

# University of the West of Scotland

## Module Descriptor

Session: 2021/22

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**Title of Module: Case Studies in Project Management**

<b>Code: QUAL11016</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>	Dr Mohamed Abdel-Wahab		

### Summary of Module

This is a problem based, continuously assessed module.

The consideration of case studies is integral to all teaching in project management. This module provides a forum within which the student will learn the principles of understanding that come from the use of case studies, not just the project management issues but also the social, financial, political and technological factors. The interpretation of case studies gives the opportunity to collect and analyse information by a variety of methods. Situations presented in a range of case studies open the potential for students to compare the types of information that can be gleaned and the lessons learned from studying cases. Topics related to the Specialist Interest Groups from professional bodies are also analysed and discussed.

Graduate attribute covered by this module include:

#### Universal

- Critical Thinker
- Ethically-minded
- Research-minded

#### Work Ready

- Problem-Solver
- Effective Communicator
- Ambitious

#### Successful

- Autonomous
- Resilient
- Driven

Students will select a case to study or a live project to interpret, manage and present a group report in order to satisfy the module's learning outcomes. Delivery will be through online/hybrid model to support student learning.

This module allows students to demonstrate their ability to organise and plan the work of the project, develop problem solving skills and develop teambuilding and communication skills.

### Module Delivery Method

Face-To-Face	Blended	Fully Online
✓	✓	✓
<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>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>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>		

### 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:

✓				✓	✓	✓
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<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

<b>Learning Outcomes: (maximum of 5 statements)</b>
On successful completion of this module the student will be able to:
L1. Developing a holistic & critical understanding of projects' case studies
L2. Understanding strategic alignment for delivering projects and programmes
L3. Raising awareness of innovation & collaboration in project and programme environment

<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 11. Develop a critical understanding of principles and practices of managing projects.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Consolidate and integrate knowledge and develop that knowledge in applying effective strategies in project management.
Generic Cognitive skills	SCQF Level 11. Undertake skilled , competent , safe, evaluative and reflective analytical practice Formulate and present a written technical volume of work
Communication, ICT and Numeracy Skills	SCQF Level 11. Present clear concise written reports on the outcome of the case studies  Understand the application of appropriate project management software.
Autonomy, Accountability and Working with others	SCQF Level 11. Manage time, prioritise workloads and recognise and manage personal emotions and stress

<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>	
Teaching and Learning is in line with the university strategy. Case studies will form a large part of this module. Research skills are enhanced through independent guided study. Distance learning and blended/hybrid learning students will be encouraged to make full use of groupwork options within the VLE.  For group work, all students will be encouraged to use Blogs, forums and video conferencing. Lectures are pre-recorded. On-line tutorials are also available.	
<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	12
Tutorial/Synchronous Support Activity	24
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:

Lock, M.D., 2014. The essentials of project management. Ashgate Publishing, Ltd.

The International Journal of Project Management.

Other resources include:

Callaghan KR and Brooks LM, (2004, )Essentials of Strategic Project Management, London, Wiley

Pinto JK, (2007) Project Management Achieving Competitive Advantage and MS project,Pearson Education.

Lecture materials, guidance notes and assessment content templates will all be available in the Moodle Virtual Learning Environment

DVD's of the relevant case studied will be available to the students for further viewing

Library electronic resources.

Turner, R., 2016. Gower handbook of project management. Routledge.

APM Body of Knowledge 7th Edition

Nicholas, J.M. and Steyn, H., 2017. Project management for engineering, business and technology. Routledge.

Basu, R., 2017. Managing Quality in Projects. Routledge.

Harrison, F.L. and Lock, D., 2004. Advanced project management: a structured approach. Gower Publishing, Ltd.

(\*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 and Attendance 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 Moodle, and complete assessments and submit these on time.

**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>	Hazhar Farris
<b>External Examiner</b>	L Supramaniam
<b>Accreditation Details</b>	
<b>Version Number</b>	2.12

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

A group report 100%

(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>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Case study	✓	✓	✓	100	16
<b>Combined Total For All Components</b>				100%	16 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**

This module is appropriate for all students.

[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)