Module Descriptor

Title	Advanced Project Management		
Session	2025/26	**Status**	Published
Code	ENGG10007	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	F Anvari		

Summary of Module

This module introduces the student to more in depth methods of controlling and managing projects. This includes reference to a range of more advanced project management tools and methodologies.

The module will develop the students understanding of the complex nature of managing projects and develop their skills of communication to a group.

It will provide the opportunity to enhance their communication, presentation and team working skills including project leadership and management skills through role playing.

The concepts of scenario planning, risk management, post project audits and continuous improvement for the execution of projects will be explored.

The module will be delivered through lectures, case study and tutorials support with the assistance of VLE. Assessment will be by Case Study 50% and coursework 50%.

During the course of this module students will develop their UWS Graduate Attributes (https://www.uws.ac.uk/current- students/your-graduate-attributes/) in the following areas-

Universal: Academic - Critical thinking, analytical & inquiring mind; Personal- Ethical; Professional- Research Minded

Work-Ready: Academic - Knowledgeable, Digitally Literate, Problem Solver; Personal - Effective Communicator; Professional - Ambitious

Successful : Academic - Autonomous; Personal - Resilient; Professional- Driven

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.

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	Critically appraise a range of project management methodologies and project tools.
L2	Compare various alternative scenarios/strategies that a project may encounter and make appropriate recommendations.
L3	Plan and control complex projects using advanced project management tools.
L4	Assess the applicability of identified project management procedures and critically discuss suitable alternatives.
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 10** Internal and external factors influencing projects, along with a critical discussion of alternative management strategies. Managing complex projects, including references to communication skills, risk management, and people skills. Lessons learned and knowledge management in projects. Effective negotiation and conflict resolution in project management.
Practice: Applied Knowledge and Understanding	**SCQF 10** Be able to take an active part in team based projects and apply computer based simulation to optimise project outcomes.

[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

Generic Cognitive skills	**SCQF 10** Ability to manage dynamic problems of multiple project management.
Communication, ICT and Numeracy Skills	**SCQF 10** Development of communication skills via written reports, spreadsheets and project management techniques. Computer and numeracy skills enhanced by project management techniques. Presentation skills developed to a range of appropriate settings.
Autonomy, Accountability and Working with Others	**SCQF 10** Work effectively as a team member or leader demonstrating a high level of ability.

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 module delivery framework strikes a balance between in-person events and synchronous online activities. The learning and teaching engagement for this module includes the following:

- Lectures / Core Content Delivery: 20 hours
- Tutorials / Synchronous Activities: 12 hours
- Case Syudy/Workshop: 4 hours
- Independent Study: 164 hours

Independent study encompasses coursework, problem-based learning, self-study, examination preparation, and activities such as feedback and reflection.

Formative feedback will be provided to support academic activities. This feedback may take various forms, such as question-and-answer sessions during lectures or core content delivery, worked examples, design exercises, and feedback on presentations. It may also involve discussion groups during tutorials. Additional opportunities for feedback include submitting coursework to receive formative reports, comments on tutorial or practical work during sessions and responses to email queries.

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	20
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	4

Independent Study	164
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:

Lock, D., 2020. Project management. Routledge.

Harrison, F. and Lock, D. (2017) Advanced project management: a structured approach. Oxon: Routledge.

Office of Government Commerce (2009) Managing Successful Projects with Prince2, Great Britain: TSO

PeopleCert, (2023) PRINCE2® 7 Managing Successful Projects

Burke, R. (2006) Project Management Planning and Control Techniques. Oxford: Wiley.

(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. Students will scan their attendance, via the attendance scanners, each time they are on-campus, they will have their attendance recorded in class and they will be expected to login to the VLE several times per week. Students who are unable to attend a timetabled session, due to illness or other circumstance, should notify their Programme Leader. Across the School an 80% attendance threshold is set. Students who fall below this, will be referred to the Student Success Team to see how they can be best supported in their 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	M Ayat
External Examiner	E Tingas
Accreditation Details	N/A
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2.10 Module Descriptor copied to 2025/26 template, resources list updated to reflect ILR feedback, Attendance and Engagement and EDI statements updated.

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 is a Case Study that contributes 50% to the final mark.
Assessment 2
Assessment 2 is an extensive coursework that contributes 50% to the final mark. The assessment is made up of two subcomponents; (1) a report that contributes 37.5% and (2) a presentation that contributes 12.5%.
Assessment 3
N/A
(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**
Case Study	☒	☒	☐	☒	☐	50	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Coursework	☒	☒	☒	☒	☐	50	

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

Change Control

What	When	Who
Module Descriptor copied to 2025/26 template, resources list updated to reflect ILR feedback, Attendance and Engagement and EDI statements updated.	March 2025	F.Anvari