

CLA5007: PROJECT MANAGEMENT AND CAPSTONE

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Project Management and Capstone

Subject Code

CLA - College of Liberal Arts and Social Sciences

Course Number

5007

Academic Unit

College of Liberal Arts and Social Sciences (CH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Part II Course Details

Abstract

“Project Management and Capstone” is a practice-oriented course designed for the Master of Social Sciences in Cross-Sectoral Leadership (MSSCSL). The course focuses on governance frameworks and lifecycle management of complex and large-scale public or cross-border projects. It equips students with analytical and applied competencies in project governance, infrastructure planning, stakeholder coordination, ESG integration, risk resilience, crisis communication, and performance evaluation. Through in-depth case studies and a team-based Capstone project, students develop the capacity to design, assess, and manage complex projects in dynamic political, economic, and social environments. The course emphasizes strategic thinking, cross-sector collaboration, public accountability, and implementable leadership solutions.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Develop comprehensive project plans tailored to cross-sectoral challenges in public policy, cultural diplomacy, and social entrepreneurship.	25	x	x	
2	Apply project management tools and techniques to foster collaboration across sectors.	25	x	x	
3	Demonstrate critical thinking and innovative approaches to real-world problems through a capstone project.	25	x	x	x
4	Effectively communicate project outcomes to diverse stakeholders.	25	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Introduction to project management concepts and cross-sectoral applications.	1, 2, 3, 4	3-hour seminar per week
2	Case Studies	Hands-on sessions on project management tools (e.g., Gantt charts, stakeholder mapping).	1, 2, 3, 4	
3	Capstone Project Development	Team-based application of course concepts to a real-world challenge.	2, 3, 4	
4	Peer Reviews	Collaborative feedback sessions to refine project outcomes.	2, 3, 4	

Additional Information for LTAs

This course aims to:

1. Provide students with advanced theoretical and analytical frameworks for project management and governance in public and cross-sector contexts.
2. Develop students' capacity to integrate strategic planning, stakeholder coordination, ESG considerations, and risk management across the project lifecycle.

3. Strengthen leadership competencies in crisis response, negotiation, public communication, and cross-sector collaboration.
4. Enable students to design and defend a comprehensive and implementable project management plan through applied Capstone learning.

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Capstone Project Proposal	1, 2, 3, 4	20	-	Yes
2	Mid-Term Presentation on Project Progress	1, 2, 3, 4	20	-	Yes
3	Final Capstone Project and Report	1, 2, 3, 4	40	-	Yes
4	Participation in Project and Peer Reviews	1, 2, 3, 4	20	-	No

Continuous Assessment (%)

100

Additional Information for ATs

We will follow the updated guideline for the Use of Generative Artificial Intelligence Tools in Learning and Teaching (For Staff/ Student). According to the part IV of the Guidelines, the use of GenAI tools is **generally permitted in formative assessment tasks** unless otherwise specified by the Course Leaders. The use of GenAI tools is generally NOT permitted for **summative assessment tasks** such as examinations for fairness and academic integrity purposes.

Attendance, active participation, presentation, Capstone project, and final report are essential components of this course. Students are expected to engage in class discussions based on the weekly readings, lectures, project lab work, capstone project development, and peer contributions. Participation includes contributions to in-class exercises designed to share project management tools and develop core project management and cross-sector leadership skills. These may include small group critiques, role-play, mock project design, implementation and evaluation exercises. The response paper and midterm test will assess students' understanding of key cross-sector complexity, stakeholder engagement and collaboration, leadership skills, project management concepts, systematic thinking, cultural sensitivity, theories and tools, and their ability to apply them critically.

Throughout the semester, students will do case studies and teamwork of challenging projects through the project management, stakeholder engagement and cross-sector leadership, individually or in teams, ideally aligned with their broader program or thesis plans. They will receive structured feedback at multiple stages, including during peer discussions and written assignments. The final project report will serve as a culminating assignment, demonstrating the student's ability to formulate a coherent project management design that integrates theory, method, and potential outcomes.

Assessment Rubrics (AR)

Assessment Task

Proposal(20%)

Criterion

Clarity of objectives, relevance of the project, and feasibility of the plan.

Excellent (A+, A, A-)

Objectives precise and strategic; strong cross-sector relevance; highly feasible, well-structured plan with risk and resource consideration.

Good (B+, B, B-)

Clear objectives; relevant topic; feasible plan with reasonable structure and justification.

Fair (C+, C, C-)

General objectives; adequate relevance; partially developed or basic feasibility.

Marginal (D)

Vague objectives; weak relevance; questionable feasibility or planning gaps.

Failure (F)

Unclear or absent objectives; irrelevant or unrealistic plan.

Assessment Task

Mid-Term Presentation (20%)

Criterion

Quality of analysis, progress, and stakeholder engagement strategies.

Excellent (A+, A, A-)

Insightful progress analysis; clear problem-solving; well-developed stakeholder strategies; professional delivery.

Good (B+, B, B-)

Logical analysis; clear progress; appropriate stakeholder strategies; coherent presentation.

Fair (C+, C, C-)

Basic progress report; limited critical analysis; stakeholder strategies underdeveloped.

Marginal (D)

Minimal analysis; unclear progress; weak stakeholder planning.

Failure (F)

Inaccurate or missing analysis; no clear stakeholder strategy.

Assessment Task

Final Capstone Project (40%)

Criterion

Innovation, impact, and alignment with cross-sectoral leadership principles.

Excellent (A+, A, A-)

Highly innovative and feasible; clear measurable impact; strong integration of cross-sectoral leadership principles.

Good (B+, B, B-)

Relevant and feasible; clear impact; good alignment with leadership concepts.

Fair (C+, C, C-)

Limited innovation; impact discussed but not well evidenced; partial alignment.

Marginal (D)

Weak originality or unclear impact; limited leadership integration.

Failure (F)

No meaningful innovation or impact; lacks alignment and coherence.

Assessment Task

Participation (20%)

Criterion

Active engagement in workshops and constructive peer feedback.

Excellent (A+, A, A-)

Consistently proactive; insightful contributions; constructive, leadership-oriented feedback.

Good (B+, B, B-)

Regular, relevant participation; constructive peer input.

Fair (C+, C, C-)

Occasional participation; basic feedback.

Marginal (D)

Minimal engagement; superficial contribution.

Failure (F)

Rare or no meaningful participation.

Part III Other Information**Keyword Syllabus**

- Project Governance Frameworks
- Public and Cross-Sector Project Management
- Infrastructure and Policy Project Lifecycle
- Stakeholder Engagement and Public Participation
- ESG and Sustainable Project Management
- Risk Management and Resilience
- Crisis Communication
- Cross-Sector Leadership and Negotiation
- Project Evaluation and Impact Assessment
- Capstone Project Design and Defense

Reading List**Compulsory Readings**

Title	
1	Kerzner, H. (2022). Project Management: A Systems Approach to Planning, Scheduling, and Controlling. Wiley.
2	Bryson, J. M. (2018). Strategic Planning for Public and Nonprofit Organizations. Wiley.
3	Flyvbjerg, B. (2014). Megaprojects and Risk: An Anatomy of Ambition. Cambridge University Press.

Additional Readings

Title	
1	PMI. (2021). A Guide to the Project Management Body of Knowledge (PMBOK® Guide) (7th ed.).
2	World Bank. (2018). Environmental and Social Framework.

3	Asian Infrastructure Investment Bank. (2024). Environmental and Social Framework.
4	Seidl, D., & Pless, N. (2021). The Oxford Handbook of Cross-Sector Collaboration.
5	Eggers, W. D., & Macmillan, P. (2013). The Solution Revolution. Harvard Business Review Press.
6	Selected government and international organization reports on project governance cases.