

Course record information

Name and level of final award	<ul style="list-style-type: none"> Master of Science - Project Management <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> Postgraduate Diploma (Pg Dip) - Project Management Postgraduate Certificate (Pg Cert) - Project Management
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Business and Management (Master's)
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> MSc Project Management FT, Full-time, September or January start - 1 year standard length
Valid for cohorts	From 2026/7

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

Our mission is to shape the future professional life of our graduates by offering a course that is diverse and vibrant in an inspirational learning environment that embeds internationalization, employability and professionalism in all aspects of its delivery.

In order to achieve this mission, the MSc Project Management has been designed to:

- Provide a postgraduate programme in project management that has both a theoretical and practical nature.
- Offer a range of knowledge and skills which will enable graduates to build on their first degree and/or work experience, as part of their personal development plan, to become professionals capable of managing projects in a wide variety of situations.
- Produce graduates with the ability to critically analyse and understand the nature and context of projects using the appropriate project management tools and methods.
- Develop the students' professional attitudes as well as their interpersonal and entrepreneurial skills, as expected by the leading project management professional bodies
- Provide students with critical and evaluative perspectives of the theory and practice of project management and develop their capacity for independent and self-reflective learning, ensuring their future contribution to ethical and sustainable research and development.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The course is accredited by the Association for Project Management (APM). All students enrolled on the course are entitled to a free annual APM membership, which provides access to a wide range of professional resources. Membership benefits include access to APM's extensive knowledge base, professional journals, and networking opportunities at APM events.

In addition, the course is accredited by the Project Management Institute (PMI), giving it global recognition. This accreditation enables students to access PMI's professional development resources, including online training, career seminars, and opportunities to network with project professionals at PMI events - some of which are hosted regularly at the University. Students may also be exempted from certain eligibility criteria when applying for PMI certifications. Through PMI student membership learners gain access to PMI's GenAI model "Infinity", allowing them to experiment with AI tools trained on authoritative project management bodies of knowledge.

The University is also a lifetime member of the Agile Business Consortium (ABC), offering all students the opportunity to connect with the global agile community and engage with a wide range of industry-relevant agile knowledge and resources. Through this partnership, students are able to explore contemporary agile practices and gain insights into how agility is applied in real organisational contexts.

While on the course, students are offered the opportunity to attain PRINCE2 Foundation and AgilePM Foundation certifications. In addition, the curriculum is informed by a range of industry-standard frameworks and bodies of knowledge, including:

- Managing Successful Programmes (MSP)
- Management of Risk (M_o_R)
- APM Body of Knowledge (APM BoK)
- PMBOK (Project Management Body of Knowledge)

These frameworks ensure that teaching and assessment remain aligned with the latest professional standards and best practices across the global project management discipline (see Appendix for further explanation of these and other key project management terms).

The course is taught by lecturers who are also experienced professional trainers, bringing a strong combination of academic depth and real-world industry expertise into the classroom.

The course is designed to develop practically skilled, "hands-on" professionals equipped for a broad range of roles within the field of project management. Graduates may progress into roles such as project managers, project planners, risk managers, quality managers, estimators, or consultants, working within Programme, Portfolio, or Project Offices (PMOs). They will be able to assess the project management maturity of organisations and position themselves strategically within their chosen sectors.

Many graduates are expected to begin their careers as project team members or in project support roles, progressing into project or programme management positions within the UK and the global project management market. The generic nature of the project manager's role means that graduates may work in a wide variety of industries, including large national and international organisations, government agencies, NGOs, and consultancy firms. Some graduates may also choose to enter the freelance contracting market, which represents a significant and dynamic part of the profession.

The Capstone Project module provides a strong foundation for further study and it is also designed to allow students to tailor their learning to their career aspirations, ensuring relevance to both academic and professional trajectories.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- KNU1 Critically assess current practice in project management in the context of current scholarship. LO1. (KU)
- KNU2 Critically discuss contemporary themes and principles of project and programme management. LO2. (KU)
- KNU3 Critically assess the continual viability of the project management bodies of knowledge as defined by the main professional bodies. LO3. (KU)
- KNU4 Demonstrate a critical awareness of current project, programme and portfolio issues and developments. LO4. (KU)
- KTS1 Evaluate the viability of a new project and its alignment to the strategic capability of the commissioning organization. LO9. (KTS)
- KTS2 Critically apply general project management skills to assess, direct, manage and deliver a project. LO10. (KTS)
- KTS3 Demonstrate creativity and innovative thinking in the assessing, managing, delegating, monitoring and controlling activities associated with project, risk, quality and change management. LO11. (KTS)
- KTS4 Critically evaluate their own work and the work of others in relation to project management reports and records. LO12. (KTS)
- KTS5 Demonstrate a profound competence in undertaking, successfully completing and evaluating a significant project. LO13. (KTS)
- SS1 Plan, delegate, monitor and control a project. LO5. (SS)
- SS2 Align a project to a programme and strategic objectives. LO6. (SS)
- SS3 Demonstrate project teamwork and leadership skills. LO7. (SS)
- SS4 Understand project finance and value contribution. LO8. (SS)

How will you learn?

Learning methods

Each module uses a variety of learning styles such as peer-to-peer learning, action-based learning, online collaboration, case study-based learning, problem-based and blended learning. Group work is encouraged as teamwork and team building are integral parts of project management. Where group work is assessed, the group need to keep a diary of contributions to allow for individual allocation of marks. Increasingly, and as these become available, simulations are used to make the knowledge more practical.

We use a blended-learning approach which combines traditional teaching methods with the use of on-line resources such as videos, online tests and collaborative tools to improve learning experience in the class and also after the class. The course uses a Virtual Learning Environment (VLE) (Blackboard) as platform through which learning material can be accessed 24/7 and communication between staff and students occurs.

The learning environment goes beyond the contact teaching hours. Students are expected to surf the Internet and visit the library facilities to read on project management issues and to keep up with current research on the subject. As projects are ubiquitous, students should be reading the current press to keep up to date with large and small projects that are in progress or have recently been completed.

Students should also take advantage of our London location to visit project management events and conferences organised by such organisations as, for example, the Agile Business Consortium, of which the University is a permanent member, or the Association for Project Management, which is the UK chartered body for project management, or the UK chapter of the Project Management Institute with which the teaching team has many links. Once the teaching ends, the learning environment changes as the student undertakes a project of their own choice and work on it under the guidance of a personal supervisor. The student-supervisor relationship is complex, and its value depends a lot on the student's input.

During the design of the modules we have considered the learning experience and selected a range of learning styles to ensure we are inclusive and provide an opportunity to also develop employability skills.

Teaching methods

Each taught module includes a three-hour session per week consisting of lectures followed by tutorials/seminars. The lectures are in the form of a discussion while the seminars allow for workshops and other problem-solving settings, ranging from individual to group tasks.

All lectures, seminars and additional reading or viewing materials are uploaded online, and accessible by all students. Lectures are also supported by guest speakers who offer practical or research-based insights into the challenges of project management. The university supports the recording of lectures, giving students an opportunity to access recordings online, thus helping to enhance the learning experience on the course.

The course offers a balance between theory and practice, augmented by the peer to peer learning opportunities that arise from the expected diversity in terms of academic, cultural and professional experience within the student cohort.

During the design of the modules we have considered the teaching experience and selected a range of teaching styles/technologies to ensure an inclusive experience.

Assessment methods

Assessment within this course is designed to be authentic, enabling students to demonstrate both theoretical understanding and practical competence. Examples include practical group work, project reports, debates, and in-class presentations. All modules are supported by the University's Blackboard system, where lecture materials and supplementary readings are made available.

Assessments serve multiple purposes. They maintain a balance between the academic rigour expected at master's level and the practical demands of professional bodies and employability standards. The course integrates both formative and summative assessments to support student learning and development.

Formative assessment provides students with meaningful feedback on their progress, allowing them to reflect and make improvements in preparation for summative tasks. The format of formative assessment varies across modules, but it is generally embedded within learning activities - particularly seminars - where students receive feedback through interactive discussions and exercises.

Summative assessment measures students' achievement of learning outcomes. A range of assessment methods is used, including reports, presentations, and case studies. Weightings for each element vary to reflect the complexity and master's-level expectations of the module. This variety ensures that students are well-prepared for:

- a) professional certification examinations such as those offered by the Association for Project Management (APM), the Project Management Institute (PMI), and the UK Government's best practice frameworks;
- b) the demands of the workplace, where teamwork and leadership are essential; and
- c) the development of strong theoretical foundations that contextualise professional tools and techniques, potentially leading to doctoral research for those who wish to pursue it further.

When designing assessments, we consider the roles and responsibilities of professional project managers, ensuring that each task is both academically rigorous and aligned with professional practice. This approach ensures that students graduate with the skills, knowledge, and confidence required for future employment in project management.

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

The course comprises five core taught modules, three option taught modules, of which students can choose one, and a project module, all designed to deliver a critical understanding of the Project Management Body of Knowledge, as this evolves.

The core modules are compulsory and must be taken by all students. They provide the foundation onto which the course is based and provide coverage of the Project Management Body of Knowledge.

Option modules allow students to explore less generic but influential project management aspects or applications. Students are allowed to pick a 'free elective' module from anywhere in the university if they find one that suits them better than the option modules listed here. Although there are no restrictions in choosing a free elective module, the course leader who has responsibility for the academic programme of study of each student, must agree and sign off the selection made by each student.

In addition to the core and option modules, students will be given the opportunity to attend a five-day in-house intensive course leading to either the PRINCE2 Foundation and Practitioner certificates or the AgilePM certificates.

To be eligible for the MSc, students have to take and pass six of the taught modules shown in the table below and the project.

Award requirements

MSc Project Management

All taught core modules plus the project module plus one option/elective module

PG Diploma Project Management

All taught core modules plus one option/elective module or four taught core modules and the project.

PG Certificate Project Management

Either three taught core modules or two taught core modules plus one option/elective module

Module Code	Module Title	Status	UK credit	ECTS
7PJMN018W	Agile Project Management	Core	20	10
7PJMN009W	Capstone Project	Core	60	30
7PJMN004W	Project Finance and Procurement	Core	20	10
7PJMN008W	Project Leadership	Core	20	10
7PJMN007W	Project Planning and Control	Core	20	10
7PJMN003W	Value and Benefit Realisation	Core	20	10
7PJMN019W	AI and Emerging Technologies in Projects	Option	20	10
7PJMN002W	Managing International Projects	Option	20	10
7PJMN020W	Product Management	Option	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The course is accredited by the Association for Project Management (APM), the chartered body for the project profession. The students on the course gain free student membership of the professional body, giving them access to a knowledge-based within the sector and also access to a series of lectures/personal development workshops.

The course is accredited by PMI/GAC Project Management Institute Global Accreditation Center for Project Management Education Programs.

Course management

The MSc Project Management is taught by staff at the Westminster Business School of Applied Management. The Westminster Business School is an Approved Training Organisation for professional short courses such as PRINCE2, AgilePM, M_o_R and MSP. The School of Applied Management of the Westminster Business School is responsible for the course.

The course team comprises the Course Leader, all lecturers who teach on the course (the Module Leaders) as well as course advisors. This group is responsible for the planning, management and delivery of the course.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©