Module Descriptor

Title	Case Studies in Project Management		
Session	2025/26	**Status**	Published
Code	QUAL 11016	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	J Grover-Minto (Paisley) N Khialani (London)		

Summary of Module

The in-depth consideration of case studies is integral to the teaching and understanding of project management. This module provides a forum through which students learn, with both theoretical and applied content, the principles of understanding that come from an engagement with case studies. This is not just limited to technical project management issues, but also includes sustainability, social, financial, political and technological factors, all of which are pivotal for project success/failure (or something in between). The analysis of case studies provides an important opportunity for students to (i) source and analyse data through a variety of methods and (ii) reflect on a range of "lessons learned" in the planning and execution of projects. At the end of the module, students have the opportunity to use the skills they have gained through the analysis of a project of their own choosing. Note is made that the changes made in the current module descriptor are in line with ILR recommendations.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☒	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify)	

[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

					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	Critically evaluate the importance of case studies in the understanding of project management success and/or failure
L2	Critique and assess the importance of strategic alignment in the delivery of projects and programmes
L3	Demonstrate a critical understanding of the role innovation and collaboration can play in addressing project challenges
L4	N/A
L5	N/A

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** Develop a critical understanding of the theory and practice of managing projects
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply and critically evaluate effective strategies for the successful management of projects
Generic Cognitive skills	**SCQF 11** Undertake skilled, competent, evaluative reflective practice throughout the module through the presentation of key insights into selected case studies
Communication, ICT and Numeracy Skills	**SCQF 11** Present, in verbal (and written form where appropriate) form where appropriate, formative pieces of work which help to build knowledge over the course of the module. Critically evaluate the role ICT can play in successul project management
Autonomy, Accountability	**SCQF 11** Manage time effectively, prirotise workloads, and manage personal wellbeing

and Working with Others	

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 module conforms to these guidelines.	
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: Murray-Webster, R & Dalcher, D (2019) APM Body of Knowledge. 7th edn. Princes Risborough:Association for Project Management. Lock, D. (2017) The essentials of project management. Oxford: Routledge. Turner, R. (2016) Gower handbook of project management. Oxford:Routledge.
(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 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.
(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	APM
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students are free to select any case study they wish. The case study selected must be able to provide sufficient insight to respond appropriately to the following: 1.Project Overview (description, scope, benefits), a full list of stakeholders and their roles and influence on the project (ie a stakeholder analysis), and whether or not the project has been a success or

failure, or something in between (using relevant data). Also include the challenges faced over the course of the project and how they were addressed (2000 words), and, 2. The role of innovation in project delivery – for the identified case study, include an explicit statement and discussion regarding the innovations adopted and the impact of implementing these innovations on project delivery (1000 words)
Assessment 2
N/A
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**
Project Case Study of the student's choosing	☒	☒	☒	☐	☐	100	36

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		

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. Summary of Module updated.	March 2025	John Grover-Minto