Module Descriptor

Title	Stakeholder Management and Governance		
Session	2025/26	**Status**	Published
Code	ENGG 11057	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	A M Said		

Summary of Module

In a dynamic, volatile and post-pandemic environment, stakeholder management has becoming more crucial than before. For organisation to survive and compete in achieving sustainability, sustainability professionals must be able to analyse their stakeholders' expectations and tailor their engagement approaches to meet the demands of different audiences. Stakeholders are people or groups affected by or influencing an organisation. They play a critical role, whether that is related to employee stakeholders and their motivation, or a customer base and what might impact their decisions.

To find success, an organisation must interact, to varying degrees, with a range of stakeholders. This enables an organisation to manage messaging and expectation, and to gain insight into how stakeholders perceive them. A key step in doing this is to map your stakeholders. In doing so, organisations can be much more strategic in their approach – particularly when it comes to corporate governance.

Within this module, an overview of stakeholder management, engagement and influence, forming, building and leading teams, and the generic skills and responsibilities of being sustainability professionals are addressed with the objective of making it clear that all project-based work relies fundamentally on the ability of people to work together. Managing and leading change, and critical perspectives of ethical and social responsibility, towards sustainable development will be appreciated. This includes acknowledging governance structures, establishing governance and oversight

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	☒	☒	☒	☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically evaluate and apply sustainability principles to relevant stakeholders, organisations, products or services.
L2	Critically analyse the relationship between organisations and wider stakeholders that impacts on ethical practice and corporate decision making.
L3	Demonstrate an in-depth understanding of the importance of multi-stakeholder engagement, communication, co-operation, and governance in aspects of policy, strategy development, implementation, and management.
L4	Develop understanding of governance structure, key principles and measures for effective governance in organisations.
L5	Demonstrate a critical understanding of the implication of global trends and governance for environment, society and organisations.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate and/or work with: • Knowledge that covers and integrates most, if not all, of the main areas of stakeholder management and governance in organisation – including their features, boundaries, terminology and conventions. • A critical understanding of the principal theories, concepts and principles • A critical awareness of current issues in policies and management of stakeholders.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding: • In using a significant range of the principal professional skills, techniques, practices and/or materials associated with managing stakeholders and effective governance. • In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments. • In demonstrating originality and/or creativity.

Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments of structure and effective decision making. • Develop original and creative responses to problems and issues. • Critically review, consolidate and extend knowledge, skills, practices and thinking in leading and managing difference levels of stakeholders. • Deal with complex issues and make informed judgements in implementing strategy and oversee deployment and make decisions through the chosen life-cycle.
Communication, ICT and Numeracy Skills	**SCQF 11** Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to leading and managing stakeholders, for example: • Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. • Communicate with peers, more senior colleagues and specialists.
Autonomy, Accountability and Working with Others	**SCQF 11** • Exercise substantial autonomy and initiative in professional and equivalent activities. • Take significant responsibility for a range of resources. • Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Project Management. Classes will be delivered on a weekly basis. Lectures introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding and facilitate them to practice managing a project within their groups. Students are given sufficient time and support to work on the coursework. For Distance Learning students and hybrid/blended deliveries, full use will be made of the VLE. That is, all teaching material will be made available online and students will be guided through the material. Email and videoconferencing will be used to support students. Any class test will need to take place at a designated remote site under UWS protocols.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
n/a	0
n/a	0
n/a	0
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: APM Body of Knowledge (2019) Princes Risborough: Association for Project Management, 7th Ed, UK. Seitanidi, M. and Crane, A. (2014) Social Partnerships and Responsible Business: A Research Handbook. Abingdon: Routledge. Silvius, G., Schipper, R., Planko, J., van den Brink, J. and Kohler, A. (2012) Sustainability in Project Management. Abingdon: Routledge. Leblanc, R. (2016) The Handbook of Board Governance: A Comprehensive Guide for Public, Private and Not-for-Profit Board Members. Hoboken: Wiley. APM Governance Specific Interest Group (2018) Sponsoring Change: A Guide to the Governance Aspects of Project Sponsorship, 2nd edition. Princes Risborough: Association for Project Management.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** • Prompt Attendance of Lectures- Students are expected to attend scheduled lectures promptly and actively participate by taking notes, asking questions, and contributing to discussions. • Prompt Attendance of Tutorials- Students are expected to attend tutorials on time, prepared with any assigned readings or tasks. Active participation in tutorial discussions and activities is strongly encouraged.

• Weekly Access to Materials on Aula- Students are required to access Aula on a weekly basis to stay informed about updates, download lecture slides or readings, and engage with any online activities or discussions

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access of content. This module complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations. More information on the University's EDI policies can be accessed at: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Civil Engineering and Quality Management
Moderator	J Grover-Minto
External Examiner	A Garad
Accreditation Details	This module is part of a degree programme accredited by APM: Association for Project Management.
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2.16

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Groupwork (70%)- Students will work in teams to analyse governance policies and stakeholder engagement practices of a chosen charity organisation or a large public company. The report (2500 words) should include governance and stakeholder analysis, key issues, and recommendations for improvement.
Assessment 2
Individual Presentation (30%)- A reflective poster demonstrating students understanding of stakeholder management and governance principles. The poster should visually communicate key concepts, frameworks, and personal reflections on the topic.

Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Analytical Report	☒	☒	☐	☒	☐	70%	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective summary Presentation	☐	☐	☒	☐	☒	30%	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Module Descriptor reviewed prior AY 2025/2026 in line with ILR recommendations	March 2025	Dr Ana Mat Said