Module Descriptor

Title	Information Technology Project Management		
Session	2025/26	**Status**	Published
Code	COMP11114	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Ashraf Mahmud		

Summary of Module

This module provides a comprehensive introduction to the fundamental principles, concepts and theories of project management for postgraduate students.

Coverage is informed by the Association for Project Management (APM) project management body of knowledge and includes: project definition and stakeholder management, business strategy and investment appraisal, work breakdown, effort estimation techniques and biases, risk management, network analysis, time and resource-limited scheduling, monitoring and schedule compression techniques, earned value analysis, and theories of organisational behaviour, motivation, teamwork, job design, conflict and leadership.

Worked examples will be provided and exercises will be undertaken throughout to enable students to develop critical thinking and also practical skills using key numerical and analytical techniques.

Students will be assessed by means of a class test and a collaborative project planning coursework.

Undertaking this module should develop a range of graduate attributes. Students will be encouraged to further develop their research and critical faculties by researching topics of interest. As part of the coursework, students will also have an opportunity to work together to solve problems and build on their communication skills

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	Demonstrate an understanding of the background, body of knowledge and current developments within project management
L2	Define a project and determine the project scope, stakeholders, feasibility and risk ownership
L3	Develop a critical understanding of the project life-cycle, its phases, processes, tools and techniques
L4	Give a critical evaluation of the human, motivational and organizational issues of project management
L5	Identify project risks and procurement routes to manage them

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 project management, background, development, bodies, standards, methodologies and research topics. K&U. of project scope and objectives (cost, time, quality, sustainability and safety), stakeholder needs, WBS, quantitative and non-quantitative feasibility techniques, such as project return on capital, payback period, break-even, and DCF techniques such as NPV, IRR and AEC. K&U of the project life-cycle, project planning using alternative diagrammatic techniques, Gantt charts, critical path calculations and cumulative resource needs; resource scheduling and costing; project management software. K&U of project risk categories and the use of Monte Carlo Simulation. Procurement routes and main types of contract and their approaches to risk apportionment. K&U of motivation theories and project organization types and team working; concepts such as KPIs, best practice, re-engineering, value engineering and analysis; project portfolio management; earned value analysis
Practice: Applied Knowledge and Understanding	**SCQF 11** Develop the outline, feasibility, and costs for a new project. Develop project plans using appropriate software

Generic Cognitive skills	**SCQF 11** Ability to examine dynamic problems in the abstract and thus analyze them and obtain a planned and controlled solution
Communication, ICT and Numeracy Skills	**SCQF 11** Numeracy skills developed by means of various project management techniques using software packages
Autonomy, Accountability and Working with Others	**SCQF 11** Develop individual and group autonomy, time management, initiative and self- learning

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 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 will introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding. Students will be given sufficient time and support to work on the coursework and prepare for the class test. For Distance Learning students and hybrid/belnded deliveries, full use will be made of the VLE. That is, all teaching material will be made available on-line and students will be guided through the material. Email and video-conferencing 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
Laboratory / Practical Demonstration / Workshop	12
Work-based Learning	152
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Wysocki, R. K. (2019) Effective Project Management: Traditional, Agile, Extreme, Hybrid, 8th ed., Wiley*

Layton, M. C., Ostermiller, S. J. and Kynaston, D. J. (2020) Agile Project Management For Dummies, 3rd Edition (For Dummies (Computer/Tech)), Wiley.

Graham, N. (2015) Project Management for Dummies, 2nd ed., Wiley.*

Haniff, A. and Salama, M. (2016) Project Management, Goodfellow Publishers Ltd.* Heldman, K. (2018) Project Management JumpStart, 4th ed., Sybex.*

Meredith, J. and Mantel, S. (2015) Project Management: A Managerial Approach, 9th ed., Wiley.* Verzuh, E. (2015) The Fast Forward MBA in Project Management, 5th ed., Wiley

APM Body of Knowledge (2019), 7th ed., Association for Project Management.*

(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. 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 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 you 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	**Computing**
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	Business and Applied Computing
Moderator	Jacob Koenig
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.01

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The first component of assessment is a class test worth 50%
Assessment 2
The second component of assessment is a group project worth 50%
Assessment 3
(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**
Class test (written)	☒	☐	☒	☐	☐	50	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☒	☒	☒	☒	☒	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	**When**	**Who**
Attendance and Engagement Procedure and Equality and Diversity	21/1/2025	F.Valentine
Module Coordinator updated	10/03/25	A Adamson