PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	
What type of accreditation does this programme lead to?	
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	MSc; Post Graduate Diploma; Post Graduate Certificate
Award title	MSc Project Management PG Diploma in Project Management PG Certificate in Project Management
JACS 2 code	
UCAS code (available from Admissions)	
Relevant QAA subject benchmark statement/s	QAA subject benchmark statement for Master's degrees in business and management; 2007
Other external and internal reference points used to inform the programme outcomes	The QAA Quality Code for Higher Education, Part A, December 2011. The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) The programme has been designed to reflect the major elements in the Project Management Institute (PMI) and The Association of Project Management (APM) bodies of knowledge.
Mode/s of study *(p/t, f/t, distance learning)*	Full time and Part-time
Language of study	English
Date at which the programme specification was written or revised	August 2013 Updated January 2015

2.1 Criteria for admission to the programme

The entry requirements for the MSc Project Management are drawn up in accordance with the University's regulations:

    a) A candidate must satisfy one, or combination, of the following conditions;

        Hold one of the following prior to commencement of the Programme:

i) An Honours degree of Glyndŵr University or of another approved degree awarding body.

ii) Equivalent overseas qualifications deemed satisfactory by the programme team.

iii) A non-graduate qualification which the University deems to be of satisfactory standard for the purpose of post-graduate admission.

iv) Have relevant work experience that is deemed to compensate for the lack of formal qualifications and have held a position of management responsibility for a minimum of three years within the previous five years.

    b) Where the student holds a degree from a non-UK University the Programme Leader must be provided with evidence that the degree has a NARIC equivalence of an Honours degree or that the level of attainment is deemed satisfactory by the programme team.

    c) In a case where there is lack of clarity or need to gain deeper insight into a candidate's suitability for the programme of study an informal interview with the candidate may be held. This will allow the candidate an opportunity to provide evidence to the satisfaction of the Programme Leader of his/her ability to complete academic work of the required standard in the subject area and to complete successfully the scheme of study proposed.

    d) Where an applicant's first language is not English or Welsh and where an applicant possesses qualifications other than those indicated above, evidence of Level 6.5 attainment in the International English Language Testing System (IELTS) or equivalent.

APL, the Accreditation of Prior Learning, is defined as the recognition of a previously awarded formal certificate, diploma or degree as equivalent to one or more module(s) on a programme of study. Admission may be through APL if the candidate holds relevant post graduate qualifications and the maximum number of credits APL allowable by the university for a taught Masters degree is 120. This would apply to students who have successfully completed the taught part of an MSc Project Management and who want to return to complete the dissertation. However, normally only up to 60 credits of APL would be considered for students joining the programme from other institutions, so that three taught modules would be studied before progression to the dissertation stage.

APEL, the Accreditation of Prior Experiential Learning, is defined the recognition of previously gained informal learning by experienced project management professionals. This may also be used to gain admission to the programme in accordance with the guidelines set out in the University's admissions policy.

2.2 Aims of the programme

The aims of the programme are to:

- provide a critical knowledge of the fundamental concepts and principles of project management in theory and practice;
- foster the advanced study of leadership and people management in organisations and in a project management context;
- provide postgraduate students with the knowledge and advanced functional skills required to pursue a career in project management;
- develop the ability to apply knowledge and understanding of project management to complex issues both systematically and creatively to improve practice;
- enhance lifelong learning skills and personal development so as to be able to work with self-direction and originality in the application of knowledge and development of new skills to a high level to contribute to organisations and society at large;
- provide postgraduate students with practical and transferable skills, such as oral and written communication, information technology, time management and team working to assist them in subsequent employment or further study;
- provide postgraduate students with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in project management.

2.3 Distinctive features of the programme

The programme provides a strong basis for careers in project management and provides a solid foundation for those working in public and/or private sector, for example, project management graduates can be employed in government or non-governmental organisations (NGO) as well as in large retail, commercial and industrial organisations both nationally and internationally.

It is intended that students need not have any prior knowledge of project management as the programme will provide essential background contextual information as well as the enhancement of any existing knowledge and understanding of the subject matter that is relevant to project management and augment this with understanding the context of its application in the construction, manufacturing and the service sectors. The expectation is that this will provide a basis for their career development towards project management positions initially and later to senior general managerial positions.

The programme will be offered also on a part-time basis thus providing opportunities for those already in the world of work to up-skill. Local companies will be encouraged to identify problem areas where they could work closely with academic staff and the MSc Project Management students to develop potential solutions through action research.

The programme is designed to address the key themes of:
- professional ethics (project risk management, IT project management),
- communications (leadership and people management, project planning and control
- relationships between projects, programmes and portfolios (project appraisal and finance, procurement and supply chain management, project risk management).

In addition students will have the opportunity to develop the key transferable skills of communication, IT, literacy and numeracy, leadership, and teamwork during their time on the course.

On a national and international basis the proposed course will be of interest to:

- professionals including engineers, architects, and surveyors working in project management or related disciplines seeking to develop skills in this area.
- graduates from social science backgrounds seeking to develop careers in project management.
- employees and managers in local and central government with project management responsibilities.
- employees in management consulting firms seeking opportunities for continuing professional development.
- trainees and managers in international development, disaster relief and rehabilitation agencies seeking a knowledge and improved understanding of project management techniques.
- employees in banking, insurance, manufacturing and the service sector seeking to develop careers in project management.

2.4 Programme structures and requirements, levels, modules, credits and awards

The basic structure consists of 3 core modules in trimester 1, 2 core modules and a choice of 1 from 2 option modules in trimester 2 and a single 60 credit module in trimester 3. Each module (apart from Fundamentals of Research and Dissertation) is weighted at 20 credits. The Fundamentals of Research and Dissertation module is weighted at 60 credits. All modules are at the Credit and Qualifications Framework for Wales (CQFW) level 7. 20 credit modules are delivered in 3 hour blocks timetabled across the week. Part-time students are normally expected to attend the university for one day per week.

Exit on successful completion of 60 credits at the CQFW level 7 will lead to an award of a postgraduate certificate; 120 credits at the CQFW level 7 to an award of a postgraduate diploma and 180 credits at the CQFW level 7 to an MSc degree.

The programme is also available in full and part-time formats. Students may start the programme in September/ October or January. Students joining the programme part-way through the academic year will be offered additional support from the programme team to enable them to contextualise the subject matter of the modules scheduled for delivery.

MSc Project Management
Full time,
October Start (12 months)

Trimester 1	Project Appraisal and Finance (20 Credits) Prof Chris Fortune	Project Planning and Control (20 credits) Prof Chris Fortune	Leadership and People Management (20 Credits) Carrie Foster

Trimester 2	Project Procurement and Supply Chain Management (20 credits) Prof Chris Fortune	Project Risk Management (20 Credits) Dr Ben Binsardi	IT Project Management (20 Credits) Dr Denise Oram OR Strategic Thinking and Effecting Change (20 credits) Dr Jan Green
Trimester 3	Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green		

*Initial stages of the Fundamentals of Research and Dissertation module are delivered alongside taught modules

MSc Project Management
Full time,
January Start (15 months)

Trimester 2	Project Procurement and Supply Chain Management (20 credits) Prof Chris Fortune	Project Risk Management (20 Credits) Dr Ben Binsardi	IT Project Management (20 Credits) Dr Denise Oram OR Strategic Thinking and Effecting Change (20 credits) Dr Jan Green
Trimester 1	Project Appraisal and Finance (20 Credits) Prof Chris Fortune	Project Planning and Control (20 credits) Prof Chris Fortune	Leadership and People Management (20 Credits) Carrie Foster
Trimester 2	Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green		

*Initial stages of the Fundamentals of Research and Dissertation module are delivered alongside taught modules

MSc Project Management
Part-time
October Start (24 months)

Year 1 Trimester 1	Project Appraisal and Finance (20 Credits) Prof Chris Fortune	Project Planning and Control (20 credits) Prof Chris Fortune	
Year 1 Trimester 2	Project Procurement and Supply Chain Management (20 credits) Prof Chris Fortune	Project Risk Management (20 Credits) Dr Ben Binsardi	
Year 2 Trimester1		Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green	Leadership and People Management (20 Credits) Carrie Foster
Year 2 Trimester 2		Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green	IT Project Management (20 Credits) Dr Denise Oram OR Strategic Thinking and Effecting Change (20 credits) Dr Jan Green
Trimester 3		Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green	

*Initial stages of the Fundamentals of Research and Dissertation module are delivered alongside taught modules

MSc Project Management
Part-Time
January Start (24 months)

Year 1 Trimester 2	Project Procurement and Supply Chain Management (20 credits) Prof Chris Fortune	Project Risk Management (20 Credits) Dr Ben Binsardi	
Year 1 Trimester 1	Project Appraisal and Finance (20 Credits) Prof Chris Fortune	Project Planning and Control (20 credits) Prof Chris Fortune	
Year 2 Trimester 2		Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green	IT Project Management (20 Credits) Dr Denise Oram OR Strategic Thinking and Effecting Change (20 credits) Dr Jan Green
Year 2 Trimester 3		Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green	
Year 2 Trimester 1		Fundamentals of Research and Dissertation* (60 credits) Dr Jan Green	Leadership and People Management (20 Credits) Carrie Foster

*Initial stages of the Fundamentals of Research and Dissertation module are delivered alongside taught modules

2.5 Intended learning outcomes of the programme

The programme provides opportunities for postgraduate students to develop and demonstrate knowledge and understanding, intellectual skills, subject skills and practical, professional and employability skills in the following areas:

Post Graduate Certificate in Project Management

Knowledge and understanding.
On completion of this programme of study students will have:

A1   a critical knowledge of the fundamental concepts and principles of project management
in theory and practice;

A2   a critical understanding of the sources of information and data and methodologies and techniques for collection, retrieval and analysis of such information and data in a variety of contexts;

Intellectual skills
On completion of this programme of study students will be able to:

B1   critically assess theories and situations and reach appropriate conclusions;

B2   apply problem-solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving
problems in a range of situations;

B3   demonstrate advanced numeracy and quantitative skills including the use of models in project management.

Subject and other skills
On completion of this programme of study students will be able to:

C1   use communication and information technology effectively;

C2   communicate effectively both orally and in writing, using a range of media;

C3   provide leadership and effectively perform in a team environment.

Practical, professional and employability skills
On completion of this programme of study students will be able to:

D1   demonstrate effective reflection on practice and self-management skills to facilitate the ability for continued learning;

D2   demonstrate self-awareness and sensitivity to diversity in people and different situations.

Post Graduate Diploma in Project Management

In addition to meeting all the learning outcomes of the Post Graduate Certificate outlined above:

Knowledge and understanding.
Students will have:

A3   a critical understanding of the principles and practice of effective management of people and other resources from a strategic and operational perspective in project management;

A4   a critical understanding of principles of project planning and control and management techniques for effective and efficient use of manpower, plant, materials and other resources in the management of project operations;

A5   a comprehensive knowledge of the principles of project appraisal and various sources of finance for major projects;

A6   a critical understanding of the principles of project procurement and supply chain management, and the procedures associated with production of a project audit;

A7   a comprehensive knowledge of principles for identification, analysis and management of financial and other risks in projects.

Intellectual skills
Students will demonstrate the ability to:

B4   exercise initiative, reflection and self-direction in solving problems;

B5   analyse and synthesise information from a range of sources and apply them to theoretical and practical problems;

Subject and other skills
Students will demonstrate the ability to:

C4   evaluate current theories in project management and apply them to practice in a given context;

C5   evaluate options in planning, designing and applying appropriate research methods.

Practical, professional and employability skills
Students will demonstrate the ability to:

D3   critically reflect on their own academic performance and appreciate the need for further learning;

D4   learn independently and appreciate the need for professional development.

MSc in Project Management
In addition to meeting all the learning outcomes of the Post Graduate Diploma, students who achieve the MSc will demonstrate the ability to:

Knowledge and understanding.

A8   to conduct a piece of independent research which provides both insight and critical analysis of a relevant project management topic.

Intellectual skills

B6   to communicate complex problems and their resolution in a clear and effective manner.

Subject and other skills

C6   undertake an independent research project with which they develop their study, and research skills on a defined project management topic.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	Module titles		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
Level 7	Project Appraisal and Finance BUS709	**C**	X	X	X	X	X		X		X	X	X	X	X	X	X	X		X					X	X
	Project Planning and Control BUS776	**C**	X	X		X					X	X	X	X	X	X	X	X	X	X			X		X	X
	Leadership and People Management BUS745	**C**		X	X	X					X			X	X	X		X	X				X	X	X	X
	Project Procurement and Supply Chain Management BUS777	**C**	X	X	X	X		X			X	X	X	X	X	X		X	X	X			X		X	X
	Project Risk Management BUS778	**C**	X	X			X	X	X		X	X	X	X	X	X	X	X		X			X		X	X
	Strategic Thinking and Effecting Change BUS748	**O**		X	X						X			X	X	X		X	X				X	X	X	X
	IT Project Management COM703	**O**		X							X	X	X	X	X	X	X	X		X			X		X	X
	Fundamentals of Research and Dissertation BUS757	**C**		X					X	X	X		X	X	X	X	X		X	X	X					X

C = Core; O= Option

2.6 Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

In accordance with sound educational research and current best practice, the programme will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the Glyndŵr University's Learning, Teaching and Assessment Strategy and in particular emphasises:

- The development of autonomous learners
- Provision of learning opportunities that are personally and professionally relevant and quality assured
- The maintenance of a supportive learning environment
- The promotion of the scholarship of teaching

At this level of study students are encouraged to take responsibility for their own learning with staff facilitating the learning process. The aim is to encourage a high level of student autonomy in learning and the capacity to apply this within the wider environment. These overall aims are achieved through the use of a variety of learning and teaching techniques which include lectures, seminars, workshops, discussions, debates, group tutorials, case studies, problem-based learning and visiting speakers.

A learner-centred approach will be adopted with the aim of promoting independent learning; as a consequence direct face-to-face teaching contact hours will be supplemented by tutor-guided and independent reading and research which will emphasise the need to work in a critical way with theory and empirical research sources.

Additionally, Moodle VLE will be used for developing interactive activities such as quizzes or forums; it also allows staff and students to create discussion groups. Students are encouraged to make significant use of on-line resources especially journals and e-books.

2.7 Welsh Medium Provision

Although the programme is delivered through the medium of English (100%), Welsh speakers may request to submit assignments through the medium of Welsh. Provision will then be made to have the assignments translated into English prior to marking.

2.8 Assessment strategy used to enable outcomes to be achieved and demonstrated

In developing the assessment strategy the team members have considered the Learning and Teaching Strategy and QAA Codes of Practice. Additionally, the assessments reflect the University's Regulations for Taught Masters Degrees.

Students will be assessed on their achievement of the programme learning outcomes which, in turn, are achieved by meeting the learning outcomes of both the core and option modules. The assessment of the programme learning outcomes will therefore be achieved by assessment at the module level. Selection of the methods for assessment will be determined by the requirements of each individual module and the rationale for selection of those methods will be left to the module specifications.

Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice. Subject specific, professional and transferable skills are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module.

The assessment strategy in the taught elements of the course is designed to allow students to demonstrate subject knowledge, skills, tools and techniques appropriate to the five project management processes namely: initiating, planning, executing, monitoring and controlling, and closing projects. In particular, assessments will require students to:

1. Identify project requirements (project appraisal and finance, procurement and supply chain management);
2. Address stakeholder needs, concerns, and manage expectations, (Procurement strategy and supply chain management);
3. Set up project teams, maintain and communicate between team members and stakeholders (Leadership and people management)
4. Set up project management systems that recognise constraints and change related to:

● scope, (Project planning and control, strategic thinking and effecting change)
● quality, (project planning and control),
● schedule,(Project planning and control, IT Project management)
● budget, (Project appraisal and finance)
● resources and (project planning and control, leadership and people management, project appraisal and finance)
● risk (procurement and supply chain management, project risk management)

The dissertation module enables students to study and research into a specific topic in depth, and also develops further the capacities for self-managed learning, critical thinking and the creative application of knowledge to solve problems.

The table below provides the University's approved framework for teaching and assessment for academic session 2013/14 for students who will start on the programme in September 2013 and January 2014. Modules with more than one assessment point are scheduled to submit assignments in weeks 7 and week 13 of the module delivery.

Timetable week number	Date	trimester teaching weeks	single intake programmes - students	single intake programmes - staff*	Trimester teaching weeks	3 intakes
						2013-14 Academic Year Calendar -approved framework
1	29-Jul-13					
2	05-Aug-13					
3	12-Aug-13					
4	19-Aug-13					
5	26-Aug-13					
6	02-Sep-13					
7	09-Sep-13					
8	16-Sep-13					
9	23-Sep-13	1	Teaching/induction	Teaching/induction	0	induction - new intake only
10	30-Sep-13	2	Teaching	Teaching	1	teaching
11	07-Oct-13	3	Teaching	Teaching	2	Teaching
12	14-Oct-13	4	Teaching	Teaching	3	Teaching
13	21-Oct-13	5	Teaching	Teaching	4	Teaching
14	28-Oct-13	6	Teaching	Teaching	5	Teaching
15	04-Nov-13	7	Teaching	Teaching	6	Teaching
16	11-Nov-13	8	Teaching	Teaching	7	Teaching
17	18-Nov-13	9	Teaching	Teaching	8	Teaching
18	25-Nov-13	10	Teaching	Teaching	9	Teaching
19	02-Dec-13	11	Teaching	Teaching	10	Teaching
20	09-Dec-13	12	Teaching	Teaching	11	Teaching
21	16-Dec-13	13	Teaching	Teaching	12	Teaching*
22	23-Dec-13		Christmas vacation	Christmas		
23	30-Dec-13		Christmas vacation	Christmas		
24	06-Jan-14	1	Teaching	Teaching		Marking/Pre board
25	13-Jan-14		University Exams	University Exams		Module board
26	20-Jan-14	2	Teaching	Teaching	0	Progression & Award Board & induction for new intake only
27	27-Jan-14	3	Teaching	Teaching	1	Teaching
28	03-Feb-14	4	Teaching	Teaching	2	Teaching
29	10-Feb-14	5	Teaching	Teaching	3	Teaching
30	17-Feb-14	6	Teaching	Teaching	4	Teaching
31	24-Feb-14	7	Teaching	Teaching	5	Teaching
32	03-Mar-14	8	Teaching	Teaching	6	Teaching
33	10-Mar-14	9	Teaching	Teaching	7	Teaching
34	17-Mar-14	10	Teaching	Teaching	8	Teaching
35	24-Mar-14	11	Teaching	Teaching	9	Teaching
36	31-Mar-14	12	Teaching	Teaching	10	Teaching
37	07-Apr-14	13	Teaching	Teaching	11	Teaching
38	14-Apr-14		Spring Vacation	Easter		
39	21-Apr-14		Spring Vacation	Easter		
40	28-Apr-14		University Exams inc Saturday	University Exams inc Saturday	12	Teaching*
41	05-May-14		University Exams Mon/Tues Marking Wed/Thur/Fri	University Exams Mon/Tues Marking Wed/Thur/Fri		Marking
42	12-May-14		Additional Study weeks*	Marking /Pre board		Marking /Pre board
43	19-May-14		Additional Study weeks*	Module board		Module board
44	26-May-14		Additional Study weeks*	Progression & Award Board	0	Progression & Award Board & induction for new intake only
45	02-Jun-14	1	Teaching /resits/holiday	Teaching	1	Teaching
46	09-Jun-14	2	Teaching /resits/holiday	Teaching	2	Teaching
47	16-Jun-14	3	Teaching /resits/holiday	Teaching	3	Teaching
48	23-Jun-14	4	Teaching /resits/holiday	Teaching	4	Teaching
49	30-Jun-14	5	Teaching /resits/holiday	Teaching	5	Teaching
50	07-Jul-14	6	Teaching /resits/holiday	Teaching	6	Teaching
51	14-Jul-14	7	Teaching /resits/holiday	Teaching	7	Teaching
52	21-Jul-14	8	Teaching /resits/holiday	Teaching	8	Teaching
1	28-Jul-14	9	Teaching /resits/holiday	Teaching	9	Teaching
2	04-Aug-14	10	Teaching /resits/holiday	Teaching	10	Teaching
3	11-Aug-14	11	Teaching /resits/holiday	Teaching	11	Teaching
4	18-Aug-14	12	University Exams	University Exams	12	Teaching*
5	25-Aug-14		Additional Study weeks*	Marking		Marking
6	01-Sep-14		Additional Study weeks*	Marking /Pre board		Marking /Pre board
7	08-Sep-14		summer vacation	Module board		Module board
8	15-Sep-14		summer vacation	Progression & Award Board		Progression & Award Board & induction for new intake only
9	22-Sep-14	1	Teaching/induction	Teaching/induction		teaching

Additional Study weeks* - students are expected to be available/on campus during these weeks and may be required to attend programme specific activities.

* exam dates to be set locally -see note below on University Exams

staff* - this is a framework only - individual staff will not be expected to teach in all weeks

University Exam Weeks - most centrally organised formal examinations will take place during these weeks, but other forms of assessment will take place throughout the year.

Study weeks* - students are expected to be available/on campus during these weeks and may be required to attend programme specific activities.

Overview of module assessments on the programme

Modules	Assessment	Weighting
Leadership and People Management	Group research activity Coursework	50:50
Project Appraisal and Finance	Case study assignment Individual written assignment	50:50
Project Planning and Control	Group Work Individual written assignment	30:70
Project Procurement and Supply Chain Management	Group Work Individual written assignment	30:70
Project Risk Management	Coursework Individual written assignment	50:50
IT Project Management	Coursework	100
Strategic Thinking and Effecting Change	Case study assignment Assignment	50:50
Fundamentals of Research and Dissertation	Project proposal Dissertation	20:80

2. 9 Assessment regulations that apply to the programme

Academic regulations for taught Masters will apply to this programme.

In line with the regulation on progression to Part Two of the programme (Dissertation) all modules would be eligible for trailing.

2.10 Programme Management

Programme Team

Professor Chris Fortune (Module Leader)
Carrie Foster (Module Leader)
Dr Jan Green (Module Leader)
Dr Denise Oram (Module Leader)
Dr Ben Binsardi (Module Tutor)
Mr John Davies (Module Tutor)

Communications

The principal responsibilities of the Programme Leader include:

- Providing academic oversight of the programme and for its conduct in accordance with regulations or conditions laid down by the University and by external professional bodies;

- ensuring that the programme is run consistently within its approved aims and objectives as validated by the University;

- ensuring, in consultation with the Academic Leader that staff are allocated for teaching and other duties related to the programme;

- establishing, in consultation with administrative staff, and others as necessary, appropriate administrative systems for the programme including registration, student records, processing of programme work and results of assessments;

- reporting to the Academic Leader on the technical and other material resources required for the programme and its development;

- advising as necessary on the timetabling of modules within the programme;

- advising on nominations for the External Examiner;

- maintaining contact with the External Examiner;

- preparing the Programme Annual Report for the programme in accordance with the procedural framework set by the University

- ensuring that effective arrangements are made for the collection, analysis and use of student feedback;

- coordination of programme team meetings;

- pastoral care and counselling of students on the programme. This involves providing one-to-one advice, helping students with a poor attendance record and those having personal problems;

- monitoring student lists on the programme on a continuous basis and submitting amended copies to the Graduate School to ensure an accurate record is kept;

- submitting details to the Graduate School of special circumstances relating to students on the programme to ensure that any relevant information is kept on the student's file;

- advising students to elect representatives to serve on the Staff Student Consultative Committee (SSCC);

- organising the Staff Student Consultative Committee (SSCC) meetings;

- production of the student handbook

- Other duties delegated by the Academic Leader.

Clearly, the Programme Leader coordinates a number of key activities within the students' academic cycle in conjunction with the Programme Team. This includes induction, the staff student consultative committee, monitoring the attendance as well as offering pastoral support to the students.

The Programme Leader is responsible for the day-to-day organisation of the programme. The Programme Leader ensures that students receive all the documentation they require at the beginning of each semester, and this includes information on timetables, assignment schedules and Moodle instructions. They also monitor student progress throughout the academic year, especially during and following assessment boards.

Each module is assigned a module leader who is responsible for the planning and delivering of the programme. However the module leader may not be the only lecturer teaching on a module, therefore, there are a number of module tutors who share the teaching of a module with the module leader. The module leader provides students with a module guide which details the module specification, a scheme of work, guided reading and the relevant assignments to complete the module. The module leader is also responsible for returning marked assignments with appropriate feedback within three weeks of the submission date.

Student representatives are elected for the programme. The Programme Leader may meet the student representatives at the Staff Student Consultative Committee (SSCC), which is independently chaired, at least once per trimester during the academic year in order to discuss any course related issues. Formal minutes are taken and these are published on Moodle. The minutes include addendums of how each of the issues raised have been addressed by the programme team.

Resource Management

Overall management of staffing and resources for the programme is undertaken by the Academic Head of Department. Module choices for students are organised by the programme leader. It should be noted that some of the modules on this programme are available to students on other postgraduate courses to ensure resource efficiency and to provide student choice.

Quality Management

There are a number of mechanisms leading to quality enhancement and the maintenance of academic and professional standards.

All assessments are peer reviewed by the programme team for consistency of standard and layout. All assessments are also sent to the external examiner to comment and suggest amendments prior to approving each assessment before issue to students.

A sample of student assessments for each module is double marked by a tutor in the same subject area in order to ensure the correct standard of marking. Samples of marked assessments are then sent to the external examiner for further scrutiny. All stages of peer review and double marking are recorded on a pro-forma for each module. All moderations are conducted in accordance with the relevant policy and procedure guidelines set out in the University's Quality Framework.

Issues relating to developments or changes to the programme are discussed at the regular meetings of the programme team. At the end of the academic year the programme team meets to discuss programme review and evaluation. This meeting aims to critically discuss the events of the whole year and assess areas of good practice as well as identify problem areas which need resolving. As a result of this meeting the Annual Monitoring Report (AMR) is constructed with an action plan for implementation during the forthcoming academic year.

External examiners' reports are also considered by the programme team and issues raised are often included in the action plan. A response is sent to the external examiner's report.

The use of student feedback through Student Perception of Module (SPOMS) or Student Evaluation of Modules (SEMs) is also discussed at annual monitoring and incorporated into the report. The AMRs of all programmes within the subject area are discussed at a Subject Board and are reviewed through Glyndŵr University's Quality Strategy Committee (QSC). Peer observation and review of teaching takes place during the academic year sharing good practice between members of the academic staff.

Research and scholarship underpinning the Programme

There is a substantial volume of research and scholarship activity that underpins this programme as the vast majority of academic staff who will be teaching on the programme are research active. Areas of current research interests are diverse and include topics such as:

- Conventional and Islamic project financing of infrastructure
- Occupational health and safety in major projects
- Project management in developing countries
- IT Project management
- Procurement of social housing projects
- Sustainability in the project management delivery processes
- Alternative business models for project procurement strategies
- Project budgeting and price forecasting
- Risk analysis and management
- Incentive contracts in project management
- Change management in business

A list of selected publications by existing full-time lecturing staff within the Department of Business and Management has been provided in a separate document.

2.11 Particular support for learning

The staff offices are currently accommodated conveniently in one section of the University. This provides an easily identifiable area for students to access the necessary help and support they may require.

Many of the modules on the programme are delivered in lecture theatres or tutorial rooms which have electronically equipped facilities. Although there are no IT laboratories dedicated to the Business and Management Department, the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for the students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

The Student Village provides safe accommodation for the students and the availability has recently improved with the construction of further accommodation blocks on campus. Students on the programme have access to the campus facilities which include the library, sports centre and student services.

The electronic resources available are an important part of the programme. A number of electronic books and journals are available for students as well as the lecture material which is available on Moodle. Students are encouraged to utilise all the resources and are expected to submit their assignments through the text matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

Personal Tutors:

A personal tutor will be assigned to the students of the MSc Project Management programme. The personal tutor will be an academic member of the department who will be available to support and mentor students with any problems they encounter whilst studying on the programme. This may relate to their experience of the modules, management of their studies or issues relating to

their professional development. Personal tutors will make themselves available to all students on an 'as needs' basis.

2.12 Equality and Diversity

The Programme Team has a commitment to equality and diversity and will always adhere to the University's policy on equal opportunities and diversity. Working in partnership with the University, the programme team will always promote, sustain and deliver equal opportunities with regard to the European Convention of Human Rights and relevant UK legislation. The programme team will never allow their professional relationships with colleagues and students to be prejudiced in any way at all by views about their lifestyle, culture, disability, beliefs, colour, gender, sexuality or age. The programme team have a working knowledge of the legal framework within which they work including knowledge of their teaching, pastoral and administrative responsibilities.

The programme team is committed to the needs of all University stakeholders and to the recruitment of non-traditional students. Thus the student intake is likely to contain students who have a range of diverse needs either in terms of disabilities, illness, language, their family circumstances or work commitments. In accordance with University policy and our legislative obligations every effort is made to facilitate students with disabilities by arranging extra time or special facilities for assessments. Further details can be found in the University's Equality and Diversity policy document.