Module Descriptor

Title	Project Tool Box		
Session	2025/26	**Status**	Published
Code	ENGG09007	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	A Mehmood		

Summary of Module

It comprises the following:-

A review and appraisal of past student projects.

Working with people and teams and how to divide up work elements of larger projects.

Selecting projects by need, value, priority, date, market demand or employment trend.

The project brief:- title, description, objectives, synopsis, planning of resources and aims and objectives.

Project feasibility studies:- project strategy, goals and measures of effectiveness.

Measureable outcomes. ,KPI's , costs and savings and descriptive benefits, project ranking

Information sources of data:- Web based, publications, Athens database, etc

Financial evaluation including costing and estimating, payback IRR, payback period and NPV.

Project coordination and project meetings:-

Taking part in a project meeting, group working, deliverables, recording decisions and actions.

Presentation: - Powerpoint, video, formal reports.

Reflective practice: - how may it be done differently or better?

How to pass a project and/or how to manage a successful project.

Post project auditing and lessons learned.

The three assessments will assignments (40%, 40% and 20%) and will all be on applications of the above descriptions.

The teaching will involve lectures with some set exercises. Some of these exercises will involve previous project equipment.

During the course of this module students will develop their UWS Graduate Attributes (https://www.uws.ac.uk/current-students/your-graduate-attributes/). Universal: Academic attributes - critical thinking and analytical & inquiring mind; Work-Ready: Academic attributes – planning projects , writing project definitions and relevant ICT skills; Successful : autonomous, driven and resilient.

This module has been reviewed and updated, taking cognisance of the University's Curriculum Framework principles. Examples of this are found within the module such as active and engaging tutorial activity with contemporary industry examples of modular

content, module assessment which reflects industry activities, learning synergies across modules and levels of study and recorded lecture content supporting students to organise their own study time. Due to some of the unique content, this module is of particular importance in relation to PSRB AHEP-4 learning outcomes.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
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	Determine project feasibility based on supplied criteria
L2	Critically appraise past projects and presenations in terms of degree of difficulty
L3	Pepare a full project definition with overview, objectives, scope and approach
L4	Report on literature and project evaluation to determine lesson learned.
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** Defines project activities and expected outcomes Knowledge of the steps required in undertaking a project Understands how to go about doing a project at this level.

[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

Practice: Applied Knowledge and Understanding	**SCQF 9** Can source data pertinent to the project and decide on contribution or relevance Determine successful outcomes or otherwise for existing projects
Generic Cognitive skills	**SCQF 9** Appraises existing projects v set criteria
Communication, ICT and Numeracy Skills	**SCQF 9** Presents results of an evaluation
Autonomy, Accountability and Working with Others	**SCQF 9** Works with others when dealing with group events

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. see AULA for teaching schedule	
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	18
Independent Study	164
Tutorial / Synchronous Support Activity	18
n/a	0
n/a	0
n/a	0
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Classroom with presentation equipment. Some drop in use for a computer laboratory and workshop visits. Visits to industry for larger projects will take place to compliment Engineering Management I.

There will be extensive notes and on line learning available.

Core Text

Lock D, Project Management, 9th Edn Aldershot:Gower

(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. Specialist assistive equipment, support provision and adjustment to assessment practice 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	Design
Moderator	F Anvari
External Examiner	M Ghaleeh

Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.07

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Feasibility report
Assessment 2
Project Definition
Assessment 3
Presenation and Lit review
(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**
Essay	☒	☐	☐	☐	☐	20	10

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☒	☐	60	24

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☐	☒	☐	20	14
Combined total for all components						100%	48 hours

Change Control

What	**When**	**Who**
