

Module Details	
Module Title	Project Management
Module Code	CSE5021-B
Academic Year	2024/5
Credits	20
School	School of Built Environment, Architecture & Creative Industries
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Directed Study	140
Lectures	30
Tutorials	30

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
The aim of the module is to enable students to gain the knowledge, techniques and leadership skills needed to engage effectively in the project management of complex integrated engineering projects, with particular emphasis upon the role of the architect and designer in civil engineering and construction focussed endeavours.

Outline Syllabus

Project management framework and lifecycle

The project charter and stakeholder analysis

Project organization and planning

Understanding the role of the architect in project management

Managing the design process in projects

Sustainability and project management

Project scope: Work Breakdown Structure (WBS) and Statement of Work (SoW)

Project time management: scheduling and sequencing

Critical Path Analysis, PERT, accelerating projects

Project cost management and estimating methods

Capital budgeting and cashflow in projects

Earned value concepts

Project procurement

Leadership and the management of project teams

PRINCE2 fundamentals and associated project management methodologies used in the construction management

Case studies of successful and unsuccessful large scale engineering projects

Learning Outcomes

Outcome Number	Description
01	Acquire Knowledge & Understanding (LO1) - Evaluate and explain the qualitative and quantitative aspects of project management to help make appropriate management decisions in complex situations.
02	Develop Subject-Specific Skills (LO2) - Apply project Management tools including PERT, costing and associated systems methodologies.
03	Gain Personal Transferable Skills (LO3) - Demonstrate ability to manage, present and analyse data using scientific methods as well as interpret data.

Learning, Teaching and Assessment Strategy

The teaching and learning methods have been selected to engage students in developing their knowledge and understanding of project management through formal learning opportunities such as lectures and tutorials and working through qualitative problems.

Oral feedback is given during tutorials in dedicated formative assessment sessions. The directed study required for the coursework will provide further opportunities for critical thinking and learning. Students will be encouraged to explore online resources and software suites available.

Throughout the module, students will be set formative assessment activities that will help develop confidence in tackling data analysis problems and in the use of the appropriate tools that will support them. The timely constructive feedback from this formative assessment will support students develop the skills and knowledge required for the summative assessment.

The summative assessment for the module is through:

1 - Closed book examination

2 - Individual research project that requires students to evaluate the project management of a real-life case study.

The examination part of the assessment focuses on both the quantitative and qualitative aspects of Project Management (LO 2&3). Past exam papers will be practiced in tutorial sessions.

The coursework part of the assessment focuses on the qualitative aspects of integrated project Management (LO 1&3). The coursework will relate to a detailed analysis of a case study and the formulation of detailed lessons learned from it.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Examination - Closed Book	Examination Paper	20%
Summative	Coursework - Written	Individual Research Project	80%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.