Course Specification

A. Course Information			
Final award title(s)	MSc Business Project Management (with Internship)		
Intermediate exit award title(s)	• Postgraduate Certificate Business Project Management • Postgraduate Diploma Business Project Management		
UCAS Code	TBC	**Course Code(s)**	5725 Full Time September 5595 Full Time January
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	Management, Marketing & People		
Course Director	Dr Sara Hasani Darabadi		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐Other: please specify		
Mode(s) of delivery	☒Full time ☐ Part time ☐other please specify		
Length of course/start and finish dates			

Mode	Length years	Start - month	Finish - month
Full time with internship	24 months	September	January
Full time with internship	27 months	January	June

Is this course generally suitable for students on a Student Sponsored visa?	Please complete the International Office questionnaire **Yes** 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	January 2020
	Course specification last updated and signed off	December 2021
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 postgraduate research and enterprise community as well as 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 an extended internship.	
Course Aims	The MSc Business Project Management (with Internship) 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. Students will develop transferable skills through: D1- Undertaking an extended internship enabling the development of transferable managerial skills in the workplace

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 practised 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 and 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

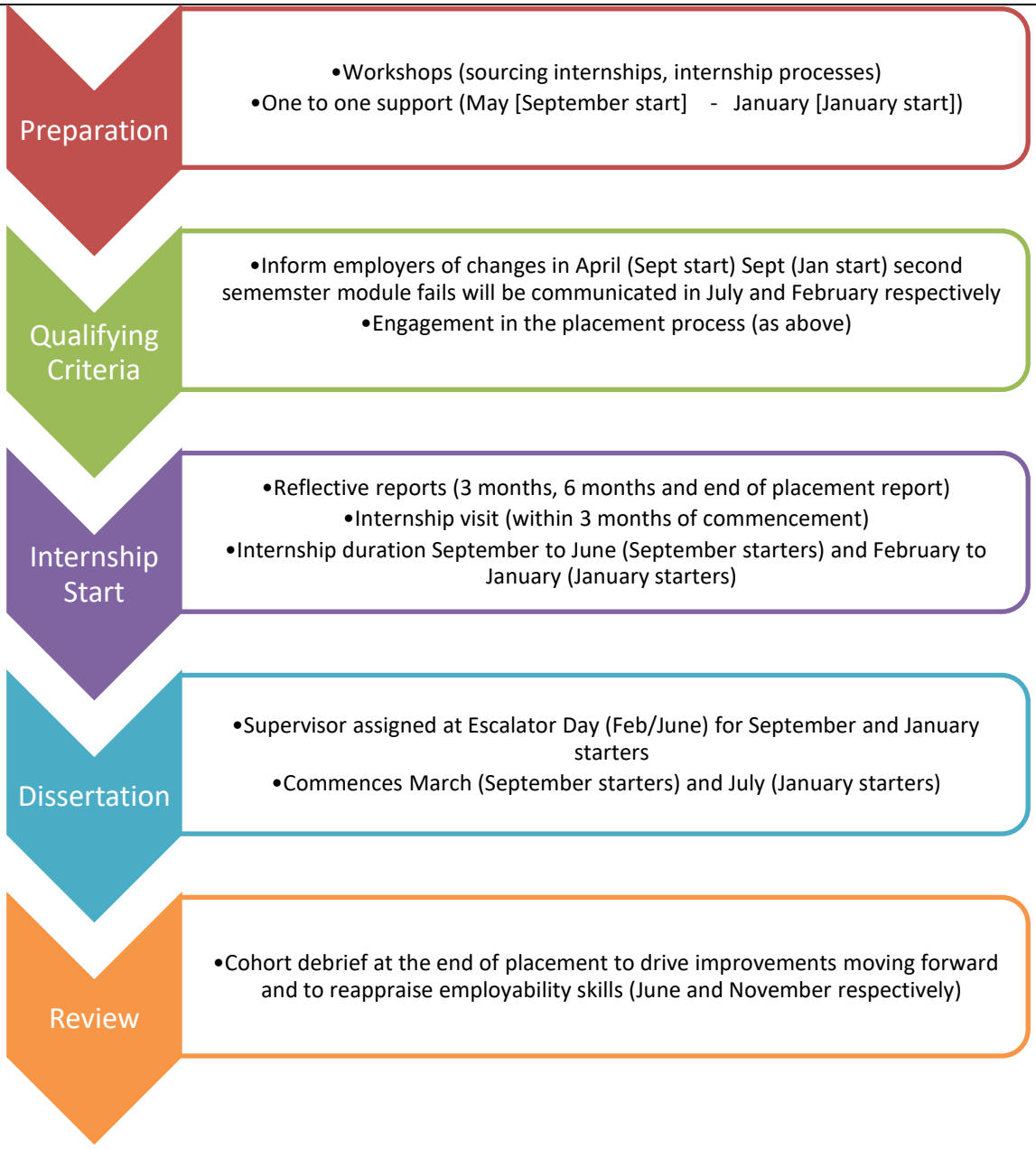
Students studying the MSc Business Project Management (with internship) will undertake a 10 month internship in September (September starters) or February (January starts) and will receive support in preparation for and during their internship as shown below.

Sep start

Year	Semester	Modules		
Year 1	Semester 1	Consultancy, Enterprise and Innovation (20 credit)	Qualitative Aspects of Project Management (20 credit)	Risk, Change and Crisis Management (20 credit)
		Project Launch Event		
	Semester 2	Quality and Agile Project Management (20 credit)	Quantitative Aspects of Project Management (20 credit)	Research Methods (20 credit)
Year 2	Semester 1	Internship		
	Semester 2	Internship		
		Capstone Project Escalator Event		
		Capstone Business Project (40 credit)		

Jan Start

Year1	Semester	Modules		
Year 1	Semester 1	Consultancy, Enterprise and Innovation (20 credit)	Quality and Agile Project Management (20 credit)	Quantitative Aspects of Project Management (20 credit)
		Project Launch Event		
	Semester 2	Qualitative Aspects of Project Management (20 credit)	Risk, Change and Crisis Management (20 credit)	Research Methods (20 credit)
Year 2	Semester 1	Internship		
	Semester 2	Internship		
Year 3	Semester 1	Project Escalator Event		
		Capstone Project (40 credit)		



- Achieve 60 credits and student is eligible for a PG Certificate in Business Project Management
- Achieve 120 credits and student is eligible for a PG Diploma in Business Project Management

Capstone project Stage

All MSc students will complete a capstone of approximately 10,000 words at the end of their course

- Achieve 180 credits and student is eligible for an MSc in Business Project Management
- Achieve 180 credits with a minimum 10 months internship and student is eligible for an MSc in Business Project Management (with Internship)

Research Methods: The research methods teaching underpins the capstone project work undertaken by students. The research methods teaching is incorporated across a number of core modules (in red above) and

takes students through a research journey ready to complete the capstone project module. An assignment for the pre-project module is the capstone project proposal of 2500 words that sets out the precise operational parameters of the proposed capstone project.

Independent Study: Thereafter, students will work independently, strategically supported by guidance from the Capstone project supervisor (CPS) appointed for the capstone project.

Placement Information

All students study for a 20 credit Extended Internship. This module allows the student to gain valuable work experience while studying for a Master's degree. Responsibility for securing the work placement lies with the student. However, the student is supported during the search process and when the student is actually working. The work placement should have some direct bearing on what the student is studying - a student studying MSc Business Project Management would be expected to secure an internship with some connection with aspects of project management within the business community.

H. Course Modules

Module Code	Module Title	Level	Core or Option	Credit value	Assessment
TBC	Consultancy, Enterprise and Innovation (compulsory)	7	1	20 (10)	Coursework
TBC	Research Methods (compulsory)	7	2	20 (10)	Coursework
BAE_7_QAL	Qualitative Aspects of Project Management	7	1	20 (10)	Coursework
BAE_7_APM	Quality and Agile Project Management	7	2	20 (10)	Coursework
BAE_7_QAN	Quantitative Aspects of Project Management	7	2	20 (10)	Coursework
BAE_7_RCC	Risk, Change and Crisis Management	7	1	20 (10)	Coursework
MBA_7_CBP	Capstone Business Project	7	3	40 (20)	Coursework

AFE_7_BDA	Big Data Analytics (optional)	7	2	20 (10)	Coursework
MBA_7_GOL	Global Operations and Logistics (optional)	7	2	20 (10)	Coursework
BAE_7_EIN	Extended Internship (Core on with internship)	7	2	20 (10)	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

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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**	**D1**
7	Consultancy, Enterprise and Innovation	TBC				TDA				TDA			TDA	TDA	TDA	
7	Research Methods	TBC							TDA	TDA	DA		TDA		TDA	
7	Qualitative Aspects of Project Management	TBC	TDA	TDA	TDA		TDA	TDA				TDA		TDA	A	
7	Quality and Agile Project Management	TBC	TDA	TDA			TDA	TDA	TDA			TDA			A	
7	Quantitative Aspects of Project Management	TBC	TDA	TDA	TDA		TDA	TDA			TDA	TDA			A	
7	Risk, Change and Crisis Management	TBC	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA	TDA			A	
7	Extended Internship	BAE_7_EIN	TDA							DA	DA	DA	DA	DA	DA	DA
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 Business Project and support for the development of these skills is also provided via the two project events.
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 an Extended Internship, as well as the sharing of prior experiences of students and the use of guest lecturers and real case studies to 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.

Appendix C: APM Mapping

	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
bursary	A financial award made to students to support their studies; sometimes used interchangeably With 'scholarship'
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
current students	Students enrolled on a course who have not Yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
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
Intensity of study	The time taken to complete a part-time course Compared to the equivalent full-time version: for example, half-time study would equate to 0.5intensityofstudy
lecture	A presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
Learning zone	A flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
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 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability(of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance(examinations)	a type of examination used in performance-based subjects such as drama and music
Professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

Regulated course	a course that is regulated by a regulatory body
Regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
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
workload	See 'total study time'
written examination	A question or set of questions relating to a Particular area of study to which candidates write answers usually(but not always)under timed conditions