Course code: P0997FARE01	Published on: 12-07-2023

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1. Course Title

MSc International Project Management

2a. Implementation Date

Trimester 1 2023/4

2b. Intake

Trimester 1 intake

3a. Location of delivery

ARU London Campus (East India Dock)

3b. Mode of delivery

Face-to-face

3c. Mode of attendance

Full-Time

4a. Awarding institution

Anglia Ruskin University

4b. Course accredited by (if applicable)

Association for Project Management (APM)

5a. Faculty

Anglia Ruskin London

5b. School

Anglia Ruskin London at ARU London Campus

6a. Course Leader

Muke Ferguson

6b. Co-ordinator at location of delivery

None

7. UCAS Code (undergraduate only)

8. Relevant QAA subject benchmark statement(s) and any PSRB reference point(s)

QAA SBS on: Engineering-2023

QAA SBS on: Master's Degrees in Business and Management-2023

Association for Project Management (APM): Recognised Assessment Overview-2022

Chartered Management Institute (CMI): Senior Leader Master's Degree Apprenticeship Standard & Assessment Guidance-2021 (Institute for Apprenticeships Reference ST0480/AP03)

The learning outcomes herein also reflect:

1. QAA Master's Degree Characteristics Statement-2020

2. Association for Project Management (APM): Chartered Project Professional Standard 2022

3. Association for Project Management (PM): APM Code of Professional Conduct-2018

4. Association for Project Management (APM): APM Body of Knowledge 7-2019

5. Project Management Institute (PMI): A guide to the Project Management Body of Knowledge (PMBOK guide) and the Standard for project management: (7th ed) (PMBOK 7 guide)-2021

6. Chartered Quality Institute (CQI) Competency framework-2017

9. Aims

The MSc International Project Management course aims to offer a rigorous academic course of study, to students who have considerable work experience at a level appropriate to a Master's degree. The course will provide successful students with a sound knowledge and understanding of project management in various contexts and organisational settings. The process and content of the course intends to emphasise theory- informed practice and take a critical perspective on both current practice and likely future developments. Understanding organisational operations and strategy will enable students to follow a project management career in varied practice contexts including the private sector, public sector and third sector (not for profit) local and international organisations. Students may also choose to pursue doctoral level studies, in part to further project management academic literature.

The complexity of modern local, national and, especially, international organisations arising from constant innovation, means that public sector infrastructure commissioning bodies, private sector business, public sector organisations and third sector (not-for-profit) organisations all increasingly engage in short to medium term projects. However, the threat of public sector austerity and increasing competitive pressure on for-profit and not-for-profit organisations means that high quality effective project management is critical to national and organizational success, not least in the face of continuously increasing stakeholder expectations and stringent financial and non-financial organizational benchmarks/targets.

Thus a core objective of this course is to provide a practical and professional understanding of international project management which provides students with a combination of project management techniques that can be applied in a variety of real business environments. Therefore, in addition to a thorough academic grounding in established and emerging theory, the course will have a distinct emphasis on understanding, evaluating and applying theory.

International project management practice is becoming knowledge driven, practiced in learning organisations, and the performance of the workers and project managers in them has become critical. The need for high quality, fast turn-around of projects of the future, means that graduates will not only need to understand project management theory but also the operational and strategic issues, and be able to allocate resources efficiently and as safely as possible to deliver high quality projects on time. The MSc International Project Management course content is balanced, with critical modules on research, leadership, law, change management and an understanding of the global business environment. The course uses focused modules and complex case studies to create a uniquely stimulating MSc International Project Management student experience which will meet the personal and professional development needs of those aspiring to roles in senior and middle management in this sector. Students do this in multiple ways; they are actively encouraged to (i) evaluate and reflect on their application of research and theory, (ii) (where possible), evaluate (contemporary) real-life project management practice, (including, where possible, from their work experiences), and, (iii) use simulation.

In the current professional climate, providing evidence of worldly knowledge and a certificated academic appreciation is no longer sufficient. At all levels, project managers act as the 'stewards' of scarce resources, responsible for their efficient, effective, fair, and sustainable allocation, to meet the needs and choices of local, national and global users. Therefore, the MSc International Project Management course will have an applied, practical emphasis rather than an overtly academic or theoretical approach: this is pivotal because the project management function is required to deliver hard, measurable, results. The course provides students with opportunities to explore how the project management function (or Project Management Office (PMO)) is organised and leveraged to delivered projects in local and international contexts. Coverage of core project management concepts is combined with a step by step treatment of hands-on specific tactical skills; including exposure to project management software, (for example, Open Project, Microsoft Project, etc.) for students to gain the ability to select and apply software tools in practice.

The growing influence of corporate social responsibility demands leaders with a firm grasp of the nuances and practices specific to different operational and strategic contexts; albeit focusing on strategic project management with a strong practical and professional orientation to the curriculum. The public-interest, business, ethical and cultural considerations emerging from the market place are built into the MSc International Project Management student experience. The course's mission is to develop a new generation of project management professionals and leaders who can respond effectively to the realities of international project management in the dynamic corporate, governmental and non-governmental contexts in which the discipline contributes.

10a. Intended learning outcomes and the means by which they are achieved and demonstrated

Knowledge and understanding

On successful completion of the course a student will be expected to be able to:

On successful completion of the course a Student will be expected to demonstrate:

A1 A systematic critical understanding and ability to evaluate relevant knowledge about organisations, their external context and how they are managed with a view to improving the contribution of the project management function

A2 Application of relevant leading edge knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the organisation and therefore project management

A3 A critical awareness of current issues in project management which is informed by leading edge research and practice in the field as a means of managing projects effectively

A4 A critical understanding and application of appropriate techniques sufficient to allow detailed investigation into relevant project management issues in diverse organisational contexts

A5 Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and project management

A6 Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of existing and emerging situations within organisations and project management

A7 Conceptual understanding that enables the student to:

  a. evaluate the rigour and validity of published qualitative and quantitative research and assess its relevance to existing and emerging situations within project management

  b. use existing research and scholarship to identify new or revised approaches to project management practice in diverse contexts

A8 Ability to conduct research into business and project management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such research to inform the overall continuing learning process and continuing personal and professional development

A9 Ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media) appreciating the variability and diversity inherent in project management

A10 Ability to operate effectively in a variety of team roles and take leadership roles and, as appropriate, to critically assess the relevance of personal and wider ethical considerations when making strategic management decisions that may impact the wellbeing of stakeholders

A11 Ability to take an international perspective including understanding the dynamic and complex impact of globalisation on businesses, societies and the environment and the ethical implications when managing projects

A12 Ability to critically evaluate classical and contemporary approaches to operations and strategic management and the dynamic environmental forces which can affect the management and impact of projects at a local level and in a global context

10b. Intended learning outcomes and the means by which they are achieved and demonstrated

Intellectual (thinking), practical, affective and transferrable skills

On successful completion of the course a student will be expected to be able to:

On successful completion of the course a student will be expected to be able to:

B1 Demonstrate an ability to consistently apply their knowledge and subject-specific and wider intellectual skills in managing a wide range of projects in diverse organisations

B2 Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences

B3 Proactively recognise the need for change and have the ability to manage change in diverse and multicultural groups

B4 Synthesise theoretical learning and appreciate the impact of its application in different practice and problem situations through the application of originality, insight, and critical and reflective abilities when making management decisions

B5 Make management decisions in complex and unpredictable practice situations; by selecting from a range of theoretical models the appropriate planning tools to inform strategic decisions that have currency

B6 Behave ethically and with integrity and manage with a strong sense of social responsibility using critical thought as a basis to formulate arguments and to successfully communicate these

B7 Evaluate and integrate theory and practice in a wide range of situations taking due consideration of the impact an international or multicultural setting can have on the practical application of different strategies

B8 Be self-directed and able to act autonomously in planning and implementing projects at professional levels; with the ability to community effectively within diverse and multicultural groups

B9 Critically evaluate theory from observation, practice and experience in order to lifelong learning and continuing to develop their own knowledge and skills

11a. Learning/teaching methods and strategies

Knowledge and understanding

Teaching and learning have been designed to increase critical reflection within the study course, whilst embracing the diversity of the student body. Students will utilise their collective experiences and perspectives to appraise and evaluate theoretical models within a range of contexts. Practical problem identification and solution will be a key feature of all learning and teaching. Real world case studies will play an important part in the learning process, which will be reinforced through simulations. Application of theoretical concepts and frameworks will be explored through reference to the work experience of students.

As students have, and will continue to, come from a variety of backgrounds (including differing educational, ethnic and national cultures) it is understood that their learning needs may differ. Therefore, the teaching team will use a wide range of approaches, in order to respond to the varying learning styles of students and to encourage each student to become an effective independent critical learner. Actual detailed learning and teaching delivery of each module will depend on the module and the needs of the student group. Broad learning/teaching methods and strategies will include;

- Teacher centred learning styles; for example, lecture delivery which will concentrate on information giving and formative assessment of understanding;
- Work-based or practice specific case studies and practice specific simulation; to develop the necessary experience and skills for professional practice and to positively contribute to successful completion of the Dissertation/Consultancy Project;
- Small group and team work, learning communities and other student-centred activities such as presentations aimed at drawing out the cultural differences and perspectives of the participants and to exemplify cultural and international issues and their effects on choice of approach to project management;
- Problem solving and case analysis; to cement knowledge and understanding as it applies to professional practice;
- Guest lectures from leading edge practitioners at senior level within project management;
- Utilising a diverse faculty; to maximise the subject perspectives provided
- Personal and professional critical self-reflection.

11b. Learning/teaching methods and strategies

Intellectual (thinking), practical, affective and transferrable skills

Intellectual Skills

The wide range of teaching methods used will encourage the development of a range of skills. Learning/teaching methods to develop intellectual skills will include lectures, tutorials, group discussions and debates. Where modules have two pieces of assessment the first will be completed part way through the module delivery period. This provides an opportunity for students to obtain formative feedback on their performance which encourages their learning and, hopefully, adds to their performance in the second assessment. The way the course is designed, in three stages, (for full-time study) and six stages, (for part-time study), also encourages the student to develop their intellectual skills and to reflect on this development and the accompanying learning as they proceed through their Master's course.

Leading and managing projects entails not only understanding leadership and management techniques but also requires emotional intelligence to negotiate ethical dilemmas and contradictory requirements inherent in contemporary local and globalised projects; therefore, a number of modules require students to reflect on managing critical incidents related to material learned during the module. The dissertation/consultation project places specific emphasis on research skills and thinking skills in general. The use of case study material, simulations and projects throughout the pathway provide many opportunities to develop and exercise deductive, inductive and other cognitive skills.

Practical Skills

These skills are developed through a range of activities and assessment. However, it is recognised that project management work generally involves teamwork and related intra-disciplinary and multidisciplinary communication; therefore, a number of modules on the course are assessed using group-work. Students are provided with many opportunities to develop their communication skills, both orally and in writing e.g. by giving presentations, negotiating or producing a management report. Information communication technology (ICT) is used extensively for both research and application purposes. The campus provides a large number of work stations for students to use. Students are guided into how to research and manage information effectively and then use it appropriately; for example, to provide evidence to support a rational argument. Management is by nature practical, and premised on analysing situations, evaluating options and selecting the most appropriate option, and coursing action to effect the choice. Therefore, students are provided opportunities to develop analytical, evaluation, and change leadership skills.

All students are encouraged to use both quantitative and qualitative methods of analysing information.

Transferable Skills

Students are encouraged to perceive the study of project management as being multidisciplinary and to recognise that different cultures can influence how organisations can function; for example, leadership styles and communication techniques that are appropriate in one cultural setting may not be appropriate in another. Students are provided with opportunities to develop skills to recognise what techniques will be effective in differing practice situations.

12a. Assessment methods and strategies

Knowledge and understanding

Assessments will be via a range of assignment and examination based activities, utilising case studies, open book and pre-seen concepts to maximise learning through a controlled environment. These are all designed to have a strong practical and professional orientation and will enable students to develop a range of practical project management skills relevant to senior roles in project management. The following are some of the methods to assess understanding:

- Reflection on experiences both real and simulated,
- Time limited examinations under controlled conditions; these will be based on real or simulated contemporary tactical and/or strategic project management issues. Students will be required to use relevant theory and sectoral evidence to underpin their arguments and claims;
- Written assignments; these will be based on real or simulated case studies which critically examine key operations and strategic project management issues within contemporary organisations;
- Written management reports and critiques; students will be required to critically analyse, evaluate decision options and recommend courses of management action.
- Critical evaluation of academic journal articles and other information that is typical of information that may be used to underpin management decision-making and action.
- Group and individual presentations which present arguments in a coherent and insightful manner;

Formative and Summative Assessments

Students will be formatively and summatively assessed on all modules. Ongoing formative assessments provide opportunities to assess knowledge and understanding in an effective, and continuous, manner.

12b. Assessment methods and strategies

Intellectual (thinking), practical, affective and transferrable skills

Intellectual (thinking)

These are assessed through a variety of methods including examinations, coursework and assignments, the dissertation and successful application of skills to the workplace or real-life case studies. The wide ranging methodological analyses and extensive use of case study material/real life examples, throughout the course provide many opportunities for students to develop and exercise deductive, inductive and other cognitive skills.

Examinations take a range of formats including unseen and pre-seen; Examinations give students the opportunity to demonstrate their ability to provide a clearly structured and reasoned argument using, wherever appropriate, supporting evidence and opinion, within a time constraint in a controlled environment.

While coursework may be completed contiguous with teaching/classroom time, most written assignments have clearly delineated word limits to encourage the concise presentation of structured, well supported argument and opinion. The Master Dissertation/Consultancy Project allows students to demonstrate their mastery of cognitive skills and critical reflection at the highest level of attainment specified in the Quality Assurance Agency (QAA) benchmark statements.

Practical Skills

Assessment of practical skills will involve reflection on workplace experience, examinations and assignments in various forms, such as presentations and reports to underline the importance of integrative and collaborative working which is an important aspect of project work. In the Entrepreneurship and Innovation module, the student will work either individually or collaboratively on an intrapreneurial/entrepreneurial case study which promotes creativity and makes clear, sound recommendations for practical implementation in their own or other specified setting. In the Applied Project Management module, students will use project management software on a simulated or actual case study.

Students are also given many opportunities to exercise critical appraisal and make practical recommendations. Simulations also allow students to learn and develop a range of techniques to apply in a variety of project delivery situations. In support of developing their practical skills, the student may be required to;

Produce a management report in which they critically assess operations or strategic project management issues and make clear recommendations for successful implementation;

Work collaboratively to deliver a group presentation which coherently and concisely present analyses of strategic issues;

Reflect on own decision making and practice;

Research a contemporary issue on project management and feedback to the class;

Present material in class, where clarity of argument, theoretical bases and evidence of depth of thought is supported with references to theory, and currency of thought.

Affective Skills

Assessment of growth in feelings or emotional areas is particularly evident when assessing group work; such as group presentations and class discussions. Students are required to demonstrate considerations of self and others' preferences and feelings when exchanging ideas and working between individuals and between groups. Students also get the opportunity to share their reflections on materials presented in class in relation to their own decision-making and work practices.

Transferable Skills

These skills are again assessed in a variety of ways, for example students may be asked to give a presentation to a particular audience (e.g. internal or external stakeholders, special interest groups, etc.) as part of an assignment or they may need to be able to work as a team member in researching the information, using a wide range of sources, that will be needed for that presentation.

Formative and Summative Assessments

Students will be formatively and summatively assessed on all modules. Ongoing formative assessments provide opportunities to assess intellectual (thinking), practical, affective and transferable skills in an effective, and continuous, manner.

13. Employability

Employers from the sector and other business sectors were widely consulted and have been directly involved in the design and development of this course. Their desire for a combination of academic learning, work experience, and application of learning to the real world has directly informed the structure and content of the course. In particular, the course has been designed around the principles that underpin project management practice; management skills encouraging collaborative safe practice, professionalism and self-awareness. Our ongoing collaboration with employers affirm that it is these three pillars that underpin productive collaborative working in project management in diverse sectors.

Inherent in the courses is a focus on understanding the terminology and the contradictions that exist in an academic and practical context and, as such, students are encouraged to critically analyse contemporary theories and empirical evidence within project management in diverse sectors.

The ARUL campus provides a fully staffed employability and careers management service to support students to progress their careers in project management in diverse sectors. Students build key employability and career skills sought after by management-talent seeking employers in this sector. Relationships have been built with a range of business partners to ensure that a wide choice of opportunities are available for those Students seeking advancement into management positions or new management job opportunities within project management in diverse sectors.

Collaborations with these business partners are used to explore knowledge and critical skill sets that employers are most interested in and to constantly ensure these are embedded within the course. To supplement this effort, guest presentations by a variety of successful project management business people adds to the knowledge and provides some insight to the practical challenges associated with project management in diverse settings. These and our range of MSc International Project Management modules are unique in that students are proactively supported to use their real life work experience alongside their academic studies. This focus in supporting students to leverage workplace experience is of special interest to both students and future employers, and will set these students apart from their contemporaries.

This multi-faceted approach taken by the Faculty ensures that students depart with a wide range of skills that employers consider essential in any Master's graduate. It is the goal of this course to produce Master's graduates who are attractive to employers or who are able to start their own enterprises/consultancies. This will be achieved through consistent collaboration with external partners, updating of internal resources, focusing on the Student experience at all times, and encouraging real world work experience.

14. Entry requirements

Students must have equivalent of a UK first degree at 2:2 or above plus relevant experience.

In addition to, having previously been taught in English and have sufficient command of English to undertake postgraduate study or have an IELTS (or equivalent) score of 6.5 or better or the equivalent qualifications/standards in the candidate's home country, as set out in ARU IQD.

15. Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles

NONE

16. Curriculum details

Year 1 Compulsory modules:

Module Code	Module Title	Credits	Period	Level
MOD009372	Postgraduate Study Skills, Research Methods and Ethics	30	TRI1	7
MOD009379	Principles of International Project Management	30	TRI1	7
MOD009375	Cross-Cultural Leadership and Human Capital Management	30	TRI2	7
MOD009381	Strategic Innovation and Entrepreneurship	30	TRI2	7
MOD009380	International Project Management Execution	30	TRI3	7
MOD009393	Postgraduate Integrative Project	30	TRI3	7
		Total Credit:	180.00	

17. Award Classification

List any Modules that <u>must</u> be included in the calculation of the final degree classification. [NB: the modules included in the calculations of all award classifications are as specified in Section 8 of the Academic Regulations unless an approved variation is specified here].

None

18. Intermediate award details

Give details below of any specific module requirements for achieving intermediate awards.

Students may obtain the following intermediate awards:

Postgraduate Certificate: 60 credits

Postgraduate Diploma: 120 credits

19. For administrative use only

PWY Code	CRS Code	PDT Codes
P0997	P0997FARE01	·P0997FARE01_1X1TR1A23