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D7.4 Module Leader Report 7PJMN002W 2017
D7.4 Module Leader Report 7PJMN004W 2017
1. Updates to the Original Letter of Intent:

There are no changes to the original demographic information/program data provided in the original accepted Letter of Intent.

2. GAC Accreditation Standards

D.1 Program Mission

D.1.1: The program’s mission statement and evidence that it is publicly available.

The programme (course) mission is to shape the future of the professional life of its graduates by offering a programme that is diverse and vibrant in an inspirational learning environment that embeds internationalisation, employability and professionalism in all aspects of its delivery. (See Supplement D1.1 Specification Project Management-MSc-2017-18). Also, see https://www.westminster.ac.uk/sites/default/public-files/programme specifications/Project%20Management%20MSc%20V2.pdf

In order to achieve its mission, the course aims to:

- Provide a postgraduate programme in project management that has both a theoretical and practical nature.
- Offer a range of knowledge and skills which will enable graduates to build on their first degree and/or work experience, as part of their personal development plan, to become professionals capable of managing projects in a wide variety of situations.
- Produce graduates with the ability to critically analyse and understand the nature and context of projects using the appropriate project management tools and methods.
- Develop the students’ professional attitudes as well as their interpersonal and entrepreneurial skills, as expected by the leading project management professional bodies.
- Provide students with critical and evaluative perspectives of the theory and practice of project management and develop their capacity for independent and self-reflective learning, ensuring their future contribution to research and development.

D.1.2: Evidence that the program’s mission statement and supporting objectives:

D.1.2.1: Are consistent with the mission of the academic institution.

According to the University of Westminster mission, we will shape the future of professional life by:

- Being a diverse, vibrant and inspirational learning environment
- Establishing the University of Westminster as the leading practice-informed teaching and research university
- Being a responsive, metropolitan and cosmopolitan university serving the needs of diverse communities
- Embedding internationalization, employability and green-thinking in all that we do.

(See Supplement D1.2.1 University-of-Westminster-2020-Strategy)
For example, Management of Risk and Scheduling module’s assessment is about project management issues faced by social enterprises, while Project Management in Practice module’s assignment is to project manage the real collection of funds for a charity chosen by a cohort.

The mission of Westminster Business School is to facilitate the development of the business and management careers of our students in a complex and uncertain professional world.

We do this by drawing on our applied research, practitioner expertise and management development experience to offer a wide range of business and management programmes.

Designed for the global marketplace and based in Central London, our courses enable a diverse community of students, staff and other stakeholders to engage with academic, professional, and research communities. (See Supplement D1.2.1 Mission and Vision Westminster Business School)

The team’s expertise in professional training (recent customers include University of Edinburgh MBA, Commonwealth, the Charity Commission, the Indonesian Department of Defense and many others) informs our delivery of university lectures. PRINCE2, the popular project management method, is a part of the package of knowledge our students receive. In addition, Agile project management certification is offered and taken up by around 30% of each cohort.

D.1.2.2: Are relevant to the management of projects* profession and consistent with the GAC core areas of focus for program learning outcomes.

GAC core Area of Focus 1, Technical Expertise, is addressed by the aims to “provide a postgraduate programme in project management that has both a theoretical and practical nature” and “provide students with critical and evaluative perspectives of the theory and practice of project management and develop their capacity for independent and self-reflective learning, ensuring their future contribution to research and development”.

GAC core Area of Focus 2, Professional Behavior, is addressed by the aims to “offer a range of knowledge and skills which will enable graduates to build on their first degree and/or work experience, as part of their personal development plan, to become professionals capable of managing projects in a wide variety of situations” and to “develop the students' professional attitudes as well as their interpersonal and entrepreneurial skills, as expected by the leading project management professional bodies”.

GAC core Area of Focus 3, Strategic Awareness, is addressed by the aim to “produce graduates with the ability to critically analyse and understand the nature and context of projects using the appropriate project management tools and methods”.

The three Areas of Focus are delivered separately in various modules and in an integrated fashion in Project Management in Practice module.

D.1.2.3: Clearly identify the potential students for the program.

Applicants should normally hold a first degree from a recognized institution (minimum Lower Second Class Honors or international equivalent) and demonstrate interest and motivation in the subject area. Alternative professional qualifications with at least three years’ relevant professional experience are also considered. Directly relevant degree disciplines include business studies, economics, events management, and operations research. However students with qualifications in other disciplines such as, engineering, IT, environmental sciences, the humanities and languages are also encouraged to apply.
The course has been designed to produce ‘hands on’ professionals with a broad range of career possibilities in project management, either as project managers in their own right or as members of a Programme, Portfolio or Project Office. Graduates will be able to recognize the project management maturity of organizations and thus place themselves accordingly. Graduates are also expected to enhance their careers within organizations where they can also take in roles as project planners, risk managers, quality managers and estimators, either directing or managing projects. In addition, there is a large contracting project management community with some graduates may aspire to join.

We expect that the majority of graduates in the sector will start their career as project team members in a variety of posts from project support office posts to project team management to project management, with a few, depending on their background, becoming programme managers.

The role of project manager is generic by nature, so most will work for one of the large UK or international government or non-government organizations as consultants or project managers.

D.2 Curricula and Core Areas of Focus for Program Learning Outcomes

D.2.1: Description of the academic degree or award, its philosophy, and references to professional standards and guides.

Course description
The modular MSc in Project Management programme is a specialist professional postgraduate course that aims to produce the kind of cross-disciplinary manager required to meet the demands of the prevailing business environment. Five core modules provide the required basic knowledge and exposure to contemporary project management theory and practice; these core modules are supported by two optional modules that provide the additional knowledge and competences required to further explore the challenges of IT or international projects.

Course Philosophy and Rationale
The discipline of Project Management has undergone rapid growth in the last twenty years, as evidenced by the establishment of many organizations that now manage their affairs as if they were a series of projects. Projects are instigated in all sorts of industries and sectors, ranging from the more traditional (e.g. hospitals, universities, government) that run a variety of projects designed to bring changes to their operations, to engineering and IT developers, all the way to virtual organizations (e.g. fashion houses, event organizers, advertising houses, film producers) for whom every new contract or season is run as a fresh project.

The exponential expansion of human knowledge; the growing demand for a broad range of complex, sophisticated, customized goods and services; and the evolution of worldwide competitive markets for the production of goods and services have led to an exponential increase in the demand for trans-disciplinary project managers who can combine an understanding of human behavior, knowledge of organizational issues and are skilled in the use of quantitative planning tools.

Project management, as a profession, has matured as a management discipline, largely due to the codification efforts of the Project Management Institute (PMI®) who in 2004 published the project management body of knowledge, PMBOK®, the Association for Project Management (APM) and the UK government’s Office of Government Commerce which developed in 1989 a popular and effective project management method, PRINCE®.

A multitude of academic journals, such as PMI’s Project Management Journal and PM Network, further confirm the academic and professional maturity of project management.
As the increased number of project managers attests, project management has become a profession in its own right; mainly due to the continuous change organizations need to go through to maintain their competitive advantage. The PMI boasts over 1,000,000 members, the vast majority of who have been recruited over the last decade. Also, over 1,000,000 candidates have attempted the PRINCE2 examinations in the UK, making this project management certificate the fastest growing certificate that professionals and students of project management seek in the UK. According to a 2008 report by the Anderson Economic Group (recently cited in the PMI web page), ‘an average of 1.2 million project management positions will need to be filled each year through 2016’. This demand has not abated.

**Professional standards and guides used in the curricula**

By the end of the course students will have become familiar with a large part of the project management bodies of knowledge including PMBOK® and the APM Body of Knowledge. They will be exposed to the professional examinations that lead to the PRINCE2® Foundation and Practitioner certificates. The course will also provide students with an understanding and an evaluation of a number of other popular professional qualifications, such as M_o_R®, MSP® and DSDM.

*(See p.6 Supplement D2. MSc Project Management Course Handbook 2017-18 v1.2)*

**D.2.2: Specific learning outcomes that reflect the academic degree level and describe what students should know and be able to do on completion of the academic degree or award.**

The Project Management MSc is designed to equip students with a set of tested skills for planning, delegating and monitoring a project. The course gives students the knowledge and tools to help implement strategies for change in a sustainable way, in order to influence progress within a company or organization. Students also will learn the governance framework of running a project and how to handle the associated risks.

The project management processes that students will learn on this course are aligned with the project management bodies of knowledge, among which PMI’s PMBOK® is prominent, and is widely accepted as best practice in the area of project management.

This course involves both theoretical and practical content. It offers students the chance to build on their first degree or work experience with a range of knowledge and skills, enabling them to successfully manage the increasing number of projects instigated by organizations seeking to improve their value proposition.

**Learning outcomes**

The programme-level's learning outcomes which students should achieve by the end of the programme are split into three distinct groups in accordance with the quality procedures of the University. These are:

**Knowledge and understanding**

LO1. Critically access current practice in project management in the context of current scholarship;
LO2. Critically discuss contemporary themes and principles of project and programme management
LO3. Critically assess the continual viability of the project management bodies of knowledge as defined by the main professional bodies
LO4. Demonstrate a critical awareness of current project, programme and portfolio issues and developments;

**Specific skills**

LO5. Plan, delegate, monitor and control a project;
LO6. Align a project to a programme and strategic objectives;
LO7. Demonstrate project teamwork and leadership skills;
LO8. Understand project finance and value contribution;

**Key transferrable skills**
LO9. Evaluate the viability of a new project an its alignment to the strategic capability of the commissioning organization;
LO10. Critically apply general project management skills to assess, direct, manage and deliver a project;
LO11. Demonstrate creativity and innovative thinking in the assessing, managing, delegating, monitoring and controlling activities associated with project, risk, quality and change management;
LO12. Critically evaluate their own work and the work of others n relation to project management reports and records;
LO13. Demonstrate a profound competence in undertaking, successfully completing and evaluating a significant project.

(See pp. 3-4 D2.2 Specification of Project Management-MSc-2017-18)

D.2.3: A chart that cross-references each course or subject with the academic degree or award learning outcomes and the GAC core areas of focus.

- Chart A: This chart cross-references the applicant academic degree or award learning outcomes with the GAC core areas of focus.

- Chart B: This chart cross references the applicant academic degree or award learning outcomes with the individual course/subject, as well as providing information on methods of depth of coverage.

NB: The course *Developing Effective Teams* was not mapped, as it is delivered to students by another department. The content of the course is sector specific (Construction) and it was decided only courses that are non-sector specific are mapped.
D.2.4: Description and evidence of how curricula facilitate active student engagement in learning. In addition to traditional reading, research, and course activities, programs should provide a description of collaborative, integrative activities and environments designed to reflect workplace practices to improve student professional performance.

The following courses (modules) within MSc in Project Management programme require students to undertake group assignments:

- **7PJMN007W Project Management Foundations**: The in-course assessment, in the form of a report emulating the documentation required to initiate a project, is designed to assess the ability of the student to deliver a master level evaluation and critique of a significant aspect of project management while being part of a group initiating a project.

- **7PJMN008W Project Management in Practice**: The group assignment consists of a real life project. Students need to run the project as a group and then develop an individual evaluation in terms of the project’s technical success, team development issues and personal skills development.

- **7PJMN004W Project Finance and Procurement**: The end of module assignment will assess students’ ability to:
  - Apply models for financing projects and techniques for gathering appraisal data
  - Analyze factors affecting project finance in the market place
  - Design a procurement process for a project
  - Appraise various types of contracts and
  - Evaluates project-outsourcing models.
  - Work in groups in a way that engages students in a real-life case study that facilitates learning how many of the Project Finance concepts are applied in practice.

One month into the programme, all students participate in a residential weekend where they participate in teambuilding and debating activities that emulate the working environment and tune their networking skills.

The programme has a Residential which takes place about one month into the course, when students are still settling into their new learning environment. A weekend retreat is chosen where learning activities take place in a relaxed environment that cannot be emulated in a campus. The objective is to learn, through games and role playing, how to work in groups, manage time, organise teamwork and compete in a purposeful manner. These behavioural social skills that will help students in their studies and beyond, are augmented with presentations on debating, planning and introductions to the professional bodies that govern project management. The Residential’s activities are guided by PMI’s Talent Triangle and focuses in particular on the leadership skills of conflict management, emotional intelligence, influencing, interpersonal skills, listening, negotiation, problem solving and team building, which are designed to increase the employability of the cohort by instilling the appropriate professional values and accepted codes of conduct that will guide them throughout their professional lives. These leadership skills are formally revisited in the second semester module 7PJMN008W Project Management in Practice.

Students are also invited to a series of guest speaker’s lectures and professional workshops delivered by key figures from industry and professional bodies such as the PMI. During these events students are exposed to contemporary issues in Project Management and have the opportunities to engage in general discussions.

(See supplementary material D2.4 Examples of Guest Speakers)

D.2.5: Description and evidence of how curricula provide summative experiences based on the processes, knowledge, and competencies acquired throughout the program and incorporating appropriate management of project standards and constraints.

In-module assignments must be submitted by fixed dates during the module. Students are given details at the start of a module in writing, of the assessment scheme for the module and of the arrangements and timetable according to which assessed work must be submitted.

At the start of each module students are given in writing:
Details of the assessment scheme for the module;
The schedule of coursework assignments, including the submission dates, due back dates and the method of submission;
Test formats and dates.

Each assignment is supported by guidance notes highlighting what is required and detailing the summative aspects of the marking scheme.

Coursework takes the form of essays, seminar papers, and design exercises. The tests are usually in the form of a written paper and may use a variety of examination formats in addition to unseen questions. Coursework assignments are generally practical but always contain a theoretical element. Peer evaluation is incorporated where appropriate. Marking schemes recognise all such components of assignments. Employability skills are targeted in this assessment strategy through the use of presentations, group and individual work as well as diverse assignments designed to reflect the communication demands of a project manager.

The course is designed in such a way that the technical competences are introduced first before the more elaborate contextual and behavioural competences. Scoping, breakdown structures, scheduling, resourcing and reporting are first introduced in 7PJMN007W Project Management Foundations and 7PJMN001W Risk Management and Scheduling, before 7PJMN008W Project Management in Practice and 7PJMN003W Programme and Strategic Management delve deeper into the more elaborate concepts of leadership, teamwork and programme contextualisation. The time-constraint assignments start with simple multiple choice questions (level 3 and 4) and progress quickly to small essay questions (level 5 and 6) and critical reports (level 7). 7PJMN007W Project Management Foundations is designed as a pre-requisite to 7PJMN008 Project Management in Practice in a way that the learning of the former is used to enrich the learning of the latter. For example, the group assignment of the former has a well-defined scope and concerns a fictitious case study while the assignment for the latter is a real-life task whose scope needs to be determined by each group. In addition, a reflective statement is required in both assignments, giving a chance to students to learn from their first reflection before they encounter the second reflection.

In the project module the incremental learning cycle is repeated one more time, as students have to start from a relative simple mandate, which has to be progressed into a brief before it becomes a fully-fledged project initiation document. The increased complexity of these three documents offers a final opportunity for students to elevate their understanding in a gradual manner before they deliver their final report.

D.2.6: Description and evidence of how curricula include academic content, rigor, and quality appropriate for the degree or award level.

The PMBoK® Guide and PMI’s Talent Triangle are used as the baselines that inform the curricula of the programme. Students are required to visit PMI’s website even before they arrive for the first lecture, and the Pulse of the Profession® survey is essential reading to be used whenever an argument for project management is made.

The whole programme has been set up to deliver and to critique the project management bodies of knowledge as defined by the prominent project management professional bodies. PMI’s extensions to the PMBoK® Guide, e.g. software, construction and government are regularly cited in the classroom, where they become part of our students’ extra reading material.

The UK’s Quality Assurance Agency (QAA) determines the academic standards and quality of learning that higher education students can expect to receive. Content, rigor and quality are governed by QAA according to The Quality Code, which is a set of 19 key expectations that UK higher education providers are required to meet. The UK Quality Code for Higher Education gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide.
The Subject Benchmark Statement forms a part of the UK Quality Code for Higher Education (The Quality Code that sets out the Expectations that all providers of UK higher education reviewed by QAA are required to meet. Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study. A full Subject Benchmark Statement for Business and Management is available online: http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf

The programme’s modules map onto the QAA’s masterly skills are follows:

<table>
<thead>
<tr>
<th>QAA Master’s Business and Management Skills</th>
<th>7PJMN007</th>
<th>7PJMN008</th>
<th>7PJMN003</th>
<th>7PJMN001</th>
<th>7PJMN002</th>
<th>7PJMN004</th>
<th>7PJMN006</th>
<th>7PJMN009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions</td>
<td>√</td>
<td>√</td>
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<td>√</td>
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<td>√</td>
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<td>√</td>
</tr>
<tr>
<td>The ability to conduct research into business and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>Numeracy and quantitative skills including the development and use of relevant business models</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<tr>
<td>Effective use of CIT</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports</td>
<td>√</td>
<td>√</td>
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<td>√</td>
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</tr>
<tr>
<td>High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>√</td>
</tr>
</tbody>
</table>

Each syllabus, through its declaration of learning outcomes (LOs), then ensures that the content of what’s taught fits the above criteria. Further, each assignment declares the learning outcomes it assumes to assess. For example of an assessments that demonstrate students achievements at this award level, see D2.6 7PJMN007W 2017-18 Bespoke Tours Group Assignment, D2.6 7PJMN007W Bespoke Tours Students Answer, D2.6 Example Dissertation _2017, and D2.6 Annual Monitoring Data.
D.2.7: Description and evidence of how the achievement of program learning outcomes are assessed for each academic degree or award.

The key elements in the programme’s assessment process are:
- Written assignments based on classroom learning and further reading and/or research.
- Case studies which involve applying, (in some case creatively), tools and techniques learnt to solve a real problem.
- Time constrained tests are designed to measure the ability to apply and discuss concepts from the programme under the constraints of a time limitation.
- Presentations of work.
- Log books and reflective statements
- A viva-voce examination (which forms part of the assessment process for the project module)

The following table shows the assessment breakdown of the core and option modules of the course:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module name</th>
<th>Credits</th>
<th>Test</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>7PJMN007W</td>
<td>Project Management Foundations</td>
<td>20</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>7PJMN008W</td>
<td>Project Management in Practice</td>
<td>20</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>7PJMN003W</td>
<td>Programme and Strategic Management</td>
<td>20</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>7PJMN001W</td>
<td>Management of Risk and Scheduling</td>
<td>20</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>7PJMN004W</td>
<td>Project Finance and Procurement</td>
<td>20</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>7PJMN002W</td>
<td>Managing International Projects</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7PJMN006W</td>
<td>Project Management for IT</td>
<td>20</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>7PJMN009W</td>
<td>Project Management Project</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project Management MSc Assessment Breakdown
MC = Multiple choice, D = discursive answer, G = groupwork, I = individual work

For Examples of Assessments See supplementary evidence:
D2.7 7PJMN004W Assessment PM Finance and Procurement Group Assignment 2016-17
D2.7 7PJMN004W Assessment PM Finance and Procurement Individual Assignment 2016-17
D2.7 7PJMN007W Assessment PM Foundations Test 2016-17
D2.7 7PJMN007W Assessment PM Foundations Exam 2016-17
D2.7 7PJMN008W Assessment PM Practice Group Assignment 2016-17
D2.7 7PJMN008W Assessment PM Practice Exam 2016-17
D.2.8: A detailed outline for each course or subject (e.g., aim and objectives, learning outcomes assessed, content, teaching, learning and assessment strategies, reading and resources, and major assessable activities) relevant to the management of projects.

The programme comprises 7 taught modules and a project. These are:

- Project Management Foundations
- Project Management in Practice
- Programme and Strategic Management
- Management of Risk and Scheduling
- Managing International Projects
- Project Finance and Procurement
- Project Management for IT
- Project Management Project

In what follows, the aims, learning outcomes, syllabus content, teaching and learning methods, assessment rationale, criteria and methods are displayed for each module in turn. (See also pp. 47-79 Supplement D2. MSc Project Management Course Handbook 2017-18 v1.2)

7PJMN007W Project Management Foundations

Module Aims
The module explores the theoretical underpinnings of project management with a view of evaluating current practices. By the end of the module students will form a critical awareness of the project management bodies of knowledge proposed by the main project management professional bodies. In particular the module aims to:

1. Explain the emergence of project management
2. Evaluate the project management bodies of knowledge
3. Critically evaluate the main project management technical competences

Learning Outcomes
On completion of the module students will be able to evaluate and critique the main knowledge areas of project management. In particular they will be able to

1. critically examine why projects succeed or fail
2. evaluate the organizational implications of project management
3. critically assess the project management principles
4. critically assess the main principles and technical competences that make up project management
5. initiate a project within an organizational context

Indicative Syllabus Content
The syllabus is guided by the content of the project management bodies of knowledge as defined by the leading professional bodies such as PMI, APM and IPMA and offers a critical review of these knowledge areas. Specifically, topics will include:

1. Modern project management
2. An overview of the project management bodies of knowledge
3. The project management processes
4. The planning, delegating, monitoring and controlling project cycle
5. The strategic importance of the Business Case
6. Organization: Structure and Culture
7. Defining a project (WBS)
8. Project quality management
9. An introduction to managing risk
10. The project management technical competences
11. PMI, APM, IPMA and other professional bodies influencing the science of project management
Teaching and Learning Methods
The module will use a combination of discursive sessions and practical case study-based group workshops. The sessions will look at project management in context and explore relevant sections of the accepted project management bodies of knowledge. The workshops allow students to work on a case study in groups to solve typical project management problems and to evaluate their ideas.

The aim of all sessions and workshops is to briefly introduce and then critique the various project management tools and techniques recommended in the literature.

The use of discursive sessions, case studies, case study analysis and workshops are designed to develop the students’ project management competences and to encourage them to apply, question, explore and evaluate the competences through engagement with the subject matter.

Assessment Rationale
The first part of the assessment, designed to assess learning outcome 2 and 4, emulates the first level project management professional body examinations. It is in the form of a 1½-hour test that allows the key terms and knowledge areas of project management to become part of the student’s narratives. The test uses 70 objective test questions which require a response from a set of choices, only one of which is correct, and 5 short essay questions.

The in-course assessment, in the form of a report emulating the documentation required to initiate a project, is designed to assess the ability of the student to deliver a master level evaluation and critique of a significant aspect of project management while being part of a group initiating a project. It assesses learning outcomes 1, 2, 4 and 5.

The final test, in the form of a two-hour closed book test, is designed to assess the ability of the student to analyse and critically discuss project management issues related to the project management bodies of knowledge.

Assessment Criteria
The test requires the demonstration of project management knowledge and competences as defined by professional bodies. Each one of the objective test questions offers a choice of four possible answers, only one of which is correct. In the small essay type questions, the ability to clearly explain in a succinct manner this project management knowledge is assessed.

The in-course assessment will judge the student’s ability to provide a comprehensive argument that would lead to a recommendation of action on topics related to project management.

The end of module test requires analysis and critical evaluation of project management issues.

Assessment Methods and Weightings

<table>
<thead>
<tr>
<th>Name of assessment</th>
<th>Weighting</th>
<th>Format</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>20%</td>
<td>70 multiple choice questions (50% of the test) and 5 short essay questions (50%) in one and a half hours on the project management technical competences</td>
<td>35%</td>
<td></td>
<td>2, 4</td>
</tr>
<tr>
<td>Project initiation group report</td>
<td>40%</td>
<td>A report based on a case study, requiring the development and evaluation of risk, quality, communication and configuration management strategies, supported by an individual reflective statement (worth 10% of this assessment’s marks)</td>
<td>35%</td>
<td>50%</td>
<td>1, 2, 4, 5</td>
</tr>
</tbody>
</table>
End of module Test | 40% | A choice of 3 out of 5 essay type questions in two hours | 35% | 1 – 4

To arrive at an individual’s mark for the project initiation group report, each member of the group will be responsible for a clearly defined section of the report. When assessing, the whole report will be allocated a mark as will each individual section. The mark of each individual in the group will then be calculated as the average between the report’s group mark and the individual’s section mark, with an additional contribution from the individual’s reflective statement.

Sources

**Essential reading**

**Further Reading**
APM Body of Knowledge, 6th edition 2012
Directing Successful Projects with PRINCE2, TSO, 2009
Managing Successful Projects with PRINCE2, TSO, 2009
Planning, Scheduling, Monitoring and Control: The project management of Time, Cost and Risk, APM 2015
Module Aims
The module explores how project management is applied and offers an opportunity to critique current project management wisdom. In particular the module aims to:
1. Explain how to manage a project
2. Analyse how to execute a project management strategy
3. Discuss the main project management behavioural competences

Learning Outcomes
On completion of the module students will be able to
1. critically examine theories of leadership and team building and apply them to project management
2. critically analyse the challenges of change both within and as a result of a project
3. evaluate the behavioural competences that influence project management
4. use the latest research to evaluate the impact of project management methods in practice

Indicative Syllabus Content
The syllabus is guided by the content of the project management bodies of knowledge as defined by the leading professional bodies such as PMI, APM and IPMA. Throughout the module these bodies of knowledge are critically scrutinised in the light of new research, as published in the leading project management journals and as informed by current project management practices. Specifically, topics will include:
1. Issues in directing a project
2. Motivation and composition of project teams
3. Theories of change
4. Project integration management
5. Project human resource management
6. The evolution of project management
7. The project management behavioural competences
8. Controlled Closing of a Project
9. Project communications management
10. Project organization and governance
11. The role of professional project management bodies

Teaching and Learning Methods
The module will use a combination of discursive sessions, invited speakers and practical case study-based group workshops.

There will be two types of sessions. One type will make use of guest speakers who have recently published a project management related article who will be encouraged to explain and debate their ideas with the students. The second will be a more traditional type of session where topics from the project management bodies of knowledge not yet covered by the other core modules will be discussed. Student will be encouraged to research a topic of their choice and to present their findings to the class. In addition, the workshops will be run to encourage discussion and critique of new project management ideas.

As the module aims to discuss the behavioural skills of the project team member, the sessions will be organized in such a way as to emulate the team, group work, motivation and leadership challenges faced by such team members.

Assessment Rationale
The first part of the assessment, designed to assess learning outcomes 2, 3 and 4 is designed to ensure that the practice of project management is understood. It is in the form of a 2½-hour test that emulates the professional body examinations in that it requires answers to practical questions relating to an unseen case study. The test emulates the professional bodies’ examination styles in that it uses objective test questions which require a response from a set of choices, only one of which is correct.
The group assignment consists of a real life project. Students need to run the project as a group and then develop an individual evaluation in terms of the project’s technical success, team development issues and personal skills development.

Assessment Criteria

The test requires the demonstration of an understanding of how to apply project management to a given situation. Each one of the objective test questions offers a choice of possible answers, only one of which is correct.

The in-course assessment will judge the student’s ability to provide a comprehensive analysis of specific aspects from the project management knowledge areas that map onto learning outcomes 1, 2 and 3

Assessment Methods and Weightings

<table>
<thead>
<tr>
<th>Name of assessment</th>
<th>Weighting</th>
<th>Format</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>30%</td>
<td>Case study based multiple choice questions in two and a half hours</td>
<td>35%</td>
<td>50%</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Report</td>
<td>70%</td>
<td>A group report discussing a real life project and an individual evaluation in terms of the project’s technical success and behavioral issues.</td>
<td>35%</td>
<td>50%</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

To arrive at an individual’s mark for the project initiation group report, each member of the group will be responsible for a clearly defined section of the report. When assessing, the whole report will be allocated a mark as will each individual section. The mark of each individual in the group will then be calculated as the average between the report’s group mark and the individual’s section mark.

Sources

**Essential reading**

**Further Reading**
APM Body of Knowledge, 6th edition 2012
Directing Successful Projects with PRINCE2, TSO, 2009
Managing Successful Projects with PRINCE2, TSO, 2009
7PJMN003W Programme and Strategic Management

Module Aims
This module aims to provide students with skills and knowledge in programme management to:
1. understand and analyse the link between strategy and programme management;
2. develop a programme management strategy;
3. understand, implement, analyse and critically evaluate project management maturity models (PMMM);
4. develop programme management structures and processes;
5. critique programme management methods currently available (i.e. APMG MSP, PMI).

Learning outcomes
On successful completion of this module, a student will be able to:
1. critically evaluate the changing emphasis in project & programme management; in particular the rise of global/dispersed projects/programmes;
2. align projects and programmes to the firm’s strategy;
3. critically analyse project and programme issues, such as risk management, quality management and resource allocation;
4. critically analyse structural, process, management and relationship implications within a project (both traditional and at-distance projects/programmes)
5. critically evaluate commercial and behavioural issues in the management of projects

Indicative syllabus content
1. The principles of programme management;
2. The relationship between organization strategies and programme management;
3. The importance of the following concepts in programme management;
4. Planning and Control, including resource allocation across projects;
5. Business Case;
6. Risk Management;
7. Quality Management;
8. Benefit Realisation;
9. International project/programme management;
10. People/Team Management.
11. Understand the stages of programme management
12. Identifying a programme
13. Defining a programme
14. Defining the capability
15. Realising the benefits from the programme
16. The principles and use of Maturity Models, such as APMG’s P3M3, PMI’s OPM3, Prado’s PMMM.
17. Change management.
18. Change management frameworks
19. Understanding projects/programmes for change
20. Understanding organisational change generated by projects/programmes

Teaching and Learning Methods
This module will use the following to support the students learning:
1. Lectures
2. Seminars
3. Case studies
4. Role playing
5. Use of the University’s VLE, for example, discussion boards, blogs.
6. The use of online collaborative technology, for example, microblogging, social sharing of information.

Assessment Rationale
The module is assessed by both a report and a formal examination. The report will be testing the students’ ability to relate strategic, programme and project concepts over a period of time and produce an academic report.
investigating a programme, enabling students to relate a real life programme to academic theory. The report will assess learning outcomes 1, 2, 3, 4 and 5. The formal examination will be testing the students’ wider understanding of the concepts within this module and relating it to a given seen case study. This will provide an opportunity to the students’ to demonstrate their academic understanding of the concepts within this module. The examination will assess all of the learning outcomes.

Assessment criteria
In order for a student to pass this module the student should have a good understanding of projects, the management techniques, the management methodologies that could be employed to manage a programme in a single or various locations in a modern business environment. In order for a student to gain a high mark the student needs to demonstrate a deep level of understanding of the material covered within the module and show that they have the ability to apply the knowledge gained within a multi-disciplined programme environment.

Assessment Methods and Weightings

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Weighting</th>
<th>Description</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-module component</td>
<td>40%</td>
<td>Individual report (3000 words limit)</td>
<td>35%</td>
<td>50%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>End-of-module component</td>
<td>60%</td>
<td>In-Class Test (restricted open book Test – annotated case study)</td>
<td>35%</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

The in-module will be assessing the students understanding of the academic theory surrounding programme and strategic management. The students will be allocated a large programme, which they will need to research and analyse. They will be expected to produce a 3000 word academic report detailing the programme, their analysis of the problem and a reflective statement about how they would have managed the programme. The end-of-module assessment will be assessing the students understanding of the academic theory surrounding programme and strategic management and the student’s critical analysis skills within the programme management arena, based around a seen case study. The students will be permitted to annotate the case study and bring this into the examination room.

Sources

*Essential Reading*

*Managing Successful Programmes* with PRINCE2 (2009), OGC, London.


*Further Reading*


APM Introduction to Programme Management, 2nd edition, 2016


7PJMN001W Management of Risk and Scheduling

Module Aims
The module examines the two project management concepts of risk management and scheduling and explores the link between them. In particular the module aims to:
1. Provide an appreciation of corporate governance in the light of major high-profile company failures and the need for formalized approaches to risk management and a risk management strategy
2. Establish the importance of a set of risk principles to underpin a risk management strategy
3. Discuss the challenges of estimating and their effect on scheduling a project
4. Analyse the importance of embedding risk management into the culture of the organization and to monitor and review for compliance and continuous improvement

Learning outcomes
On completion of the module students will be able to
1. critically examine the role of risk management in project success or failure
2. critically appraise the effect of estimating in the development of a project schedule and resourcing
3. critically appraise an organization’s risk management policies
4. critically appraise the processes, plans and reporting procedures for risk management and project scheduling
5. critically evaluate an organization’s level of maturity in embedding sound risk management in its decision-making

Indicative syllabus content
1. Importance of considering Risk in decision-making
2. Estimating project times and costs
3. Risk management Principles – alignment with and customized for organizations objectives
4. Risk Management Policy and Planning
5. Risk Management Processes - monitoring risk, portfolio risk management
6. Scheduling project resources and costs
7. Qualitative and Quantitative methods
8. Risk Management Assessment technique, probability theory, decision trees, PERT, Monte Carlo simulation
9. Progress and performance measurement and evaluation – earned value analysis
10. Culture of the organization with respect to risk
11. Appraisal of Best Practices of Risk Management as defined by APM and PMI
12. Planning, estimating, scheduling and the impact of risk management on those

Teaching and Learning Methods
The syllabus will be covered via a range of methods – tutor input via lectures, workshops, case studies, simulation using computer software and independent study. There will also be opportunities for the use of e-learning through web2 technologies, including discussion boards. The residential weekend during the GIS period provides rich opportunities for integration with the other core modules.
There will be considerable knowledge and experience in the class and we will want to draw this out where possible.

Assessment Rationale
There are two assessments: the first assessment is for an individual, in-course assignment which requires students to plan and write a report based on a detailed case study. This will address Learning Outcomes 2, 3 and 4 above and will offer sound preparation for the Management of Risk (MOR) assessment.
The second assessment is an end of module examination and is a test of knowledge of the syllabus, and ability to apply this knowledge to typical scenarios. This assessment will address Learning Outcomes 1, 2, 3, 4 and 5 above and will also offer sound preparation for MOR® assessment.
Assessment criteria
The in-course assessment requires the demonstration of competence in writing a report, to a professional standard, on a typical risk management scenario. The report will show evidence of understanding of the application of Best Practices in risk management.
The end of module examination will test student knowledge and ability to apply this knowledge.
Assessment Methods and Weightings

<table>
<thead>
<tr>
<th>Name of assessment</th>
<th>Weighting</th>
<th>Format</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>40%</td>
<td>A scheduling and risk management report based on a case study</td>
<td>35%</td>
<td></td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>End of Module Test</td>
<td>60%</td>
<td>Open Book, 3 hours Part A: multiple-choice questions (10% of module marks) Part B: A choice of 3 out of 5 essay type questions (50%)</td>
<td>35%</td>
<td>50%</td>
<td>1, 2, 3, 4 &amp; 5</td>
</tr>
</tbody>
</table>

Sources

*Essential reading*

Management of Risk: Guidance for Practitioners, (OGC) 2010

*Further Reading*

APM Body of Knowledge, 6th edition 2012
Dallas, Michael (2006) Value and Risk Management; A guide to Best Practice; Wiley
Interfacing Risk and Earned Value Analysis, APM 2014
Prioritising Project Risk, APM 2014
Project Risk Analysis and Management Guide, APM, 2010
Reuvid Jonathan (2014), Managing Business Risk, Kogan Page
7PJMNO02W Managing International Projects

Module Aims
The module aims to provide students with:
1. an overview of environmental factors that impact project selection and implementation
2. a knowledge of factors affecting an organization’s decision to expand globally
3. a knowledge of issues affecting working in a foreign culture
4. a critical examination and understanding of how companies select and train professionals for international projects

Learning Outcomes
On completion of the module the successful students will be able to
1. Analyze and evaluate host country’s macro-environment affecting project implementation
2. Apply and evaluate risk assessment techniques to the selection and evaluation of international projects
3. Develop a critical understanding of cultural frameworks
4. Apply and evaluate cultural frameworks to a specific project
5. Analyze and appraise implementation concepts for international projects

Indicative syllabus content
1. Definition of international project.
2. Overview of environmental factors affecting project implementation (legal/political, security, infrastructure, geography, economic and culture).
4. Cross-cultural issues in international projects: cultural frameworks (Hofstede’s cultural dimensions, Trompenaar’s cultural dimension, Kluckhohn and Strodtbeck framework). Cultural shock cycle and coping with culture shock.
5. Planning, organization and implementation of international projects.
6. Case studies of international projects.

Teaching and Learning Methods
Lectures will be used to deliver the main theoretical concepts. Seminars will be used to supplement the lecture content through practical illustration of relevant international case studies. In-class discussions surrounding the case studies will bring a better understanding of the context of international projects. Supplemental reading of international current affairs and relevant periodicals in the subject area will further enhance understanding of the issues.

Assessment Rationale
The assessment is designed to ascertain the student’s ability to analyze, discuss and evaluate issues related to a given a case study project. The presentation will mirror real-life skills required from project managers to present their finding to an applicable audience, e.g. a company’s board. The report is designed to assess the student’s ability to research, analyze present issues and conflicts inherent in managing international projects that may be required of an international project manager.

Assessment Criteria
The written report will assess a student’s ability to:
1. conduct research using wider resources, such as periodicals and
2. present findings in a coherent and logical format by applying theoretical concepts covered in lectures.
3. The presentation will assess a student’s ability to:
4. convey their findings to an audience in a succinct way and
5. answer questions.
Assessment Methods and Weightings
Students need to achieve at least 35% in each of the two components plus 50% overall to pass the module. Students who score less than 35% in a single component but who still achieve 50% overall may be offered a referral in the relevant component.

<table>
<thead>
<tr>
<th>Name of assessment</th>
<th>Weighting</th>
<th>Format</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Presentation (Individual)</td>
<td>20%</td>
<td>Presentation – an individual presentation assessing suitability of the assigned country for projects</td>
<td>35%</td>
<td>50%</td>
<td>1</td>
</tr>
<tr>
<td>End-module coursework (Individual)</td>
<td>80%</td>
<td>A written report of 3,000 words which summarizes findings in relation to applying various techniques and methods in analyzing the given case study project in international context</td>
<td>35%</td>
<td>50%</td>
<td>2,3,4,5</td>
</tr>
</tbody>
</table>

Sources

_Essential Reading_

_Further Reading_
**7PJMN004W Project Finance and Procurement**

**Module Aims**
The module explores the tools available for controlling a project’s finances and procurement needs. It aims to provide students with:

1. Knowledge of the process of sourcing finance for a project, from identifying and appraising sourcing of finance to funding working capital and appropriate reporting.
2. Understanding of the importance of managing typical project financial risks such as cash flow, interest rate risk, foreign exchange risk and how to best manage excess cash.
3. Critical knowledge of the fundamental concepts of procurement and contracting
4. Critical awareness of the setting up of procurement and contract management processes within a project environment

**Learning outcomes**
On completion of the module successful students will be able to
1. evaluate different investment strategies for financing projects and factors that may affect the selection of a particular strategy.
2. appraise different project finance models and techniques and methods for gathering appropriate data for appraisal.
3. critically examine factors affecting project financing marketplace including international capital market, credit rating and issues specific to financing public sector and sub-sovereign projects.
4. critically examine tools and techniques for planning project procurement processes
5. appraise the various types of contracts to determine which will best represent the relationship between the buyer and seller
6. evaluate typical project outsourcing techniques and tools

**Indicative syllabus content**
7. Project finance models and techniques and acquiring appropriate data.
8. Analysis and Modelling for Project Finance Analysis
9. Public sector projects finance
10. International Project Finance Marketplace
11. Project financing negotiation and agreement
12. Earned Value Analysis
13. Project procurements main concepts
14. Contract types and selection
15. Planning, conducting and closing procurements
16. Procurements management for sellers
17. Project outsourcing and sub-contracting

**Teaching and Learning Methods**
The syllabus will be covered via a range of methods – tutor input via lectures, workshops, case studies, simulation using computer software and independent study. There will also be opportunities for the use of e-learning through an e-learning environment, including discussion boards. The residential weekend during the GIS period will provide rich opportunities for integration with other core modules.

There will be considerable knowledge and experience in the class and we will want to draw this out where possible.

**Assessment Rationale**
There are two assessments: the first assessment is for an in-course multiple-choice test which requires students to plan and answer the question based on their knowledge of the material delivered and case-study scenario to be handed in during with test. This will address Learning Outcomes 1, 2, 4 and 5 above. The second assessment is an assignment to test the knowledge of the syllabus, and ability to apply this knowledge to typical scenarios. This assessment will address Learning Outcomes 2, 3, 4, 5 and 6 above.
Assessment criteria
The in-course test will assess a student’s knowledge of:
1. strategies for financing projects,
2. project finance models,
3. planning projects procurement and
4. types of contracts.
5. The end of module assignment will assess students’ ability to:
6. Apply models for financing projects and techniques for gathering appraisal data
7. Analyze factors affecting project finance in the market place
8. Design a procurement process for a project
9. Appraise various types of contracts and
10. Evaluates project outsourcing models.
11. Work in groups
12. Report writing skills will also be assessed.

Assessment Methods and Weightings

<table>
<thead>
<tr>
<th>Name of assessment</th>
<th>Weighting</th>
<th>Format</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>30%</td>
<td>2.5 hours test based on a case study.</td>
<td>35%</td>
<td></td>
<td>1, 2, 4, 5</td>
</tr>
</tbody>
</table>
| End of Module Assignment | 70%     | Two parts assignment  
Part A: Group assignment (50% of the assignment)  
Part B: Individual assignment.  
Students will examine a key area of the syllabus and present in a report (50%) | 35% | 50% | 2, 3, 4, 5 & 6 |

Sources

**Essential reading**

**Further Reading**
Quentin and Fleming, (2003), Project Procurement Management: Contracting, Subcontracting, Teaming, FMC Press.
Module Aims
The module aims to provide students with:
1. an overview of current trends in agile methodologies
2. a knowledge of principles and philosophy of Dynamic Systems Development Method Agile Framework
3. a practical knowledge of using agile project management
4. a practical experience of how to develop skills in systems analysis and design
5. a critical examination and understanding of different IS modelling methods

Learning Outcomes
On completion of the module students should be able to
1. Evaluate agile methodologies in the context of IS development approaches
2. Critically evaluate the theoretical concepts of the DSDM Agile Project Framework.
3. Use and evaluate the AgilePM and other agile techniques
4. Evaluate the processes of analysis, design and development of an IS application
5. Use and evaluate IS modelling techniques

Indicative syllabus content
1. Overview of agile methods and systems development methodologies.
2. The systems life cycle approach – investigation, analysis, design, development and implementation.
3. Overview of AgilePM: philosophy, fundamentals and principles, lifecycle and products.
4. AgilePM roles and responsibilities: team structures and team dynamics.
5. AgilePM techniques and guidance: facilitated workshops, modelling, MoSCoW prioritisation, iterative development and timeboxing.
6. Modelling techniques of information systems development.
7. AgilePM project management: tailoring and lifecycle paths, plans, risk management, measurement and estimation.
8. SCRUM, Kanban
9. Case study of IS development project.

Teaching and Learning Methods
Lectures will be used to deliver the main theoretical concepts. Seminars will be used to supplement the lecture content through practical illustration of relevant IS tools/cases delivered mainly in the computer lab. Overall the module is grounded in practice, and students will be required to participate in group workshops on a continuous basis. In-class practical tasks will aid discussions and will bring a better understanding of the issues and practice of agile methods. An industry based web site https://www.agilebusiness.org/ will be used to support the module with a range of Agile Business Consortium accredited material.

Assessment Rationale
The in-class test is needed to check students’ understanding of the theoretical concepts. It will use a multiples choice format in line with industry practice, namely the accreditation body, the Agile Business Consortium, and questions requiring small essay type answers. The end-of module group coursework is designed to develop group skills in research, analysis and evaluation of the given case study and mirror industry practices of team work required in real-life IS development projects. The end-of-module presentation is linked to the group coursework, and will enable to further examine individual student’s understanding and contribution to the completed coursework.

Assessment Criteria
The in-class test will follow industry accreditation format, where students will have to choose one correct answer from a list of possible answers. The coursework will provide a comprehensive assessment of students’ combined ability as a group to apply principles of Agile methods to the development of a given IT systems for a case study. The report will be assessed for structure, comprehensiveness, analytical ability and reflection.
Assessment Methods and Weightings
The test will emulate the DSDM Agile Foundation examination. The report will be a group report where the individual contributions will be clearly visible. The presentation may precede the final report submission.

<table>
<thead>
<tr>
<th>Name of assessment</th>
<th>Weighting</th>
<th>Format</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test</td>
<td>30%</td>
<td>1.5 hours multiple choice (20% of module) and essay type (10%) test</td>
<td>35%</td>
<td></td>
<td>1, 2</td>
</tr>
<tr>
<td>End of Module Coursework</td>
<td>50%</td>
<td>Group coursework documenting the processes and products of IT project management for a given case study</td>
<td>35%</td>
<td>50%</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>End-module Presentation</td>
<td>20%</td>
<td>Presentation and oral examination testing individual student’s understanding of the DSDM Agile methods used in end-of module coursework</td>
<td>35%</td>
<td></td>
<td>3, 4</td>
</tr>
</tbody>
</table>

Sources

**Essential Reading**

**Further Reading**
APM Governance Specific Interest Group (2016). Directing Agile Change, Association for Project Management
**7PJMN009W Project Management Project**

**Module Aims**
The module aims, through the production of a series of project related documents, from starting up to closing a project, to:

1. Consolidate the course's aims and objectives
2. Develop the practical and professional skills of project management and reflect on their value
3. Critique the theory of project management when applied to a realistic project environment

**Learning Outcomes**
On completion of the module students should be able to:
1. Critique the project approaches suggested in the project management literature
2. Implement and critically evaluate the techniques for starting up a project
3. Implement and critically evaluate the techniques for monitoring and controlling a project
4. Implement and critically evaluate the techniques for closing a project and reflecting on the result
5. Critically evaluate the behavioural techniques of the project management bodies of knowledge

**Indicative Syllabus Content**
During the project the student will put into practice a large section of the project management body of knowledge as defined in the taught modules of the course and critically evaluate that practice. Every project will provide coverage and analysis of the following knowledge areas:

1. Research methods
2. Project organization and governance
3. Project success and benefits management
4. Stakeholder management
5. Value management
6. Project risk management
7. Project quality management
8. Planning and scope management
9. Estimating and scheduling
10. Budget and control management
11. Change management
12. Learning from experience
13. Issue management
14. Closure and handover
15. Configuration management
16. The project management literature
17. Writing an academic report
18. Writing a professional report

**Teaching and Learning Methods**
Following class based sessions on research methods, workshops and brainstorming sessions, the student works with a supervisor to plan, monitor and control a real project, where the student takes the role of project manager. The project module fully espouses the educational notions of Student Centred Learning and Guided Independent Study.

In the classroom-based sessions students will follow the standard research methods (e.g. 4EQM7D2 Research Methods) classes and sit mock formative research methods exams. Once the formal classroom based sessions are completed, the student is assigned a supervisor. Under the guidance of the supervisor a personal development plan is produced by each student. This plan, which contains a significant element of independent student tasks, acts as the project plan which the student undertakes to fulfil.
Assessment Rationale
The assessment is designed to assess the level of masterliness the student has attained. The assessment is designed to follow the stages of a real project, from start-up to closure, the reporting required therein, and a critical evaluation of the chosen tools, techniques and outcome.

Assessment Criteria
The series of reports and baselines emanating from the project will be assessed on two counts: a) professionalism, which includes style and content to ensure success of the project, and b) academic rigor, which includes the level of analytical evaluation of the choices made during the project and in the final report. Each report will be assessed for structure, comprehensiveness, analysis and reflexion.

Assessment Methods and Weightings

<table>
<thead>
<tr>
<th>Name of assessment</th>
<th>Weighting</th>
<th>Format</th>
<th>Minimum Mark</th>
<th>Pass Mark</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Mandate</td>
<td>5%</td>
<td>A statement that triggers the project</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Project Brief</td>
<td>10%</td>
<td>A report that ensures the project is worth spending resource on</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Project Initiation Documentation</td>
<td>15%</td>
<td>The documentation that ensures that the mechanisms to deal with risk, quality, configuration and communication are in place and that the project plan has been forged</td>
<td>35%</td>
<td>50%</td>
<td>2, 3</td>
</tr>
<tr>
<td>Project Report and viva voce</td>
<td>70%</td>
<td>The main report of the project that explains the project’s achievements from a project and from an academic point of view. The report has to be defended by the student in a viva voce in front of two lecturers.</td>
<td>35%</td>
<td></td>
<td>5, 4, 3, 2, 1</td>
</tr>
</tbody>
</table>

Sources

**Essential Reading**
APM Body of Knowledge, 6th edition 2012

**Further Reading**
Managing Successful Projects with PRINCE2, TSO, 2009
D.2.9: Description and evidence of how consistent delivery of curricula is assured across all locations and delivery modalities.

The programme is taught in one location, which is the Westminster Business School of the University of Westminster at 35 Marylebone Road, London NW1 5LS.

Students are studying either full-time, to complete their studies in 12 months, or part-time, to complete their studies in 24 months. The teaching team believes strongly in integrating the class experience, so full-time and part-time students are taught together in the same classroom for four out of their six taught modules. In addition, all students in one year, full or part-time, are subject to the same assessment. Where there is group work, the groups contain a mixture of full and part-time students, to emulate resourcing and scheduling problems faced in real project management environments.

The curricula themselves are based on the course descriptions. These curricula are assigned to one person, the Module Leader, who either teaches and assesses the whole module or oversees the teaching and the assessment of the whole module. To date, all modules have been taught one a year in one location. If in the future a module is to be taught in more than one location, then the constancy of the module leader and the course description assures consistency across locations.

Assurance is also conducted using end of module questionnaire, end-of-programme survey and once a semester course committee meeting.

Time table for full-time students, academic year 2016/17, Semester 1:

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>12pm Management of Risk and Scheduling Lecture, LG29</td>
<td>Programme and Strategic Management Seminar, MG23</td>
<td>Programme and Strategic Management Seminar, C280</td>
</tr>
<tr>
<td>12pm-1pm Clive Vassel</td>
<td>12pm-2pm Olga Bugajenko</td>
<td>12pm-2pm Phil Sainter</td>
</tr>
<tr>
<td>1pm Management of Risk and Scheduling Seminar, M213</td>
<td>Management of Risk and Scheduling Seminar, C422</td>
<td>Management of Risk and Scheduling Seminar, C422</td>
</tr>
<tr>
<td>1pm-3pm Clive Vassel</td>
<td>1pm-3pm Olga Bugajenko</td>
<td>1pm-3pm Theocharis Papadopoulos</td>
</tr>
<tr>
<td>2pm  Management of Risk and Scheduling Seminar, M216</td>
<td>Project Management Foundations Seminar, C379</td>
<td>Project Management Foundations Seminar, C282</td>
</tr>
<tr>
<td>2pm-5pm Dania Issa</td>
<td>3pm-5pm Dania Issa</td>
<td>3pm-5pm Dania Issa</td>
</tr>
<tr>
<td>3pm Management of Risk and Scheduling Seminar, M216</td>
<td>Project Management Foundations Seminar, C379</td>
<td>Project Management Foundations Seminar, C282</td>
</tr>
<tr>
<td>3pm-5pm Dania Issa</td>
<td>3pm-5pm Olga Bugajenko</td>
<td>3pm-5pm Dania Issa</td>
</tr>
<tr>
<td>4pm</td>
<td>Project Management Foundations Seminar, C282</td>
<td>Project Management Foundations Seminar, C282</td>
</tr>
<tr>
<td>4pm-6pm Stephen Burbrige</td>
<td>Project Management Foundations Seminar, C282</td>
<td>Project Management Foundations Seminar, C282</td>
</tr>
<tr>
<td>5pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6pm</td>
<td>Project Management Foundations Lecture, MG28</td>
<td></td>
</tr>
<tr>
<td>6pm-7pm Phil Sainter</td>
<td>6pm-7pm Nicholas Lambrou</td>
<td></td>
</tr>
</tbody>
</table>
Time table for full-time students, academic year 2016/17, Semester 2:

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11am</td>
<td>Project Management for IT Lecture, MG23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11am-12pm Nadia Amin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>Project Management for IT Seminar, MG23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12pm-2pm Nadia Amin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2pm</td>
<td>Project Management Project Lecture, M313</td>
<td></td>
<td>Project Management Project Lecture, M313</td>
</tr>
<tr>
<td></td>
<td>1pm-3pm Panos Hahama</td>
<td></td>
<td>1pm-3pm Panos Hahama</td>
</tr>
<tr>
<td>3pm</td>
<td>Managing International Projects Seminar, CG42</td>
<td>Project Finance and Procurement Seminar, M313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3pm-5pm Dania Issa</td>
<td>3pm-5pm Olga Bugajenko</td>
<td></td>
</tr>
<tr>
<td>4pm</td>
<td></td>
<td>Project Management in Practice Seminar, M321</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4pm-6pm Olga Bugajenko</td>
<td></td>
</tr>
<tr>
<td>5pm</td>
<td></td>
<td>Project Management in Practice Lecture, M303</td>
<td></td>
</tr>
<tr>
<td>6pm</td>
<td>Project Finance and Procurement Lecture, MG28</td>
<td>Project Management in Practice Lecture, M303</td>
<td>Managing International Projects</td>
</tr>
<tr>
<td></td>
<td>6pm-7pm Walaa Bakry</td>
<td>6pm-7pm Walaa Bakry</td>
<td>Lecture, CG28 6pm-7pm Walaa Bakry</td>
</tr>
</tbody>
</table>

Time table for part-time students Year 1, academic year 2016/17, Semester 1:

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6pm</td>
<td>Programme and Strategic Management Lecture,</td>
<td>Project Management Foundations Lecture, MG28</td>
</tr>
<tr>
<td></td>
<td>MG28 6pm-7pm Phil Sainter</td>
<td>6pm-7pm Nicholas Lambrou</td>
</tr>
<tr>
<td>7pm</td>
<td>Programme and Strategic Management Seminar,</td>
<td>Programme and Strategic Management Seminar,</td>
</tr>
<tr>
<td></td>
<td>M307 7pm-9pm Olga Bugajenko</td>
<td>M306 7pm-9pm Phil Sainter</td>
</tr>
<tr>
<td>8pm</td>
<td></td>
<td>Project Management Foundations Seminar, C281</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7pm-9pm Nicholas Lambrou</td>
</tr>
</tbody>
</table>

Time table for part-time students Year 1, academic year 2016/17, Semester 2:

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6pm</td>
<td>Project Finance and Procurement Lecture, MG28</td>
<td>Project Management in Practice Lecture, M303</td>
</tr>
<tr>
<td></td>
<td>6pm-7pm Walaa Bakry</td>
<td>6pm-7pm Nicholas Lambrou</td>
</tr>
<tr>
<td>7pm</td>
<td></td>
<td>Project Management in Practice Seminar, M303</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7pm-9pm Nicholas Lambrou / Theocharis Papadopoulos</td>
</tr>
<tr>
<td>8pm</td>
<td>Project Finance and Procurement Seminar, MG28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7pm-9pm Dania Issa</td>
<td></td>
</tr>
</tbody>
</table>

GAC Self-Assessment Report Template 2 November 2016
Time table for part-time students Year 2, academic year 2016/17, Semester 1:

<table>
<thead>
<tr>
<th>6pm</th>
<th>Programme and Strategic Management Lecture, MG28 6pm-7pm</th>
<th>Phil Sainter</th>
</tr>
</thead>
<tbody>
<tr>
<td>7pm</td>
<td>Programme and Strategic Management Seminar, M307 7pm-9pm</td>
<td>Olga Bugajenko</td>
</tr>
<tr>
<td>8pm</td>
<td>Programme and Strategic Management Seminar, M306 7pm-9pm</td>
<td>Phil Sainter</td>
</tr>
</tbody>
</table>

Time table for part-time students Year 2, academic year 2016/17, Semester 2:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11am</td>
<td>Project Management for IT Lecture, MG23 11am-12pm</td>
<td>Nadia Amin</td>
<td></td>
</tr>
<tr>
<td>12pm</td>
<td>Project Management for IT Seminar, MG23 12pm-2pm</td>
<td>Nadia Amin</td>
<td></td>
</tr>
<tr>
<td>1pm</td>
<td>Project Management for IT Seminar, MG23 12pm-2pm</td>
<td>Nadia Amin</td>
<td></td>
</tr>
<tr>
<td>2pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6pm</td>
<td>Project Management Project Lecture, C385 6pm-9pm</td>
<td>Panos Hahama</td>
<td>Managing International Projects Lecture, CG28 6pm-7pm</td>
</tr>
<tr>
<td>7pm</td>
<td></td>
<td></td>
<td>Managing International Projects Seminar, CG28 7pm-9pm</td>
</tr>
<tr>
<td>8pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D.3 Program Information in the Public Domain

D.3.1: A description and examples of the information provided to students, prospective students, other stakeholders, and the general public on the academic degree or award, such as university catalogs/prospectuses, websites, and any other institutionally authorized printed and digital materials.

The following information is presented on the University of Westminster website about MSc in Project Management course: Fees, Scholarship, Entry Requirements, Course Summary, Course Structure, Potential Career, Indicative time-table, Bio about the course leader, Location and Professional Accreditation. (See Supplement D3.1. MSc Project Management Web Site and D3.1. Prospectus 2017-18)

D.4 Faculty and Staff

D.4.1: The roles and responsibilities of academic leadership, administrative leadership, and support staff, by position.

Academic Leadership Responsibility (e.g. Principal Lecturer - Course Leader)

1. Lead the design and/or coordination of a range of programmes across the Faculty/s, designing, developing and delivering a range of programmes of study, including entirely new courses, at various levels.

2. Lead the development of new and appropriate approaches to teaching and learning or to a significant academic support function, ensuring that the team works together and that any areas of conflict within the team or between teams are resolved.

3. Engage in pedagogic, subject and practitioner research and other scholarly activities to a standard where the quality of the outputs is rated as internationally excellent in terms of originality, significance and rigour.

4. Provide academic leadership to those working within programme areas as course leaders and course deliverers, ensuring that problems affecting the quality of course delivery and student progress are resolved within the course regulations and that serious matters are escalated and addressed as appropriate.

5. Identify opportunities for strategic development of new courses or appropriate areas of activity. Contribute to the development of such ideas and to the development of teaching and learning strategies within the subject area/faculty across own and related areas.

6. Lead and develop internal networks, for example; chairing and participating in University committees and external networks with external examiners and assessors; acting as an external examiner and professional adviser for other institutions and fostering collaboration with external contacts developed, including other educational bodies, employers and professional bodies.

7. Contribute to the overall management of the department including; resource management, business and programme planning, the departmental strategic planning process and to make a contribution to the wider strategic planning process of the University.

Administrative leadership Responsibilities (e.g. School Administrator)

1. Provide efficient and effective administrative support to the academic staff of the Faculty, in particular to the Heads of Department, Dean and Faculty Registrar and arrange Faculty meetings as required, including drafting and circulating minutes and other documents.
2. Provide a courteous and efficient service when dealing with enquiries from external agencies, professional bodies, external examiners, students and the general public.

3. To prepare examination papers and/or other Faculty documents, including course handbooks.

4. Maintain and order adequate stocks of stationery and teaching materials. To book catering, travel and accommodation as directed using the Agresso Finance System.

5. To create and maintain efficient electronic/manual filing, databases and/or websites as required. This includes drafting and uploading information for web pages that adheres to house style guidelines. Working with various staff members, foster a working relationship with the web support teams, whilst monitoring and updating website information to ensure accuracy and maintain communication.

6. To organise and co-ordinate, in liaison with academic staff, Faculty conferences and events.

7. To play an active part in student enrolment and other activities as required.

8. To undertake any other appropriate secretarial/administrative duties including providing cover for absent colleagues as required by the Faculty Support Officer to ensure the efficient operation of Faculty administrative services.

**Support staff Responsibility (e.g. Programme Support Administrator)**

1. Advising students and academic staff on University regulations, procedures and services. Deliver a high level of customer care, providing efficient information and advice in person, writing and by telephone.

2. Create and maintain comprehensive student records using the University’s student record system and to interpret student data in order to inform management reporting.

3. Prepare module registration information, programme planning and timetabling advice to students. Registering module choices and subsequently providing information to staff.

4. Undertake all administrative duties in relation to assessment, including a decision-making role in relation to mitigating circumstances claims.

5. As part of the course team, regularly meet with the Course Leader to review student profiles and attendance, identify potential issues, provide advice on University processes and regulations and take action as required.

6. Prepare materials required for assessment boards in liaison with Course and Module Leaders.

7. Service assessment boards and Faculty Committees, recording decisions and discussions of individual students. Produce timely accurate minutes following board meetings and liaise with the Chair on any action required.

8. Assist in the preparation for, and participate in, enrolment, orientation and module registration processes and liaise with the Finance Office regarding student fee issues.

9. Within the restrictions of statutory requirements including the Data Protection Act, liaise with third parties on behalf of students (Home Office, sponsors, etc).

(See Supplement D4.1 Org Chart University Level All, D4.1 Org Chart University Level Academic, D4.1. Org Chart School Level, and D4.1 Org Chart Department Level)
D.4.2: Institutional/program standards for hiring and retaining faculty.

There are different processes for recruiting students, Part-time Visiting Lecturers, ad-hoc staff, fixed-term and permanent staff, agency staff, temporary staff.

Part-time Visiting Lecturers (PTVLs)

Hours for PTVLs are requested and authorised via the PTVL spreadsheets on the university system the “HUB”. Once the Head of Department and Finance Manager have approved the hours, we will send the appropriate documentation to the PTVL and once the PTVL has agreed the work in writing, payments will be processed for the next payroll.

One Off Payments to Non-staff

If there is a genuine requirement for one-off work that cannot be undertaken by an existing member of staff (for example a guest speaker), a One Off Payment Request Form should be completed and forwarded to the Payroll department together with the appropriate Right to Work documentation.

Approval process for all other recruitment

For all other recruitment (agency staff, temporary staff, fixed term and permanent staff), one would need to:

1. Assess the accountabilities, the experience and skills required by writing a job description and person specification.

2. Complete the appropriate requisition form

3. For Academic and Research posts - the form, once authorised by the Head of Department, Dean and Finance Manager, should be sent to the relevant HR Manager, who will check, and if appropriate, approve and forward it to the HR Services team for action.

The HR Services team will contact the form originator and support him/her with their recruitment campaign from the point of preparing an advert to induction of the new member of staff.

6. For Temporary staff: If temporary staff (less than 12 weeks) to cover an existing post, once approved a requisition form should be complete and send it to Recruitment with HR. If the work required has not been evaluated, a description of the work will be required, to assess a fair remuneration.

Creating a new position:

A new position is created once a need is identified by the Head of Department based on teaching and research requirements within the approved staffing budget. See supplementary material D4.2 Job Design and Approval process flowchart, D4.2

The level of qualifications of faculty is determined by the level of appointment, for example see the Qualification section in the supplementary material D4.2 Job Description Principal Lecturer and D4.2 Job Description Senior Lecturer, D4.2 Selection Process Flowchart, D4.2 Short listing process flowchart and D4.2 Recruitment Guidance.

In order to retain staff the university offer annually the opportunity for staff to apply for promotion (re-grading), from Lecturer to senior Lecturer, Principal Lecturer, Reader and Professor. For example of progression from Lecturer to senior lecturer see D4.2 Career progression scope and purpose
D.4.3: Curriculum vitae for all faculty currently teaching within the program.

D.4.3.1: For each applicant academic degree or award, complete the following grid and add rows as necessary:

<table>
<thead>
<tr>
<th>Faculty Name (First Name, Last Name)</th>
<th>Name of Applicant Degree Program Where Teaching</th>
<th>Type of Faculty/Academic Staff</th>
<th>Academic Credentials</th>
<th>Professional Certifications</th>
<th>Years PM Experience</th>
<th>Years Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Nadia Amin</td>
<td>MSc in Project Management</td>
<td>Permanent Full-time faculty</td>
<td>BSc, MSc, PhD</td>
<td>FBCS CITP, SFHEA, AgilePM, AgileBA, PRINCE2, DSDM</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Walaa Bakry</td>
<td>MSc in Project Management</td>
<td>Permanent Full-time faculty</td>
<td>BSc, MSc</td>
<td>FBCS SFHEA, PRINCE2, MSP, MoR, PMQ</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Dr Nicholas Lambrou</td>
<td>MSc in Project Management</td>
<td>Permanent Full-time faculty</td>
<td>BSc, MSc, PhD</td>
<td>PRINCE2, MSP</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Dr Dania Issa</td>
<td>MSc in Project Management</td>
<td>Permanent Full-time faculty</td>
<td>BSc, MSc, PhD</td>
<td>MoR Foundation, PMQ</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Phil Sainter</td>
<td>MSc in Project Management</td>
<td>Permanent Full-time faculty</td>
<td>BEng, MSc, PGCert HE</td>
<td>PRINCE2, DSDM</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Theocharis Papadopoulos</td>
<td>MSc in Project Management</td>
<td>Visiting</td>
<td>BSc, MSc</td>
<td>PMQ</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Stephen Burbidge</td>
<td>MSc in Project Management</td>
<td>Visiting</td>
<td>BSc, MSc, PGCE</td>
<td>PRINCE2, AgilePM</td>
<td>29</td>
<td>27</td>
</tr>
</tbody>
</table>

D.4.3.2: Include curriculum vitae for all faculty currently teaching within the program in Supplement to Section D.4: Faculty and Staff.

(See Supplement D4.3.2 CV Clive Vassell, D4.3.2 CV Dania Issa, D4.3.2 CV Nadia Amin, D4.3.2 CV Nicholas Lambrou, D4.3.2 CV Olga Bugajenko, D4.3.2 CV Phil Sainter, D4.3.2 CV Stephen Burbidge, D4.3.2 CV Theocharis Papadopoulos, D4.3.2 CV Walaa Bakry)

D.4.4: A schedule of courses/modules offered, by term/semester over the past two years that includes course title and assigned faculty.

Academic year 2016/2017:

<table>
<thead>
<tr>
<th>Course/Module Title</th>
<th>Name of Applicant Degree Program</th>
<th>Term/Semester Offered</th>
<th>Assigned Faculty (First Name/Last Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Management Foundations</td>
<td>MSc in Project Management</td>
<td>Full-time: Year 1, Semester 1 Part-time: Year 1, Semester 1</td>
<td>Dr Nicholas Lambrou Stephen Burbidge Theocharis Papadopoulos Dr Dania Issa</td>
</tr>
<tr>
<td>Programme and Strategic Management</td>
<td>MSc in Project Management</td>
<td>Full-time: Year 1, Semester 1 Part-time: Year 1, Semester 1</td>
<td>Phil Sainter Theocharis Papadopoulos Olga Bugajenko</td>
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<tr>
<td>Management of Risk and Scheduling</td>
<td>MSc in Project Management</td>
<td>Full-time: Year 1, Semester 1 Part-time: Year 2, Semester 1</td>
<td>Dr Clive Vassell Dr Dania Issa</td>
</tr>
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<td>Course/Module Title</td>
<td>Name of Applicant Degree Program</td>
<td>Term/ Semester Offered</td>
<td>Assigned Faculty (First Name/Last Name)</td>
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<td>Project Management Foundations</td>
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<td>Full-time: Year 1, Semester 1</td>
<td>Dr Nicholas Lambrou</td>
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<td>Full-time: Year 1, Semester 1</td>
<td>Phil Sainter</td>
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<td>Management of Risk and Scheduling</td>
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<td>Dr Dania Issa</td>
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<td>Dr Nicholas Lambrou</td>
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<tr>
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<td>MSc in Project Management</td>
<td>Full-time: Year 1, Semester 2</td>
<td>Walaa Bakry</td>
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<td>MSc in Project Management</td>
<td>Full-time: Year 1, Semester 2</td>
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<td>MSc in Project Management</td>
<td>Full-time: Year 1, Semester 2</td>
<td>Dr Nadia Amin</td>
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<td>Project Management Project</td>
<td>MSc in Project Management</td>
<td>Full-time: Year 1, June - August</td>
<td>Dr Nicholas Lambrou</td>
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<td>Part-time: Year 2, October - August</td>
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D.4.5: A brief summary and examples of institutional engagement and professional development of staff and faculty that addresses the following:

D.4.5.1: The interaction between the program and other programs at the institution.

The Project Management MSc is a standalone self-contained programme. Students on the programme follow a prescribed academic diet that aims to cover all aspects of the project management bodies of knowledge.

In addition, since most of the teaching team are also qualified trainers, students are exposed to the School’s short course project management suite which at the moment comprises of the best-practice British project management certificates of PRINCE2, MoR, Agile Project Management and will soon expand to include MSP and APMP. In particular, all students on the MSc have a chance to attain the PRINCE2 Foundation and Practitioner certificates. In addition, many of the students also achieve the
MoR and Agile Project Management certificates, which are closely linked to the curricula of 7PJMN001 Risk Management and Scheduling and 7PJMN006W Project Management for IT respectively.

Project management is linked to two other master’s courses within the school, namely Purchasing and Supply Chain Management MSc and International Development Management MSc. Students from these masters courses are regular attendants of the MSc’s modules or the PRINCE2 courses. Further, some students from the Project Management MSc choose to do the Developing Effective Project Teams modules offered by the Construction Project Management MSc that is run by the University’s School of Architecture and the Built Environment.

The Project Management MSc has a very healthy relationship with the Construction Project Management MSc, mainly through sharing guest speakers and other project management activities.

Also, sometimes MBA students who cannot take the Programme and Project Management module that is designed for that course due to scheduling clashes, opt for 7PJMN008 Project Management in Practice. This is consistent with the course team’s philosophy of encouraging access to our modules.

D.4.5.2: The contributions of the faculty and administrators to the governance, intellectual, and social life of the program, institution, and professional community.

The course leader, supported by the programme administrator, is responsible of the governance of the course (the programme) and takes responsibility for all operational aspects of their own educational programme(s), ensuring that standards are set, monitored and maintained against the agreed criteria for the department or University and that all internal and external quality audits, monitoring and other external assessment requirements are achieved and maintained.

Many of the Faculty involved in the course invite and organize guest lectures that enrich the intellectual learning experience of students and participate in various activities of the professional bodies relevant to the course.

Students’ representatives supported by the course leader and the students union also organize various social activities.

The course team supported by other support staff, hosts various events organized by the relevant professional to which students are invited. The next such event will be the annual conference of the Agile Business Consortium to be hosted by the University on the 14th of September 2017.

This year the course team also organized a study trip for students on the programme to Salzburg (Austria) where they visited the HQ or Red Bull, Swarovski and the Mozart Foundation. During the visit students were exposed to various innovative projects conducted by these organizations.

Many of the staff have experience with managing real projects in various industries, for example:

Walaa Bakry has been involved in managing professional Project Management courses within the institution. He was also involved in managing a major project for example, IT Architecture project for a government department in the Middle East, IT infrastructure project for a credit insurance company in the Gulf and a major e-learning project in the UK.

Dr Nadia Amin has been involved with Agile Business consortium, particularly in organizing their members training days, which were hosted at the university for the past two years. She was also involved in a project dealing with User Experience for BBC World Service website.

For publications, please see staff CV.
D.4.5.3: Support for staff and faculty in acquiring new skills and knowledge.

In addition to the University’s central staff development programme, which is available to all staff, the School and the department conduct an annual appraisal process where faculty and staff identify their developmental need, which is then authorized within the departmental budget.

Faculty involved in the delivery of the programme are encouraged and supported to enroll on professional courses relevant to the programme. Many of the faculty have attended and successfully completed professional courses relevant to the programme such as PRINCE2, Management of Risk, Managing Successful Programmes, Agile Project and Programme management as well as the APM Project Management Qualification (PMQ).

(See Supplement D4.5.3 Appraisal PPDR Staff, D4.5.3 Appraisal PPDR Reviewer, D4.5.3 Appraisal PPDR Line manager 1, D4.5.3 Appraisal PPDR Line Manager 2)
D.5 Students

D.5.1: Clear policies for program admission and ongoing academic performance expectations.

The programme’s admissions policy follows the guidelines from the Quality Assurance and Enhancement Handbook 2016 of the University of Westminster which states that:

- The University will admit students to its study programmes on the basis of the following principles:
  a) reasonable expectation that the applicant will be able to fulfil the objectives of the course and achieve the standard required for the award;
  b) the University’s requirements for admission to the course leading to a particular award;
  c) the University’s commitment at all times to ensuring equality of opportunity for all applicants.

- In considering individual applicants for admission to a course the University will seek evidence of personal, professional and/or educational experiences that provide indications of ability to meet the demands of the course.

- Each approved course will specify the requirements for admission to that course.

- The University bases its admission requirements on nationally recognised formal minimum attainment levels. Other qualifications and/or experience which demonstrate that the applicant possesses appropriate knowledge and skills may be accepted in lieu of the stated formal minimum requirement. The University will use its discretion to interpret such formal minimum attainment levels in terms of equivalence.

- In admitting individual students to its courses the University will have regard principally to the applicant’s ability to achieve the aims and objectives of the course.

In particular, students are admitted to the course if they hold a degree with a classification that is equivalent to a Lower Second (2:2) UK bachelor’s degree and an IELTS score of 6.5 or equivalent. In special circumstances, when a student does not hold a first degree or holds a degree from a country that is not considered equivalent to a UK degree, that student’s background and project management experience will be taken into consideration. In the past, two or three students have been admitted per year because of their project management background instead of their academic qualification. These students have done as well as the rest of the student body.

Ongoing academic performance expectations also follow the University’s Quality Assurance and Enhancement Handbook 2016 which states:

Assessment of Students on the University’s Courses

Principles of assessment

Fulfilment of course learning outcomes

- One purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the course and achieved the standard required for the award they seek. Examiners will make their judgements on student performance in relation to the assessment regulations approved for the course.

Confirmation of standard

- Assessment will reflect the achievement of the individual student in fulfilling course learning outcomes, and at the same time relate that achievement to a consistent national standard of awards. It will therefore be carried out by competent and impartial examiners, and by methods which enable them to assess students fairly.

Types of assessment

- In respect of designated study programmes a wide variety of assessment methods and types are used. The University will ensure:

  a) that students are assessed in accordance with the aims and learning outcomes of their study programme;
b) that the methods and types of assessment relate closely to the subject matter and the methods of delivery.

**Assessment regulations**

- Each designated course or pathway leading to a specified and named award of the University will be subject to a set of assessment regulations specific to the course and approved in accordance with the general assessment regulations of the University.

**External examiners**

- The University will appoint an appropriate number of external examiners to each of its designated course schemes in order to ensure that the assessment process is conducted in a manner which provides parity of judgement for all students for the designated course and subject and that the standard of the University's awards is maintained in accordance with national standards.

- External examiners are required to report annually on the conduct of the assessments just concluded and on issues related to assessment and the quality of the subject or course as revealed through the assessments.

**Assessment Boards**

- For every stage of assessment for each validated course leading to an award of the University, there will be one or more Assessment Boards whose constitution and terms of reference accord with the approved regulations for the course and which includes the external examiner(s) appointed by the University. The constitution of the Board may include provision for the appointment of subsidiary examination committees and the same Board may be responsible for more than one course or pathway.

- The Assessment Board is appointed on behalf of Academic Council and is accountable to Academic Council for the fulfilment of its terms of reference. For courses operating under the University modular framework, there shall be a two-tier system of Assessment Board, comprising a Subject Board and a Conferment Board. The authorised Subject Board for each subject within the course has independent powers in respect of the award of credit for individual modules.

**Information for students**

- The University will ensure that the assessment requirements and criteria for courses are published to students.

D.5.2: Descriptions of the academic advisement, evaluation of academic progress, and support provided to students necessary to complete their intended courses of studies.

The support available to students includes a formal Induction sessions, the assignation of Personal Tutors, and a tool for self-monitoring, SRSWeb. More information about each follows.

**Induction**

The first week of the course is an induction week where many events take place to welcome students and explain how the course and the university operate. During induction, students formally enrol to the course, meet the course team and get to learn what student support services are at their disposal.

The purpose of the induction week is to familiarise students with the learning environment of the course, the teaching team, each other, the student body, the academic and non-academic support on offer, their responsibilities and expectations, the information and library facilities and, for those from outside London, a taste of student life in the capital.

Before they arrive, students are sent preparation material containing pre-induction activities. On their arrival, an induction programme introduces students to the staff responsible for the course, the site on which they will be studying, the Library and IT facilities and to the Post Graduate Administration. During the induction, some sessions are course specific and other sessions are generic to all courses, enabling students to meet others outside their course.

Students are provided with the Course Handbook, which provides detailed information about the course, and the Postgraduate Handbook of General Information. Students are also provided with details of the School's
distinctive system for personal tutorial support under the Postgraduate Tutorial and Advice Office. This provides advice and guidance on matters to do with academic progress in the context of personal circumstances, aspirations and the study/work environment generally.

**Personal Tutors**

Each post-graduate student at Westminster is assigned a Personal Tutor from the group of academics closely involved with your course in the Faculty. This is normally the Course Leader or their Deputy.

Personal Tutors provide: academic guidance; personal support; support for personal skills development, and help with career management. They provide a link between content delivery by academic staff and more specialist support provided by the University.

Personal Tutorial support arrangements are co-ordinated by the Faculty Senior Tutor, supported by the WBS Faculty Registry Office. Individual meetings with your personal tutor can be arranged during their student consultation hours. Promoting your academic development is a central feature to the personal tutoring system. Your Personal Tutor is there to help students get the best out of themselves and their experience at the University. One to one contact is led by each student’s needs. When appropriate students are directed to more specialist support within the University.

*(See supplement D5.2 Personal Tutoring Policy)*

**SRSWeb**

SRSWeb is the web interface to the Student Record System and is accessed through clicking on ‘SRSWeb’ under ‘Applications’ at westminster.ac.uk/students. SRSWeb contains information about a student’s timetable, the modules they have registered for and their assessment marks. SRSWeb can also be used to check and update the contact details the university holds for each student.

**D.5.3: Descriptions of the support services provided to students that are appropriate to the mission of the program and the needs of the students.**

The following support services are available to students:

- Training and study skills
- Academic Learning Development
- Academic English
- The 125 Fund Awards
- University bookshops
- Student Advice
- Support for estranged students
- Care Leaver Support
- Referred Student Activities Committee
- Faith and spirituality
- Health services
- Counseling
- Disability Learning Support
- Support for LGBT students
- Career Development Centre
- Student Law Clinic
- Sport and leisure

Detailed information about support services provided to students is available at https://www.westminster.ac.uk/study/current-students/training-and-study-skills

*(See Supplement D5.3 Training and Study skills)*

GAC Self-Assessment Report Template 2 November 2016
D.5.4: Descriptions of the library staff, services, holdings, and digital resources that are appropriate, adequate, and accessible to support the program's learning outcomes.

The library at the Marylebone campus serves the students of the Westminster Business School. For most of the academic year Marylebone Library is open 24/7. Students may normally borrow up to 15 items at any one time and the majority of books may be borrowed, returned or renewed at any campus. There are self-issue/self-return machines in every library. Readers can make reservations and requests for inter-library loans online from within or without the University.

Electronic databases and electronic journals form a significant part of Business and Management provision. Students are able to access a wide range of e-books, specialist business databases and online resources via Library Search (http://www.westminster.ac.uk/librarysearch), the online library, on and off campus.

There are three Academic Liaison librarians (2.5FTE posts) for the Business School. They work closely with the Business School on all matters to do with book selection, journal and database subscriptions, information skills teaching and promotion of library resources. They provide training to students on aspects such as digital literacy, research, referencing and the use of specialist software.

Students are able to access resources for their course via online reading lists, accessible via Blackboard. Below are the links to the reading links for all modules from MSc in Project Management course:

- Management of Risk and Scheduling
- Managing International Projects
- Programme and Strategic Management
- Project Finance and Procurement
- Project Management for IT
- Project Management Foundations
- Project Management in Practice
- Project Management Project

Marylebone Library facilities include:
- Approximately 67100 books
- Around 150 current print journal subscriptions, plus several thousand available electronically
- 531 study places; Floor 1 is for group work, Floors 2 and 3 are for silent study
- 13 study rooms in group study & silent study areas, bookable online
- Open access computing facilities
- A wireless network
- Dedicated terminals to Datastream & Bloomberg
- Dedicated terminals to the library catalogue
- 2 x dedicated PCs with assistive software
- Self-issue and self-return

The following e-resources are available to students:

- Accountancy Lite (Lexis Library)
- Business Source Complete
- Creativeclub.co.uk and AdSnaps
- Datastream
- EconLit
- Economist
- EIU Viewswire
- Emerald Management eJournals
- Emerging Markets
• Factiva
• Fame
• iGAAP (Lexis Library)
• MediaTel
• Mintel
• NBER working papers
• Passport – Luxury Goods added May 2015
• ukGAAP (Lexis Library)
• WARC

D.5.5: Descriptions of the appropriate and accessible facilities, instructional equipment, and technology to support the program and students.

Access to the University sites
The University of Westminster aims to develop an accessible and welcoming estate for all its students and staff. Marylebone Campus provide good access to disabled students. However, it is advisable to discuss particular accessibility needs with the Disability Learning Support Team as some of our premises are listed building or perhaps less easy to negotiate for students with substantial physical impairments and teaching rooms will need to be timetabled accordingly.

Access to technology
Each of the libraries at the University of Westminster has an Assistive Technology area specifically for students with disabilities. Access to this technology is password protected and students with disabilities are given priority on this equipment. To access this equipment, students will need to register with a Disability Adviser.

Please note, there is also assistive technology networked across the University, for example, Sensus Access, which allows students to convert files into more accessible format. For example, a PDF into an MP3 file. Here is the list of available equipment and software:

- **SensusAccess** is a self-service cloud based system and allows students to convert a range of file types to what may be more accessible formats (for example word or pdf to mp3).
- CCTV text enlarger
- Scanner
- Microsoft Word
- Online Dictionary - The Oxford English Dictionary can be searched online via Library Search
- TextHelp! Read and Write
- JAWS
- Zoomtext
- On-screen keyboard
- Mind View v.5
- Inspiration (Harrow campus only)
- Screen Tinter LITE
- Windows Narrator
- Microsoft Magnifier

A student may receive additional individual equipment via the Disabled Students Allowance (a government fund which contribute towards the payment of studying-related costs incurred as a result of a disability. Students registered with the Disability Learning Support service, will receive double the standard printing allowance. This is in addition to what students may receive from Disabled Students Allowance. Each library also has a Disability Support Representative who can offer advice and, where practical, make special arrangements to help students use the Library.
**Access to Parking**
Although students can use their Blue Badge within the City of Westminster, this borough is not part of the national Badge Scheme, which means that parking allowances would be restricted. Students studying at Westminster University can apply for the City of Westminster’s White Badge scheme, which gives additional parking benefits. For more information, including the location of parking bays and how to apply for a White Badge visit [Westminster City Council’s website](https://www.westminster.gov.uk).

**The Disability Learning Support Team and the Faculty Disability Tutor**
The University of Westminster aims to develop an inclusive teaching and learning environment, which reflects its rich heritage in widening participation to education. The university has a dedicated office for students with long-term medical conditions, mental health conditions, Specific Learning Difficulties (such as dyslexia, Dyspraxia and ADHD) and disabilities. This office is responsible for assessing the individual needs of disabled students on their course and for communicating these to all staff involved in their support. There is also a Disability Tutor in each Faculty. Disability Tutors are academic members of staff who report to the Faculty Head of Learning and Teaching. They work closely with Disability Learning Support and with their Faculty to achieve for inclusivity and accessibility for all students.

**D.5.6: Descriptions of opportunities for students to participate in student and/or professional societies and activities.**
In addition to the central students union organized clubs and societies see ([https://www.uwsu.com](https://www.uwsu.com)), students on the programme are encouraged and supported to form their own special-interest society through which they can conduct activities relevant to the programme. In the past, they formed a society which helped organized an annual professional one-day event “Building the Bridge Conference”, for three consecutive years. See ([https://www.westminster.ac.uk/news-and-events/events/building-the-bridge-2016-project-management-conference](https://www.westminster.ac.uk/news-and-events/events/building-the-bridge-2016-project-management-conference)). During this conference students were able to engage with professionals from the Project Management community as well as former alumni.

*(See Supplement D5.6 Building The Bridge PM Conference 2016)*
D.6 Financial Resources

D.6.1: Description of how the program maintains financial adequacy and sustainability.

All programmes within the university can only be approved once a financial appraisal of its forecast income and expenditure is conducted by the Financial Manager of the School (the relevant administrative unit). This financial appraisal is reviewed and approved by a central committee within the university. A minimum number of students to be recruited is set to ensure the financial viability of the programme.

The fee for the programme is reviewed annually by a central committee which determines any rise in fee depending on the prevailing financial climate, competition and the popularity of the course.

In addition to income from fees, The Quentin Hogg Trust (QHT), a trust that supports the university, funds competitively activities that benefit students such as International Study Trips. The programme has received funding for such a trip to Australia, planned for 2018 and the success for the study trip in 2017.

The university funding models is based on transferring the full students fee received for a programme to the responsible faculty. Each faculty is expected to operate within its budget with an agreed surplus that contributes to central services cost and other corporate development.

*(See Supplement D6.1 Quentin Hogg Trust (QHT))*
D.7 Program Improvement

D.7.1: A description of the program’s continuous improvement process and timeline with respect to all of the GAC Accreditation Standards.

GAC Accreditation Standard 1, Programme Mission, GAC Accreditation Standard 2, Curricula and Core Areas of Focus for Programme Learning Outcomes, and GAC Accreditation Standard 3, Programme Information in the Public Domain, are ensured by the Annual Monitoring process. Annual Monitoring gives Courses, Departments/Clusters and Faculties the opportunity to reflect upon the teaching, learning and operation of a course in the previous academic year through the production of an evaluative report. The process aims to identify successes and good practice, which could be shared throughout the institution, and to identify areas requiring resolution or further development. The purpose of the Annual Monitoring process is to maintain and enhance the quality of Westminster’s taught courses.

(See Supplement D7.1 QAE Handbook 2016)

GAC Accreditation Standard 4, Faculty and Staff, is ensured by the Appraisal Scheme for Academic Staff. The Scheme is based upon the Human Resource Issues Task Force (HRITF) proposals for a new Staff Development and Appraisal Scheme (SDAS) for Teaching Staff, as modified by VCEG and approved in principle by Court in March 2000. The Scheme objectives are as follows:

- to promote a greater awareness by staff of their role within the University and of their contribution to the delivery of institutional objectives.
- to identify the particular skills and potential for personal and career development of each staff member and to assist them to achieve full job satisfaction
- to assist in the development and delivery of the strategic objectives of the University in order to meet the needs of students and other stakeholders through appropriate professional development
- to improve the efficiency with which the institution is managed and utilises its resources
- to identify changes in the organisation or operation of the institution which would enable individuals to enhance their performance

Detailed information about the process is outlined in the Appraisal Scheme for Academic Staff document, available at

GAC Accreditation Standard 5, Students, is governed by the admission and assessment processes outlined in the Handbook of Academic Regulations.

(See Supplement D7.1 Handbook of Academic Regulations)

GAC Accreditation Standard 7, Programme Improvement, is ensured by the Periodic Programme Review and Re-Validation Process. All taught courses leading to validated University of Westminster awards are subject to annual monitoring, and periodically (within six years of the last approval date). Some new programmes, or where there is significant concern the course cannot be approved for the full six years may be given time-limited approval. The student academic experience must be central to the review process. Detailed information about the process is outlined in the Quality Assurance and Enhancement Handbook.

(See Supplement D7.1 QAE Handbook 2016)

There are two timelines for improvement, the first an annual time lines which follow up actions agreed and stated in the annual monitoring report prepared by the Programme Leader and agreed by the Head of
Department; the second is the validation cycle (normally every six years). See sections 4 and 7 in the supplementary material *D7.1 QAE Handbook 2016*
D.7.2: A program-level summary of notable strengths, areas for improvement, and future directions.

Areas of strengths:

1. Diverse and international body of students. Students on the course come from many nationality (21 out of 50 FT students enrolled in 2017/18 were overseas students).
2. Strong link to professional practice. The School hosts various events in collaboration of professional bodies such as the Association for Project Management (APM), Project Management Institute (PMI) and the Agile Business Consortium (ABC).
3. Accreditation by the relevant professional bodies. The programme is currently accredited by the APM. The School is also an Accredited Training Organization (ATO) for the delivery of PRINCE2, MoR, MSP and AgilePM professional courses.
4. The quality of teaching and learning. In the students evaluation survey (PTES), the score for staff teaching was above average with the overall score for satisfaction rising from 72% in 2017 to 77% in 2018.

Areas for improvement

1. Feedback provided to students on their assessment. The score for this area in the PTES was below our expectation.
2. Support for students during their final dissertation. Whilst improvement has been made in this area, more can be done, particularly in the area of planning the dissertation.

Future Directions

1. Continue to strengthen the relationship between the course and the professional body. The course team in keen to achieve PMI accreditation and to continue to host and participate in professional body events.
2. Create an executive version of the programme for part-time students only. Plan is well underway to deliver an executive MSc Major Projects and Programmes in 2019.

D.7.3: Evidence of curricular improvement and student learning, including:

D.7.3.1: A description of the program learning outcome assessment process.

The outcomes of students’ assessments are scrutinized by an external examiner and an assessment board. Modules are appraised in the module leader report for every delivery. Module leaders for those modules not meeting the University’s KPIs would need to clarify the reasons and propose actions for next delivery. Actions proposed and documented by the module leader are reported on in the report of the next cycle when the module is delivered.

See supplementary material see example of module leader reports and Students Module feedback D.7.3.1 Module Leader Report 7PJMN004W 2017, D.7.3.1 Module Leader Report 7PJMN007W 2018. D.7.3.1 Module Leader Report 7PJMN009W 2017, D.7.3.1 Students Module Evaluation 7PJMN002W 2018 and D.7.3.1 Students Module Evaluation 7PJMN008W 2018

D.7.3.2: Analysis of assessment data showing the extent to which students have achieved the GAC core areas of focus for program learning outcomes and use of these data for continuous program improvement.

The course leader reviews annually students’ progression and achievements and analyses and comments on assessment and progression data in an Annual Monitoring Report. The 2015/16 report shows that a small number of students did not complete the course and therefore did not achieve its outcomes. Overall, all modules returned a good pass rate, which ensures that those students who have completed the programme successfully achieved the GAC core areas of focus through achieving the programme learning outcomes.
A School-level committee reviews the report, in conjunction with the analysis of the data, and the course leader recommendations for enhancement (improvement) are approved.

(See Supplement D7.3.2 Annual Monitoring Report 2015-16, D7.3.2 Annual Monitoring Report 2016-17) and D.7.3.2 Annual Monitoring Report Data).

D.7.3.3: The means by which faculty, students, and staff are involved in curricula review and revision.

Following the guidelines set in the Quality Assurance and Enhancement Handbook 2016, the curricula review is carried out during a Curriculum and Assessment Enhancement Workshop and Internal Course Review. These reviews happen every four or five years. The course team and student representatives attend these meetings to argue about the continued appropriateness and relevance of the course.

The Quality Assurance Handbook states:

“Internal Programme Review

- Reviews of full-time, part-time, short courses and semester or year-long courses should be conducted at least once in each six-year cycle. Externally validated and franchised courses and some new courses are given time-limited approval and re-validation is conducted by a University Validation Panel.

- The material for the review should be cumulatively produced through the annual monitoring process; no new documents or data should be needed apart from a succinctly drafted cover document, which provides a critical self-evaluation by the subject team (see Section 31). A Course Handbook and Programme Specification which incorporates the changes proposed in the Critical Review must be presented.

- The review will be conducted by a University Review Panel which will be organised by the Quality and Standards Office. The Chair of the Review Panel will be nominated by the Quality and Standards Office for approval by the Dean with executive responsibility for Academic Quality and will be from another School. At least two representatives of another School’s Learning, Teaching and Quality Committee will be Panel members; they must be independent of the courses and subject under review. Normally External Subject Specialist Advisers will also participate.

- The grouping of courses by subject for the purpose of review is determined centrally, by the Quality and Standards Office, in consultation with the relevant Deans of School and Heads of Department. Determining factors include the HEFCE and the Quality Assurance Agency’s academic subject groupings, the Joint Academic Categories of Subjects (JACS) codes used for HEIs, admissions through UCAS, external reporting purposes and Professional and Statutory Body (PSB) accreditation.

- The process of review will normally start with a Curriculum and Assessment Enhancement Workshop, followed by an Initial Review meeting and will normally include meeting(s) between the Review Panel, the External Subject Specialist Advisers and the Head of Department and Course Team, with or without the Dean of School, and a meeting with a representative group of students (who must be self-selected), and, where possible, recent graduates.”

Prior to a review, the course team runs brainstorming workshops to discuss any updates to the course material. Once the updated curricula start taking shape, a formal workshop is set up which includes the programme’s External Examiner and student members. As a result of this workshop, a Course Handbook is finalized to be submitted to the university for formal review.

Programme and Course Modifications

“Following the Validation or Review of a course there is still an expectation that courses and modules may require modifying to respond to advances in the academic discipline, research, improved technology enhanced learning opportunities, student feedback, Professional Statutory Body and
external examiners feedback. In order to ensure the approved course outcomes are maintained, avoid 'validation drift' and to ensure appropriate actions identified through annual monitoring the University operates a proportionate course and module modifications process.

There are four categories of modification, minor, major, structural and exceptional retrospective; this is to ensure proportionality in the approval process. In addition annual updates to module proformas are expected.

i) Minor modifications; will normally be expected to have no impact on the overall course aims, course outcomes, objectives, philosophy, balance of the course, subject benchmarks and Professional Statutory Body requirements and are normally a single or very small number of changes to linked modules.

ii) Major modifications; are more extensive changes often across multiple modules where a courses overall outcomes, balance and overall philosophy may potentially be affected. This category requires additional evidence over and above that required for a minor modification. Such modifications are normally expected to form one coherent clear proposal.

iii) Structural changes; are those that impact on the overall structure of an award.

iv) Retrospective changes; in highly exceptional circumstances a module or course may be required to change for the current academic year. Such changes can only be approved by the University Teaching Committee Chair or nominee.

v) Contact hour changes; the University contact hours form part of the expected published information for which applicants can reasonably be expected to help inform their decision to come to the University of Westminster over competitor courses based on the information provided. This information is submitted to the Higher Education Statistics Agency (HESA) in advance of the applicant cycle. It is therefore expected that contact hours cannot normally be reduced by the advertised deadline. This will normally be approximately 18 months in advance aligned to the HESA data collection period which informs the published information for applicants.”

Students are involved in the curriculum review through three main mechanisms the Students Module Evaluation questionnaire, the course committee, and Postgraduate Teaching Evaluation Survey.

See supplementary material D.7.3.3 Course Committee Meeting Minutes 2017-18

D.7.4: Evidence of how the effectiveness of faculty and staff is assessed and how the assessment data are used to inform continuous improvement.

The effectiveness of faculty is assessed through the use of external examiners, the Module Feedback Questionnaires distributed to students and the Postgraduate Taught Experience Survey distributed to students.

External examiners

The University will appoint an appropriate number of external examiners to each of its designated course schemes including those offered as collaborative provision in order to ensure that the assessment process is conducted in a manner which provides parity of judgement for all students for the designated course and subject and that the standard of the University’s awards is maintained in accordance with national standards. External examiners are required to report annually on the conduct of the assessments and on issues related to assessment and the quality of the subject or course as revealed through the assessments.

See supplementary material: D.7.4 External Examiner Report and D.7.4 Response to External Examiner Report

Module Feedback Questionnaires

All students are invited to complete an online Module Feedback Questionnaire (MFQ) at the end of each module. Satisfaction scores and comments are made available to the Module Leader to share with the module teaching team. It is expected that the Module Leader will reflect on the outcomes of the MFQ in their Module Leaders Report and identify necessary modifications or enhancements from the MFQ feedback. Both
qualitative and quantitative module results will be made available, beyond the module teaching team, to the relevant academic managers in the Faculty as determined and formally agreed with the Deputy Vice Chancellor by the Dean of School (typically the Dean and Heads of Department). Quantitative MFQ data will be provided to Faculty’s to enable this information to be reviewed and considered by appropriate University, Faculty, Departmental and subject groups.

**Postgraduate Taught Experience Survey (PTES)**

The annual course level Student Experience Survey (SES) is issued to first and second year undergraduates. The SES provides equivalent data to the externally administered National Student Survey (NSS), which is for final year undergraduates only. Postgraduate students receive an equivalent questionnaire - Postgraduate Taught Experience Survey. The satisfaction scores and comments from internal and external student experience surveys will be made available to the relevant academic managers in the Faculty as determined by the Dean of School (typically the Dean and Heads of Department). Quantitative data will be provided to Schools to enable this information to be reviewed and considered by appropriate University, School, Departmental and subject groups (e.g. Annual Monitoring Sub-Committee, Faculty Teaching Committee, Faculty Board). Faculties are required to identify actions for improving the student experience and to monitor their effectiveness in partnership with the Teaching Committee.

See Supplementary material *D.7.4 PTES Results 2017-18 and D.7.4 PTES Course Leader Response.*

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### 3. Supplements

See relevant folders as per table of content

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**End of Self-Assessment Report Template**