Module Descriptor

Title	WBL3: Project Management		
Session	2025/26	**Status**	Published
Code	ENGG09050	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	A Konanahalli		

Summary of Module

This module is designed to provide students with opportunities to capture lessons and learn from completed/ ongoing projects of their organisation. This mind-set is essential for engineering professionals who have to deliver innovative/complex projects on time, cost, quality and sustainability parameters. Lessons learned will be extracted by reflecting on the experience of an activity/project/process that had taken place (both success/ opportunities for improvement). Thus, helping organizations to embrace a culture of continuous improvement resulting in better performance with fewer mistakes, improved project team and client relationships.

This module is thematic and will focus on the theme of project management in the context of a real project environment. Supervision is normally by a member of academic staff and although much of the work may involve internal interviews with company supervisor and project stakeholders.

This module will support students to develop their UWS graduate attributes, namely: Academic (critical and analytical thinking, inquiring, knowledgeable, innovation, and problem solving); Personal (effective communicator, creative, imaginative); Professional (Collaborative, research-minded, and socially responsible).

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	Knowledge and Understanding of Project management principles with particular emphasis on learning gained from the process of performing the project.
L2	Evaluate elements of the work experience as it relates to themes and issues of academic study relevant to the designated degree
L3	Apply skills of self-reflection, criticality, observation and evaluation to demonstrate their ability to relate their knowledge and skills, as learned, to work practices, as experiences, and to reflect upon their own ability to learn, problem analysis, problem solving, interpersonal relationship and other and personal skills
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 9** A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in Engineering project management. A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of Engineering project management. Awareness of the economic environment of engineering projects.
Practice: Applied Knowledge and Understanding	**SCQF 9** The application of skills, techniques, practices and/or materials associated with engineering. Carry out forms of research for projects involving sustained independent enquiry; retrieve and generate information and evaluate sources, in carrying out research, including the ability to quote from and acknowledge written sources. Practice in a range of professional level contexts which include a degree of unpredictability
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. Identify and analyse routine professional problems and issues.

	Draw on a range of sources in making judgments. The ability to employ reasoning and logic in order to analyse data and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses
Communication, ICT and Numeracy Skills	**SCQF 9** Make formal and informal presentations on standard/mainstream topics in engineering to a variety of audiences. The ability to assimilate and synthesise complex information
Autonomy, Accountability and Working with Others	**SCQF 9** Work in flexible, creative and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity. Manage time, personnel and resources effectively, by drawing on planning and organizational skills An ability to react spontaneously, manage risk, and cope with the unexpected. Work productively in a group or team. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where necessary.

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.	
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)
Practice-based Learning	378
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	10
n/a	0
n/a	0

n/a	0
TOTAL	400 Hours Total

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Hepworth, A. (2011). Studying for Your Future. Universe of Learning Ltd.

Trought, F. (2017). Brilliant Employability Skills. Prentice Hall.

Kirton, B. (2011). Brilliant Workplace Skills for Students and Graduates. Pearson Business.

Scherer A. (2011). Brilliant Intern. Pearson Business.

Done, J. & Mulvey, R. (2016).Brilliant Graduate Career Handbook. Pearson Business.

Cottrell, S. (2015). Skills for Success: Personal Development and Employability. Second Edition. Palgrave Macmillan.

PROJECT MANAGEMENT INSTITUTE. (2017). A guide to the project management body of knowledge (PMBOK guide). Newtown Square.

APM Body of Knowledge 6th edition.

Rowe, S. F. & Sikes, S. (2006). Lessons learned: taking it to the next level. Paper presented at PMI Global Congress. North America, Seattle, WA. Newtown Square.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(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:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in timetabled sessions. Students will scan their attendance via the attendance scanners each time they are on-campus. Students will have attendance recorded in class and they will be expected to login to the VLE several times per week. Students who are unable to attend a timetabled learning session, due to illness or other circumstance, should notify their Programme Leader. Across the School an 80% attendance threshold is set. Students who fall below this, will be referred to the Student Success Team to see how they can be best supported in their 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 quality 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. This module has lab-based teaching and as such students are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, 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	S Tennant
External Examiner	Y Chen
Accreditation Details	This module is accredited by Joint Board of Moderators as part of GA-BEng (Hons) Civil Engineering
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.08 Module Descriptor copied to 2025/26 template, Attendance and Engagement and EDI statements updated. 1.07 Module Moderator and JBM Accreditation updated. Module hours amended to better reflect the delivery.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Preliminary Lessons Learned Template (25%)
Assessment 2
Lessons Learned Report (50%)
Assessment 3
Presentation (25%)
(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**
Portfolio of practical work	☒	☒	☒	☐	☐	25	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Project report/ Thesis	☒	☒	☒	☐	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☐	☐	25	1
Combined total for all components						100%	1 hours

Change Control

What	When	Who