UWE
University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Project Management in a Complex World					
Module Code	UMMDF6-15-M		Level	M	Version	1.1
Owning Faculty	FBL		Field	Operations and Information Management		
Contributes towards	Master of Business Administration					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	22 March 2014		Valid from	September 2014		
Revision CAP Approval Date			Revised with effect from			

Review Date	September 2020

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate confidence in evaluating performance of complex projects using a holistic, integrated, multiple perspective approach and a range of appropriate theoretical lenses; • Critically examine complex issues and challenges in project environments associated with multi-disciplinary work, inter-organisational collaboration and human interaction in the global context • participate effectively and confidently in project related decision making processes around project approval, investment planning, risk assessment, project governance and control systems, and leadership strategies; • demonstrate an awareness of appropriate project management knowledge and skills (technical, social / behavioural, and strategic) in a critical and self-reflective manner. • demonstrate research skills necessary for knowledge creation in the field that connect academic studies with the world of practice. All the above learning outcomes are assessed. In addition, the educational experience may explore, develop and practice – but not formally assess – the following: • The ability to work effectively to an agreed timescale, both independently and

	as a team-player, with minimum guidance; • The ability to identify, select and utilise effectively relevant information from available resources; • The ability to use a variety of written and oral formats to communicate ideas and information clearly, effectively and in a reasoned way.
Syllabus Outline	• Introduction to contemporary challenges in the practice of project management, underpinning theoretical concepts and analytical tools: systems thinking, complexity theory, social organisational theory • Evaluating project performance: complexity and control; project success / failure criteria and key performance indicators (KPI); current debates about time and cost escalations in project environments; • Good practice development in project control: tools and techniques • Decision making and unpredictability: theory and practice of project forecasting and project planning • Project risk appraisal and management: challenges in practice and possibility for policy development • Project governance: contractual strategies, inter-organisational co-operation, global project alliances, and innovative forms of procurement; supply chain design and management in complex projects • Project team integration: trust, collaboration, learning and knowledge management, and information and communication process in project environments • Project management skills and competencies; • Contemporary challenges in 'projectified' society;
Contact Hours	Contact will be 24 hours based on a combination of lectures (by the teaching team and guest speakers) and workshops that will include interactive class discussions and group-based in-class activities. The emphasis in classes will be on exploring student interpretation and views of selected reading material, cases and real-life examples, drawing from their own experiences, where appropriate. The module is designed flexibly to facilitate a variety of delivery modes (full-time, part-time, face-to-face, on-line or a combination of these) without compromising its academic content and achievement of learning objectives by both synchronously and asynchronously participating attendees.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, workshops and engagement with guest speakers from practice. In addition to the traditional taught aspects of the module, a wide range of case studies, examples and exercises to cover different industrial sectors, types of projects and geographical regions are provided. Students are encouraged to relate the knowledge gained throughout the course to their own working environment in a creative, reflective and critical way, and to try to find competent solutions to the current problems with governing, managing and working on projects in their organisations. A Learning Resource Pack will be made available to students who will be encouraged to make the best use of *Blackboard* to aid their preparation for class sessions as well as to facilitate discussion both within the cohort and with the module tutor. The study skills web page contains resources that can help support personal study. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Key Information Sets Information	**Key Information Set - Module data**

Number of credits for this module ☐ 15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	24	126	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment /project

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			100%
Coursework assessment percentage			0%
Practical exam assessment percentage			0%
			100%

Reading Strategy	A set of supporting reading for each taught session is provided to students. This set constitutes a good general coverage of the relevant topic and includes references to the recommended texts for the module which will be regularly updated. All sources will be readily accessible by students. However, the set is neither exhaustive nor to the depth that might be required if a student were to pursue that topic as part of the assessment project. For this reason, students are encouraged to use the sources as seeds for further in-depth reading where required. That in-depth reading may involve use of some of the Recommended Texts, or more likely involve making use of the bibliographic resources of the UWE Library to access quality academic journal sources.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Cicmil S and Braddon D (2012) 'Fading glory? Decision-making around the Project – How and Why "Glory" Projects Fail' in Williams T and Samset K (eds) *Project Governance – Getting Investments Right,* pp.221-255 Palgrave : UK Clegg S, Pitsis T, Marossheky M and Rura-Polley T (2006) 'Making the future perfect: constructing the Olympic dream' in Hodgson D and Cicmil S eds. *Making Projects Critical*, Palgrave McMillan :Basingstoke, UK and New York, USA, pp.265-293 Drummond H (1999) 'Are we any closer to the end? Escalation and the case of Taurus' *International Journal of Project Management*, Vol. 17, No 1 pp.11-16 Engwall M (2003) 'No project is an island: linking projects to history and context'

Research Policy, 32 , pp.789-808

Flyvbjerg B (2013) 'Quality control and due diligence in project management: getting decisions right by taking the outside view' *International Journal of Project Management* (forthcoming in print, available on line since Nov 2012)

Flyvbjerg, B, Bruzelius N & Rothengatter W (2003). *Megaprojects and Risk: An Anatomy of Ambition* Cambridge: Cambridge University Press

Larson E and Gray C (2011) *Project Management: The Managerial Process*, 5th ed. McGraw –Hill International Edition

Loosemore M (2006) 'Managing project risks' in Pryke S and Smyth H (eds) *The Management of Complex Projects - a relational approach*, Blackwell: Oxford, UK, pp.187-204

Turner J R and Cochrane R A (1993) "The goals and methods matrix: coping with projects for which the goals and /or methods of achieving them are ill-defined", *International Journal of project Management*, Vol.11, No. 2

Winter M, Smith C, Morris P and Cicmil S (2006) 'Directions for Future Research in Project Management: The Main Findings of an EPSRC Research Network' *International Journal of Project Management*: Special issue on Rethinking project management, Vol 24, November 2006, 638-649

Part 3: Assessment	
Assessment Strategy	Achievement of all the learning outcomes in this module is assessed through an applied project in a form of post-module assignment. The individual assignment is designed to encourage critical reflection on the material covered in the course and the application of the extant body of knowledge to a real-life project situation. The assignment reflects the learning outcomes by requiring that students demonstrate: the understanding of concepts of project based work, organising and management; ability to critically analyse the complexity of a specific project setting with reference to its wider cultural, political and ecological context; key performance indicators, the management process and group dynamics associated with it; and to competently recommend improvements or solutions based on the familiarity and understanding of contemporary developments in organisational and project management studies and practice; ultimately demonstrating awareness of the current debates or emerging issues in the field and an ability to engage in related discussions in an informed way.

Identify final assessment component and element	**Component A**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Project (3,500 words)	100%

Component B Description of each element	Element weighting (as % of component)
1.n/a	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Project (3,500 words)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1.n/a	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.