Title of Module: Projects in Practice

Code: QUAL11021	**SCQF Level: 11** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Hazhar Faris		

Summary of Module

 This module introduces the concepts and frameworks of project management lifecycles and methodologies, including PRINCE2 and Agile Project Management. It explores the significance of iterative, structured, logical and organised project management, and considers key players and their responsibilities. It is a practice-based module that allows students to apply project management planning and management approaches.

The module considers and explains the importance of: lifecycles, business case, governance, project charter / terms of reference, estimation, feasibility, change control, process and stages, tolerance and deviation, managing product delivery, progress and change control, issues and risk, causes and avoidance of project failure, evaluating project success, specifications of requirements, benefits realisation, creative thinking and problem solving, lessons, acceptance and closedown, the comparative advantages and disadvantages of certain approaches.

It explores certain computer-based methods for project planning and control. It considers how technology can be used at various stage of the project life cycle: creating schedules, defining and organizing tasks, dependencies, resources and costs, planning options; project outputs, status reports, stakeholder communication, monitoring, control, updating, progress.

Throughout the module, students use a chosen case study to learn about project lifecycles and develop their practical project planning and management skills. The module provides students with transferable skills applicable to the management of their teaching and learning.

This module will work to develop a number of the key 'I am UWS' Graduate Attributes to make those who complete this module:

Universal
- Critical Thinker
- Ethically-minded
- Research-minded

Work Ready
- Problem-Solver
- Effective Communicator
- Ambitious

Successful
- Autonomous
- Resilient
- Driven

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. Apply and critically evaluate the impact of project management standards and methodologies such as PRINCE2 or Agile Project Management.
L2. Apply and critically evaluate appropriate methodologies for planning and managing a project.
L3. Identify and critically evaluate the use of different software and technology for the successful delivery of a project.
L4. Demonstrate competence in using project planning software.

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 Level 11. K&U of international and industry project standards and methodologies; the main concepts of the PRINCE2 methodology K&U of methods for planning and control, managing activities, resources

	and costs K&U of MicroSoft Project for planning and control
Practice: Applied Knowledge and Understanding	SCQF Level 11. As 60% of the assessment is an individual coursework, students have an ideal platform to demonstrate the application of the K&U of the above.
Generic Cognitive skills	SCQF Level 11. Ability to examine dynamic problems in the abstract and thus analyze them and obtain a planned and controlled solution.
Communication, ICT and Numeracy Skills	SCQF Level 11. Communication skills honed via written reports and presentations. Computer and numeracy skills developed by means of project planning and control techniques.
Autonomy, Accountability and Working with others	SCQF Level 11. Develop individual and group autonomy, time management, initiative and self learning.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Lectures are interactive as are the tutorials, which involve various project scenarios. Preparation for coursework assignments include activities such as group meetings. Research skills are encouraged through independent guided study. The module will also be delivered in DL mode. Lecture material on PowerPoints with audio will be available on the VLE, as will software handbooks. Extensive use will be made of the VLE to support students in teaching, learning and assessment. Email and video-conferencing will be used to support students.	
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
Laboratory/Practical Demonstration/Workshop	0

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:
Project management for engineering, business and technology, John Nichols and Herman Steyn, Routledge.

APM Body of Knowledge (2019) 7th edition, Princes Risborough: Association for Project Management, UK.

Project Management: Processes, Methodologies, and Economics, A. Shtub, J. Bard and S. Globerson, Prentice-Hall International Series in Industrial & Systems Engineering

Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 2013, H. Kerzner, John Wiley and Sons Inc.

Information Systems Development: Methodologies, Techniques and Tools, 2006, D. Avison and G. Fitzgerald, McGraw Hill.

Managing Successful Projects with PRINCE2: (Paperback), by AXELOS (Author), published by The Stationery Office, ISBN-10: 0113310595, ISBN-13: 978-0113310593

Agile Project Management Handbook, DSDM Consortium, 2010

Lock D, (2013), Project Management; Gower, 10th Edition.

A Guide to the Project Management Body of Knowledge (Pmbok Guide), Project Management Institute, PMI.

Agile Practice Guide (2017)by Project Management Institute

(**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

Programme Board	Engineering
Assessment Results (Pass/Fail)	No
Subject Panel	Civil Engineering and Quality Management
Moderator	Muhammad Ayat
External Examiner	L Supramaniam
Accreditation Details	**This module is part of a degree programme accredited by APM: Association for Project Management**
Version Number	2.15

Assessment: (also refer to Assessment Outcomes Grids below)
Delivering a project- Group Assignment The group use a chosen methodology to develop the Terms of Reference or Project Initiation Document and plan for a particular project they will carry out. A baseline plan is developed using software. The students develop the use of the chosen software package (such as Microsoft Project) and continue to update their baseline plan for the project. They track, analyse and comment on important amendments and changes. They conduct scenario analysis on problems and corrections/changes the project encountered. All coursework is on the simulation of business projects. This project is undertaken from week 2 onwards. The students also make a presentation of their progress and results and conclusions to the project board.
(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.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	✓	100	0
Combined Total For All Components				100%	0 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/