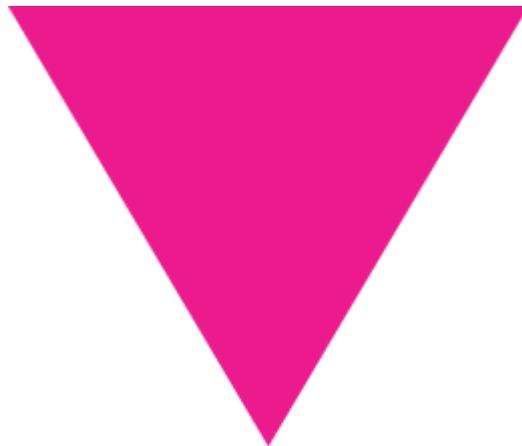# Module Planner Template (MPT)

Module 3: Project Initiation and Sustainability
Entry Assessment
Course Title: Sustainable Project Management with
PM² (SPM²)

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	M3
Module Title	Project Initiation and Sustainability Entry Assessment
Course Title	Sustainable Project Management with PM² (SPM²)

2. MODULE OVERVIEW

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

This module focuses on the Initiating Phase of the PM² methodology, placing particular emphasis on how sustainability considerations are embedded from the very outset of a project. Learners are introduced to the enhanced SPM² entry logic, which positions the Initiation Request, Business Case, and Project Charter not only as project-defining artefacts, but also as critical levers for sustainability integration.

The module equips students with the tools and criteria to perform a Sustainability Entry Assessment—evaluating how well a proposed project aligns with institutional sustainability strategies, ESG principles, and stakeholder expectations. Using structured entry checklists and assessment tools, students learn to identify potential sustainability opportunities and risks early in the project lifecycle, and to reflect them in the rationale, scope, and resource needs outlined in the Business Case.

Furthermore, the module explores stakeholder analysis as a foundational process, encouraging learners to map and prioritize stakeholders based on influence, interest, and sustainability relevance. It also introduces techniques for identifying institutional alignment and external policy coherence (e.g., SDGs, CSRD, Green Deal).

By the end of the module, students will be able to justify project initiation decisions that are not only strategically and financially sound, but also sustainability-aware—laying the groundwork for resilient, stakeholder-aligned, and impact-oriented project design.

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:** Explain the purpose, structure, and sequencing of the Initiating Phase in PM² and its sustainability-enhanced version in SPM².
> - **LO-2:** Analyze how institutional strategies, stakeholder expectations, and policy frameworks (e.g., SDGs, CSRD) influence the design of initiation artefacts.
> - **LO-3:** Use structured tools to assess sustainability entry conditions and propose improvements to the Business Case and Project Charter.
> - **LO-4:** Reflect on the long-term value, legitimacy, and alignment generated through sustainability-aware initiation practices.

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:** Describe the role of the Initiating Phase in PM²/SPM² and identify key artefacts (e.g., Business Case, Project Charter) used in early-stage project definition.
> - **Outcome-2:** Evaluate a project's initial alignment with sustainability goals using an entry assessment tool, and suggest enhancements based on stakeholder and policy inputs.
> - **Outcome-3:** Draft or revise elements of a Business Case to improve its sustainability justification and long-term value rationale.
> - **Outcome-4:** Propose modifications to a Project Charter to ensure that scope, governance, and resourcing reflect sustainability considerations from the start.

- **Outcome-5:** Demonstrate understanding of the key concepts, artefacts, and sustainability principles of the Initiating Phase through a short Knowledge Check quiz in the LMS.

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
Project Initiation: Purpose and process flow	– Overview of the Initiating Phase in PM²/SPM² – Sequential logic: from needs to justification to formal start – Overview of initiation artefacts
Need analysis and problem framing	– Defining the problem/opportunity – Techniques for root cause analysis and framing sustainability-relevant needs – Identifying early sustainability drivers
Stakeholder identification and analysis	– Mapping key stakeholders based on influence, interest, and sustainability relevance – Internal vs. external stakeholders – Inclusion and participation principles
Initiation request as project trigger	– Purpose and structure of the Initiation Request – Documenting need, opportunity, and strategic alignment – Setting the stage for the Business Case
Business Case as a sustainability justification tool	– Role in project approval and resource allocation – Embedding sustainability rationale and long-term value – Coherence with institutional strategy, SDGs, CSRD
Project Charter as structuring artefact	– Key components: scope, objectives, governance, and initial plan – Translating justification into operational structure – Sustainability alignment in early decisions
Sustainability entry assessment	– Definition and role of entry assessment in SPM² – Tools and checklists for early-stage evaluation – Identifying opportunities and risks at initiation
Application and reflection	– Drafting elements of Business Case or Project Charter – Reflecting on impact of sustainability-aware initiation
From theory to practice	– How early alignment influences Planning and later phases – Link with upcoming module: Planning for Sustainability

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	Intro Video + Guided Reading + Artefact/Template Review	Learners complete three preparatory tasks: – Watch a video explaining the Initiation Phase in SPM², learning objectives, outcomes, and structure for this module. – Read selected content from the SPM² Guide (Initiation Phase). – Review relevant templates and artefacts for this phase.	~2 h	LMS / SPM² Guide (asynchronous)
In-class	Interactive Lecture + Discussion Group	Instructor leads a walkthrough of the Initiation Phase and its artefacts, explaining the logic of entry into a project, governance touchpoints, and sustainability integration. Group discussion focuses on mapping key stakeholders and sustainability drivers in a simulated project.	~3 h	F2F or Hybrid (lecture + facilitated discussion)
In-class	Applied Workshop / Simulation	Learners work in teams to draft selected sections of a Business Case (needs, justification, strategic alignment) and Project Charter (scope, governance, stakeholder map) for a sustainability-oriented project scenario. Outputs are shared and compared to real-world examples for peer feedback.	~3 h	F2F / Workshop Format
Post-class	Knowledge Check Quiz	Learners complete: – Knowledge Check (10 questions) testing understanding of initiation artefacts and entry logic in PM² and SPM².	~30 minutes	LMS Submission (asynchronous)
Post-class	Individual Written Reflection Task	Task: "From Need to Justification." Learners reflect on a real or fictional project and describe how applying a	~2 h	LMS Submission (asynchronous)

		sustainability-aware initiation process could improve its long-term value.		

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
Stakeholder Mapping Exercise	Group Assignment	Analytical Task	Students work in small groups to identify and categorize stakeholders relevant to a fictional sustainability-oriented project. They apply influence–interest and sustainability relevance criteria to produce a stakeholder matrix.	PTDT_M3_StakeholderMapping.docx
Drafting Elements of the Business Case and Charter	Group Assignment	Design and Planning Task	Based on a given project scenario, students collaboratively draft selected sustainability-sensitive components of the Business Case (needs, strategic alignment) and Project Charter (scope, stakeholder map, initial governance).	PTDT_M3_BC_CharterDrafting.docx
From Need to Justification: Reflection Task	Individual Assignment	Reflection or Personal Development Task	Students reflect on a project they know (real or fictional) and analyze how sustainability considerations could have improved its initial justification and alignment with long-term impact goals.	PTDT_M3_ReflectionFromNeed.docx
Knowledge Check Quiz: Initiating Phase and Entry Logic	Individual Assessment	Analytical Task	Learners complete a 10-question quiz to test their knowledge of PM² initiation logic, artefacts, and how SPM² enhances the entry phase with sustainability considerations.	PTDT_M3_KnowledgeCheckQuiz.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 her

Type	Description	Format	Developer
Reading Material	Extract from the SPM² Guide – Section on Initiating Phase: Covers Initiation Request, Business Case, Project Charter, and their role in sustainability entry.	PDF	SPM² Editorial Team
AI Video Intro	Project Initiation in SPM²: Animated video introducing initiation artefacts and how sustainability can be embedded from the start.	MP4	SPM² Authoring Team
Microlearning Unit 1	Initiation Artefacts Overview: Initiation Request, Business Case, and Project Charter - Downloadable templates	PNG, PDF	Instructional Designer
Microlearning Unit 2	Stakeholder Identification & Analysis: Visual slides on stakeholder mapping methods, sustainability relevance criteria, and prioritization logic.	Slide Deck, PDF	Instructional Designer
Downloadable Template	Business Case & Charter Drafting Sheet: Template to support the design of sustainability-sensitive rationale, scope, and stakeholder planning elements.	DOCX	Authoring Team
LMS Activity	Knowledge Check Quiz – Module 3: 10-question quiz on PM² initiation artefacts and SPM² entry logic for sustainability.	SCORM Package	eLearning Team
LMS Activity	Individual Reflection Task: Learners reflect on early project framing and propose how sustainability considerations could be integrated more effectively.	LMS Form Submission	Course Instructor
Optional Discussion	• Optional Pre-class Prompt: "Most common missed opportunities for sustainability in the Initiating Phase and how to address them." • Optional Post-class Prompt: "What are the three most critical sustainability elements to include in a Business Case?"	LMS Forum Entry	Course Instructor

9. Required Readings and Resources

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

Mandatory Readings and Tools
- SPM² Guide – Chapter on the Initiating Phase (with sustainability-enhanced adaptations)
- Initiation Phase Artefacts:
    – Initiation Request Template (SPM² version)
    – Business Case Template (SPM² version)
    – Project Charter Template (SPM² version)
- Sustainability-Aligned Stakeholder Mapping Tool (SPM² downloadable worksheet)

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"