Programme Specification

Programme Title and Name of Award	University Certificate in Project Scope Baseline Management		
Academic Level	4	Total Credits	60
Professional Body Accreditation / Qualification	The University Certificate course is mapped against the Association for Project Management (APM) Project Management Qualification (PMQ) IPMA Level D and the Managing Successful Programmes © Foundation Qualification. These qualifications are not included in the course and candidates can choose whether or not to sit the accredited examinations, there will be an additional fee for the examinations which is set by the APM.		
UCAS Code	N/A		
HECoS Code	100812		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant information pages of the University website for more information. For APL, please refer to the University website. Typically, students applying for entry to this course will be in employment in a role linked to their chosen area of study. If this is not the case then potential applicants are advised to contact the course team to discuss the suitability of this award to their needs and aspirations before submitting their application.		
Teaching Institution	University of Cumbria		
Owning Department	Institute of Business, Industry and Leadership		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Blended Learning or online delivery (synchronous)		
Pattern of Delivery	Full Time, Part Time.		
Delivery Site(s)	All University of Cumbria campuses, sites and approved partner locations		
Programme Length	Normally one year full-time, 2 years part-time, maximum registration		

	period is 4 years.
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	N/A

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The University Certificate in Project Scope Baseline Management has been designed around established bodies of knowledge from the Association for Project Management (APM) and the Project Management Institute (PMI). The curriculum specifically maps onto the syllabus for the APM Project Fundamentals Qualification (PFQ) and the APM Project Management Qualification (PMQ) and incorporates the guidance from APM on Project Planning and Control and the Office of Government and Commerce/Axelos Guidance on Managing Successful Programmes ©.

The content of the course is vocational and applied in nature but there is no specific requirement for a work-placement. Opportunities to engage with industry through guest lectures and case studies will feature strongly in the programme to ensure that students who do not have access to an appropriate employment opportunity can gain experience and contextual knowledge.

This course, and others in the wider project management portfolio, has been designed with strong involvement from industry and the UK professional body for project management, the Association for Project Management (APM). As such this course provides not only a well-designed academic programme but one that also delivers relevant vocational skills that are seen as best practice and essential by employers and the professional body. The majority of students in the project management subject area (over 95%) are in employment in project related roles either at the time of their studies or following graduation, this demonstrates the suitability of the course to contemporary industry requirements and expectations and places graduates in an ideal position when seeking employment in their first graduate level role.

Aims of the Programme

The overall aims of the Programme are:

1. To provide you with a detailed understanding of how projects are delivered within a programme environment with respect to baseline setting and management;

2. To provide you with a detailed understanding of the extended project life-cycle and the relationship between projects, programmes and portfolios in the context of baseline setting and management;

3. To equip you with the tools and techniques required for baseline scope definition and management and control of projects using the baseline.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programme. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.

- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

Upon completion of this programme you will be able to:

K1. Explain the roles and responsibilities required to successfully deliver projects in a programme context

K2. Describe the use of techniques for defining and documenting project scope.

K3. Describe the use of techniques for managing projects using the scope baseline.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

Upon completion of this programme you will be able to:

S1. Apply processes, methods, knowledge and skills to successfully define project scope baselines.

S2. Communicate professionally and effectively with a wide range of stakeholders using appropriate techniques

S3. Work effectively as part of a project in a programme environment, reporting, monitoring and controlling projects against baseline scope.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Association for Project Management (APM) Body of Knowledge 6th Edition (2012)

Association for Project Management Competence Framework (2015)

ICB IPMA Competence Baseline (2006)

Project Management Institute PMBOK 5th Edition (2013)

QAA Benchmark statements for General Business and Management (2007)

QAA Benchmark statements for Construction, property and surveying (2008)

Graduate Prospects

The Programme will provide knowledge in relation to project scope baseline definition, management and control. This will be particularly useful for project managers on larger projects operating within a programme environment. The Association for Project Management Salary and Market Trends report 2016 shows that 41% of project management employers are growing and seeking to appoint new staff. The three largest sectors for project management employment were reported as aerospace and defence, construction/built environment and energy/utilities. All of these sectors are likely to run large projects within a programme environment.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The specific learning approaches adopted depends on the needs of employers and cohorts of students. For groups of students based in a small, localised geographical region (Cumbria for example) then blended delivery with face-to-face session in class, supported by on-line content will be the normal

option. For cohorts of students from more diverse employers and locations then online delivery will be the normal approach. Online in this context means sessions led by tutors using virtual technologies, students will still study as a group, together, and will interact synchronously online using appropriate software tools.

Learning and Teaching

Blended Delivery:

In line with the University's Learning, Teaching and Assessment Strategy, this award places you at the heart of the learning experience and will monitor the effectiveness of this approach through your active engagement in the programme quality and review processes. The University Certificate in Project Scope Baseline Management is delivered mainly through tutor led sessions which will include such things as lectures, workshops, seminars and practical activities. Alongside this 'traditional' delivery there will be supporting information and learning materials made available through the University's Virtual Learning Environment (VLE). This mix of traditional and on-line delivery is referred to as blended learning and reflects that your time on University premises is only one element of your overall learning experience.

Distance learning and online:

No purely distance learning mode is planned, the online delivery model that is supported is tutor-led and uses technology to replicate the classroom environment. Students will still study in a day-release model and will interact with their tutor and with their fellow students in much the same way as they would in a classroom, only using technology to provide the mechanism. All University teaching and learning will be actively facilitated through the Virtual Learning Environment.

To support the online students at the beginning of their studies, a full week of online activity is organised before the delivery reverts to the normal day-release model. During this orientation week, students will be shown how to make use of the University's virtual learning tools, the library services, appropriate software for recording their own course contributions as well as opportunities to get to their fellow students and their tutors.

The range of learning and teaching strategies used on the programme includes:

- Development of academic skills
- Independent study skills
- Online Learning
- Personal Development
- Work Based learning or learning using Business Simulation
- Group / team-work tasks

Online Delivery

Where online delivery is used, the tools used will enable synchronous interaction between the students as a cohort and also with the tutor. The delivery follows the same model as the in-person delivery, ie. day release, and each day of delivery is structured to provide a range of learning experiences. The list below outlines the methods used to facilitate the online delivery:

- Tutor-led discussion
- Group activities (using breakout rooms)
- Independent learning following pre-prepared slides, worksheets and activities (individual and group)
- Individual journals to record notes and progress through which the tutor can provide formative feedback

- Library activities, finding and using source materials

Practical skills, developing basic core competencies relevant for Project Management including the use of some specialist software

It is beneficial if you have access to a laptop or desktop computer to make full use of the learning materials and university systems. Whilst many of the university systems are accessible via mobile phone or tablet, such devices are not appropriate for working on assessments.

Assessment

Assessment has been guided by student feedback on previous courses involving the programme team as well as consultation with relevant professional bodies and employer representatives. This consultation and experience indicates that assessment on the award should be relevant to the workplace; allow opportunities for creativity; include some aspects of personal reflection and development; be appropriately challenging and must also be academically rigorous. The programme therefore provides a variety of assessments in each academic period that build in size and complexity as you progress through the course.

Digital literacy is now widely acknowledged as a crucial skill for employees and this is integrated into the assessment strategy by allowing you to use the Virtual Learning Environment to construct, submit and receive feedback on your assessments.

There are some group activities included within the programme. This is essential as projects in industry involve teams of people working together to achieve a common goal. None of the modules are assessed by group-work although it is used as a teaching and learning strategy.

Formative Assessment

Formative (non-marked) assessment is used to support the development of summative (marked) work. This award provides opportunities for you to develop your final marked work through, for instance:

- Engagement with VLE discussions which support both subject specific learning and enhancement of digital literacy

- Showing draft work to module tutors on particular dates/times and receiving feedback on activities undertaken as part of work-based learning

- Being able to undertake practice activities and receive feedback to enable you to improve your work and study skills

- Individual tutorials

In class-based activities formative feedback is given continually, from your tutors, facilitators and peer group. The above learning and teaching strategy has been developed to be consistent with the University of Cumbria's Learning, Teaching and Assessment Strategy 2017-22.

Staff Expertise

Due to the vocational nature of this award and the links with industry, the main teaching staff involved in the delivery of this programme (module leaders) will be expected to hold an appropriate professional qualification such as APM Project Management Qualification (PMQ) or equivalent. Staff supporting the delivery of programme, by giving subject specific lectures or guest lectures, do not need to have these qualifications, although they would be advantageous.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support

is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

At the start of your University Certificate programme you will attend a short induction period which will introduce you to the Programme Leader, teaching staff and your personal tutor(s). You will get to know your fellow students and relevant administration procedures. As part of these induction activities, we will ensure that you are fully registered and can access all the University services available to you, especially the Blackboard VLE system used extensively in the programme.

Personal Tutoring

You will be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy. (https://my.cumbria.ac.uk/Student-Life/Support/Personal-Tutor/) Tutorials can be undertaken alongside taught sessions during the block or day release periods or can be arranged by appointment. If necessary, and for online students, personal tutorials can be undertaken on the telephone or through electronic communications such as MS Teams.

For online students the 1-1 tutorials will be the primary mechanism through which your studies and experience can be personalised, your personal tutor will formally arrange a meeting at least twice per academic year, sometimes more if necessary, but you are free to contact your personal tutor any time you have something that you need to discuss. The simplest way to arrange a meeting is through e-mail, your tutor will then send you an electronic invitation to a scheduled meeting

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically using the university's online reading list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and

support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Staff and Student Services

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

PASS

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Although much of your course content will be delivered in a taught classroom environment, there will also be materials made available through the University Virtual Learning Environment and you will be expected to engage with these. These additional materials may include such things as required reading, short tests or organised discussion topics. It is recognised that students on this course are

likely to need to balance the demands of work alongside their studies. The course team are aware of this and will work with individual students to provide support in a variety of ways to ensure that your needs are met. It is also recognised that students involved in work may not be able to attend every session and where technology allows lectures will be recorded and made available online.

Programme Curriculum Map[1]					
Academic Level	Module Code	Module Title[2]	Credits	Module Status[3]	Map to Programme Outcomes[4]
4	HPRO4008	Projects in a Programme Environment	20	Compulsory	K1, S2, S3
4	HPRO4009	Establishing the Project Baseline	20	Compulsory	K2, S1, S2
4	HPRO4010	Project Baseline Management and Control	20	Compulsory	K3, S2, S3

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

A failed student will not be permitted to re-register on the same programme.

Module pass mark: 40% (Undergraduate)

Please see the Academic Regulations http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdfSection G for guidance on progression and the carrying of fails.

There are no pre-requisites on the programme nor are there any co-requisites. It is anticipated that the students are likely to be studying whilst in employment, perhaps on a day release basis. The course has been designed to enable a one semester completion period for full-time students alongside full-time employment and as such there are some recommendations on the delivery model. These are recommendations however and not constraints, it may be the case that the actual delivery model differs if the student cohort or employers require it to do so.

The recommendations for delivery are as follows:

A block followed by day release model is recommended with the modules studied in the following sequence: HPRO4008, HPRO4009, HPRO4010.

These recommendations are illustrated in Figure 1 below.

Academic Week

	1	4			8	12	16	20

Programme Curriculum Map[1]

Academic Level	Module Code	Module Title[2]																		Credits	Module Status[3]	Map to Programme Outcomes[4]
HPRO4008				Block				Assessment				Christmas Break									
HPRO4009					Day release																
HPRO4010																					

Figure 1 - Indicative delivery model for full-time study

Part-time delivery model to be arranged in response to employer requirements.

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (within the limits set out in the Academic Regulations)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern Autumn Semester / Spring Semester	Method(s) of Assessment	Approximate Assessment Deadline
HPRO4008	Projects in a Programme Environment	Autumn	Written Exam Written Assignment	September October
HPRO4009	Establishing the Project Baseline	Autumn	Oral assessment/presentation Written Assignment	November November
HPRO4010	Project Baseline Management and Control	Autumn	Oral assessment / presentation Written Assignment	December January

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	- Documented Module Evaluations by students and staff AM at course and department level - Periodic review and revalidation activities - Liaison with external examiners Liaison with employers - Liaison with professional bodies - Involvement of student representatives on course / school committees. - Regular Section Team meetings. Peer Review mechanism. - Engagement of industry stakeholders in projects and real - World experiences - Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: **Students, graduates, employers, WBL venues, other stakeholders, etc.**	- Staff Student Forum - Module Evaluation forms - Module/Programme/Personal Tutorials - Meeting with External Examiners - Informal consultative meetings with students - Peer Review - Liaison with employers

Date of Programme Specification Production:	November 2017
Date Programme Specification was last updated:	27.10.2020
For further information about this programme, refer to the programme page on the University website	