

Degree Level Apprenticeship Programme Specification

This programme specification is designed for prospective employers and their apprentices/students, academic staff, enrolled students and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

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| Programme Title and Name of Award | BSc (Hons) Project Management | | |
| Academic Level | 6 | Total Credits | 360 |
| Apprenticeship Standard and Assessment Plan | Project Manager Integrated Degree Apprenticeship Reference Number: ST0411 https://www.instituteforapprenticeships.org/apprenticeship-standards/project-manager-(integrated-degree)-v1-0 | | |
| LARS Code of the Apprenticeship Standard | 291 | LARS Code of the University Award | 00303793 |
| Professional Body Accreditation / Qualification | <p>The programme is designed to meet the standard for the integrated degree apprenticeship in Project Management from the Institute for Apprenticeships. Students who successfully complete the programme will be eligible for Membership status of the Association for Project Management.</p> <p>The course is accredited with the Association for Project Management (APM) and successful completion of the Degree Apprenticeship will lead to automatic right to membership of APM. Membership of the APM has an annual fee not included in the costs of this course. Applications for membership would need to be made following completion of the programme and graduation.</p> | | |
| Date of Professional Body Accreditation | 2019 | Accreditation Period | 2019-2022 |
| Employer Organisation | Any organisation seeking to develop project managers using the apprenticeship standard. | | |
| End Point Assessment | Integrated | | |
| End Point Assessment Organisation | University of Cumbria | | |

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| External Quality Assurance Body | QAA |
| JACS Code | N213 |
| HECoS Code | 100812 |
| Criteria for Admission to the Programme | <p>Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:</p> <ul style="list-style-type: none"> • Levy paying employers with sufficient funds in their digital account – 100% funding • Non Levy payers -95% ESFA funding, 5% Employer co-funding. Non-levy paying companies will be asked to pay their 5% of the full cost of the apprenticeship at the start of the programme. <p>All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application, which it will assess according to the programme entry criteria.</p> <p>Employer selection criteria</p> <p>Individual employers will set the selection criteria for their Apprenticeships. Most candidates will have A levels (or equivalent) or existing relevant Level 3 qualifications, and English, Maths and ICT at Level 2. Other relevant qualifications or prior experience may also be considered as an alternative.</p> <p>University selection criteria</p> <p>Standard University entry requirements apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding. For further information, see the University website Accreditation of Prior Learning (APL) pages.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: BSc (Hons) Project Manager Degree Apprenticeship - University of Cumbria</p> <p><u>Exit from employment</u></p> <p>If an apprentice is made redundant during their apprenticeship</p> |

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| | <p>through no fault of their own, then the employer and University have a duty to help the apprentice try to find alternative employment.</p> <p>If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.</p> <p>If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the apprenticeship programme.</p> <p><u>Direct entry to level 5 of the degree</u></p> <p>Subject to University admissions requirements, students who have achieved the equivalent of 120 credits at level 4 in a relevant discipline, may be admitted directly to level 5. The apprenticeship requires that students provide evidence against knowledge, skills and behaviour competencies. These are defined in the apprenticeship standard itself and direct entrants will be counselled accordingly to ensure that this requirement is achievable.</p> <p><u>Direct entry to level 6 of the degree</u></p> <p>Subject to University admissions requirements, students who have achieved the equivalent of 240 credits, including 120 credits at level 5 in a relevant discipline, may be admitted directly to level 6. The apprenticeship requires that students provide evidence against knowledge, skills and behaviour competencies which are defined in the apprenticeship standard. To ensure that students have sufficient time and support to complete their portfolio to demonstrate these competencies and progress through the gateway review any student entering at level 6 will be required to take the 40 credit module HPRO5006 as a bridging module.</p> |
| Teaching Institution | University of Cumbria |
| Owning Institute | 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 | Day release or block release of multiple, consecutive days. |
| Delivery Site(s) | <p>Carlisle, Fusehill Street</p> <p>Lancaster, Bowerham Road</p> <p>Energus, Lillyhall</p> <p>University of Cumbria HE Centre at Furness College</p> <p>London, East India Dock Road Campus</p> <p>Employer site or suitably equipped training centre</p> |

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| Programme Length | Four years full-time. Maximum registration period in line with academic regulations. |
| Higher Education Achievement Report (HEAR) | Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR). |
| Exit Awards | The target award contains a higher or degree level apprenticeship. You may be awarded one of the following academic Exit Awards if you leave the programme before completion. <ul style="list-style-type: none"> • Cert HE Project Management with 120 credits • Dip HE Project Management with 240 credits • BSc Project Management with 300 credits |
| Period of Approval | 1 Jan 2019 – 31 Dec 2024 |
| <p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: BSc (Hons) Project Manager Degree Apprenticeship - University of Cumbria</p> | |

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| Cumbria Graduate Attributes |
| <p>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:</p> <ul style="list-style-type: none"> • 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 |

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| Programme Features |
| <p>Apprenticeships combine university study and workplace learning to enable apprentices to gain a higher education qualification. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30 hour week.</p> |

Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016)

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Project Manager have been designed by employers from many sectors including transport, construction, engineering, defence and nuclear. Members of the course team from University of Cumbria supported the employer group in the design and development of the project manager degree apprenticeship standard and associated end point assessment plan. This involvement required working closely with a wide range of stakeholders including employers, other educational and training institutions and the Institute for Apprentices. The Degree Level Apprenticeship for the occupation of Project Manager at the University of Cumbria leads to the academic award of BSc (Hons) Project Management.

An apprenticeship programme integrates the provision of higher level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

The programme has been designed to meet the knowledge, skills and behavioural learning expectations identified in the Project Manager Integrated degree apprenticeship standard. There are no QAA Subject Benchmarking Statements for project management, however project management is mentioned in the benchmark statements for several disciplines including business, construction and engineering. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the university and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

The programme is offered at the University on an "open cohort" basis in a day release mode with occasional blocks of delivery (specifically at the start of level 4) that is intended to be completed within 4 years. "Open cohort" means that students from different employers study the same programme as a group at the same time. However, subject to negotiation, certain bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

Degree Apprenticeships are one form of apprenticeship and aim to bring together the best of higher and vocational education by building partnerships between employers, universities and professional bodies. This combination provides on the job training and experience for the apprentices whilst studying for a degree enabling direct transfer of skills and knowledge between the education and industry partners. Degree Apprenticeships aim to provide the high level skills businesses need, in an increasing competitive global market, by bringing together employers and HEIs to create a new generation of highly skilled workers. Degree Apprenticeships put the employer in the 'driving seat' as advisors, customers and purchasers of learning.

Apprenticeship standards in a number of areas have already been agreed, others are under development. Crucial to the development of apprenticeship standards are a set of principles:

- That they are designed by employers, working with professional bodies
- Clear, concise standards, written by employers
- Apprenticeships will last a minimum of 12 months
- All apprenticeships will have an end point assessment
- Apprenticeships will be graded
- Apprenticeships will meet relevant professional registration/licence to practice requirements
- The prices for the apprenticeship standard must be agreed between the lead provider and the employer; the price must include the 'End Point Assessment' mandatory element

The Integrated Degree Apprenticeship in Project Management has been developed by a Trailblazer

group of employers from different sectors, supported by the Association for Project Management (APM). At end of the apprenticeship programme, successful individuals will gain:

- An industry designed apprenticeship programme
- An approved project management degree
- Eligibility for full membership of APM (MAPM)

Project Managers are responsible for the end to end delivery of projects, from concept through to handover and completion. They have formal responsibility for the successful delivery of the projects in-line with defined deliverables and objectives. Project managers are required to lead multi-skilled, cross-disciplinary teams to deliver to time, cost and quality requirements. Using their specific set of knowledge, skills and leadership behaviours Project Managers will manage the social, legal and environmental implications of their project and a variety of interfaces between the internal and external stakeholders involved in the project. A project manager must also have the core technical competencies to apply and consolidate appropriate measures and metrics to report and control overall project performance so that identified business benefits are achieved. To achieve these objectives, Project Managers will apply appropriate governance and project management methods and techniques to initiate and execute projects, including working with other projects within larger project programmes to meet the strategic objectives of the organisation.

These skills sets and behaviours require the Project Manager to be an effective leader of change that is able to build an effective team of direct, sub-contract, or temporarily aligned project team members into a coherent team that delivers against the project objectives. This may require them having people development and management responsibilities including resource budget planning.

Aims of the Programme

The overall aims of the Programme are:

1. To provide students with a sound academic programme giving them the opportunity to attain a degree level education
2. To provide students with the theoretical knowledge and understanding of project management
3. To develop students as critical, reflective thinkers and life-long learners with the ability to recognise the value and place of both and their role in applying principles to practice
4. To enable students to draw links between theory and practice and apply theory in the workplace
5. To develop knowledge, skills and behaviours progressively against the Project Manager Degree Apprenticeship standard
6. To develop fully competent Project Managers capable of working in the workplace

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. 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.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

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

The Project Manager Degree Apprenticeship standard identifies knowledge, skills and behavioural outcomes. These are directly mapped to the programme outcomes and differentiated at levels 4, 5 and 6 to demonstrate how a student is expected to progress in each area throughout their apprenticeship.

After 120 credits of study (CertHE) you will be able to demonstrate:

- K1. Governance:** An awareness of governance requirements in a project environment.
- K2. Stakeholder and communications management:** How to communicate effectively with internal and external stakeholders to build and maintain their support for successful project outcomes.
- K3. Budgeting and cost control:** Different financial frameworks (public, private and third sector) and how to manage project finances within them.
- K4. Planning and Scheduling:** How to develop and manage within different planning frameworks to balance the fundamental components of the project.

K5. Business case and benefits: Approaches to business case preparation. Use of the business case and benefits management. How projects are justified within the organisational environment.

K6. Commercial Management: Commercial and contractual policies, practices and relationships and how they will affect the project environment. The importance of supply chain management in a project environment.

K7. Risk Management: How risks impact on project performance in terms of schedule, cost and quality.

K8. Change Control: The concepts of project change control.

After 240 credits of study (DipHE) you will be able to demonstrate:

K9. Governance: The impact of external factors on the governance of projects and how these influence policy, process, roles and responsibilities.

K10. Stakeholder and communications management: How to manage the dynamics of stakeholder relationships and needs during the project.

K11. Budgeting and cost control: Project performance reporting to comply with governance requirements in managing the project.

K12. Planning and Scheduling: How to prepare and maintain project schedules and use these for project monitoring, control and delivery.

K13. Quality Management: Quality Management frameworks and their impact in a project environment. How to deliver quality within a Project environment including assurance, control and continuous improvement of deliverables, processes and procedures.

K14. Change Control: Analysis of the impacts and interdependencies of changes on the project and its deliverables.

After 300 credits of study (BA/BSc) you will be able to demonstrate:

K15. Planning and Scheduling: How to analyse schedule integrity, dependencies and their implications.

K16. Business case and benefits: How project deliverables are managed, monitored and controlled to meet the business case requirements.

K17. Risk Management: Methodologies for risk evaluation and management. Risk escalation and mitigation strategies.

K18. Change Control: How to define and use appropriate processes and tools to manage scope, requirements, benefits and success factors of a project.

K19. Governance: How to evaluate and establish appropriate project governance through the incorporation of policies, regulations, processes, roles and structures in different project types and organisational structures

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

K20. Stakeholder and communications management: How to develop appropriate and pro-active project communication plans to ensure that all of the multi-skilled, cross-disciplinary stakeholders are aligned.

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

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

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. Stakeholder and communications management: Ability to identify and analyse internal and

external stakeholder groups and their impact on the interest of the project.

S2. Business case and benefits: Review a project business case and assess its validity.

S3. Schedule management: Develop simple project schedules and dependencies.

S4. Commercial management: Demonstrate awareness of different contract and procurement options.

S5. Resource management: Apply resource management techniques to balance project needs against resource demand.

After 240 credits of study (DipHE) you will be able to demonstrate:

S6. Stakeholder and communications management: Manage an effective project communication plan across stakeholders with different cultural and physical barriers. Analyse information and communicate with stakeholders.

S7. Budgeting and cost control: Manage project budgets, control expenditure and produce status reports as required, including control of costs against budgets, forecasting, and establishing performance indicators as required by funding sources.

S8. Business case and benefits: Prepare, review and communicate a project business case for approval and management of the lifecycle of a project and its associated benefits.

S9. Schedule management: Develop, evaluate and critically analyse project schedules and their dependencies. Manage the scope and schedule of activities, events and deliverables.

S10. Commercial management: Maintain and evaluate different commercial contract and procurement types to select appropriate options for specific projects.

S11. Resource management: Negotiate the allocation and scheduling of internal and external resources to meet project demands.

S12. Leadership: Drive for results with the ability to inspire and support project team members and manage stakeholder relationships.

S13. Collaboration and teamwork: Work collaboratively to build rapport and trust, develop networks and maintain relationships. Builds teams, empowers and motivates others to improve performance and achieve outcomes. Delegates tasks to others, sets goals and accountabilities, provides clear guidance and monitor progress.

S14. Managing conflict: Demonstrates persistence and resilience with the ability to recognise, understand and manage conflict or opportunities. Influences behaviour of others to meet required project outcomes.

S15. Integrity, ethics, and professionalism: Acts for each project stakeholder as a faithful agent or trustee.

After 300 credits of study (BA/BSc) you will be able to demonstrate:

S16. Governance: Apply the governance structure, techniques and Project Management methodologies appropriate to the organisational environment in which the project is being delivered.

S17. Schedule management: Evaluate methods for data capture and analysis in a project environment.

S18. Risk and issue management: Ensure that project risks, opportunities and issues are addressed using quantitative and qualitative methods to categorise risks and impacts. Identify, evaluate and implement appropriate mitigation strategies.

S19. Leadership: Promotes the vision, organisational purpose and values. Understands and creates the environment for an inclusive and diverse organisational culture.

After 360 credits of study (BA/BSc Hons) you will be able to demonstrate:

S20. Stakeholder and communications management: Demonstrate interpersonal skills of effective

listening, presentation, influencing techniques, negotiating and persuasion.

S21. Integrity, ethics, and professionalism: Avoids deceptive acts and conducts themselves honourably, responsibly, and lawfully so as to enhance the honour, reputation, and usefulness of project management as a professional discipline.

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:

The programme outcomes are referenced to the following:

- Degree Apprenticeship Standard for Project Manager (and also the related Assessment Plan) – <https://www.instituteforapprenticeships.org/apprenticeship-standards/project-manager-degree/>
- QAA subject benchmark statement for
 - Business and Management (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>)
 - Engineering (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-engineering-15.pdf>)
 - Construction, property and surveying (<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Construction-property-and-surveying.pdf>)
- Framework for Higher Education Qualifications in England, Wales and Northern Ireland (revised in 2014).

As a degree apprenticeship, the programme integrates the learning outcomes required for an academic degree with those defined by employers as an occupational standard for specific (but broadly based) job roles.

The programme outcomes are referenced to the Apprenticeship Standard for Project Management (Degree) and also the related Assessment Plan

https://www.instituteforapprenticeships.org/media/1780/st0411_project-manager_l6_ap-for-publication_160518.pdf

This programme contributes towards the University of Cumbria's mission to be a catalyst for individual and regional prosperity and pride. Project Management, as a skill-set is growing rapidly in demand and large local employers such as Sellafield Ltd. and BAe Systems have a significant need for suitably qualified professionals in this subject area. This programme helps the University of Cumbria achieve its mission and strategy by expanding the options available to students from the region and by attracting new talent into the region.

Further information on the broader aspects that have influenced the programme development can be found in the documents below:

- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

Graduate Prospects

Projects span public, private and third sectors, in industries such as banking, insurance, government, healthcare, retail, IT, construction, engineering and transport. Increasingly, organisations use projects and employ project managers as a way to improve or change, in order to become more efficient and effective. This may require managing interdisciplinary teams within various organisational structures and across organisations. This means that project managers are employed in all sectors, the annual APM salary and market trends survey demonstrates the range of sectors and average salaries of project managers:

<https://www.apm.org.uk/resources/find-a-resource/project-management-salary-and-market-trends-survey/2018/>

In 2017, APM was awarded a Royal Charter recognising its contribution to the development of standards for the Project Management profession. It currently has over 26,000 individual members and 500 corporate members. The degree apprenticeship will provide a valued route towards achieving membership of APM. APM recognises apprenticeships as essential for the growth of the profession as evidenced by the information on their website targeted at apprentices, employers and careers advisors.

<https://www.apm.org.uk/qualifications-and-training/apprenticeships/>

Delivery Arrangements and Attendance

The specific learning approaches adopted depend on the needs of employers and cohorts of apprentices. 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.

This programme is typically delivered in a full time day-release model incorporating an initial block-release study period to enable the required learning and assessment to take place. A typical study day incorporates 6 hours of scheduled learning activities. Full Time (day-release): students study the programme as full-time students based on the amount of credits they tackle each academic year. Their work-based learning and their scheduled University learning and teaching are equivalent to what is expected across the University from other full-time undergraduate students. This mode of delivery allows completion of the apprenticeship within four years. The delivery pattern will involve:

Year 1 – 120 credits at Level 4

Year 2 – 120 credits at Level 5 and Professional Qualification (IPMA Level D or equivalent)

Year 3 – 80 credits at Level 6 and Gateway Assessment

Year 4 – Final Module of Course incorporating 40 credits at Level 6 and End Point Assessment.

Part Time (day-release) may be offered to suit the needs of specific employers. This will usually mean completing the programme within five years. This could be achieved by using day release and standard academic semesters with typically 80 credits per year. An example of part-time delivery pattern would involve:

Year 1 – 80 credits at Level 4

Year 2 – 40 credits at Level 4, 40 credits at Level 5 and Professional Qualification (IPMA Level D or equivalent)

Year 3 – 80 credits at Level 5

Year 4 – 80 credits at Level 6 and Gateway Assessment

Year 5 – Final Module of Course incorporating 40 credits at Level 6 and End Point Assessment.

Accelerated: The programme is not designed to be studied in an accelerated mode. However, this could be considered by delivering the Level 6 modules in block release allowing the Gateway to be achieved at the end of Semester 1 in Year 3 and the End Point Assessment in the Spring and Summer semesters of the same year. Such an accelerated delivery would require a greater commitment in terms of study hours in the final year of delivery.

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.

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.

Learning and Teaching

Knowledge, understanding, skills and other attributes are taught at the University with students putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

The principles underpinning this programme's LTA strategy are that the work you do will:

- Be relevant for your development as a professional project manager
- Fulfil the needs of the Project Manager Degree Apprenticeship standard
- Develop your technical and transferable skills in project management
- Contextualise your learning and assessment in the workplace
- Contribute to your personal development and capacity as a reflective practitioner of project management.

To ensure quality provision through robust review and enhancement processes, the programme runs within the standard Academic Regulations and the standard Academic Procedures and Processes. The programme will be subject to the same review and enhancement processes as other programmes at the University of Cumbria, including your own opportunities to contribute to evaluation and review.

Alongside this, members of the University programme team will liaise with your employer and yourself about the ongoing synergies between what you do at work and what you do at the University.

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.

Virtual learning Environment

Blackboard, the University of Cumbria's Virtual Learning Environment (VLE) is available to access through web-enabled devices such as desktop or laptop PCs and mobile devices (IOS and Android). The VLE will be your main learning tool and will be used to access lecture notes, find links to directed reading, engage with e-learning packages to develop specific skill sets, the medium through which your written assessments are submitted and in some cases it will be used to take actual assessments (multi-choice tests for example). For online delivery, extensive use of a plug-in to Blackboard called Collaborate is utilised. Collaborate provides video and audio facilities, the ability to share screens and content and also enables breakout groups to be quickly formed to enable peer discussions and group learning activities.

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

Summative and Formative Assessment

Assessment takes place in many ways including presentations, reports, practical tests, examinations, written work and portfolio development. Wherever possible, authentic assessment strategies are used, for example your ability to develop a plan for a project is tested through a practical exercise in constructing a plan, your ability to understand project performance data is tested through an exercise of data interpretation. Written assessment assessments will enable you to focus on activities in the workplace, drawing on the knowledge and experiences developed and evaluating these in the context of the course content. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Degree Apprenticeship that apprentices must maintain a portfolio of completed assessed academic work and workplace activities to provide evidence of achievements and capabilities. The building of this portfolio is therefore integral to the degree programme and the end point assessment. Opportunities will exist at level 4 and level 5 to develop portfolios as these are used in assessments for HPRO4011 and HPRO5006. In addition to these formal points of assessment, apprentices will be provided with tripartite reviews (apprentice, the employer and a university tutor) to ensure that they are being provided with the appropriate opportunities to gain experience and gather evidence to demonstrate these competencies. Typically these reviews will be held every 10-12 weeks.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation and can demonstrate the knowledge, skills and behaviours set out in the apprenticeship standard.

The end-point assessment takes place at the end of the apprenticeship after all the on-programme training has been completed and after the 'gateway' has been passed.

The gateway criteria are defined in the degree apprenticeship End Point Assessment plan. Apprentices will be deemed to pass the Gateway when the employer confirms that the apprentice has:

- achieved a minimum level 2 English and Maths as per the standard and general apprenticeship requirements
- successfully completed the formal academic learning as defined by the HEI, equating to 300 on programme credits
- attained the IPMA Level D qualification (or equivalent Professional Qualification) in Project Management
- has sufficient evidence to demonstrate knowledge, skills and behaviours as described in the standard, demonstrated in the form of an evidence portfolio.

To assist employers in the assessment of an apprentice against the defined competencies they will be provided with a logbook in which actions and decisions regarding their achievement can be recorded. The logbook will be unique to each apprentice and will also provide examples of evidence that could be used to demonstrate each defined competence.

The End Point Assessment process is described in the plan published by the Institute for Apprenticeships. This consists of two components, a work based project report and a professional review. The End Point Assessment process must complete within six months. The remainder of this section is taken directly from this document.

The report on the Work Based project will comprise 4,000 words (+/- 10% plus references, appendices and abstract). It must draw on appropriate references from academic and professional sources and use Harvard Referencing System to support this. Appendices to the report may be used to provide supporting evidence. All work relating to the project and report write-up must be completed during the EPA period; excluding preliminary research to inform the project outline. The project must be submitted by the end of Month 5 of the end-point assessment period.

The Professional Review will synoptically assess knowledge, skills and behaviours as detailed in the published standard. The professional review is assessed through a formal presentation followed by an interview. The professional review panel (the panel) will consist of two members, an independent assessor and an industry expert nominated by the apprentice's employer. The independent assessor will be responsible for the grading of the End Point Assessment. The industry expert can provide information on industry context, if requested to do so by the independent assessor, but does not take part in the assessment process. The apprentice must submit their evidence portfolio two weeks in advance of the professional review. The portfolio will contain naturally occurring evidence from the apprentice's day-to-day activities in the workplace that demonstrate competence in each of the relevant KSBs of the Project Manager (degree) standard end-point assessment document. The portfolio must contain a minimum of one and a maximum of three pieces of evidence for each of the relevant KSBs. Examples of such evidence may include: project schedules, risk assessments, governance documents and change requests. The portfolio must be presented and structured to a professional standard. The documentation for the Professional Review (evidence portfolio and presentation aids) will typically be held electronically in the learning management system of the HEI. Presentation aids will

consist of slides to be presented during the review; typically 10 slides (+/- 1 slide).

The Professional Review must take place in a controlled environment; typically, at the HEI premises to allow for quality assurance and consistency of experience and access to the required documentation. The apprentice will prepare and deliver a presentation based on their achievement of the appropriate KSBs as evidenced and demonstrated in their portfolio. The presentation element will last 15 minutes (+/- 2 minutes), there will be a further 15 minutes (+/- 1 minute) allowed for questions at the end of the presentation. The apprentice will use presentation aids such as Power Point slides during the professional review. These must be submitted at least one week before the professional review to allow them to be uploaded into the learning management system of the HEI in advance of the review. A flipchart and pens will be made available in the room used for the professional review.

The presentation will be followed by an interview, which will typically last 45 minutes (+/- 5 minutes). The independent assessor will use a minimum of five and a maximum of eight standardised questions from an agreed set of questions. Questions will be selected in order to ensure the apprentice has the opportunity to demonstrate their competence in the relevant knowledge, skills and behaviour areas. Follow-up questions may be used to probe further into the detail in order to satisfy the panel of the depth of knowledge, skills and behaviour as appropriate. The apprentice can have access to a copy of the submitted portfolio (typically on the learning management system of the HEI) at the professional review and may draw on this in answering the questions.

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.

Course Introduction

The programme begins with a block delivery during which you will receive a full introduction to the University of Cumbria, studying at undergraduate level, advice and guidance on evidencing work-based practice as well as lectures covering the content for the first module, Foundations of Project Management. Team building activities will also focus on building rapport among the students to enable the Blended Learning to work effectively. This delivery will also familiarise students with working with University resources and using the University Wide Grade Descriptors. Following this block study period at the beginning of the course, the mode of delivery changes to day-release for the remainder of the programme.

Personal Development Portfolio

This is directly supported through modules at levels 4, 5 and 6 (HPRO4011, HPRO5003, HPRO5006 and HPRO6002). You are expected to retain all feedback you receive on assessed work in your professional development portfolio, along with reflective journal entries that demonstrate what you have done in response to the feedback. This evidence portfolio is a key piece of evidence required in your end point assessment and is used by the assessment panel to guide the professional interview.

Tutorials

You will also 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 through tutorials, Progress Reviews and

other support as outlined in the Personal Tutoring Policy. (<https://my.cumbria.ac.uk/Student-Life/Support/Personal-Tutor/>) They can be undertaken alongside taught sessions during the block or day release periods or can be arranged by appointment. If necessary, 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 that uses software such as MS Teams to enable a face-to-face conversation over the Internet.

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual students, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.
- An Employer Apprenticeship Liaison Manager who manages the relationship between the programme (via the University Liaison Tutor) and the employer

The University and the employer are bound by contract to work together to support you as an apprentice. This will include learner review meetings, called tripartite reviews. The frequency of these meetings is subject to regular review by the Education and Skills Funding Agency (ESFA) and the University works with employers to ensure that these reviews are held frequently enough to satisfy their expectations. The agenda for these learning review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held by the University as part of your student file and may be audited by the ESFA as part of their monitoring and audit processes to ensure provision of high quality apprenticeships. Additional reviews will take place where there are indications that the apprentice is not making adequate progress. Indicators may include nonattendance at planned training, missed submission deadlines, low marks for assignments or inadequate progress in work based learning.

Apprenticeship Liaison

You will also be allocated an Apprenticeship Liaison Tutor. Your Apprenticeship Liaison Tutor will manage the relationship between each employer, the students working for that employer, and the University.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. 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 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 and resource lists will be made available to you electronically using the University's [online reading and resource 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](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

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 tile. 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.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

| Programme Curriculum Map | | | | | | |
|---------------------------------|--------------------|--|----------------|-----------------------|------------------------------------|---|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved | Apprenticeship Standards achieved (see Appendix 2) |
| 4 | HPRO4001 | Foundations of Project Management | 20 | Compulsory | K1,K7,K8 | 1-1, 1-2, 1-5, 1-6, 1-9 |
| 4 | HPRO4011 | Professional Development I | 20 | Compulsory | | 3-2, 3-3, 3-5 |
| 4 | HPRO4003 | Project Context – The Business Environment | 20 | Compulsory | K5,S2 | 1-1, 1-2, 1-4, 1-6, 1-11 2-1, 2-2 |
| 4 | HPRO4004 | Projects in a Commercial Environment | 20 | Compulsory | K6,S4 | 1-2, 1-6, 1-8, 1-9 2-6 |
| 4 | HPRO4006 | Stakeholder Management | 20 | Compulsory | K2,S1 | 1-2,1-3,1-6 2-3 |
| 4 | HPRO4007 | Project Planning and Control | 20 | Compulsory | K3,K4,S3,S5 | 1-1, 1-5 2-4, 2-7, 2-8 |
| 5 | HPRO5002 | Project Performance Management | 20 | Compulsory | K11,K12,K14,S7,S9,S11 | 1-1, 1-5, 1-6 2-4, 2-7, 2-8 |
| 5 | HPRO5003 | Project Management Professionalism | 20 | Compulsory | K9,K10,S12,S13,S14,S15 | 1-1, 1-3 2-3, 3-4 |
| 5 | HPRO5004 | Project Management Methodologies | 20 | Compulsory | K9,K14,S8,S10 | 1-2, 1-5, 1-9, 1-11 2-1, 2-4, 2-5, 2-7 |
| 5 | HPRO5005 | Ensuring Project Quality | 20 | Compulsory | K10,K13,K14 | 1-3, 1-5, 1-6, 1-7 2-7 |
| 5 | HPRO5006 | Professional Development II | 40 | Core | S6,S12 | 3-1, 3-2, 3-3, 3-4, 3-5, |

| | | | | | | |
|---|----------|---|----|------------|---------------------|--|
| | | | | | | 3-6 |
| 6 | HPRO6002 | Programme and Portfolio Management | 20 | Compulsory | K16,S11,S16 | 1-1, 1-2, 1-4, 1-5, 1-6, 1-9, 1-11, 2-1,2-2 |
| 6 | HPRO6003 | Project Leadership | 20 | Compulsory | S19 | 1-3, 2-3, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6 |
| 6 | HPRO6004 | Governance, Change and Risk Management | 20 | Compulsory | K17,K18,K19,S16,S18 | 1-1, 1-3, 1-4, 1-5, 1-6, 1-9, 1-10, 2-1, 2-2, 2-5, 2-7 |
| 6 | HPRO6005 | Management and Control of Projects | 20 | Compulsory | K15,S11,S17 | 1-5, 1-9, 1-10 2-4, 2-7 |
| 6 | HPRO6101 | Project Manager Degree Apprenticeship EPA | 40 | Core | K20,S20,S21 | All |

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes, with the exception of the final 40 credits (HPRO6101), which will fall outside of the typical time period and processes for providing student feedback as these modules are designed to meet the end point assessment as defined in the Project Manager Degree Apprenticeship standard.

In accordance with the Apprenticeship Standard and Assessment Plan, students must maintain a portfolio of their completed work to demonstrate their achievements and capabilities against the knowledge, skills and behaviours in the standard. Portfolio development will be assessed mid-way through the programme at level 5 in module HPRO5006 to provide guidance and feedback on this essential element of the degree apprenticeship standard.

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

* Key to Module Statuses

| | |
|--------------------|--|
| Core Modules | Must be taken and must be successfully passed |
| Compulsory Modules | Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic |

| | |
|---------------------|--|
| | Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Optional Modules | Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| 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 |

Indicative Programme Delivery Structure: Full Time

The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers

| Module Code | Module Title | Number of Delivery Hours | Delivery Pattern | Method of Delivery | Method(s) of Assessment | Approximate Assessment Deadline |
|-------------|--|--------------------------|--|---|--|---------------------------------|
| | | | Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long | Block Release / Day Release / Distance Learning / Work-based Learning | | |
| HPRO4001 | Foundations of Project Management | 36 | Autumn | Block Release | 1 X Practical Assessment 1 x Set Exercise | September and October |
| HPRO4011 | Professional Development | 36 | Spring | Day Release | Presentation & Portfolio | March & April |
| HPRO4003 | Project Context – The Business Environment | 36 | Autumn | Day Release | Practical Assessment Set Exercise | November & January |
| HPRO4004 | Projects in a Commercial Environment | 36 | Spring | Day Release | Set Exercise Written Assessment | Feb April |
| HPRO4006 | Stakeholder Management | 36 | Spring Extended | Day Release | Portfolio | June |
| HPRO4007 | Project Planning and Control | 36 | Autumn / Spring | Day Release | 2 X Practical Assessment | November & December |

Students exiting at this point with 120 credits would receive a CertHE Project Management

| | | | | | | |
|----------|------------------------------------|----|--------|-------------|---|---------------------|
| HPRO5002 | Project Performance Management | 36 | Autumn | Day Release | Set Exercise | January |
| HPRO5003 | Project Management Professionalism | 36 | Autumn | Day Release | Written Assessment Oral Presentation | October November |
| HPRO5004 | Project Management Methodologies | 36 | Spring | Day Release | Set Exercise Written Assessment | Feb & March |
| HPRO5005 | Ensuring Project Quality | 36 | Spring | Day Release | Set Exercise | May |
| HPRO5006 | Professional Development II | 18 | Year | Day Release | Written Assessment | April |

Students exiting at this point with 240 credits would receive a DipHE Project Management

| | | | | | | |
|----------|--|----|--------|-------------|--|------------------------|
| HPRO6002 | Programme and Portfolio Management | 36 | Autumn | Day Release | Presentation and Written Assessment | November & December |
| HPRO6003 | Project Leadership | 36 | Autumn | Day Release | Written Assessment Written Assessment | October December |
| HPRO6004 | Governance, Change and Risk Management | 36 | Spring | Day Release | Set Exercise | May |
| HPRO6005 | Management and Control of Projects | 36 | Spring | Day Release | Set Exercise | May |

Students exiting at this point with 300 credits would receive an Ordinary BSc Project Management

To satisfy the Gateway assessment criteria defined in End Point Assessment for the Project Manager Integrated Degree

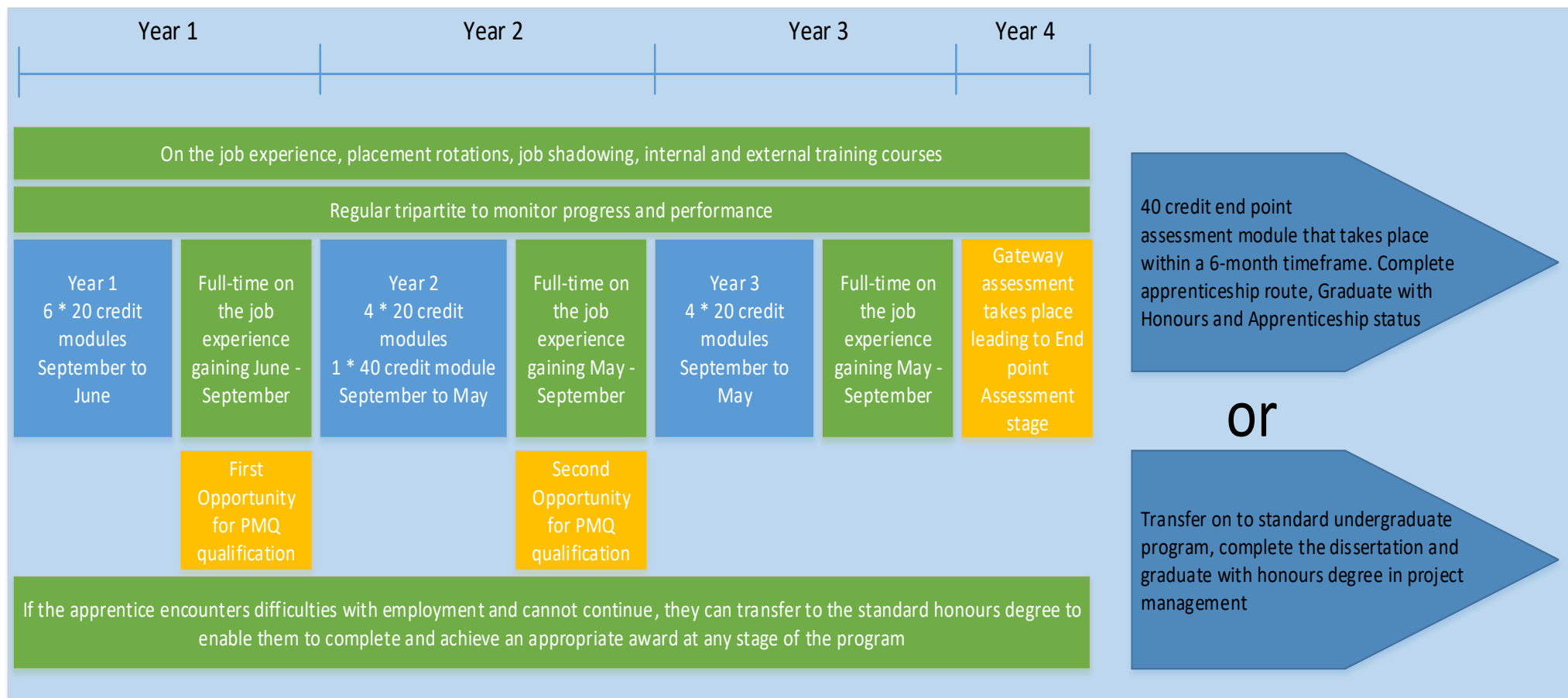
Apprenticeship, an assessment of progression would take place before students formally begin HPRO6101.

| | | | | | | |
|----------|--|----|------|--|--|-------------|
| HPRO6101 | Project Manager Degree Apprenticeship EPA | 15 | Year | Work based, supported through tutorials | Report, Presentation and interview | Feb / March |
|----------|--|----|------|--|--|-------------|

Students exiting at this point with 360 credits would receive BSc (Hons) Project Management, Project Manager (Degree) status

| Expected Delivery pattern for study and graduation. Entry Level | Year 1 | Year 2 | Year 3 | Year 4 |
|--|-------------------------------------|--|---|------------------------|
| 4 | 120 credits at level 4 | 120 credits at level 5 | 80 credits at level 6 plus gateway review | EPA. Summer graduation |
| 5 | 120 credits at level 5 | 80 credits at level 6 plus gateway review | EPA. Summer graduation | |
| 6 | 80 credits at level 6 plus HPRO5006 | Gateway review plus EPA. Summer graduation | | |

The diagram below presents a high level overview of the course structure showing how the work experience, tripartite reviews, professional qualification and end point assessment elements contribute to the overall programme. This diagram also shows how it is possible to transfer over to the standard BSc (hons) Project Management course should difficulties with employment be encountered and it is not possible to continue with the apprenticeship.



Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one day per working week. The ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*"

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills

If necessary, include any additional information on how the programme has been designed to incorporate the required 20% off-the-job training hours and how the programme team will ensure that this is achieved, both for part-time and full-time employees

The specific details on what can be regarded as training hours is subject to change. For the latest guidance please refer to the latest guidance from the UK Government (<https://www.gov.uk/guidance/16-to-19-education-funding-guidance>). Further guidance can also be found in the ESFA funding rules which can be found online at <https://www.gov.uk/guidance/sfa-funding-rules> at:

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

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- 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, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Meetings with Employers

Date of Programme Specification Production:

August 2018

**Date Programme
Specification was last
updated:**

March 2024

For further information about this programme, refer to the programme page on the University website

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Degree/Higher Level Apprenticeship, other types of flexible delivery may be required. Hence this specification distinguishes between:

1) The Curriculum Map, which consists of:

- the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);
- the designation of modules as core, compulsory, or optional

2) The Programme Delivery Structure, which consists of:

- the semester(s) in which each module is delivered
- the delivery method for each module (e.g. block release or day release)
- the method of assessment and indicative assessment deadline(s)

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the university: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

Appendix 2

Apprenticeship Standard to which the Curriculum Map refers

The curriculum map makes reference to the Integrated Project Manager (Degree) Apprenticeship standard. The published standard lists the knowledge, skills and behaviours (KSB's) that are expected of a competent project manager. The programme outcomes are very closely mapped to the knowledge and skills elements as these are taught and assessed through the content of the module. The behaviours are developed through the professional development modules at levels 4 & 5 and also through the apprentice's experiences and learning in the workplace. The KSB's from the apprenticeship standard are listed below. The tables below also show which programme outcomes the KSB's relate to and also which component of the End Point Assessment provides the final sign-off against these competencies.

| Knowledge Area | Description | Ref code | EPA Coding and reference | UoC Programme Mapping |
|--|--|----------|--------------------------|-----------------------|
| Governance and Financial Control of Projects | How to evaluate and establish appropriate project governance through the incorporation of policies, regulations, processes, roles and structures in different project types and organisational structures, accepting that different sizes of organisation require different levels of control. How to manage project budgets and costs within appropriate financial frameworks and how to report project performance, tailoring reporting requirements to comply with governance norms in the business. How to construct robust project business cases that demonstrate the benefits and value expected from project deliverables. | 1-1 | K1 – KA1 | K1, K3 K9 K19 |
| The Business Environment | How projects contribute to businesses operating in local, regional, national and global economies. Knowledge of the main UK business sectors and the parameters within which they operate. | 1-2 | K2 – KA1 | K5 |
| Stakeholder and Communications Management | How to communicate effectively with internal and external stakeholders to build and maintain their support for successful project outcomes. How to manage the dynamics of stakeholder relationships and needs during the project and develop appropriate and pro-active project communication plans to ensure that all of the multi-skilled, cross-disciplinary stakeholders are aligned. | 1-3 | K3 – KA1 | K2 K10 K20 |
| Organisational Change Management | How to work with the project sponsor and within a programme to prepare organisations, teams and individuals for organisational change including an analysis of the current state, preparation of an envisaged future state and plans for progressing from one to the other. | 1-4 | K4 – KA2 | K5 K16 |

| | | | | |
|-------------------------------------|---|------|-----------|-----------------------|
| Estimating, planning and Scheduling | How to develop and manage projects within different planning frameworks to balance the fundamental components of the project. How to prepare and maintain resourced project schedules and use these for project monitoring, control and delivery. How to analyse schedule integrity, dependencies and their implications. | 1-5 | K5 – KA1 | K4 K11, K12 K15 |
| Project Justification | How to interpret organisational and programme aims and objectives to develop robust business plans and the requirement to revisit such plans at key stages of a project to ensure ongoing viability of the business case. The identification of realistic benefits, both tangible and intangible, and an appreciation of how these might be delivered. | 1-6 | K6 – KA1 | K5 |
| Quality Management | How to apply quality management frameworks and monitor their impact in a project environment. How to deliver quality within a project environment including assurance, control and continuous improvement of deliverables, processes and procedures. | 1-7 | K7 – KA1 | K13 |
| Procurement and Contract Management | How to procure goods and services in a cost effective, process driven manner. How to manage projects within commercial and contractual policies, practices and relationships. The importance of supply chain management in a project environment. How to manage the procurement cycle and identify opportunities for maximising benefits through the effective establishment and management of contracts. | 1-8 | K8 – KA1 | K6 |
| Risk Management | How to apply methodologies for risk evaluation and management. How to mitigate the impact of risks on project performance in terms of schedule, cost and quality. | 1-9 | K9 – KA1 | K7 K17 |
| Project Change Control | How to apply the concepts of project change control. How to define and use appropriate processes and tools to manage scope, requirements, benefits and success factors of a project. How to analyse the impacts and interdependencies of changes on the project and its deliverables. | 1-10 | K10 – KA1 | K8 K12, K14 K18 |
| Organisational Strategy | How organisational strategy is the totality of actions a company needs to take to achieve long-term goals and how the processes used by organisations are applied to develop strategic plans. How programmes and projects enable organisations to achieve their short, medium and long-term strategies and how these can vary | 1-11 | K11 – KA2 | K5 |

| | | | | |
|--|--|--|--|--|
| | depending on the size of the organisation. | | | |
|--|--|--|--|--|

| Skill | Description | Ref Code | EPA Coding and reference | UoC Programme Mapping |
|--|---|----------|--------------------------|--|
| Governance Frameworks | Lead and take responsibility for the project management plan as required by the governance structure. Apply techniques and project management methodologies as appropriate, dependent upon project complexity and criticality to the organisational environment in which a project is being delivered. Maintain, review and communicate a project business case for approval through the stages of a typical project lifecycle ensuring continued value for money and continued alignment with organisational objectives. | 2-1 | S1 – SA1 | S2 S8, S12 S16, S19, S21 |
| The Business Environment | Identify and analyse the context, opportunities and challenges presented by projects in a range of organisational settings, appreciating the differences within both large and small organisations and in different industry sectors and the consequent need for tailoring. Identify the operating constraints that apply to projects including ethical, legal and regulatory considerations. | 2-2 | S2 – SA2 | S2 S8 S21 |
| Stakeholder and communications management | Lead and take responsibility for the identification and analysis of internal and external stakeholders and their impact on the project. Manage an effective project communication plan across stakeholders with different cultural and physical barriers. Analyse information and communicate with stakeholders incorporating elements of feedback to understand and measure the effectiveness of planned communications. Effectively listen and influence others through negotiation and persuasion. | 2-3 | S3 – SA3 | S1 S6, S12. S13, S14, S15 S19, S20, S21 |
| Control of projects in terms of time, cost and quality | Manage the project within the constraints of time, cost and quality. Control expenditure and produce status reports as required, including control of costs against budgets, forecasting, and establishing performance indicators as required by funding sources. Measure progress and actual costs against plans to determine a full understanding of project performance. Identify, achieve and maintain quality standards | 2-4 | S4 – SA1 | S3 S7, S11 |

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| | appropriate to the context and specific requirements of project activities. | | | |
| Risk Management | Ensure that project risks, opportunities and issues are addressed using quantitative and qualitative methods to categorise risks and their impacts. Identify, evaluate and implement appropriate mitigation strategies, ensuring that mitigation actions are incorporated into the project plan and are implemented should they develop into issues. Manage risk through the regular review of a risk management plan, adopting appropriate strategies to manage both threats and opportunities. | 2-5 | S5 – SA1 | S18 |
| Commercial and Contract management | Maintain and evaluate different commercial contract and procurement types to select appropriate options for specific programmes and projects. Support effective contract management and the achievement of programme and project outcomes. | 2-6 | S6 – SA1 | S4 S10 S21 |
| Project Change Control | Dependent upon the size and complexity of a project, define and apply a recognised process to manage change in projects. Make effective decisions in the interests of a range of stakeholders with regards to change requests. Handle change within different project management methodologies. | 2-7 | S7 – SA1 | S7,S9, S14 |
| Schedule Management | Evaluate requirements and methods for data capture and analysis in a project environment. Evaluate project schedule integrity including identification and resolution of scheduling problems. Apply resource acquisition and management techniques to balance programme and project needs against resource demand. Negotiate the allocation and scheduling of internal and external resources to meet programme and project demands. | 2-8 | S8 – SA1 | S5 S9 S17 |

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| Behaviour Note: The UoC validation documents do not specifically define the behaviours that students will develop, however the programme has been designed to enable students to understand, develop and explore aspects of these as part of their programme. The modules where these behaviours are an important element are mapped in this table. | Ref Code | EPA coding and reference | UoC Programme Mapping | Module where these behaviours are studied / developed or evidenced |
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| Leadership | Drive for results with the ability to inspire and support project team members and manage stakeholder relationships. Promote the vision, organisational/project purpose and values. Understand and create the environment for an inclusive and diverse organisational culture. | 3-1 | B1 – BA1 | S12 | HPRO4011, HPRO5003, HPRO5006, HPRO6003 |
| Collaboration and teamwork | Work collaboratively to build rapport and trust, develop networks and maintain relationships. Build and inspire teams, empower and motivate others to improve performance and achieve outcomes. Delegate tasks, set goals and accountabilities, provide clear guidance and monitor progress. | 3-2 | B2 – BA1 | S13 | HPRO4011, HPRO5003, HPRO5006, HPRO6002 |
| Personal and Professional Responsibility | Drive to achieve in all aspects of work. Demonstrate resilience and determination when managing difficult situations and able to influence the behaviour of others to meet required project outcomes. Seek and adopt new opportunities underpinned by commercial acumen and sound judgement. | 3-3 | B3 – BA2 | S15 | HPRO4011, HPRO5003, HPRO5006 |
| Integrity, ethics, and professionalism | Manage with integrity and take an ethical approach to develop trust with stakeholders. Communicate and issue project-related reports and statements in an objective and truthful manner. Maintain professional conduct so as to enhance the honour, reputation, and usefulness of project management as a professional discipline. | 3-4 | B4 – BA2 | S21 | HPRO4011, HPRO5003, HPRO5006 |
| Inclusive | Be open, approachable and authentic and able to build and maintain trust with others. Actively seek the views of others and value diversity internally and externally. | 3-5 | B5 – BA1 | | HPRO4011, HPRO5003, HPRO5006 |
| Innovation and Resourcefulness | Understand the bigger picture and work enthusiastically and creatively to analyse problems and develop innovative and workable solutions to problems. Have a solution focus, not a problem focus and to be positive and adaptable, responding well to | 3-6 | B6 – BA1 | | HPRO4003, HPRO4004, HPRO5004, HPRO5005, HPRO5006, HPRO6002, HPRO6004 |

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| | feedback and the need for change. | | | | |
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