Module Specification

Professional Practice Catalyst

Version: 2025-26, v1.0, Approved

Contents

Part 1: Information

Module title: Professional Practice Catalyst

Module code: UMMTFT-15-M

Level: Level 7

For implementation from: 2025-26

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Business and Law

School: CBL Bristol Business School

Partner institutions: None

Field: Business and Management Cross-Disciplinary

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module is designed to bridge the gap between academic study and professional practice. It provides students with the opportunity to develop the practical, ethical, and reflective skills necessary for a successful career in project management. Through engagement with real-world scenarios, industry professionals, and personal development activities, students will enhance their readiness for the workplace and professional certification.

Features: This module is aligned with the Association for Project Management (APM) Competence Framework and the Project Management Institute (PMI) Global Accreditation Centre (GAC) standards.

Educational aims: To expose students to current industry practices, challenges, and expectations in project management.

To develop professional competencies including communication, teamwork, sustainable and ethical decision-making.

To encourage reflective practice and continuous learning as part of professional development.

To support students in identifying and pursuing career pathways in project management.

Outline syllabus: Indicative content

The syllabus may include (but is not limited to):

Analysis of real-world project successes and failures

MS Project or Trello

Stakeholder engagement and decision-making

Overview of professional bodies and standards (PMI, APM, IPMA)

Ethical dilemmas and sustainability in project environments

Sustainable project management principles (e.g., social impact, environmental responsibility)

Emerging trends in project management and project data (e.g., digital transformation, UN development goals, AI in project management)

Reflective Practice

Career Development planning

Mapping skills to professional frameworks (e.g., APM Competence Framework)

Personal development planning

Part 3: Teaching and learning methods

Teaching and learning methods: The teaching and learning strategy is based on enquiry-based learning (EBL), which is an umbrella term for learning that arises

through a structured and supported process of enquiry and is designed to foster deep learning and learner independence through active (and usually collaborative) engagement with relevant and meaningful problems and issues. EBL is based on the premise that learning becomes more effective when students are actively involved in the learning process.

Learning sessions will include activity-based workshops, role-playing exercises, career-related tasks, simulations and work-based scenarios as well as guest lectures with experienced project managers across sectors (engineering, IT, construction, business) and networking opportunities. Students will develop their skills through investigation, discussion, role playing exercises and practise during sessions in support of the learning outcomes. Formative feedback will be included in sessions to help students to pursue the achievement of learning outcomes.

Students learn in 3 steps: Prepare, Participate, and Practise. First, ahead of the classes, students prepare by studying the provided and suggested materials to acquire background knowledge. Second, students actively participate in class via group debates, completion of tasks and interactive sessions, becoming co-creators of their own learning journey. Third, students practise by applying what they have learnt to real-world problems.

The inclusion of groupwork will provide students with experience of teamworking, managing roles, relationships and differing perspectives in the achievement of a specific task. Groupwork will be supported by learning sessions on the principles and techniques of team working, as well as a regulatory framework that will encourage active participation on the part of all members. Students will evidence the development of their group-work and communication skills in the portfolio (see Assessment Strategy).

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

> **MO1** Critically evaluate and reflect on the application of learning and skills development to professional project contexts.

MO2 Create and justify proposals for continued personal and professional development aligned with industry expectations.

MO3 Articulate personal values in relation to ethics, sustainability, and global citizenship, and the implications for project management.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 96 hours

Face-to-face learning = 54 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/00BA0155-166C-B4C4-0BD2-889E36B2F83C.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Portfolio of activity with supporting evidence including a 1500 words reflective piece.

Students will compile a portfolio that includes a maximum of 10 pages or equivalent:

- A structured portfolio consisting of a variety of artefacts (such as videos, images, podcasts, reflections, references, test scores, relevant certificates or work examples) that evidence development of interpersonal and professional skills and evidence of engagement with industry (e.g., event summaries, networking reflections)

- A reflective commentary on their learning journey (1500 words), providing insights from guest lectures, workshops, and simulations, as well as reflections on ethical issues, sustainability, and global citizenship in project management.

- A personal development plan aligned with professional standards (APM Competence Framework or PMI).

Formative feedback will be provided in live class discussion and question and answer sessions.

Resit assessment will match the first-sit.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio of activity with supporting evidence including a 1500 words reflective piece.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio of activity with supporting evidence including a 1500 words reflective piece.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Project Management [Frenchay] MSc 2025-26