Basic software products in project management	2	2	4	2, 4 , 6
Topic 12. Management Plan and Institutional Capability 1. Organizational structure and governance 2. Roles and responsibilities 3. Capacity building and resource allocation	2	2	4	3,7,8
Topic 13. Planning of risk management processes. 1. Risk management planning 2. Project risk assessment. Qualitative and quantitative analysis of project risks 3. Developing risk mitigation strategies 4. Monitoring and risk management	2	2	4	1,4,5
Topic 14. Sustainability Planning 1. Long-term sustainability strategies 2. Institutionalizing project outcomes 3. Exit strategies and transition plans	2	2	4	3,7,8
Topic 15. Planning of integration management processes. 1. Integration planning. Project document 2. Expertise of projects. Documents on the project examination. 3. Evaluation of project examination results	2	2	4	3,7,8
Topic 16. Reactive and Proactive Proposal Development 1. Differences between reactive and proactive proposals 2. Key components of a project proposal 3. Writing and submitting a successful proposal	2	2	4	3,7,8
Topic 17. Case Studies and Best Practices 1. Analyzing successful project examples 2. Lessons learned from project failures 3. Applying best practices to current projects	2	2	4	3,7,8
Topic 18. Final Project: Proposal Development and Presentation 1. Developing a comprehensive project proposal 2. Peer review and feedback 3. Pitching 4. Final presentation and evaluation	2	2	10	3,7,8
Total	36	36	78	

4. TEACHING AND LEARNING METHODS

MLOs	**Teaching methods (directed study)**	**Teaching methods (self-directed study)**
MLOs 1: After studying the educational component, the student is expected to be able to understand the main concepts and differences of the project from the plan or program, distinguish between the external and internal environment of the project, know the main properties of the project, the concept of the project life cycle and its main phases; conceptual foundations of investment project analysis, determine the time value of money, know the definition of cash flow, standard formal and informal decision-making criteria, dynamic break-even analysis.	Lecture, practical lesson, discussion	Elaboration of theoretical material, case study, brainstorming feedback
MLOs 2: After studying the educational component, the student is expected to know the principles of marketing analysis, technical analysis, to know the assessment and process of making project decisions under conditions of risk and uncertainty, the basic concepts of environmental analysis, institutional analysis and the basic concepts and definitions of economic and financial analysis, social analysis.	Lecture, practical lesson, discussion	Elaboration of theoretical material, case study, brainstorming feedback
MLOs3: After studying the educational component, the student is expected to be able to analyze projects using various types of analysis and evaluations, determine the viability and feasibility of the project, calculate indicators of economic and financial efficiency, calculate economic indicators, analyze an investment project and its life cycle, determine cash flows, calculate value money over time, make a dynamic break-even analysis, calculate cash flows, determine formal and informal decision-making criteria.	Lecture, practical lesson, discussion, work in small groups, explanations	Elaboration of theoretical material, case study, brainstorming feedback, Project proposal
MLOs 4: After studying the educational component, the student is expected to be able to calculate the main indicators and make marketing analysis, technical analysis, environmental analysis, institutional analysis, economic and financial analysis, social analysis, make an assessment and make decisions in conditions of risk and uncertainty.	Lecture, practical lesson, discussion, work in small groups, explanations	Elaboration of theoretical material, Project proposal, Pitching

5. ASSESSMENT. Summative assessment

5.1.1. Intended learning outcomes methods:

№	Summative assessment methods	Grades	Deadline
1.	Project proposal + pitching	20/20%	Until the 15th week
2.	Individual work 1 (Project components)	10/10%	Until the 7th week
3.	Individual work 2 (Project components)	15/15%	Until the 13th week
4.	Testing	55/55%	During the semester

5.1.2. Grading criteria

Summative assessment methods	Unsatisfactory	Satisfactory	Good	Excellent
Proposal	*<12 points*	12-14 points	15-18 points	19-20points
	Task requirements not met	Most of the requirements are met, but individual components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue	All requirements of the task have been fulfilled	All the requirements of the task were met, creativity, thoughtfulness was demonstrated, and an own solution to the problem was proposed
Individual work 1	*<5 points*	5-6	7-8	9-10
	Task not completed	*The execution method is correct, but there are significant errors*	*The task is completed, but there are minor errors*	*The task is completely completed. There are no errors.*
Individual work 2	*<7 балів*	7-9	10-12	13-15
	Task not completed	*The execution method is correct, but there are significant errors*	*The task is completed, but there are minor errors*	*The task is completely completed. There are no errors*

5.2. Formative assessment:

To assess the current progress in learning and understand the directions for further improvement is provided

№	Formative Assessment elements	Date
1	Testing	At the end of each topic
2	Filling in self-assessment information	At the end of the relevant topic
3	Written feedback on the Proposal	Within 1 week of execution
4	Verbal feedback from the teacher during the implementation of the Individual work	During the implementation of the Individual work

5.3. Total number of OK points and rating scale

Sum of points	Examination by national scale	
	examination	**credit**
90 – 100	excellent	credited
82-89	good	
75-81		
69-74	satisfactoty	
60-68		
35-59	Unsatisfactory, repeated passing is possible	Not credited, repeated passing is possible
0-34	Unsatisfactory, repeated discipline's studying is needed	Not credited, repeated discipline's studying is needed

6. Learning Resources

6.1. Key Resources

1. Egorchenkov O. V. ABC of project management. Planning: training manual, Kyiv: KNU named after T. Shevchenko, 2017. 117 p.
2. Greg Wiegand. Project Management Absolute Beginner's Guide, 4th Edition. Que Publishing, 2017. 448 p
3. Code of Practice for Project Management for the Built Environment, 6th edition. Wiley-Blackwell, 2022. 288 p.
4. The path of O.V. Project management: teaching method. manual for students of ZDIA econ. special day and extracurricular forms of education / O. V. Shlyaga; ZDIA - Zaporizhzhia: ZDIA, 2010. - 215 c. - 94 notes + email version.
5. Kory Kogon (Author), Suzette Blakemore. Project Management for the Unofficial Project Manager (Updated and Revised Edition), BenBella Books, 2024. - 256 p.

6. 6.1.2. Guideliness

7. E - course "Planning and evaluation of projects"https://cdn.snau.edu.ua/moodle/mod/page/view.php?id=166479

6.2. Additional resourses

8. Balatskyi O.F., Telizhenko O.M., Sokolov M.O. Investment Management: A Study Guide. - Sumy: University book. - 232 p.
9. Barrow K., Barrow P., Brown R. Business plan: Pract. help.: Trans. from the 3rd Eng. ed. - K.: T-vo "Znannia", KOO, 2001. - 285 p. thirteen.
10. Bondarenko O.A. Scientific and methodical recommendations for drawing up business plans for the production and sale of agricultural products. - Sumy: Publishing House "Environment", 2002. - 214 p.
11. Verba V.A., Grebeshkova O.M. Project analysis; slide course: Training. manual - K.: KNEU, Yu 2006. - 236 p.
12. Verba V.A., Zagorodnih O.A. Project analysis: Textbook. - KNEU, 2000. - 322 p.

6.3. Software

1. Standard packages of MS Office application programs