

# University of the West of Scotland Module Descriptor

Session: 2023/24

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Status: Pending

**Title of Module: Operational Environments & Control Processes**

<b>Code: BUSN10083</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Gary Gillon		

## Summary of Module

This module is designed to provide apprentices/students (hereafter referred to as students) with an understanding of the operational environment in which projects are situated, and the tools/techniques for planning a project. The module will critically assess, within a work-based setting, the processes and strategies undertaken by project managers to define, plan control processes and deliver project requirements.

The module is delivered in taught mode by lectures, interactive on-campus group work, case study tutorials and directed self-study. While undertaking the module the student will use various academic, technical, practical and transferable skills already learned through their academic programme of study.

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

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
		✓

**Learning Outcomes: (maximum of 5 statements)**

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

- L1. Critically review the domestic/international/global environment and context in which projects are conceived and realised.
- L2. Evaluate the employment of project management in introducing change control processes and delivering sustainable benefits.
- L3. Analyse and review methods for defining the scope/ deliverables and governance arrangements of a project and project requirements.
- L4. Demonstrate a comprehensive knowledge of advanced control process techniques for planning and scheduling a project and critically evaluate the nature and causes of project success and failure.

### 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 10. In depth and critical understanding and knowledge of a range of concepts relating to project planning and control processes.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Apply skills and knowledge to support Project Management decision control processes and operational environments.
Generic Cognitive skills	SCQF Level 10. Critically identify, define, conceptualise and analyse complex professional problems and issues  Offer professional insights, interpretations and solutions to problems and issues  Make judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	SCQF Level 10. Present or convey, formally and informally, complex concepts in a coherent and clear manner.  Communicate with peers, senior colleagues and specialists on a professional level.  Collect, analyse and communicate a range of numerical and graphical information.
Autonomy, Accountability and Working with others	SCQF Level 10. Ability to work in a team to address complex operational management issues. Undertake research on a topic and work independently.

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

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
All modules on the BA (Hons) Project Management GA will be delivered in a Hybrid format consisting of on-campus workshops and on-line support sessions. Core content delivery will be made available via the virtual learning environment and will include online lectures, videos, podcasts, recommended reading and signposting to additional content and resources. In addition, online activities will include discussion groups, live chats, contribution to collaborative documents and webinars. Face to face workshop sessions on campus will also be delivered to provide students with the opportunity to engage with their peers and university academic and support staff.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Tutorial/Synchronous Support Activity	12
Independent Study	152
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:  
Burke, R (2013) Project Management, Planning and Control Techniques, 5th Edition, John Wiley, Chichester.

#### JOURNALS

- International Journal of Project Managements in Business
- Management Research News
- Project Management Journal

#### WEBSITES

- Websites Association for Project Management: [www.apm.org.uk](http://www.apm.org.uk)
- Project Management Institute: [www.pmi.org.uk](http://www.pmi.org.uk)

(\*\*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

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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:  
Engagement with materials and discussions on the learning platform. Students will also be required to keep in regular contact with their appointed Link Tutor.

## Supplemental Information

<b>Programme Board</b>	Marketing, Innovation, Tourism & Events
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Marketing, Innovation, Tourism & Events
<b>Moderator</b>	TBC

<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	1

#### Assessment: (also refer to Assessment Outcomes Grids below)

A written assignment worth 60% of the final mark consisting of an operational forecast of the students present Work-based setting.

An individual Presentation worth 40% of the students' final mark predicting future operational challenges aligned to the students organisational setting.

(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 Handbook.)

#### 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
Presentation	✓	✓	✓	✓	40	0
<b>Combined Total For All Components</b>					100%	0 hours

## Footnotes

- A. Referred to within Assessment Section above  
 B. Identified in the Learning Outcome Section above

## 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**

All students, irrespective of their age, gender, ethnic background or disability are entitled to attempt this module.

In order to complete this module, students must be able to undertake a range of duties that an employer would expect a permanent member of staff to be able to undertake. All necessary, reasonable adjustments to teaching methods and assessments and the work-based learning environment will be made to encourage the full participation of students with additional needs.

Some organisations may require the student to obtain a satisfactory Disclosure Scotland report or submit to other forms of background check before they can become involved in the work-based learning environment.

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)