London South Bank University

Course Specification

A. Course Information	
Final award title(s)	MSc Business Project Management
Intermediate exit award title(s)	• PgCert Business Project Management • PgDip Business Project Management
UCAS Code	(blank)
	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Innovation, Leadership, Strategy and Management
Course Director	Dr Sara Rye
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐ Part time ☐other please specify

Course Code(s): 4036 (FT Sept), 5343 (FT Jan)

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	1	September January	January June
Full time with placement/ sandwich year			

Is this course generally suitable for students on a Student Sponsored visa?	Please complete the International Office questionnaire **<u>Yes</u>** No Students are advised that the structure/nature of the course is suitable for those on a Student Sponsored visa but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation — 18th May 2018 Course Review date — May 2023 Course specification last updated and signed off — September 2022
Professional, Statutory & Regulatory Body accreditation	We will be seeking accreditation from: • Association for Project Management (APM) • Institute of Risk Management (IRM)
Reference points:	Internal — • Corporate Strategy 2015-2020 • Academic Quality and Enhancement Manual • School Strategy • LSBU Academic Regulations

	External	• QAA Quality Code for Higher Education 2013 • Framework for Higher Education Qualifications • Competitions and Markets Authority • SEEC Level Descriptors 2016 • QAA Business and Management Benchmark Statement, 2015 • QAA: Enterprise and entrepreneurship education; Guidance for UK higher education provider, 2012 • APM Chartered Project Professional standard • APM Competence Framework
B. Course Aims and Features		
Distinctive features of course	• Focus on the use of Project Management to enable Business change and strategic development; • Program is mapped to the APM body of knowledge competence framework; • Provides the opportunity to obtain various certificates from the professional bodies such as the APM Project Management Qualification (PMQ) and certificates of completion for AgilePM Foundation and PRINCE2® Foundation; • The ability to obtain student membership of the APM; • The opportunity to develop and practise consultancy skills; • Applied teaching and learning; • Multiple start dates and modes of delivery to suit; • Opportunities to network and develop connectivity with our post graduate; research and enterprise community as well as the professional bodies • Based in the heart of London; • The programme taught by experienced research informed academics and • The opportunity to work on live projects and residential programs.	
Course Aims	The (MSc Business project management) aims to: 1. Expose participants to the latest developments in business project management theories and practice in order to develop practical skills in the field; 2. To combine knowledge with a student-centred learning approach to develop skills, attitudes and abilities relevant to the student's future employment;	

	3. Develop a critical understanding of project management objectives including cost, time and quality, in a dynamic and complex competitive business environments;
	4. Use and build upon course member's diverse personal experiences as vehicles for learning, including peer group learning, personal development, team working and decision making;
	5. Develop knowledge of a variety of qualitative and quantitative project management, decision making and risk analysis tools and techniques and the use of appropriate software;
	6. Develop skills for managing change, decision making, adaptation, enterprise and sustainability in a dynamic and complex business environment.
Course Learning Outcomes	Students will have knowledge and understanding of: A1- all components of the APM Competency Framework (PMBOK) standards A2- the importance of critically evaluating different methodologies in project management and their applications to business change in organisations; A3- the key theoretical and contextual issues relating to business project management, project leadership and business change and A4- the factors determining the organisation's strategic capability, performance and success. Students will develop their intellectual skills such that they are able to: B1- critically evaluate and apply a range of project management concepts, principles and practices within the project life cycle; B2- formulate executive recommendations by adopting effective project management methodology and tools that are analytically sound, operationally feasible and ethical; B3- analyse , evaluate and solve complex business project management issues by adopting the appropriate standards and decision making approaches and

	B4-	research a major project management problem or issue of the students' choice in depth; through the vehicle of the Capstone Business Project.
		Students will acquire and develop practical skills such that they are able to:
	C1-	use ICT appropriately in the acquisition, management and analysis of project information;
	C2-	implement a variety of project management tools, techniques and software including qualitative (soft) and quantitative (hard) aspects;
	C3-	organise and conduct independent research;
	C4 -	perform effectively within a team environment, and recognise and utilise other people's contributions in group processes; perform team selection, delegation, development and management and
	C5-	communicate effectively using a range of media, including preparing and appraising business reports, negotiating with and persuading or influencing others.

C. Teaching and Learning Strategy

Lectures, seminars and workshop: Interactive seminars and workshops will support lectures and have a strong focus on small group activities to encourage the active participation of students throughout the course developing peer learning, the sharing of knowledge and best practice, and support networks amongst a diverse student body.

Applied learning: Teaching, learning and assessment is applied. Case studies and simulation are used in all modules and where possible live case studies are brought in to the classroom and practical games and simulations are performed in order to practice the real-life project management techniques in the class environment. The skills developed via this methodology are consolidated and assessed in the Management Consultancy in a Global Environment module and the Capstone Business Project.

Research and entrepreneurial interests developed throughout the course: Research and enterprise skills and knowledge are developed throughout the student journey. From the 'Curiosity, Creativity and Research' and 'Research In Action' modules through to the Capstone Business Project students have the opportunity to identify areas of interest, explore ideas in a supportive environment and develop ideas through to impactful projects and beyond. Those students wanting to develop entrepreneurial ideas can receive additional support from the LSBU Enterprise Centre.

Project Management software skills throughout the course: Different software used by organisations in the related industry are taught and their application in cases chosen by students is practiced and assessed.

Opportunity to obtain professional qualifications: A set of material, trainings and tests are conducted to enable students to obtain the professional qualifications from professional bodies including the APM Project Management Qualification (PMQ), AgilePM Foundation and PRINCE2® Foundation

Opportunity to become members of professional bodies: All full-time students who pass one module in project management will be eligible to apply for student membership in APM.

Master classes: A series of master classes delivered by external experts in the various specialist fields will be delivered throughout the academic year enabling our students to engage with contemporary management issues.

Research Today! Seminars: All post graduate students are able to attend our monthly Research Today! Seminars and network with the School's research community, share and develop ideas which will support their studies & project work.

Life coaches: All students have the option to have a life coach to support them with any challenges they face during their journey with LSBU.

Self-managed learning: Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

The School intends to expand its use of technology for learning and assessment at all levels. The School aims to use digital technology to increase academic support for students to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

D. Assessment

Formative

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

Examples of formative feedback within this programme include:

- interactive lectures and seminars utilising the diverse experience of the student body;
- evaluation of subject knowledge and understanding will be assessed via seminar questions / exercises and self-evaluation at the end of each class;
- encouraging students to act as learning resources for one another;
- peer to peer feedback;
- student led seminars;
- blogs and on line debates;
- poster presentations;
- discussion of assessed coursework, activities conducted and the opportunity will be provided for students to view previous assignments;

Summative

The summative coursework assignments used to assess skills, knowledge and understanding are diverse and set within a wide business context.

A combination of assessment approaches are used to assess the learning outcomes of the course. Traditional modes of assessments such as essays, individual reports and the Capstone Business Project are augmented by the use of case studies and business simulations, group work and presentations. The modules will be assessed by a combination of group and individual reports, presentations, pitches, debates, spread sheet analysis and reflections all applied to case studies.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

Applicants should have the following:

Either:

- At least UK class 2:2 or equivalent university degree
- English language requirement of at least IELTS level 6.5 or TOEFL 610 and meeting UK Visa requirements for international students

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award. Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to: the subjects studied, the grades achieved and number of attempts at the assessments. Maximum transfer credit allowed will be 60 credits.

G. Course structure(s)

Course overview

MSc Business Project Management – Sep **Full time**

	Semester 1		Semester 2	
Level 7	Consultancy, Enterprise & Innovation (compulsory)	20	Quantitative Aspects of Project Management (compulsory)	20
	Qualitative Aspect of Project Management (compulsory)	20	Quality and Agile Project Management (compulsory)	20
	Risk, Change and Crisis Management (compulsory)	20	Research Methods (compulsory)	20
			Option module	20
			Capstone Business Project (compulsory)	40

MSc Business Project Management – Jan **Full time**

	Semester 1		Semester 2	
Level 7	Consultancy, Enterprise & Innovation (compulsory)	20	Qualitative Aspect of Project Management (compulsory)	20
	Quantitative Aspects of Project Management (compulsory)	20	Risk, Change and Crisis Management (compulsory)	20
	Quality and Agile Project Management (compulsory)	20	Research Methods (compulsory)	20
			Option module	20
			Capstone Business Project (compulsory)	40

Placements Information

There is no placement on this programme.

	H. Course Modules				
Module Code	**Module Title**	**Level**	**Core or Option**	**Credit value**	**Assessment**
MMP_7_CEI	Consultancy, Enterprise and Innovation (compulsory)	7	1	20	Coursework
MMP_7_RME	Research Methods (compulsory)	7	2	20	Coursework
BAE_7_QAL	Qualitative Aspects of Project Management	7	1	20	Coursework
BAE_7_APM	Quality and Agile Project Management	7	2	20	Coursework
BAE_7_QAN	Quantitative Aspects of Project Management	7	2	20	Coursework
BAE_7_RCC	Risk, Change and Crisis Management	7	1	20	Coursework
MBA_7_CBP	Capstone Business Project	7	3	40	Coursework
AFE_7_BDA	Big Data Analytics (optional)	7	2	20	Coursework
MMP_7_GOL	Global Operations and Logistics (optional)	7	2	20	Coursework
AFE_7_GOL	Governance and Leadership (optional)	7	2	20	Coursework
AFE_7_ORC	Organisational Risk Management and Internal Controls (optional)	7	2	20	Coursework

J. Costs and financial support

Course related costs

- There are no additional costs associated with this programme.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Personal Development Planning
Appendix C: APM Mapping
Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes												
Level	Title	Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5
7	Consultancy, Enterprise and Innovation	MMP_7_CEI				TDA				TDA			TDA	TDA	TDA
7	Research Methods	MMP_7_RME							TDA	TDA	DA		TDA		TDA
7	Qualitative Aspects of Project Management	BAE_7_QAL	TDA	TDA	TDA		TDA	TDA				TDA		TDA	A
7	Quality and Agile Project Management	BAE_7_APM	TDA	TDA			TDA	TDA	TDA			TDA			A
7	Quantitative Aspects of Project Management	BAE_7_QAN	TDA	TDA	TDA		TDA	TDA			TDA	TDA			A
7	Risk, Change and Crisis Management	BAE_7_RCC	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA			A
7	Capstone Business Project	MBA_7_CBP	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA

Appendix B: Personal Development Planning
Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Students will be allocated personal tutors who will monitor their development process throughout the course and will also have the option to have a life coach to support them with any challenges they face during their journey with LSBU.
2 Supporting the development and recognition of skills in academic modules/modules.	Induction at the beginning of the course lays the foundation for the skills development that operates throughout the course (and where resources exist to support skills development within the university. This course has a clear focus on research within the project management domain and so skills development in the acquisition, storage, and analysis of information in all its forms is developed in a number of modules, in particular "Curiosity, Creativity and Research", "Research in Action" and the Capstone Business Project. Furthermore, a second strand of skills development relating to project management is evident through the course specialist modules. A third strand of skills relating to more general business acumen is developed through the common modules shared across other postgraduate courses.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	There are no specifically skills based modules in the programme but all modules have a mixture of theory and skills development. These are outlined in the previous section. Students will have the opportunity to develop the practical skills related to project management through the clear and extensive links with professional bodies of knowledge.
4 Supporting the development and recognition of skills through research projects and dissertations work.	The study of research methods and the completion of the Capstone Business Project are central to the award of the Masters qualification. This will involve students in all aspects of the design and specification of research projects, including methodological choices, data collection and analysis and issues relating to personal and business ethics. Presentation and communication skills are also developed and tested through the research methods modules and the Capstone BusinessProject and support for the development of these skills is also provided via the two residentials.
5 Supporting the development and recognition of career management skills.	The course is designed to allow students to bring their own prior experiences into discussion and the use of guest lecturers and real case studies will emphasise the practical skills that underpin effective decision making. The programme also develops group working skills and

	encourages personal reflection, and self-organisation which are essential for successful dissertation research work. Students will also have access to the university's central resources for skills development and career planning.
6 Supporting the development and recognition of career management skills through work placements or work experience.	The course has no specific work placement or work experience elements, but, as described previously, the sharing of prior experiences of students and the use of guest lecturers and real case studies will provide access, at least in part, to the experience of project control in the workplace.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students will be made aware of relevant project management activities taking place outside the university. This would include seminars, talks and presentations at other universities and project management organisations, professional body events, conferences etc. Relevant publications available electronically or through the university library will be highlighted to students. In addition the students will have access to the School's extensive programme of extra-curricular activities that includes the Research Today seminar series, the series of Masterclasses, student membership of the Institute of Directors, the opportunity to apply for work in the Business Solutions Centre etc.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Students will be introduced to the relevant professional bodies that oversee the project management discipline. Although the programme currently has no accreditation from professional bodies, the students will be advised of such accreditation processes and how their programme of study maps to the development opportunities provided by these bodies. Furthermore the modules have been designed to take account of the APM competencies and these are the basis for professional development within the APM.
9 Other approaches to personal development planning.	Students will have access to the university's central learning resources which provide resources relating to Library Services, IT Support, Skills for Learning, Student Advice, and Employability and Careers. Also. As described above, there are a range of HEAR activities that the students can sign up for.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Self-reflection is embedded throughout the course both in modules (for example in Creativity, Enterprise and Innovation), within the residential workshops, and throughout the development and execution of the Capstone Business Project.

	Competence	Quantitative Aspects of Project Management	Qualitative Aspects of Project Management	Risk, Change and Crisis Management	Quality and Agile Project Management	PRINCE 2	Project Management Software and Skills	Consultancy, Enterprise and Innovation	Research Methods	Capstone Business Project
1	Ethics, compliance and professionalism 5		-					x	X	x
2	Team management 6							x	x	x
3	Conflict management 7		x					x	x	x
4	Leadership 8		x					x	x	x
5	Procurement 9		x							
6	Contract management 10		x							
7	Requirements management 11			x						
8	Solutions development 12			x				x	x	x
9	Schedule management 13	x				X	X			
10	Resource management 14	x				x	x			
11	Budgeting and cost control 15	x				X	X			
12	Risk, opportunity and			x		x	x	x	x	x

#										
	issue management 16									
13	Quality management 17				x	x		x	x	x
14	Consolidated planning 18	x					x		x	x
15	Transition management 19			x						
16	Financial management 20	x				x	x			
17	Resource capacity planning 21	x					x		x	x
18	Governance arrangements 22		x							
19	Stakeholder and communications management 23		x						x	x
20	Frameworks and methodologies 24		x							
21	Reviews 25								x	x
22	Change control 26			x			x	x	x	x
23	Independent assurance 27			x	x					
24	Business case 28		x			x	x		x	x
25	Asset allocation 29	x								

26	Capability development 30		x						x	x
27	Benefits management	x							x	x

Appendix D: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
Coursework	student work that contributes towards the final result but is not assessed by written examination
Extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
Lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
Module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or
optional module	a module or course unit that students choose to take
professional body	an organisation that oversees the activities of a particular profession and represents the
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
Semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
Seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
Term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
Tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course

Appendix E Internship option module within the Postgraduate Framework.

Students will be introduced to the choice of semester two electives, of which the internship module forms part, during their initial **induction in September or January.** As work experience is intended to be an integral part of the course, all students will then be invited to an initial meeting lead by our **Employability Co-ordinator and University's Employability Team** to discuss the process of securing an internship and assessment requirements **six weeks** into the course and those considering this option expected to begin their search for an internship at that time.

During the **'Project Launch Residential'** students will then be required to confirm whether they intend to undertake an internship and will be expected to continuing working with the support of our Employability Team to secure an internship position. They will then have a **maximum of a further 4 weeks** from this date to secure and confirm their internship details to the Divisional Internship Co-ordinator.

Depending on the student's start date those undertaking an internship will commence their work experience during the **first two weeks of June [September start] or the second two weeks of January [January start]** during which time they will be expected to work full time for a period of ten working days. At the end of this period students will then be required to conduct a 20 minute presentation and 2,500 word report reflecting on their experience and what they have learnt.