

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: WBL3: Project Management</b>			
<b>Code: ENGG09050</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 40</b>	<b>ECTS: 20 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Ashwini Konanahalli		
<b>Summary of Module</b>			
<p>This module is designed to provide students with opportunities to capture lessons and learn from completed/ ongoing projects of their organisation. This mind-set is essential for engineering professionals who have to deliver innovative/complex projects on time, cost, quality and sustainability parameters. Lessons learned will be extracted by reflecting on the experience of an activity/project/process that had taken place (both success/ opportunities for improvement). Thus, helping organizations to embrace a culture of continuous improvement resulting in better performance with fewer mistakes, improved project team and client relationships.</p> <p>This module is thematic and will focus on the theme of project management in the context of a real project environment. Supervision is normally by a member of academic staff and although much of the work may involve internal interviews with company supervisor and project stakeholders.</p> <p>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).</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Knowledge and Understanding of Project management principles with particular emphasis on learning gained from the process of performing the project.
L2	Evaluate elements of the work experience as it relates to themes and issues of academic study relevant to the designated degree.
L3	Apply skills of self-reflection, criticality, observation and evaluation to demonstrate their ability to relate their knowledge and skills, as learned, to work practices, as experiences, and to reflect upon their own ability to learn, problem analysis, problem solving, interpersonal relationship and other and personal skills.

Employability Skills and Personal Development Planning (PDP) Skills	
<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 <b>9</b>  A broad and integrated knowledge and understanding of the scope, main areas and boundaries of work in Engineering project management.

	<p>A critical understanding of a selection of the principal theories, principles, concepts and terminology pertaining to the area of Engineering project management.</p> <p>Awareness of the economic environment of engineering projects.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>9</b></p> <p>The application of skills, techniques, practices and/or materials associated with engineering.</p> <p>Carry out forms of research for projects involving sustained independent enquiry; retrieve and generate information and evaluate sources, in carrying out research, including the ability to quote from and acknowledge written sources.</p> <p>Practice in a range of professional level contexts which include a degree of unpredictability.</p>
Generic Cognitive skills	<p>SCQF Level <b>9</b></p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.</p> <p>Identify and analyse routine professional problems and issues.</p> <p>Draw on a range of sources in making judgments.</p> <p>The ability to employ reasoning and logic in order to analyse data and to formulate relevant arguments and hypotheses; and the ability to express, interpret and discuss such analyses, arguments and hypotheses</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>9</b></p> <p>Make formal and informal presentations on standard/mainstream topics in engineering to a variety of audiences.</p>

	The ability to assimilate and synthesise complex information	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Work in flexible, creative and independent ways, showing self-discipline, self-direction, self-motivation self-critical awareness and reflexivity.</p> <p>Manage time, personnel and resources effectively, by drawing on planning and organizational skills</p> <p>An ability to react spontaneously, manage risk, and cope with the unexpected.</p> <p>Work productively in a group or team.</p> <p>Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where necessary.</p>	
<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>	
<b>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.</b>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours</p>

	and hours spent on other learning activities)
Practice Based Learning	378
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	10
	400 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:

Hepworth, Studying for Your Future - Successful Study Skills, Time Management, Employability Skills and Career Development - A Guide to Personal Development ... Skills. (Skills Training Course), Universe of Learning Ltd., 2011.

Satty, T. L. and Vargas, L. G. (2012) Models, Methods, Concepts & Applications of the Analytical Hierarchy Process, Springer, 2nd Ed.

Trought, F. (2017) Brilliant Employability Skills, Prentice Hall.

Kirton, B., Brilliant Workplace Skills for Students and Graduates, Pearson Business, 2011.

Scherer A., Brilliant Intern, Pearson Business, 2011.

Done, J., and Mulvey, R., Brilliant Graduate Career Handbook, Pearson Business, 2016.

Cottrell, S., Skills for Success: Personal Development and Employability, Palgrave Macmillan, 3rd edition, 2015

PROJECT MANAGEMENT INSTITUTE. (2017). A guide to the project management body of knowledge (PMBOK guide). Newtown Square, PMI.

APM Body of Knowledge 6th edition.

Rowe, S. F. & Sikes, S. (2006). Lessons learned: taking it to the next level. Paper presented at PMI® Global Congress 2006—North America, Seattle, WA. Newtown Square, PA: Project Management Institute.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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:

Attending all timetabled classes

Notifying the Module Coordinator of absence in advance

Engaging with all module assessments or submitting an ECS

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Coordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Engineering & Physical Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Civil Engineering and Quality Management
<b>Moderator</b>	Dr Stuart Tennant
<b>External Examiner</b>	Y Chen
<b>Accreditation Details</b>	This module is accredited by Joint Board of Moderators as part of GA-BEng (Hons) Civil Engineering
<b>Changes/Version Number</b>	1.07 Module Moderator and JBM Accreditation updated. Module hours amended to better reflect the delivery.

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1 – Preliminary Lessons Learned Template (25%)
Assessment 2 – Lessons Learned Report (50%)
Assessment 3 – Presentation (25%)
(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 Module Handbook.)

## Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	√	√	√			25%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Project report/ Thesis	√	√	√			50%	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	√	√	√			25%	1
<b>Combined Total for All Components</b>						<b>100%</b>	<b>1 hour</b>