



Microcredential Specification

Key Information			
Course title	PMM030 Information technology project management		
Level	7	Credit value	15
Federation member	RHUL	Notional study hours and duration of course	150 hours
Academic subject expert	Allen Huish		
Course co-author (where applicable)			

Rationale for the course
The digital economy is growing at an exponential rate and more industries are focusing on the development of digital products and digital management information systems to aid their business processes. Information Technology Project Management presents an essential backbone of any modern organisation as technology development and use are increasingly intertwined with organisational operations. This course aims to provide you with theoretical and practical knowledge of IT projects planning, estimation and evaluation. You will be taught the differences between the traditional Project Management frameworks and the agile framework used in the majority of digital industries.

Aims of the course
In this course you will develop an understanding of the concepts, theories and principles associated with IT project management. You will look at the opportunities and challenges and consider approaches to resolving these. You will examine risk management techniques and how these are applied to deliver value. You will also gain practical experience in planning, estimation and evaluation.

Topics covered in this course:

1. Introduction to information technology project management
 - a. definitions of success and failure
 - b. the scale of information technology project management.
2. How do information technology projects differ and how does technology impact on how projects are managed?
 - a. information technology projects are always delivered in a context
 - b. information technology projects are not about technology by itself
 - c. technology creates unique challenges for information technology projects.
3. Starting a project and the waterfall approach
 - a. the waterfall approach to projects
 - b. project initiation strategies.
4. Foundations of information technology project management
 - a. software development life cycles
 - b. leadership skills
 - c. project stages.
5. Introduction to Agile
 - a. Agile is a mindset not a methodology
 - b. the original creation of Agile was a response to a specific environment
 - c. there are different ways (methodologies) of implementing an Agile philosophy.
6. Introduction to the scrum method
 - a. how the scrum method works
 - b. the advantages and disadvantages of the scrum method.
7. Exploring to the scrum method
 - a. scrum is not the only way to implement Agile
 - b. scrum can be implemented in a non-Agile way
 - c. it is not certain that scrum improves performance.
8. Project governance
 - a. the purpose of governance
 - b. reporting to governance
 - c. decision making in projects.
9. Introduction to the assessment case study
 - a. case study analysis
 - b. bringing together the course's key concepts in a real situation.
10. The technology domain
 - a. stakeholder management
 - b. what makes information technology projects different?
 - c. how could we view information technology projects?

Learning outcomes for the course

By the end of this course, you should be able to:

1. Have the knowledge and understanding of concepts, theories and principles of IT Project Management.
2. Sound evaluation of opportunities and challenges related to IT Project Management and an ability to make recommendations and take decisions to resolve these challenges.
3. Have the knowledge of IT projects, risk management and application of techniques to manage risks and deliver value.
4. Assess and evaluate the factors that lay behind successful IT project management.
5. Appreciate and be able to discuss the range of IT project management approaches.
6. Analyse different project constraints and their impact on achieving IT project goals.

Learning and Teaching Strategy and Methods

The learning and teaching strategy for this course reflects the flexible, self-paced model required for microcredentials, ensuring that all students can progress in a structured yet adaptable way, regardless of their location, background or prior experience of online learning.

The course is designed by subject specialists and supported by expert learning designers and online education teams to ensure that learning activities, digital media and assessment are aligned to the intended learning outcomes.

A structured sequence is embedded into every course, following a coherent approach to content acquisition, active learning, feedback and evaluation.

- Content introduces and explains core concepts through a blend of video and digital reading.
- Activity enables students to apply learning through practice-based, professional and reflective tasks.
- Feedback is provided through automated quizzes, model responses and guidance from the AI study assistant.
- Evaluation encourages learners to reflect on their progress and identify next steps in their learning journey.

This approach ensures continuity throughout the ten modules and supports students in building confidence, competence and independence progressively across the course.

Teaching methods

The following teaching methods are integrated into the course design:

- Video-based guidance delivering structured explanations of key ideas with visual aids
- Interactive learning activities enabling knowledge application to authentic workplace scenarios
- Self-directed independent learning through guided readings, online library exploration and personal research
- Frequent formative assessment including knowledge checks, worked examples and reflective questions to reinforce understanding and skills development
- AI-supported learning with 24/7 access to the AI study assistant for clarification, feedback and study support at the point of need
- Progress monitoring and reflection helping students assess achievement, review understanding and plan further study

Support for learning

Although this course does not include scheduled live teaching, students are never studying alone. The learning platform includes tools to track progress, submit assessments and access feedback, while the Online Library provides curated digital resources to enhance academic skills and knowledge

Clear guidance is provided to help students manage their study time, structure weekly goals and maintain consistency throughout the learning journey. Recommendations for integrating study into personal and professional schedules are included in the induction resources, promoting resilience, motivation and successful completion.

Assessment strategy, assessment methods

This course uses a practical assessment approach that helps you show both your understanding of key ideas and your ability to apply them to real business situations. You will complete a coursework task that test how well you can use core theories and analytical techniques. This assessment focuses on developing real professional skills, such as interpreting business data, solving operational or financial problems, and explaining your decisions clearly using appropriate frameworks. This approach looks at your abilities as a whole—how you connect theory with practice—while also helping you build your analytical, critical-thinking, and communication skills over time. A mark of 50% is required to pass the assessment.

The assessment design is flexible and supports self-paced learning. For coursework tasks, students can choose from a range of assessment windows and submit their work at the point that best fits their personal schedule and study plans. This flexibility allows you to manage your learning in a way that suits your circumstances, while still meeting the course's academic requirements. It also encourages you to plan your time effectively and engage with the material at a pace that supports deeper understanding.

Assessment Elements

1. Coursework (100% weighting)
 - Students are required to apply the concepts and techniques learned in the course to a realistic business scenario.
 - The assessment is designed to develop your global employability skills.
 - The coursework is directly aligned with the course's learning outcomes, ensuring you are assessed on the knowledge, skills, and competencies you are expected to achieve.

Learning resources

This course is structured into ten modules, designed to support flexible self-paced study and the practical application of knowledge to professional contexts.

The learning resources are curated to enable both directed learning and independent study, providing opportunities to acquire new knowledge, apply concepts in realistic scenarios, receive feedback and evaluate progress throughout the course

Each course follows a consistent learning sequence, incorporating a blend of the following resource types:

Video lessons

Concise explainer videos introduce key concepts and practical methods. Presenters utilise visual aids such as slides and screen demonstrations to enhance understanding and maintain clarity.

Interactive and practical activities

Learning activities provide opportunities to apply concepts to real-world and workplace scenarios. These include worked examples, reflective tasks and application-based exercises designed to build confidence and professional competence as you progress

Quizzes and knowledge checks

Automated quizzes provide rapid feedback to support mastery of key ideas. These may include multiple-choice questions, worked solution examples or feedback from the AI study assistant.

Quizzes are generally used formatively to reinforce learning, but some may contribute to assessment if completed under appropriate conditions.

AI-supported learning

A 24/7 AI study assistant is available throughout the course to provide guidance, help learners reflect on progress, clarify concepts and support completion of designated activities.

Self-evaluation tools

Regular opportunities are provided for learners to monitor progress, reflect on achievements and identify areas requiring further study, ensuring continuous learning and improvement

Project-based learning

Each learner develops a professional-quality project linked to a realistic scenario. This supports the development of globally relevant employability skills, including communication, digital capability, problem-solving and adaptability

E-resources and library access

All students receive full access to the University of London Online Library and VLE resources. Directed reading and recommended online sources are integrated into each course, supporting further research, information-literacy development and independent study

Materials are provided in accessible digital formats suitable for study across multiple devices. Learners are encouraged to extend their engagement with topics of interest through wider reading and exploration of online library holdings.

Study expectations

Courses include indicative timings to support planning and time management, with a total study commitment of approximately 150 hours for the full course. Learners may adjust weekly effort to suit their individual needs and availability whilst progressing through courses in the recommended learning sequence

Reading list

- [Statista resource](#) via the Online Library:
- [Worldwide consumer spending on mobile apps from 2016 to 2021](#) [Links to an external site.](#)
- [Information technology \(IT\) spending on enterprise software worldwide, from 2009 to 2023](#) [Links to an external site.](#)
- 'A short history of the internet', Science + Media Museum.
- 'Academic Writing', Perdue Online Writing Lab, College of Liberal Arts, Perdue University.
- [Agile Manifesto](#). [Links to an external site.](#)
- Alie, S.S. 'Project governance: #1 critical success factor', Project Management Institute.
- Andersen, E.S. 'Milestone planning--a different planning approach', Project Management Institute.
- Chandra, V. 'Comparison between various software development methodologies', *International Journal of Computer Applications* 131(9) 2015, pp.7–10.
- 'Cloud Vs On Premise Software: Which Is Best For Your Business?', Xperience.
- Aziz, E.E. 'Project closing: the small process group with big impact', Project Management Institute.
- Hughes, B. and M. Cotterell *Software project management* (McGraw-Hill, 2009) 5th edition.
- 'Identifying and prioritising your stakeholders – four exercises', Advice Services Alliance.
- Kelly, É.V. 'Governance rules! The principles of effective governance', Project Management Institute.
- Kisielnicki, J. and A. Misiak 'Effectiveness of Agile compared to waterfall implementation methods in IT projects: analysis based on business intelligence projects', *Foundations of Management* 9(1) 2017, pp.273–86.
- Knutson, J. 'That first step can be the most important', Project Management Institute.
- Lyytinen, K. and R. Hirschheim 'Information systems failures – a survey and classification of the empirical literature' in Zorkoczy, P.I. (ed.) *Oxford Surveys in Information Technology* Vol. 4 (Oxford: Oxford University Press, 1987) pp.257–309.
- Maylor, H. *Project Management*. (Harlow: Pearson, 2010) 4th edition.
- 'Predictive or classical, iterative or incremental and adaptive or flexible life cycles', ITM Platform.
- Project management triangle: overview of the triple constraints, PRINCE2.com
- Rad, D. and G. Rad 'Going Agile, a post-pandemic universal work paradigm – a theoretical narrative review', *Postmodern Openings* 12(4) 2021, pp.337–88.

- Rampton, J. 'What is the planning fallacy, and how can you avoid it?', Entrepreneur (12 May 2020).
- Ranjan, A. 'The consumerization of IT – understanding a global phenomenon', FreshserviceBlog.
- Rehkopf, M. 'User stories with examples and a template', Atlassian Agile Coach.
- 'SDLC - 'Overview'', tutorialspoint.
- Sauer, C. 'Understanding support: lessons from a case study', *Australian journal of information systems* 1(1) 1993, pp.63–74.
- Serrador, P. and J.K. Pinto 'Does Agile work? – A quantitative analysis of agile project success', *International Journal of Project Management* 33(5) 2015, pp.1040-1051.
- Shead, M. ['What is Agile' Links to an external site.](#), Mark Shead: Technical Agile Coach and Trainer.
- Schwalbe, K. *Information Technology Project Management*. (Cengage, 2019) 9th edition.
- 'Scrum: a breathtakingly brief and agile introduction', Agile Learning Labs.
- Serrador, P. and J.K. Pinto 'Does Agile work? – A quantitative analysis of agile project success', *International Journal of Project Management* 33(5) 2015, pp.1040-1051.
- 'Stakeholder Management', ProjectManager.com.
- Stratton, R.W. 'Project gates: chutes and ladders for project managers', Project Management Institute.
- 'Structure: How to structure your essay', EAPFoundation.com.
- 'Technology trends 2021', Accenture.
- 'The pros and cons of waterfall methodology', Lucidchart.
- Westland, J. 'The 10 Project Management Knowledge Areas (PMBOK)', ProjectManager.com.
- 'What has project governance ever done for us? [Ans: A lot]', Online PM Courses.
- 'What is governance?', Association for Project Management.
- 'What is project pipeline management?', ValueBlue.
- 'What is scrum?' Scrum.org: The Home of Scrum.
- 'What is waterfall project management?', Wrike.

Precise reading from this material will be specified as part of the course.

Additional recommended reading and other references will be available in the VLE.