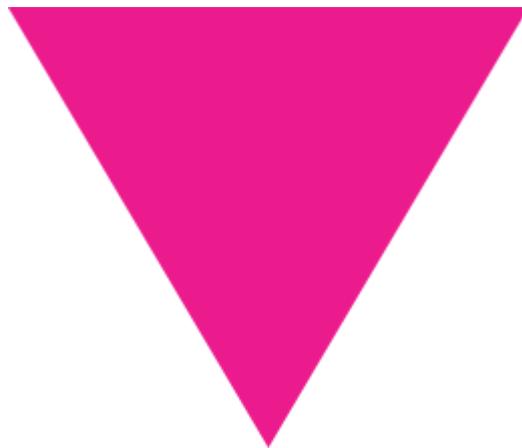




Module Planner Template (MPT)

Module 10: Integrative Simulation and Reflection
Course Title: Sustainable Project Management with
PM² (SPM²)



Co-funded by
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Standard Module Planner Template (MPT)

Purpose:

This template must be used by all course authors when designing individual modules. It ensures coherence across the full course by standardizing the structure, terminology, and instructional components. The MPT provides clear guidance for instructors and instructional designers, facilitates alignment with learning outcomes, and supports high-quality delivery across diverse academic and institutional contexts.

Each of the 10 modules in your course must follow this format. Use the provided fields and instructions carefully, and ensure that supporting materials (e.g., templates, videos, practical tasks) are properly referenced and labeled in accordance with this plan.

1. GENERAL MODULE INFORMATION

Instructions: Fill out the fields below with accurate and concise information for each module.

Field	Instruction
Module Number	M10
Module Title	Integrative Simulation and Reflection
Course Title	Sustainable Project Management with PM ² (SPM ²)

2. MODULE OVERVIEW

Instructions: Write 3–5 sentences that summarize the core idea, scope, and role of this module in the course.

Serving as the capstone of the SPM² course, this module immerses students in a full-cycle simulation of a sustainability-integrated project, enabling them to apply all acquired knowledge, tools, and competencies in a dynamic, team-based environment.

Students will take on assigned roles (e.g., Project Manager, Business Manager, Sustainability Advisor, Stakeholder Representative) and collaboratively manage a project scenario from initiation through planning, execution, monitoring, and closure. The simulation includes real-time decision-making, artefact development, stakeholder negotiation, sustainability trade-offs, and adaptive responses to challenges.

In addition to project execution, students will prepare and deliver a formal presentation to a simulated project board, justifying their decisions and reflecting on the project's outcomes, including sustainability impact and ethical considerations. This oral defense strengthens argumentation, strategic thinking, and professional communication.

The module concludes with guided individual reflection, encouraging learners to critically evaluate their own performance, teamwork, and learning journey. Emphasis is placed on continuous improvement, transfer of learning to real-world contexts, and readiness to lead sustainability-conscious projects.



3. LEARNING OBJECTIVES

Instructions: List 2–4 general learning objectives using action verbs from Bloom's Taxonomy (aligned with Course Syllabus Template (CST)) . Focus on what students will understand or be able to do after completing the module.

Note: The learning objectives here should be derived from and aligned with the overarching course-level learning objectives defined in the Course Syllabus Template (CST). You are encouraged to further specify or tailor the objectives to the unique focus of this module, while maintaining full coherence with the overall course direction.

Upon successful completion of this module, students will be able to:

- **LO-1:** Integrate knowledge, tools, and practices from all SPM² phases to plan, execute, monitor, and close a sustainability-oriented project.
- **LO-2:** Apply governance processes, artefacts, and sustainability assessment methods in a dynamic, simulated environment.
- **LO-3:** Make and justify strategic and operational decisions in response to evolving project scenarios, including sustainability trade-offs.
- **LO-4:** Critically reflect on team performance, decision-making processes, and the ethical and sustainability outcomes of project actions.

4. LEARNING OUTCOMES

Instructions: Define 1–3 specific and measurable learning outcomes for this module (aligned with Course Syllabus Template (CST)).

Note: Module-level outcomes should be directly linked to the learning objectives stated above and traceable to the course-level learning outcomes listed in the CST. Here you have the opportunity to disaggregate or operationalize broader course outcomes into concrete, assessable outputs for this module.

Upon successful completion of this course, students will be able to:

- **Outcome 1:** Deliver a complete set of core SPM² artefacts adapted to a simulated sustainability-integrated project.
- **Outcome 2:** Present and defend project decisions to a simulated project board, demonstrating strategic reasoning, governance alignment, and sustainability considerations.
- **Outcome 3:** Produce a structured personal reflection identifying strengths, areas for improvement, and strategies for applying SPM² practices in real-world contexts.



5. MODULE LEARNING CONTENT (TOPICS & SUBTOPICS)

Instructions: Outline the instructional content that will be covered in this module. Structure the topics and subtopics logically to guide lecture flow and student learning.



Main Topic	Subtopics / Key Concepts
Simulation preparation and role orientation	<ul style="list-style-type: none"> - Understanding the simulation scenario, context, and objectives - Clarifying governance structure and role responsibilities (Project Manager, Business Manager, Sustainability Advisor, Stakeholder Representative, etc.) - Reviewing and selecting relevant artefact templates
End-to-end application of SPM²	<ul style="list-style-type: none"> - Initiating the project: stakeholder alignment, need validation, sustainability entry assessment - Planning: tailoring, management plans, baseline setting - Executing: coordinating work, managing resources, addressing changes and issues - Monitoring & Controlling: governance cycle, logs, indicators, acceptance - Closing: deliverable acceptance, lessons learned, transition
Decision-making under complexity	<ul style="list-style-type: none"> - Managing evolving project constraints and priorities - Identifying and addressing sustainability trade-offs - Balancing short-term delivery with long-term impact
Governance, ethics, and sustainability integration	<ul style="list-style-type: none"> - Ensuring decisions are transparent, inclusive, and evidence-based - Recognising and avoiding greenwashing or selective disclosure - Maintaining alignment with sustainability “of” and “by” the project
Final presentation and defence	<ul style="list-style-type: none"> - Structuring and delivering a Project Board presentation - Justifying choices with reference to SPM² processes, artefacts, and sustainability rationale - Handling questions and challenges from the Board
Structured reflection and learning transfer	<ul style="list-style-type: none"> - Analysing personal and team performance - Identifying key lessons learned - Planning for real-world application of simulation insights



6. MODULE LEARNING ACTIVITIES AND DELIVERY STRUCTURE

Instructions: Fill in the table to describe teaching content and activities, reflecting a blend of pre-class, in-class, and post-class elements. Ensure alignment with digital and active learning principles.



Segment	Activity Type	Description	Duration	Delivery Format
Pre-class	Simulation Briefing Pack Review	Learners receive the simulation briefing pack containing the project scenario, sustainability objectives, stakeholder map, and baseline data. They review the materials, refresh relevant SPM ² artefacts, and prepare role-specific notes.	~1 h	LMS / Self-paced
Pre-class	Role Orientation Microlearning	Short interactive module introducing governance roles in the simulation, decision-making protocols, and expectations for artefact development and reporting.	~1 h	LMS (interactive microlearning)
In-class	Simulation Kick-off & Team Formation	Instructor assigns roles, clarifies objectives, and facilitates initial stakeholder alignment activities. Teams begin preparing initiation artefacts and strategy.	~1 h	F2F / Hybrid
In-class	Full-cycle Simulation – Part 1 (Initiation & Planning)	Teams work through initiation and planning phases, developing tailored artefacts (e.g., Project Charter, Management Plans, Baselines) and preparing for execution.	~2 h	F2F / Group Task
In-class	Full-cycle Simulation – Part 2 (Execution, Monitoring & Controlling, Closure)	Real-time simulation events introduce changes, issues, and sustainability challenges. Teams update logs, make trade-off decisions, manage stakeholder interactions, and close the project.	~2 h	F2F / Group Task
In-class	Project Board Presentation & Defence	Each team presents their project outcomes, key decisions, and sustainability results to a simulated Project Board (played by instructor/peers). Board questions test governance alignment, strategic reasoning, and ethical considerations.	~1 h	F2F



Post-class	Individual Reflection Report	Learners submit a structured reflection analysing their own performance, decision-making process, and lessons learned for real-world application.	~2 h	LMS Submission (asynchronous)
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7. PRACTICAL TASK(S) / ASSESSMENT SUMMARY

Instructions:

List each practical assignment in this module in a separate row. For each task, complete the table and provide a clear reference to the Practical Task Description Template (PTDT) document, where full task instructions and grading criteria are given.

The typologies below are **examples only** and intended to guide consistency across modules.

Suggested Task Typologies (for reference only):

- **Case-Based Task** – Analyze real-world or simulated scenarios.
- **Scenario or Game-Based Simulation** – Participate in role-plays or simulations.
- **Design and Planning Task** – Develop strategies, plans, models, or tools.
- **Analytical Task** – Work with data, conduct evaluations, generate insights.
- **Reflection or Personal Development Task** – Engage in self-assessment, journaling, or mindset analysis.
- **Evaluation or Critical Assessment Task** – Critique existing practices using structured criteria.

If your task does not fall neatly into any of the predefined typologies, you may add your own under “Task Typology.”



Task Title	Task Type	Task Typology	Description	PTDT Reference
Full-Cycle Project Simulation	Group Assignment	Scenario or Game-Based Simulation	Teams manage a sustainability-integrated project through all SPM ² phases in a simulated environment. They produce core artefacts, make governance decisions, respond to dynamic events, and manage sustainability trade-offs.	PTDT_M10_FullCycleSimulation.docx
Project Board Presentation & Defence	Group Assignment	Evaluation or Critical Assessment Task	Each team presents project results, justifies decisions, and answers questions from a simulated Project Board. Assessment focuses on governance alignment, strategic reasoning, and sustainability impact.	PTDT_M10_ProjectBoardDefence.docx
Individual Reflection Report	Individual Assignment	Reflection or Personal Development Task	Learners analyse their own performance, decision-making process, and teamwork. The report includes insights on applying SPM ² practices in real-world sustainable projects.	PTDT_M10_IndividualReflection.docx



8. DIGITAL LEARNING RESOURCES AND MULTIMEDIA SUPPORT

Instructions:

List all digital, multimedia, and interactive resources used to support the delivery of this module and learner engagement. Include links to videos, downloadable templates, interactive tools, and LMS-integrated components (e.g., quizzes, polls, checklists). Microlearning materials should also be listed here



Type	Description	Format	Developer
Simulation Briefing Pack	Consolidated document outlining the simulated project's background, objectives, stakeholders, governance structure, sustainability objectives, and starting artefacts.	PDF	SPM ² Authoring Team
AI Video Intro	Animated explainer introducing the simulation, roles, expected outputs, and assessment criteria, including tips for effective collaboration and governance alignment.	MP4	SPM ² Authoring Team
Role Orientation Microlearning Units	Short modules providing detailed descriptions of each role in the simulation (e.g., Project Manager, Business Manager, Sustainability Advisor, Stakeholder Representative). Includes responsibilities, decision authority, and key artefacts.	SCORM Package	eLearning Team
Downloadable Artefact Templates	<ul style="list-style-type: none"> • Case scenario PDF • Scenario Event Cards (PDF) • Core Artefact Templates • Reflection Template (DOCX) 	PDF/DOCX/ XLSX	SPM ² Editorial Team
Scenario Event Cards	Set of dynamic in-simulation prompts introducing unexpected events, stakeholder demands, and sustainability trade-offs to which teams must respond.	PDF	Course Instructor
LMS Activity	Simulation Progress Tracker – Teams upload artefacts at key simulation checkpoints for formative feedback from the instructor.	LMS Form Submission	Course Instructor
Optional Resource	<ul style="list-style-type: none"> • Optional Pre-class Prompt: "What will be your team's top three priorities for balancing governance, performance, and sustainability in the simulation?" • Optional Post-class Prompt: "What was the most important decision your team made in the simulation, and how did it affect sustainability outcomes?" 	LMS Form	Course Instructor



9. REQUIRED READINGS AND RESOURCES

Instructions: Divide the required learning materials into *Mandatory* and *Optional* sections.

Mandatory Readings and Tools

- **SPM² Simulation Package – Sustainability-Integrated Project Scenario**
Complete case dossier including project charter, stakeholder map, risk register, sustainability objectives and KPIs, governance structure, and project constraints for the simulation.
- **Core SPM² Artefact Templates**
Editable templates for all major artefacts to be produced during the simulation (Project Charter, Business Case, Risk Log, Issue Log, Change Log, Sustainability Log, Project-End Report).
- **Simulation Briefing Notes**
Instructions for team roles, decision points, communication protocols, and presentation requirements for the final project board defense.

Optional Readings and Resources

- (To be tailored by instructor based on learners' background and course context)

10. FINAL QUALITY CHECK (SELF-REVIEW)

Instructions: Use this checklist before submitting your module. Confirm alignment with the pedagogical flow, and digital readiness. Mark only what is **completed**.

- Each practical task has a PTDT reference
- Readings are categorized (Mandatory/Optional)
- Teaching activities cover pre/in/post-class formats
- Multimedia and microlearning materials are specified
- Linkages to other modules are clearly defined
- All digital learning resources and multimedia components are noted and delivery-ready or marked "pending"