

# University of the West of Scotland Module Descriptor

**Session: 2022/23**

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**Title of Module: Project Management Fundamentals**

<b>Code: QUAL11013</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Andy Durrant		

## 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. This works both as an introductory module for students taking the MSc in Project Management and as a summary of the topic for students on other degree courses. 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

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓	✓		

**Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Blended**

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

**Fully Online**

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.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

The module will **normally** 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:
✓				✓	✓	✓

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓	✓	✓

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

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)	<p>SCQF Level 11. K&amp;U of project management, background, development, bodies, standards, methodologies and research topics.</p> <p>K&amp;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.</p> <p>K&amp;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.</p> <p>K&amp;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.</p> <p>K&amp;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.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11. Develop the outline, feasibility, and costs for a new project.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Ability to examine dynamic problems in the abstract and thus analyze them and obtain a planned and controlled solution.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Numeracy skills developed by means of various project management techniques.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11. Develop individual and group autonomy, time management, initiative and self learning.</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.

### Learning and Teaching

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/blended 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**

(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
Asynchronous Class Activity	0
Independent Study	164
	200 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:

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 edition, Princes Risborough: Association for Project Management, UK. International Journal of Project Management, Elsevier.

(\*\*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)

**Engagement Requirements**

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: [Academic engagement procedure](#)

### Supplemental Information

<b>Programme Board</b>	Engineering
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Civil Engineering and Quality Management
<b>Moderator</b>	Rehab Iftikhar
<b>External Examiner</b>	L Supramaniam
<b>Accreditation Details</b>	<b>This module is part of a degree programme accredited by APM: Association for Project Management</b>
<b>Changes/Version Number</b>	2.16 Updated hours and coordinator.

### Assessment: (also refer to Assessment Outcomes Grids below)

Assessment Category 1: A 2-hour class test (50%).

Assessment Category 2: A planning document for a business project (50%).  
Students must achieve a minimum 50% aggregated mark and 40% in each of the two elements of assessment (exam and planning document).

(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 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>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Class test (written)	✓	✓	✓	✓	✓	50	2

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	(1)	(2)	(3)	(4)	(5)	Assessment Element	Hours

Dissertation/ Project report/ Thesis		✓	✓	✓	✓	50	0
<b>Combined Total For All Components</b>						100%	2 hours

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
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 &/or Professional requirements.

**Equality and Diversity**

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 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. More information on the University's EDI policies can be accessed at: <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>