Module Descriptor

Title	Projects in Practice		
Session	2025/26	**Status**	Published
Code	QUAL11021	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Q Abbas (Paisley & DL), S Shadmand (London)		

Summary of Module

Projects in Practice provides an opportunity for students to test seminal concepts and frameworks in a real-life managerial context.

The module begins by distinguishing between key project management philosophies such as Waterfall and Agile, followed by an overview of several project methodologies and approaches, including PRINCE2 (Projects in Controlled Environments) and their application in several industrial contexts.

Students explore the significance of strategically fit projects, and practice establishing strategic alignment between high-level organisational objectives with relevant Projects, Programmes and Portfolios. This is complimented with a facilitated ideation session to kick-start their group coursework, which is to plan, produce and evaluate the effectiveness of a real-life project of their choice. Students are asked to produce and present a business case for their project of choice, justifying its reasoning by considering key stakeholders and beneficiaries.

The module facilitates students through experiencing real life project planning, execution, and reflection, including business case justification, project governance, creating a project charter (terms of reference), performing estimation and a feasibility study, crisis and critical chain management, project monitoring and change control, stakeholder engagement, benefits realisation, project closure and project evaluation.

In the process, students experience leadership and team dynamics challenges, honing universal graduate skills such as effective communication, problem-solving, negotiation, time, and conflict management.

Throughout the module students consider how technology can be used at various stage of the project life cycle: creating schedules, defining, and organising tasks, dependencies, resources and costs, planning options; project outputs, status reports, stakeholder communication, monitoring, control, updating, progress.

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) 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	Apply and critically evaluate the impact of project management standards and methodologies.
L2	Identify and critically evaluate the use of different software and technology for the successful delivery of a project.
L3	Practice planning, execution, management, and evaluation of a real-life project.
L4	Demonstrate competence in using project planning software.
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** K&U of international and industry project standards and methodologies; K&U of methods for planning and control, managing activities, resource, and costs. K&U of Microsoft Project for planning and control.
Practice: Applied Knowledge and Understanding	**SCQF 11** The comprehensive group coursework allows students to practice the above knowledge continuously throughout the term in pursuit of

[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

	managing and execution of a real-life (business or charity) project with real outputs and benefits for stakeholders.
Generic Cognitive skills	**SCQF 11** Ability to examine dynamic organisational (business or charity) problems, ideate, and obtain planned and controlled solutions through the means of project outputs and outcomes.
Communication, ICT and Numeracy Skills	**SCQF 11** Communication skills honed via written report and presentation preparation. ICT and numeracy skills developed by means of project planning and control techniques.
Autonomy, Accountability and Working with Others	**SCQF 11** Develop individual and group autonomy, time management, initiative, self-directed learning, and reflection. Practicing accountability towards coursework group team members and stakeholders in the chosen project.

Prerequisites	**Module Code** N/A	**Module Title** N/A
	Other	
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 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. 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
Asynchronous Class Activity	12
Independent Study	152
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:

- A Guide to the Project Management Body of Knowledge (PMBOK Guide), Project Management Institute, PMI.
- Agile Practice Guide (2017), Project Management Institute.
- Agile Project Management Handbook, DSDM Consortium, 2010.
- APM Body of Knowledge (2019), 7th edition, Princes Risborough: Association for Project Management, UK.
- Lock, D. (2013), Project Management, Gower, 10th Edition.
- Managing Successful Projects with PRINCE2, AXELOS (Author), published by The Stationery Office, ISBN-10: 0113310595, ISBN-13: 978-0113310593.
- Project Management: A Systems Approach to Planning, Scheduling, and Controlling (2013), H. Kerzner, John Wiley and Sons Inc.
- Project Management: Processes, Methodologies, and Economics, A. Shtub, J. Bard, and S. Globerson, Prentice-Hall International Series in Industrial & Systems Engineering.

(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:

Campus and on online attendance, as per teaching delivery Engagement online platform and classrooms.

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.

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this,

you will be referred to the Student Success Team to see how we can best support your studies.

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	M Ayat
External Examiner	Y Cheng
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	2.16

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group Assignment, Planning, Delivering and Reflecting on a Project The group use a chosen methodology to develop the Terms of Reference or Project Initiation Document and plan for a particular project they will carry out. A baseline plan is developed using project planning software. The students develop the use of the chosen software package (such as Microsoft Project) and continue to update their baseline plan for the project. They track, analyse and comment on important amendments and changes. They conduct scenario analysis on problems and corrections/changes the project encountered.

The coursework is based on a real-life business or charitable project of their choice. This project is undertaken from week 2 onwards. The students also make a presentation of their progress and results and conclusions to the project board.
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**
Coursework	☒	☒	☒	☒	☐	100%	36

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
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	Ralitsa Arnaudova Sona Shadmand