



## **MSc Project Management for Sustainability**

### **Programme Specification**

**2024-2025**

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## Introduction

This document describes the **MSc Project Management for Sustainability** awarded by Richmond American University London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008).

The degree is delivered at a US Liberal Arts university with a degree structure in line with comparable Masters degrees in the UK. Successful students complete 8 courses amounting to 36 US / 180 UK credits, comprised of coursework (24 US/ 120 UK credits), and either an internship (4 US/ 20 UK credits) and a Professional project (6 US/ 30 UK credits) component or an Extended Professional project (10 US/50 UK credits). Normally, each course carries 4 US/20 UK credits.

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents and syllabi.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 1. OVERVIEW

<b>Programme/award title(s)</b>	MSc Project Management for Sustainability
<b>Teaching Institution</b>	Richmond American University London
<b>Awarding Institution</b>	Richmond American University London
<b>Date of latest validation</b>	08 December 2023
<b>Next revalidation</b>	2028
<b>Credit points for the award</b>	36 US credits 180 UK credits (FHEQ Level 7)
<b>Programme start date</b>	Fall 2024
<b>Underpinning QAA subject benchmark(s)</b>	QAA Business & Management Benchmark Statements March 2023 and The Education for Sustainable Development Guidance document March 2021.
<b>Professional/statutory recognition</b>	PRINCE2.7 Foundation and PRINCE2.7 Practitioner accredited by PeoplesCert
<b>Language of Study</b>	English
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	FT (18 months with EAP)
<b>Dual accreditation (if applicable)</b>	Middle States Commission on Higher Education (First accredited 1981; renewed 2016. QAA – Higher Education Review (AP) December 2017
<b>Date of production/revision of this specification</b>	September 2023 (see chart at the end of this document for list of revisions)

## ABOUT THE PROGRAMME

This MSc is designed to offer a cross disciplinary, service-learning postgraduate programme focused on project management for sustainability. The development of this postgraduate course extends the ethos of the service-learning rational underpinning the existing Liberal Arts Core to postgraduate level, with students learning through real world, problem-based learning in live projects and forging links with organisations outside of the university to promote employability. This MSc builds on and offers synergy with postgraduate courses in Richmond Business School through management, Communications and The Arts through sustainability in creative fields, Social Science through global sustainable development and Computer Science and Psychology through digital projects and human sustainability practices and can be delivered by cross departmental colleagues.

The programme has been designed to build on existing links with outside agencies and businesses to ensure relevance for organisational engagement and employment. Links are also being established with research centres and post graduate programmes at other universities such as the centre for Responsible Project Management from Bournemouth University and the MA Service Design at the London College of Communication.

Once approved, the students are offered the opportunity to gain an internationally recognized industry qualification: PRINCE2.7 Foundation and PRINCE2.7 Practitioner during the course accredited by PeoplesCert.

The MSc is structured as a project, with the courses reflecting different project elements: 1. Conception and Initiation, 2. Definition and Planning, 3. Launch and Execution, 4. Performance and Control and 5. Project Close. This enables students to experience their programme as a project, embedding their project management learning experientially as a sustainable model of education.

## 2. PROGRAMME STRUCTURE

### MSc in Project Management for Sustainability Degree

Successful students complete 36 US /180 credits at *FHEQ* Level 7

18 Month Fall Entry

		US Credits	UK Credits
<b>FHEQ Level 7 (Total)</b>		36	180
<b>Fall Semester</b>	<b>Course Title</b>		
PMG 7001	Project Management introduction (1. Conception and Initiation.)	2	10
PMG 7002	Sustainability (1. Conception and Initiation.)	4	20
PMG 7003	Intelligent Systems for Project Management (2. Definition and Planning)	2	10
EAP 7200	Advanced English for Business Studies	2	10
<b>Spring Semester</b>	<b>Course Title</b>		
PMG 7000	Project Research Methods (2. Definition and Planning)	4	20
PMG 7005	Leadership and Diversity (3. Launch and Execution.)	2	10
PMG 7004	Risk and Budgeting (4. Performance and Control.)	4	20
<b>Summer Semester</b>			
PMG 7006	Stakeholder Management (4. Performance and Control.)	4	20
PMG 7007	Communication and Conflict Management (4. Performance and Control.)	2	10
<b>Fall Semester</b>	plus, one of the following:		
PMG 7500	Extended Professional Project (4cr) and Report (6cr) (5. Project Close)	10	50
PMG 7550	Extended Dissertation (5. Project Close)	10	50
<b>FHEQ Level 7 (Total)</b>		US credits	UK credits

		36	180
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### 18 Month Spring Entry

		US Credits	UK Credits
<b>FHEQ Level 7 (Total)</b>		36	180
<b>Spring Semester</b>	<b>Course Title</b>		
PMG 7001	Project Management Introduction (1. Conception and Initiation.)	2	10
PMG 7002	Sustainability (1. Conception and Initiation.)	4	20
PMG 7003	Intelligent Systems for Project Management (2. Definition and Planning)	2	10
EAP 7200	Advanced English for Business Studies	2	10
<b>Summer Semester</b>	<b>Course Title</b>		
PMG 7000	Project Research Methods (2. Definition and Planning)	4	20
PMG 7005	Leadership and Diversity (3. Launch and Execution.)	2	10
<b>Fall Semester</b>			
PMG 7004	Risk and Budgeting (4. Performance and Control.)	4	20
PMG 7006	Stakeholder Management (4. Performance and Control.)	4	20
PMG 7007	Communication and Conflict Management (4. Performance and Control.)	2	10
<b>Spring Semester</b>	plus, one of the following:		
PMG 7500	Extended Professional Project (4cr) and Report (6cr) (5. Project Close)	10	50
PMG 7550	Extended Dissertation (5. Project Close)	10	50
<b>FHEQ Level 7 (Total)</b>		US credits	UK credits
		36	180
For students with Additional English needs			

### **US Postgraduate Certificate**

The US Postgraduate Certificate is an exit award available to students registered on a Masters Degree who have successfully completed the following requirements:

- a) 24 US / 120 UK Level 7 credits from the required taught components;
- b) 12 US/60 UK Level 7 credits of the total number of credits required for the US Postgraduate Certificate must be completed;
- c) a minimum GPA of 2.0 in the courses being used for the exit award is required;
- but who have NOT successfully completed the thesis for any of the following reasons:
- d) they have not submitted the thesis (either by choice, or they have failed to submit it without extenuating circumstances eligible for resubmission); or
- e) they have received a failing grade on the thesis (and so are not eligible to apply for resubmission); or
- f) the grade following thesis resubmission remains insufficient for the award of the Masters Degree (it has not achieved a minimum grade of C).

Students eligible under a-g above may choose to transfer onto and be considered for the award of the US Postgraduate Certificate/UK Postgraduate Diploma

### **UK Postgraduate Diploma (UK PGDip)**

The requirements of the UK Postgraduate Diploma are aligned with those of the US Postgraduate Certificate (as outlined above). Postgraduates who have completed the requirements for the US Postgraduate Certificate will also be awarded the UK Postgraduate Diploma.

### **UK Postgraduate Certificate (UK PGCert)**

The UK Postgraduate Certificate may be awarded as an exit award for those students registered on a Master's degree who have successfully completed the following minimum requirements:

- a) 12 US / 60 UK Level 7 credits from taught requirements;
- b) 6 US/30 UK Level 7 credits of the total number of credits required for the UK PGCert must be completed;
- c) a minimum GPA of 2.0 in the courses being used for the exit award is required.

There is no US equivalent for the UK PGCert.

## **3. PROGRAMME OUTCOMES**

Programme-level learning outcomes are identified below, based on *SEEC* categories linked to level 7 of the *FHEQ*.

Refer to Appendix I – Curriculum Map for details of how outcomes are deployed across the programme of study.



Upon completion of the **MSc Project Management for Sustainability degree** students should be able to:

#### **A. Subject Knowledge and Understanding**

Upon completion of the MSc Project Management degree, students should be able to:

1. Have a systematic and deep understanding of relevant knowledge about the management of projects, their external context, and the detailed relationship between these and their function in organisations.
2. Have a comprehensive understanding of sustainability metrics and the legislative frameworks of Project Management.
3. Identify the risks associated with complex systems that can lead to unintended consequences or negative cumulative effects.
4. Identify the need for decisions about natural resources to involve judgements, not just about economic viability but about risks to future ecological, social or cultural wellbeing and governance.
5. Describe the potential for their discipline to interconnect with other disciplines or areas of expertise and make creative leaps.

#### **B. Cognitive Skills**

Upon completion of the MSc Project Management degree, students should have:

1. A critical awareness of current issues in project management which is informed by leading edge research and practice in the field as well as by a proactive and independent approach to learning.
2. Skills to analyse, synthesise and evaluate data, information and chosen methodology in a project to reach well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
3. Skills to link the environmental, social, and economic actions to cultural considerations.
4. A historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped.
5. Identify the rationale for encouraging behavioural change, where existing practices are shown to have a negative impact on the human and natural environment.

#### **C. Subject Specific, Practical, and Professional Skills**

Upon completion of the MSc Project Management degree, students should be able to:

1. Develop the leadership/management skills and techniques to participate at any level of a national or international project.
2. Have an excellent command of subject-specific IT and professional skills relevant to project management.
3. Apply different problem-solving frameworks to mitigate complex problems and risks.

4. Communicate effectively with others to identify solutions to complex problems.
5. Employ leadership by challenging assumptions and negotiating alternatives to unsustainable current practices, especially within the project management field.

#### **D. General/Transferable Skills**

Upon completion of the MSc Project Management degree, students should be able to:

1. Engage as team members in group work that will require intellectual, reflective, and analytical application.
2. Demonstrate the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code.
3. Effective oral and written communication in a range of traditional and electronic media for diverse audiences.
4. Identify the opportunities to support and develop a progressive and resilient team culture that encourages members to put learning into practice.

## **4. TEACHING, LEARNING, AND ASSESSMENT**

### **Teaching and Learning Strategy**

The teaching and learning strategy for the **MSc in Project Management for Sustainability** is based on the understanding that all students are active learners and researchers and are embarking on advanced professional practice with a view to their future career development. This is designed to maximise student engagement in the programme and ensure full participation throughout. The precise approach will vary from course to course, but the learning outcomes relating to each class are designed to ensure that students immerse themselves fully in the subject and take full responsibility for their progress through the programme. The concept of progression through the distinct aspects of the degree (class-based learning focusing on theory and practice, guided independent study and practical work, internship and professional research project including a critical reflection) is integral to the intellectual journey that the students will make during their time on the programme.

A variety of approaches will be used in teaching, including:

- Formal seminars and debates
- Formal lectures, supplemented with audio-visual materials
- Informal lectures and discussions with guest speakers or on visits
- Individual and group projects, culminating in oral presentations and written work
- Group and individual tutorials
- Self-directed and directed reading

Student knowledge will be acquired through:

- Structured seminars and debates (including the sharing of other students' learning and experience), lectures, guest lectures, visits to agencies – including supporting materials

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- Directed reading and use of electronic sources
- Independent research and work experience

Student thinking skills are developed through:

- Undertaking practical exercises and making presentations
- Learning alongside others, including group work, seminars, debates and discussions
- Conducting research
- Preparing assessed work

Student practical skills are developed through:

- Applying theory to practice in practical exercises and assessed work
- Specific training related to PR and journalism and related fields, including the use of different media
- Team and individual project work and reflection thereon
- Vocational experience gained through internships

The University welcomes applications from students with disabilities. These disabilities might include a physical or sensory impairment, a medical or psychiatric condition or a specific learning difficulty such as dyslexia and may require additional support or adaptations to our facilities. The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community.

### **Assessment Strategy**

Assessment is by examination, essays, dissertations, and other forms of written work; oral presentations and group work; as well as projects and this assessment strategy meets the University Assessment Norms at level 7.

As seen above, the University places considerable emphasis on developing its students' learning and skills. Creating independent thinkers is a part of the University's mission statement and MBA academic staff deliver on this promise in a number of different ways at the postgraduate level. A key aspect of their work involves devising methodologies, consistent with best-practice approaches within the field, with which to adequately assess students' performance. These approaches include the setting of learning outcomes encompassing each course as well as regular discussion and interaction amongst academic staff in order to set common goals for the entire degree and each of its courses.

In terms of following up with the assessment of student learning and consistent with US Liberal Arts traditions, MBA classes rely on the system of continuous assessment on a course-by-course basis and throughout any given semester. This approach often involves the use of short essays, research papers, learning journals, annotated bibliographies, gallery reviews, book reviews, student presentations, research proposals and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. There is an emphasis on writing essays, particularly research papers, at postgraduate level, and reflective work including learning journals.

The variety of instruments used permits academic staff to assess each student's developing and evolving knowledge and skills base as outlined in the previous section. For example, the research paper tests for, amongst other things, a student's ability to engage with primary and/or secondary sources of information and his or her ability to evaluate and analyse this. Site visits encourage students to engage with objects, applying theory and method taught in classes. In addition, the University sets specific guidelines on the weighting of coursework to effect balance in the process of assessment. As the coursework load for each course set out in the course descriptor shows, a variety of assessment strategies with weighting spread facilitates this across the courses, with the typical course settling for around 50% for the final research paper.

A component part of the programme's efforts to ascertain an appropriate approach to the assessment of student learning involves the use of grade descriptors (made available in the Course Specification Documents and Syllabi). This information allows the student to see the expected level of performance that co-relates with a particular letter grade summarizing his or her overall achievement level. The programme also has a formalised system of exit questionnaires and feedback meetings punctuated at key moments throughout the year (mid-semester break, end of semester and end of year) for its students as a framework through which the views and opinions of those who have experienced the programme, as students, can be captured and responded to. Evidence of this approach in action is demonstrated in minutes of meetings with students and academic staff and response to comments from the External Examiner.

### **Academic Standing**

A	4.000	Excellent
A-	3.666	Excellent
B+	3.333	Good
B	3.000	Good
B-	2.666	Good
C+	2.333	Satisfactory
C	2.000	Satisfactory
C-	1.666	Below average (may only be awarded at graded activity level)
F	0.000	Fail (may be awarded at graded activity level, and awarded at course level for any course grade calculated to be lower than C)
FA	0.000	Fail (Attendance)
FS	0.000	Fail (Non-Submission)
FX	0.000	Fail (Academic Misconduct)

A graduate student is in good academic standing if maintaining a cumulative Grade Point Average (GPA) of 2.0 (C).

Graduate students with a cumulative (GPA) of less than 2.0 (C) risk dismissal from the university (see below under "Grade Point Average" and "Academic Probation").

### **Grade Point Average**

A grade point average (GPA) is calculated each semester and summer session and is recorded on the student's transcript. A cumulative GPA, including all graduate courses taken at Richmond, is also calculated. The numerical equivalent for the grade (see above) of each course is multiplied by the number of credits for that course to give the number of quality points for the course.

The GPA is then the sum of quality points for all courses divided by the total number of credits of all courses attempted.

- Students achieving a minimum cumulative GPA of 3.333 will be awarded the degree with Distinction.
- Students achieving a cumulative GPA within the range of 2.667 to 3.332 will be awarded the degree with Merit.
- Students achieving a minimum cumulative GPA within the range of 2.0 to 2.666 will be awarded a Pass degree.
- Students achieving a cumulative GPA of less than 2.0 will fail the degree.

## **5. ENTRY REQUIREMENTS**

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below, where a comprehensive Admissions Policy and Summary of Practice document is also published.

<http://www.richmond.ac.uk/admissions/postgraduate-admissions/>

## **6. STUDENT SUPPORT AND GUIDANCE**

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of programmes and services that positively impact learning as well as the total student life experience.

All students have an allocated full-time faculty member who acts as their Programme Director. Programme Directors have on-going responsibility for students' academic progress, meeting with each student at least once per semester. Programme Directors assist students with registration, enabling smooth progression through the degree. They also advise on career opportunities and provide pastoral support in many cases.

A range of Maths, English, Technology and Writing workshops have been established to support students with needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

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The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time for examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room.

The University operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees the medical registration of students and provides counselling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department.

## **7. INTERNSHIPS**

The Careers & Internship Office of the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional but highly encouraged because the Masters Programmes have been designed to offer students the option to graduate with both a qualification as well as experience of the workplace.

The internship has been established to act as a conduit between the classroom and a career, enabling students to meet and work with potential future employers. The internship programme demands that students interact with professionals in their field, allowing them to learn by seeing as well as by doing. Key to the success of this initiative is the relationship that has been developed with organisations and governmental agencies.

Expectations with regard to careers education, information, advice and guidance (as outlined in The UK Quality Code for Higher Education) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the professional development seminar series. For full details of career services offered to students at Richmond may be obtained from the Student Affairs Department.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook.

## **8. POSTGRADUATE ACADEMIC POLICIES**

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Please see the Policies page on the University website listed below for the relevant academic policies of this programme. <https://www.richmond.ac.uk/university-policies/>

## 9. REGULATORY FRAMEWORK

The MSc Project Management is operated under the policy and regulatory frameworks of Richmond American University London, the Middle States Commission on Higher Education, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. ([www.qaa.ac.uk](http://www.qaa.ac.uk))
- QAA (2008). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.
- SEEC (2016). Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer ([www.seec.org.uk](http://www.seec.org.uk)).
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015. (<http://www.msche.org/publications/RevisedStandardsFINAL.pdf>)

### **Ensuring and Enhancing the Quality of the Programme**

The MSc Project Management features detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

The MSc Project Management is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017.

### Credit Equivalence

	US credit	ECTS credit	UK credit
UK Level 7	1	2.5	5
Required minimum number of credits for MSc	36	90	180 (120 of which must be at Level 7)
Richmond MSc in Project Management for Sustainability	36	90	180 (at Level 7)

### Levels

The Framework for Higher Education Qualifications in the UK defines the MA degree in higher education in terms of a series of numbered levels, as follows:

Level 4-6 (previously HE1-3) – years 1 to 3 of a UK undergraduate degree

Level 7 (previously M) – UK Masters degrees and postgraduate diplomas and

certificates Level 8 (previously D) – UK Doctoral degrees

Each level is illustrated by, and each award determined by, reference to a qualification descriptor. The level 7 descriptors can be found in the *FHEQ* (QAA, August 2008).

### References

QAA. *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland*. November 2014.

QAA. *The Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education*. August 2008.

QAA. *Academic Credit in Higher Education in England – an introduction*. 2009

European Communities. *ECTS Users' Guide*. February 2009; *ECTS Users' Guide—Draft Revision* January 2015.



## **LIBRARY RESOURCES**

### **Books**

Faculty and Students are encouraged to help in the purchase of library resources and submit requests for new purchases relating to and supporting their subject areas and research. Details of selected new acquisitions are publicized on the library subject pages and online catalogue.

The library also purchases academic ebooks to support students required reading, as well as cataloguing open access resources. These books are made available through the library catalogue.

Every year, the library collection is reviewed and non-relevant or out of date stock is withdrawn. Analysis of loans compared to purchases and new publications within core subject areas are used to drive additional purchases to make sure that the collection remains relevant and current.

### **Journals**

At present the Library subscribes directly to approximately 30 periodical titles. Where electronic access is provided with a subscription this has been made available through the library's online Publications Finder.

In consultation with faculty the Library regularly reviews its periodical subscriptions, ensuring relevant coverage is provided as the curriculum changes.

### **Online journal databases**

Full text e-journal services include access to Ebsco's: Academic Search Premier, Art Full Text, Business Source Premier, Communication and Mass Media Complete, Education Full Text, International Bibliography of Theatre & Dance, International Security & Counter Terrorism Reference Center, SPORTDiscus and PsycArticles; WARC and JSTOR. These provide access to around 42,000 titles, as well as business and market data and case studies.

In addition, students are directed to a multitude of other online databases which they can search for citations including Google scholar and subject specific internet gateways.

In all cases where the full text is neither in the library's subscription resources nor available online the Library provides free inter-library loans to students and faculty using the services of the British Library (BL On Demand).

Access to the e-journal databases can be found on the Library portal.

### **Other online resources**

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Other online resources include the Proquest: Global Newsstream. This is used to access 4,000 titles, mainly national and international newspapers but also to related newswires and monitoring services. We also have a subscription to FT Education which provides on-line and mobile access to the newspaper archive as well as a wide range of digital and multi-media features, in-depth reports on a wide range of business and political topics and a digital learning tool that allows students and faculty to annotate and share articles. Additionally, the Statista platform provides easy access to over 1,900,000 statistics on a wide range of business & social topics from over 22,500 sources as well as industry reports, research dossiers and market outlooks. A subscription to Mintel Academic provides access to market research data and expertise across the retail, media and financial services sectors in the UK as well as global trends and consumer behaviour analysis.

There are pages of subject related resources on the library's portal which aim to guide students to quality internet material as well as the most relevant subscription resources.

### **Programme Specification Publication Dates**

<b>First Edition</b>	October 2023

## APPENDIX 1: Curriculum Map

MSc Project Management for Sustainability CURRICULUM MAP

		Knowledge and Understanding					Cognitive Skills					Prof Skills					Key Skills				
Course ID	Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	
PMG 7001	Project Management introduction	*	*				*							*						*	
PMG 7002	Sustainability			*	*	*					*	*							*		
PMG 7003	Intelligent systems for Project Management		*	*				*					*						*		
EAP 7200	Advanced English for Business Studies	*						*							*				*		
PMG 7000	Project Research Methods	*			*		*		*	*								*			
PMG 7005	Leadership and Diversity	*								*	*	*				*		*		*	
PMG 7006	Stakeholder Management	*				*			*		*			*			*				
PMG 7004	Risk and Budgeting		*	*	*			*						*	*						
PMG 7007	Communication and Conflict Management	*										*	*		*	*	*			*	
PMG 7500	Extended Professional Project	*	*				*	*						*					*		
PMG 7550	Extended Dissertation	*	*				*	*						*					*		

Faculty may access the KILO map: [KILO KPO Tables](#)