Module Descriptor

Title	Project Management Fundamentals		
Session	2025/26	**Status**	Published
Code	QUAL11013	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	A Dey (London), G Ayim-Mensah (Paisley)		

Summary of Module

This module provides a comprehensive in contemporary project management principles and practices, aligned with leading industry standards in the UK, the APM Body of Knowledge. Spanning the complete project lifecycle—from strategic alignment to the project organisation and definition to closure—it enables students to critically evaluate both technical methodologies and behavioural competencies essential for successful project delivery.

The syllabus blends strategic tools (SWOT, PESTLE, Ansoff's Growth Matrix, Porter's Five Forces), financial appraisal techniques (Net Present Value, Internal Rate of Return, Decision analysis), and core planning methods (Work Breakdown Structure, Gantt Chart, Critical Path Method, Earned Value Management, Scheduling under constraints), with an emphasis on practical application through real-world scenarios and practical application of procurement strategies as mechanisms for managing project risk. Students engage with ProjectLibre or similar tools to simulate scheduling and monitoring challenges.

Additionally, the module explores organisational structures, stakeholder management, leadership and teackwork dynamics—underscoring the human factors influencing project success. Assessment comprises an individual MCQ test and a group-based coursework to prepare a full project plan. The module fosters critical thinking, strategic awareness, numeracy, and professional communication, offering holistic preparation for future project professionals.

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

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Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify) LUBM	
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	Understand the background, evolution and contemporary developments in project management, with reference to established frameworks such as the APM Body of Knowledge.
L2	Define and articulate project scope, identify key stakeholders, assess feasibility, and analyse ownership and accountability in relation to project risks.
L3	Demonstrate a critical understanding of the full project lifecycle, applying appropriate processes, tools, and techniques—including scheduling, financial appraisal, and performance measurement—to plan and manage project delivery.
L4	Analyse the human and organisational dimensions of project management, including leadership styles, team dynamics, motivational factors and stakeholder engagement influencing project success.
L5	Evaluate project risks and recommend appropriate procurement strategies to manage uncertainty and ensure value delivery.

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** Advanced understanding of project management lifecycle, strategic alignment, planning tools, organisational behaviour, and risk-informed procurement decision-making.
Practice: Applied Knowledge and Understanding	**SCQF 11** Ability to scope, plan, and appraise complex projects using industry-standard tools, techniques, and financial models; produce documentation aligned with PMO expectations.
Generic Cognitive skills	**SCQF 11** Critically analyse abstract and dynamic project scenarios and propose strategic and operational interventions, integrating technical and behavioural aspects.
Communication, ICT and Numeracy Skills	**SCQF 11** Clear, structured communication of complex plans and evaluations; proficiency in numeric reasoning via cost estimation, scheduling, and financial techniques.
Autonomy, Accountability	**SCQF 11**

and Working with Others	Work both independently and in diverse teams; take ownership of outcomes, manage time effectively, demonstrate initiative in group planning and leadership roles – as well as self learning.

Prerequisites	**Module Code** n/a	**Module Title** n/a
	Other n/a	
Co-requisites	**Module Code** n/a	**Module Title** n/a

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 are delivered on a weekly basis. Lectures will introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding. Students will be given sufficient time and support to work on the coursework and prepare for the class test.

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 on-line and students will be guided through the material. Email and videoconferencing will be used to support students. The 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:

Graham, N. (2023) Project Management for Dummies, 3rd ed., Wiley, UK.

Heagney, J. (2022) Fundamentals of Project Management, 6th ed., HarperCollins Leadership, UK.

Lewis, C. M. (2022) Microsoft Project. Step by Step (Covering Project Online Desktop Client). Pearson Education, Inc. US.

Verzuh, E. (2021) The Fast Forward MBA in Project Management, 6th ed., Wiley, UK.

Haniff, A. and Salama, M. (2016) Project Management, Goodfellow Publishers Ltd, UK.

Heldman, K. (2018) Project Management JumpStart, 4th ed., Sybex, UK.

Meredith, J. and Mantel, S. (2015) Project Management: A Managerial Approach, 9th ed., Wiley, UK.

APM Body of Knowledge (2019) 7th edition, Princes Risborough: Association for Project Management, UK. International Journal of Project Management, Elsevier.

(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:

Students are expected to attend scheduled lectures promptly and actively participate by taking notes, asking questions, and contributing to discussions.

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.

Students are required to access Aula on a weekly basis to stay informed about updates, download lecture slides or readings, tutorial tasks and additional problems and engage with any online activities or discussions.

Students are also required to successfully complete and submit the group coursework on time.

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 and manipulation 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	R Iftikhar
External Examiner	Y Chen
Accreditation Details	The Module is part of the MSc Project Management Programme, Accredited by the Association for Project Management.
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2.17

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
An individual 2-hour online MCQ class test (50%), the questions cover all the topics taught in the module across the 5 learning objectives
Assessment 2
Group assignment to develop a planning document for a business project (50%). Students will work collaboratively in small groups to develop a comprehensive project planning document, simulating a real-world business scenario. This group assignment requires students to propose and plan an original project within a specified budget and timeline, incorporating core project management tools and techniques such as scope definition, scheduling, risk management, and monitoring. The final output will take the form of a structured submission containing key planning elements, supported by project management software. The exercise is designed to foster applied understanding of project management fundamentals, teamwork, and communication skills. Minor variations in project themes or client requirements may occur from term to term without affecting the overall structure or expectations of the assignment.
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**
Class test	☒	☒	☒	☒	☒	50	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group Coursework	☐	☒	☒	☐	☒	50	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%	2 hours

Change Control

What	When	Who
The module summary section has been updated to better reflect the current structure and focus of the module.	March 2025	Anupam Dey
The wording of LOs and the Personal Development Planning (PDP) skills has been revised for improved clarity and precision.	March 2025	Anupam Dey
'Successful completion and submission of coursework' has been added as engagement expectations.	March 2025	Anupam Dey
A detailed explanation of the group coursework requirements has been included to enhance student understanding and expectations.	March 2025	Anupam Dey