

Session: 2022/23

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<b>Title of Module: GA - Project Management</b>			
<b>Code: GRLA08008</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 10</b>	<b>ECTS: 5</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Adelaide Marzano		
<b>Summary of Module</b>			
<p>This module introduces the generic concepts of project management for undergraduate students of engineering.</p> <p>It identifies the characteristics of a project and project management, the stakeholder needs, the project risks and procurement routes, project planning and control, communications, matrix organization, the management of time, earned value analysis, benchmarking, partnering, leadership and motivation required for a successful project.</p> <p>The module provides students with transferable skills applicable to the management of their teaching and learning.</p> <p>The Graduate Attributes relevant to this module are listed below.</p> <p>Graduate Attributes - Academic: critical thinker; analytical; inquiring; knowledgeable; digitally literate; problem solver; autonomous; incisive; innovative</p> <p>Graduate Attributes - Personal: effective communicator; influential; motivated</p> <p>Graduate Attributes - Professional: collaborative; research-minded; enterprising; ambitious; driven</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
	✓	✓			
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>
The module will <b>normally</b> 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:
✓					✓	
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

[\[Top of Page\]](#)

<b>Learning Outcomes: (maximum of 5 statements)</b>	
On successful completion of this module the student will be able to: L1. L1. Define a project, determine project scope, stakeholders, feasibility and risk ownership L2. L2. Plan and control a project L3. L3. Demonstrate an understanding of the human, motivational and organizational issues of project management	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8. Knowledge and Understanding of project scope and objectives (cost, time, quality, sustainability and safety), stakeholder needs, quantitative and non-quantitative feasibility techniques, and Discount Cash Flow techniques Introduction to project risk categories. Understanding of motivation theories and project organization types and team working. Knowledge of concepts such as KPIs and best practice.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Apply project management knowledge to a work based scenario and complete the required reporting on it
Generic Cognitive skills	SCQF Level 8. 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 Level 8. Communication skills honed via written reports and presentations. Computer and numeracy skills developed by means of various project management techniques.
Autonomy, Accountability and Working with others	SCQF Level 8. Develop individual and group autonomy, time management, initiative and self learning.
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:
	<b>Module Code:</b>
	<b>Module Title:</b>

	Other:	
Co-requisites	Module Code:	Module Title:

\* Indicates that module descriptor is not published.

[\[Top of Page\]](#)

<b>Learning and Teaching</b>	
<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	24
Tutorial/Synchronous Support Activity	12
Personal Development Plan	2
Independent Study	38
Practice Based Learning	24
	100 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Project Management for Engineering, Business, and Technology , John Nicholas &amp; Herman Steyn, 2011</p> <p>Project Management for Engineering Design, Charles Lessard and Joseph Lessard, Synthesis Lectures on Engineering, 2007</p> <p>Lecturer's own material and notes</p>	
<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)</p>	
<b>Engagement Requirements</b>	
<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: <a href="#">Academic engagement procedure</a></p>	

[\[Top of Page\]](#)

## Supplemental Information

<b>Programme Board</b>	Engineering
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Engineering
<b>Moderator</b>	Santiago Matalonga
<b>External Examiner</b>	
<b>Accreditation Details</b>	
<b>Version Number</b>	1.09

[\[Top of Page\]](#)

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assignment 1
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Case study	✓	✓	✓	100	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

[\[Top of Page\]](#)

Note(s):
<ol style="list-style-type: none"> <li>1. More than one assessment method can be used to assess individual learning outcomes.</li> <li>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 &amp;/or Professional requirements.</li> </ol>

<b>Equality and Diversity</b>
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The programme leaders have considered how the programme meets the requirements of potential students from minority groups, including students from ethnic minorities, disabled students, students of different ages and students from under-represented groups.

Students with special needs (including additional learning needs) would be assessed/accommodated and any identified barriers to particular groups of students discussed with the Enabling Support Unit and reasonable adjustments would be made for classes and site visits.

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)