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Module Descriptors

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Session: 2023/24

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Status: Proposal

Title of Module: Project Governance
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Code:	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Daniel Perry		

Summary of Module

Project Governance is recognized as a key determinant in the success or otherwise of a Project. It concerns the Project control and management as well as policies and procedure which are used to establish who is responsible for what and ensures accountability. Project Governance Frameworks are not a one size fits all and such frameworks and assurance systems must be designed in a bespoke fashion for each project. This module will explore Project Governance from a wide perspective and consider the elements and characteristics of a Project and the associated design, structure and establishment of Governance.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓		✓		

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓	✓	

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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Show a critical understanding of the different elements and stages of a Project
- L2. Deploy critical evaluation tools and techniques in Project Governance
- L3. Demonstrate critical knowledge and understanding of Project Governance Theory and Concepts and their application

L4. Responsibly contribute to group activities

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 Level 9. Knowledge of the scope, defining features, and main areas of the Project Governance. An in depth and critical understanding of a defined range of core theories, concepts, principles and terminology relating to Project Governance. In depth understanding of research and equivalent scholarly/academic activity in the Project Governance subject area.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Interpreting and explaining complex Project Management and Governance concepts. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including case studies.
Generic Cognitive skills	SCQF Level 9. Giving reasoned opinions, identifying flaws in arguments and discriminating between the relevant and irrelevant on a case by case basis Bringing together information from a variety of sources, including scholarly and academic research publications.
Communication, ICT and Numeracy Skills	SCQF Level 9. Communicating effectively and appropriately in speech and writing Interpreting complex primary materials Making effective use of information retrieval systems and use information technology applications to present documents in an appropriate form
Autonomy, Accountability and Working with others	SCQF Level 9. Working effectively, together with others in groups or teams, taking a leadership role where appropriate. Systematically identifying and addressing their own learning needs both in current and in new areas, making use of primary research source materials as appropriate.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
Teaching and learning will be approached in a blended method. This will involve a combination of elements used in parallel such as formal presentation of material, discussion and enquiry based workshops, case studies with great emphasis on independent student learning experiences.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	12
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Project Governance; Ross Garland; 1st Ed; 2009; Kogan Press</p> <p>Project Management: A Managerial Approach; J. R. Meredith et al; 11th Ed; 2021; Wiley</p>
(**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)

Engagement Requirements
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p>

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Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	MITE
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

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Assessment: (also refer to Assessment Outcomes Grids below)
Portfolio of written work worth 60% of the module mark
Group Assessment worth 40% of the module mark
<p>(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.</p> <p>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓			60	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work			✓	✓	40	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This unit will be taught online in a DL format, there will be no requirement for field trips or lab work.

UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)