Programme Specification

Project Management [BAV]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Project Management [BAV]

Highest award: MSc Project Management

Interim award: PGCert Project Management

Interim award: PGDip Project Management

Awarding institution: UWE Bristol

Affiliated institutions: BAV

Teaching institutions: BAV

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CBL Bristol Business School, College of Business and Law

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2027

Programme code: N9KD12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The MSc Project Management programme is designed to equip students with the advanced knowledge, practical skills, and strategic insight required to lead and deliver complex projects across diverse sectors. Aligned with the Association for Project Management (APM) Competence Framework and the Project Management Institute (PMI) Global Accreditation Centre (GAC) standards, the programme integrates academic rigour with professional relevance. Students will explore the full project lifecycle, from initiation and planning to execution, governance, and benefits realisation, while developing critical capabilities in leadership, stakeholder engagement, sustainability, and ethical decision-making.

Features of the programme:

Educational Aims: The MSc Project Management programme is designed to equip students with the advanced knowledge, practical skills, and strategic insight required to lead and manage complex projects across a range of industries. The programme blends core project management principles with professional practice, specialisation opportunity, and a substantial research component, preparing graduates for leadership roles in both public and private sectors.

This programme aims to develop reflective, competent, and forward-thinking project professionals who can navigate uncertainty, manage complexity, and deliver value in dynamic environments. It fosters a deep understanding of project, programme, and portfolio management principles, while encouraging the application of theory to authentic challenges. Through a blend of core and elective modules, students will gain expertise in strategic alignment, governance structures, risk management, and adaptive leadership. The programme also supports personal and professional development, preparing graduates for continuous learning and leadership in the global project management community.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Demonstrate advanced knowledge of project, programme, and portfolio management principles, tools, and techniques.

PO2. Thoroughly apply project management knowledge and expertise to solve complex project challenges using appropriate tools and methodologies.

PO3. Critically evaluate and apply sustainable, ethical, and inclusive strategies for governance, risk, and stakeholder engagement in strategic decision-making.

PO4. Exhibit sophisticated communication, negotiation and leadership skills that enable effective collaboration within diverse teams.

PO5. Critically reflect on personal and continuous professional development.

PO6. Conduct rigorous research and apply analytical skills to solve complex project management challenges.

Assessment strategy: The programme's assessment strategy emphasises subject knowledge and practical and professional skills within project management environments. Aligned with this, assessments aim to be authentic to reflect the transferable skills required in this field. Authentic assessment means asking students to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

The assessment strategy is considered across the programme and includes a balance of formative and summative assessments designed to facilitate progression through differing levels of complexity. Assessment strategies are varied and authentic, including portfolios, project reports, case study analyses, and research-based challenges.

Students have diverse strengths and learning styles. By using multiple methods, educators can provide a more inclusive and fair evaluation of all students. Inclusivity is key at UWE and support along with a balanced assessment strategy

becomes paramount to students' success. This balanced approach enables the development of subject-knowledge and a range of transferable skills that support UWE's graduate attributes and employability principles.

Accordingly, students will demonstrate the achievement of the programme and module learning outcomes through a range of assessment types, such as portfolios, presentations, reflections, reports, case studies, essays and exams.
Support will be provided at module level to help students understand specific assessment requirements. However, a short definition of each assessment type is also provided here for reference purposes.

A portfolio is an assignment which is usually a collection of related work undertaken over a length of time which may include reflective written work, professional body requirements e.g. competency achievement/sign off or reviews of related topics.

A presentation is a way of setting out and explaining a student's ideas to others in a formal and succinct manner. Presentations can be delivered either orally or as a poster and may be done individually or as part of a group.

A reflection enhances deeper learning and a reflective diary collates a student's personal learning journey through feelings, thoughts and lessons learnt, sometimes resulting in change of practice.

A report is a highly structured piece of work. A particular kind of report will often follow a template, itemising sections such as headings, sub-headings and appendices. These sections act as guidelines and encourage students to take a systematic approach to the subject material they need to cover. They help ensure that the content is clearly organised and enhance the professional appearance of the report. Reports also often include data that is communicated in the form of tables, charts and infographics. Since report structure is so important, it is essential that students read the assignment brief carefully, noting any specific guidance for presentation and assessment criteria.

A case study is a detailed account of a situation, event, decision or problem. Case

studies are often used for analysis and problem solving, as a means of relating theoretical knowledge to real circumstances.

An essay or a written assignment is a written piece of work which may analyse, critique, review and/or discuss a specific topic. The arguments within the essay will be informed by texts, peer-reviewed sources and appropriate e-resources.

An examination or exam is a piece of work produced usually within a specific date and scheduled time frame.

A critical discussion is an oral examination in which the examiner(s) discuss a student's work, asking the student to explain and justify various aspects of a project or a piece of work that they have produced.

Student support: The Banking Academy of Vietnam offers strong academic support through modern teaching and learning resources. Its classrooms are equipped with advanced technology to create an interactive environment, while computer labs and specialized training rooms provide practical experience alongside theoretical study. The university maintains a well-stocked library and students will also have access to online resources from UWE's library.

Students at Banking Academy, Vietnam benefit from a highly active and supportive educational environment. The university places strong emphasis not only on academic achievement but also on the development of soft skills such as teamwork, leadership, communication, and problem solving, ensuring students are well prepared for the demands of professional life.

Beyond the classroom, Banking Academy, Vietnam offers a rich extracurricular landscape with a wide variety of student clubs that encourage personal growth, social connection, and practical skill development. Annual events such as the “BA Youth Festival” create a vibrant campus atmosphere where students can express creativity, build social networks, and celebrate university life.

The university also provides extensive experiential learning opportunities. Students have opportunities to visit major organisations including Agribank, Vietinbank, TH Group, and VSIP Industrial Park, allowing them to observe real world financial operations and engage directly with industry professionals who share insights on workplace expectations, career paths, and personal effectiveness. These experiences help students gain clarity about their future careers and build confidence in navigating professional environments.

Banking Academy, Vietnam offers a dedicated online careers platform that enables students to join a talent network, receive job alerts, access personalised job recommendations, track their applications, and use practical resources such as CV writing guidance and employment tips, giving them structured support as they prepare for the job market.

Since Banking Academy, Vietnam is governed by both the State Bank of Vietnam and the Ministry of Education and Training, there is close alignments with national workforce needs, creating natural pathways for students into roles within government bodies, regulatory agencies, and financial institutions.

Overall, life at Banking Academy, Vietnam offers a balanced combination of academic support, skills development, community engagement, and professional exposure, fostering a dynamic and well rounded university experience that prepares students exceptionally well for their future careers.

Part B: Programme Structure

Year 1

Students must take 180 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full-time)

Students must take 135 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit

UMMTFR-30-M	Project Management Principles 2027-28	30
UMMTFS-30-M	Leadership, Strategy and Governance in Projects 2027-28	30
UMMTFT-15-M	Professional Practice Catalyst 2027-28	15
UMMTFU-30-M	Group Project Challenge 2027-28	30
UMMTFV-30-M	Independent Project Challenge 2027-28	30
UMMTFW-45-M	Navigating Business Project Complexities 2027-28	45

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme aims to prepare project managers for the changing demands of the global market and the increasing complexity of contemporary business and organisations. Aligning with the UWE Bristol 2030 Strategy, the programme aims to integrate theory and practice, developing students both academically and professionally. Students will be able to integrate new knowledge with their experience, as project managers, and apply it to new situations. They will be able to apply a range of project management tools and approaches and have developed a range of transferable skills.

Part D: External Reference Points and Benchmarks

The programme has been designed to reflect the UWE Bristol 2030 Strategy of delivering professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all students.

The programme aligns with the QAA descriptor for a higher education qualification at Level 7 on the FHEQ Masters degree, extracted from the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies, February 2024 and the Subject Benchmark Statement for Masters Degrees in Business and Management March 2023.

The programme has also been developed considering professional accreditation requirements aligned with the Association for Project Management (APM) Competence Framework and the Project Management Institute (PMI) Global Accreditation Centre (GAC) standards.

The views of current students, alumni, practitioners and external experts have been considered in the development and revision of the programme.

Part E: Regulations

Approved to University Regulations and Procedures.