LEEDS BECKETT UNIVERSITY

Course Specification

MSc Project Management

2018-19 (MSCPM)

www.leedsbeckett.ac.uk

Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
1	To allow students to achieve Merit and Distinction	September 2015
2	Product Development: change to assessment method	From September 2017 onwards

School of Built Environment and Engineering

Award and programme title: MSc Project Management

Level of qualification: Level 7

Interim awards available:

Award	Title	Level
PGDip	Project Management	7
PGCert	Project Management	7

Length and status of programme and mode of study

Programme	Length (years) Status (FT/PT/SW)	Mode (campus-based / DL or other)
MSc Project Management	1 Year FT	Campus-based
MSc Project Management	2 Years PT	Campus-based
MSc Project Management	2 Years PT	Distance

Course Specification

Overview and Aims

The target market for the award of MSc Project Management is those persons wishing to develop or initiate techniques to address the challenges of project delivery. The course looks to address the issue of practical project delivery, and issues likely to be raised during that operation.

The course's major theoretical differentiator is that it develops advanced planning and operational management skills, including a detailed understanding of the development of the project strategy, suitable methodological approaches including proprietary methods, (both waterfall and agile) and the project delivery plan. The approach includes the profession's "*transformational perspective*".

Some industries currently adopt project approaches to work (Contracting industries, including Construction Engineering and IT Services). In addition, delivering organisational change through projects is a developing approach in organisations, and efficacy in practice is variable.

This course with its focus on action research (this is encouraged through thr approach to assessment, which asks students to bring work issues intocollective study through the collection and study of 'contemporary issues' in practice), means that students will be continually working on the challenging issues in project development and delivery they experience in practice.

Consequently it should appeal to those who:

- Wish to develop an informed approach to the development and delivery of value through project approaches and enjoy an insight through the sharing of the experiences of others currently in practice and from others who come from a range of different industry sectors.
- Are practicing project managers, who are perhaps frustrated by issues in practice and seek to develop a masterliness that allows them to have insight and performance beyond what they typically experience.

This aim will be achieved through:

- An emphasis on action research and research approaches which might contribute towards a post graduate scholarly activity and also creates a highly practical skill set for project managers, who are working with areas of uncertainty and which require the application of rational decision making.
- Action research that involves practical issues, creating a credible application of theory to practice.
- The adoption of a curriculum that allows for students to raise their own: 'contemporary issues' and seek 'project futures' and advanced techniques to assist the management of projects.
- An approach to assessment that has sufficient flexibility through negotiated learning contracts to allow for a degree of customisation that empowers the students to make their assessment work, address challenging issues that theiy (or others) experience in practice, and utilising a scientific method. Of particular interest might be the option to research project delivery through the modelling of a 'major project' case study that allows advanced PM skills to be tested and showcased.

The course seeks to achieve a mix and variety of approaches and opportunities that gives the student an insight and ability to act effectively to create greater value in organisational effectiveness.

Course Learning Outcomes

1	• Demonstrate and apply the skills and competencies required in the practice of professional project management, which are fully founded on a critical analysis of the underlying principles and theory
2	• Display and exercise sound professional judgement, recognise the perspectives of other professionals, and make a deductive, critical analysis to matters outside their areas of expertise
3	• Reflect and analyse the impact of time, resources, risk, financial, and quality issues on projects

4	• Devise and implement strategies, in the context of the project environment, which satisfy client and customer expectations and requirements
5	• Research through client based practice of professional project management, to critically analyse of the underlying principles and theory
6	• Display and exercise sound professional judgement, recognise the perspectives of other professionals and make a positive, informed contribution to matters outside their areas of expertise

Course Structure

Level 7			
Modules delivered in both semesters to accommodate flexible delivery, part & full time overlapping, and semester 2 entry. In addition Block release may mean that modules are delivered out of semester pattern.	Core (Y)	Modules delivered in both semesters to accommodate flexible delivery, part & full time overlapping, and semester 2 entry. In addition Block release may mean that modules are delivered out of semester pattern.	Core (Y)
Project Strategy	Y	Project Development	Y
Contemporary Issues & Project Futures	Y	Project Implementation	Y
Leadership & Team Development	Y	Innovation & Entrepreneurship	Y
Research Methods & Dissertation (Combined)	Y		

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The Course employs a wide range of learning opportunities and teaching methods, informed by curriculum review, research-based pedagogical approaches and continuous staff development. Innovative approaches to teaching, learning and assessment are encouraged. The Course expands the application of technology in the delivery of teaching and learning support wherever appropriate.

Scheduled sessions will include the use of lectures, seminars, tutorials and practical laboratory sessions. Advantage will be taken of both technology and supportive activities to ensure that effective learning takes place. These activities will include the use of simulations, case studies, projects, practical work, work-based learning, formative face-to-face and online collaborative discussions and student-led learning.

The University's Virtual Learning Environment is at the heart of all modules. The faculty has moved beyond the use of the VLE as a repository and now the breadth of the University's VLE provision is used in collaborative work, 24/7 access, innovative learning and assessment activities.

Learning and Teaching Activities

The course typically incorporates a number of learning approaches including: Case study and project based scenario work which is supplied by the course team related to their practitioner experience. On line seminars are used to support the DL aspect of the course and this includes pre-recorded lectures and seminars as well as lecture notes and readers. Readers are used to enable to students to have directed reading before tutorials and seminars which enables them to fully engage in the discussions. Students also attend "live" problem solving scenario based workshops which also incorporate coaching sessions for self-reflection which assists with the analysis of applied case studies. Specialist project management IT sessions are also part of the teaching and learning activities for this course.

Graduate Attributes (UG only)

N/A

Use of the Virtual Learning Environment

Extensive use is made of the Virtual Learning Environment (VLE), E-Portfolio and both synchronous and asynchronous conferencing tools. Other tools, including Turnitin, will be used as appropriate.

The VLE is the primary tool for delivering the study material with extensive links to other reference sites, such as Government Bodies, Trade Associations, Professional Bodies, Company websites, other Universities. The VLE is also the primary tool for submitting assessments.

The VLE also provides either internal or external links to self-assessment activities, mainly quizzes, to enable students to check their own progress. There may be other forms of self-assessment facilitated via the VLE, for example, students may be asked to compile a list of PM Activities, and then compare their list to a list on a web-site.

The VLE also provides a link to other tools; the e-portfolio, and collaborative wikis; currently provided via Campus Pack Fusion.

Discussion boards may be provided to assist with group activities

Use of Blended-Learning

N/A

Assessment Strategy

A range of assessment methods will be used. These include; presentations, portfolios, reflective practice assignments, case studies and reports, which makes this course iterative journey of Exams and course work.

Life and leadership skills are developed throughout the course along with work based scenarios and students are counselled and coached at an appropriate Level 7 thinking to be able to cope with differing assessment criteria. Students are able to use the learning from previous assessments as a foundation for other module assessments for example, project development and project implementation. Students are encouraged to use their work related issues as a foundation for their case study assessments

Students enjoy the use of real case studies which are often delivered by the project / programme managers who worked on these projects and examples of which are the 2012 Olympic Park, Trinity Leeds Shopping Centre and Airbus Toulouse.

Feedback on Assessed Coursework

Feedback on formative and online, assessments will be provided.

Feedback on summative assessments will be provided by the module tutor. Feedback may include annotated scripts, model answers.

Industry is a close part to this course and as such is invited to speak to students and share working practices.

Module Assessment Methods

Module Titles	Core (Y)	Academic essay	Academic report	Presentation	Portfolio, Report	Dissertation	Academic reflective report	Exam	Viva voce
PG Module Contemporary issues & Project Futures, level 7	Y		100						

PG Module Project strategy, level 7	Y				100				
PG Module Project Development, level 7	Y				50				50
PG Module Project Implementation, level 7	Y			50	50				
PG Module Leadership & Team Development, level 7	Y			50			50		
PG Module Innovation & Entrepreneurship, level 7	Y	70	30						
Dissertation, level 7	Y				100				

Employability and Professional Context

As a 'cross-sector' profession, an ability to manage projects is something of great utility and gives graduates of this course a great range of career options, which are not limited to just one sector. This factor has a positive impact on a graduate's employability.
Projects have been traditionally associated with contracting sectors such as Engineering, but are now closely associated with the widest range of sectors and applications, from Health, to Manufacturing, to Third sector, Public sector work and Commercial operations
Many posts are presented to the labour market as: *"Project manager/worker/assistant"* because this gives the organisation some flexibility as role changes are required. It also has the effect of acknowledging the realisation of organisations that the skill set they require of an employee invariably requires some level project management ability.

For students who come to this MSc with an undergraduate degree in a vocational area they may equip themselves to move up in that professional area by enhancing their skill set and abilities to manage projects more effectively and deal with them in a strategic context, whilst improving their appreciation of the organisational context.

For students who have a preceding career, but wish to use the MSc to change profession, the MSc offers a skill set that can build on existing abilities and enhance their employability prospects with a highly vocational MSc.

APM professional membership is encouraged for students on the degree, (a low cost student membership status is available) and many opportunities are created by the Course Development Team (CDT) to engage with the accrediting professional body. The APM do not guarantee membership (MAPM) as a consequence of attaining the accredited because full membership requires a demonstration of experience, however, many students who also have work experience in project related fields readily attain membership, converting their student membership on graduation to full MAPM.

The MSc enjoys a larger proportion of part time students who are in long term employment in large project organisations and often they are in senior positions. This does provide full time students, and students wishing to change career, with easy access to a network of

mentors and peers who can assist them in realising their employability aspirations. Sometimes these students will receive direct recommendations.

In addition, the CDT have a range of contacts with industry through networks created through consultancy and action research which also assist both Employer organisations and Graduates in filling positions.

This MSc's topic areas are entirely focussed on aspects of employability, better working, best practice and dealing better with contemporary issues in the management of projects. Consequently, the award is highly focussed on employability and graduate statistics for the course show a high final salary average and a high rate of employability amongst its full time graduates.

Work-Related Activities

N/A

Placement or Work-Related Activity Level:

N/A

Placement or Work-Related Activity Length in Weeks:

N/A

Type of Placement or Work-Related Activity:

N/A

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at http://www.qaa.ac.uk/reviews-and-reports

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education

Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.