

<b>Programme Title and Name of Award</b>	BSc (Hons) Project Management		
<b>Professional Qualifications / Accreditation</b>	An application for accreditation with the Association for Project Management is in preparation.		
<b>Academic Level</b>	6	<b>Total Credits</b>	120
<b>UCAS Code</b>	N215	<b>JACS Code</b>	N213
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/project-management-top-up/">https://www.cumbria.ac.uk/study/courses/undergraduate/project-management-top-up/</a></p> <p>Students applying for this award with a HND, FdSc or first degree in a discipline other than Project Management may be asked to gain the APM Project Management Qualification (PMQ) before being accepted onto this award.</p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Department of Science, Natural Resources and Outdoor Studies		
<b>Programme delivered in conjunction with</b>	N/A		
<b>Principal Mode of Delivery</b>	Blended Learning		
<b>Pattern of Delivery</b>	Full Time, Part Time.		
<b>Delivery Site(s)</b>	All University of Cumbria campuses, sites and approved partner locations		
<b>Programme Length</b>	1 year full-time, normally 2 years part-time, maximum registration period is 4 years.		
<b>Higher Education</b>	Upon successful completion of this programme, you may receive a		

<b>Achievement Report (HEAR)</b>	Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.  BSc Project Management (a minimum of 60 credits at level 6)

<b>Programme Features</b>
<p>The BSc (Hons) Project Management top-up degree has been designed around established bodies of knowledge from the Association for Project Management (APM) and the Project Management Institute (PMI). The programme delivers an integrated curriculum that clearly links projects, programmes and portfolios into organisations and the development and improvement of their business-as-usual activities.</p> <p>The content of the course is a mixture of vocational and academic subject areas but the assessments are applied in nature to strengthen your employability following graduation. There is no specific requirement for a work-placement but seeking such an opportunity would provide extensive additional learning opportunities. The course will provide opportunities to engage with industry through guest lectures, site visits and case studies to ensure that students who do not have access to an appropriate employment opportunity can gain experience and contextual knowledge.</p> <p>The delivery model for this programme is traditional face-to-face teaching supported by directed study and independent study. You will have access to our Virtual Learning Environment, library services and resources, appropriate software applications and study facilities to enable you to get the most of your studies.</p>

<b>Aims of the Programme</b>
The overall aims of the Programme are:
<ol style="list-style-type: none"> <li>1. To prepare you for a future career in project management;</li> <li>2. To provide you with a detailed understanding of the extended project life-cycle necessary for managing projects in a programme or portfolio;</li> <li>3. To provide you with a detailed understanding of projects, programmes, portfolios and how these integrate with business-as-usual activities;</li> <li>4. To equip you with the tools and techniques required to become a successful project manager;</li> <li>5. To prepare you for managing projects in a range of disciplines and industrial contexts through the application of appropriate methods, tools and methodologies;</li> <li>6. To develop your skills and understanding of leadership and more specifically project leadership.</li> </ol>

<b>Level Descriptors</b>
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 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:

**After 60 credits of study (BA/BSc) you will be able to:**

**K1.** Evaluate project management practices and identify areas of strength, weakness and concern

**After 120 credits of study (BA/BSc Hons) you will be able to:**

**K2.** Understand the difference between project management and project leadership and model behaviours applicable to the situation at hand

**K3.** Evaluate project management methodologies and make appropriate, justified choices

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

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

**After 60 credits of study (BA/BSc) you will be able to:**

**S1.** Analyse project performance and determine appropriate courses of action to rectify existing or potential issues

**After 120 credits of study (BA/BSc Hons) you will be able to:**

**S2.** Apply advanced scheduling techniques to project plans to optimise the use of resources in the pursuit of successful project completion

**S3.** Implement a risk management strategy in line with standards for the project context

### **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 6<sup>th</sup> Edition (2012)

Association for Project Management Competence Framework (2015)

Institute of Risk Management

Chartered Institute of Purchasing and Supply

ICB IPMA Competence Baseline (2006)

Project Management Institute PMBOK 5<sup>th</sup> Edition (2013)

QAA Benchmark statements for General Business and Management (2007)

QAA Benchmark statements for Construction, Property and Surveying (2008)

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

### **Learning and Teaching**

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 BSc (Hons) Project Management is delivered mainly through class-based sessions which will include such things as lectures, workshops, seminars, 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.

At a general level 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

More specifically these teaching & learning strategies are implemented in many ways including:

- Case studies to explore real-world project, programme and portfolio management
- Engaging with the professional body for example entering competitions, encouraging student membership, attending events
- Simulated project management exercises that span multiple semesters to create a realistic time period over which project management decisions are made
- Active learning environments which promote student engagement, stimulate learning and create an atmosphere whereby students share responsibility for learning
- Work based/authentic learning and assessments

- Opportunities for local community engagement through management of voluntary sector projects
- Varied dissertation options to suit students in a range of situations with their major study activities
- Guest speakers with varied and relevant industry experience.

### **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.

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 100% assessed by group-work, a significant element of individual work is included in each module, this enables you to differentiate your mark from other students. Group-work is used therefore as a teaching and learning strategy as well as an assessment strategy.

The course team use a broad range of assessment types on the programme which include such things as:

- Class based practical tests
- Examinations
- Written work which could be formal reports, reflective essays, portfolio's of evidence or dissertations
- Presentations
- Group-work activities on more challenging and complex areas, supported by reflective individual reviews

### **Formative Assessment**

Formative (non-graded) assessment is used to support the development of summative (graded) 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 2014-17.

### **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 Level D 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.

### **Work-based Experience**

It is expected that many students on this programme will be in work and it has been important to consider employers in the programme design. Where employers are supporting students, they will be contacted to ensure that they are aware of the implications of University study alongside employment. The extent to which employers are prepared to support the student will be explored (e.g. costs, study-time, access to projects for learning). It is feasible that some students may either change employer or lose employment during the course of their studies. In this case, the student will not lose their place on the programme of study, they may however have to find funding to enable them to continue, either from a new employer or through student finance routes. Although the course has elements of work-based learning, there is no requirement in any of the modules for work-based assessment.

## **Student Support**

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 tutorials and other support as outlined in the Personal Tutor Policy.

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 undergraduate degrees often have part-time or even full-time 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, however you are expected to attend every scheduled activity on the programme.

### **Course Induction**

Students joining a level 6 top-up degree will come from a variety of backgrounds. Some students may not have been in education for some years or may have studied recently but not with the University of Cumbria. It is therefore important that the induction to the course is structured to enable such students to become familiar with the university and their peer group as quickly as possible. Consequently the induction week for level 6 entry students will be practically full-time (Monday – Friday 9am-5pm) and will involve a rich mixture of course specific content, University induction and study-skills sessions and team-building activities. An opportunity will also be available in this first week to have a meeting with your personal tutor to explore any particular concerns you may have or areas that may require support or development.

### **Library and Student Services (LiSS)**

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, 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 our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. 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.

Module leaders will collaborate with LiSS advisers 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 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](#).

**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 LiSS Advisers:**

#### **Head Start**

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.

#### **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 (2<sup>nd</sup> and 3<sup>rd</sup> 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.

#### **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](mailto:pass@cumbria.ac.uk)

#### **Cumbria Mentor Scheme**

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may

request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact [melanie.bakey@cumbria.ac.uk](mailto:melanie.bakey@cumbria.ac.uk)

### **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](mailto:careerahead@cumbria.ac.uk).

Programme Curriculum Map <sup>1</sup>					
Academic Level	Module Code	Module Title <sup>2</sup>	Credits	Module Status <sup>3</sup>	Map to Programme Outcomes <sup>4</sup>
6	HPRO6001	Dissertation / Case Study Analysis	40	Compulsory	K1, K2, K3, S1, S2
6	HPRO6002	Programme and Portfolio Management	20	Compulsory	K1, S1, S2
6	HPRO6003	Project Leadership	20	Compulsory	K1, K2, S1
6	HPRO6004	Governance and Risk Management	20	Compulsory	K1, K3, S3
6	HPRO6005	Management & Control of Projects	20	Compulsory	K1, K2, S1, S2, S3
Notes					
Module pass mark: 40% (Undergraduate)					
Please see the Academic Regulations <a href="http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf">http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf</a> Section G for guidance on progression and the carrying of fails.					
There are no pre-requisites on the programme nor are there any co-requisites.					

<sup>1</sup> This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

<sup>2</sup> Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

<sup>3</sup> **Core Modules** must be taken and must be successfully passed.

**Compulsory Modules** must be taken although it may possible to carry as a fail (if the award permits).

**Optional Modules** are a set of modules from which you will be required to choose 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.

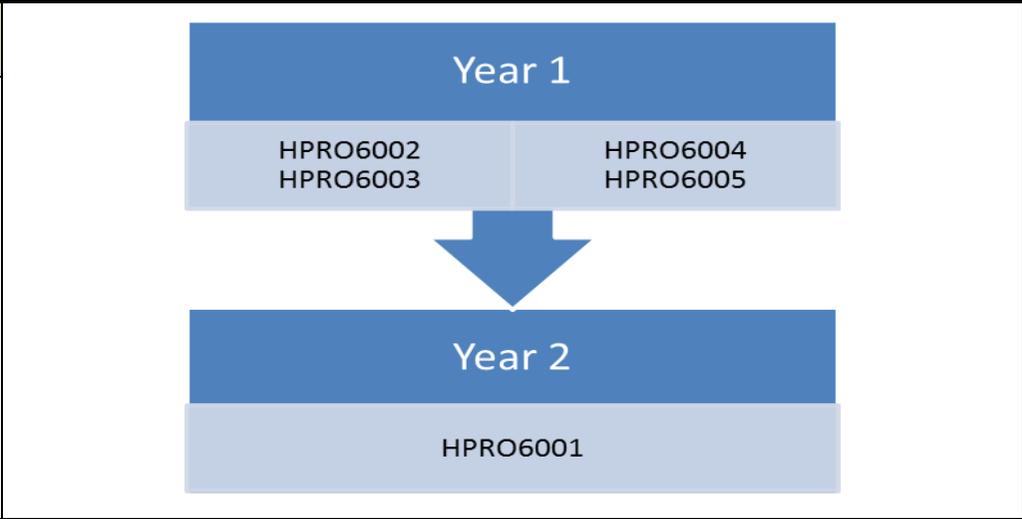
**Qualificatory Units.** These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

<sup>4</sup> This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module summative assessment)

<b>Programme Delivery Structure</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester</b>		
HPRO6001	Dissertation / Project Case Study Analysis	Semester 2E	Progress presentation and final Written Assignment	Early June & Late August
HPRO6002	Programme and Portfolio Management	Semester 1	Presentation Written Assignment	November January
HPRO6005	Management & Control of Projects	Semester 1	Exam	January
HPRO6003	Project Leadership	Semester 2	Written Assignment	April
HPRO6004	Governance and Risk Management	Semester 2	Exam	May

**Example Part-Time Delivery Schedule**

Part-Time Students may choose from modules that are offered for delivery in their current semester or study period. A typical part-time route through the modules on the programme is shown in the following diagram:



## 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  
 Annual Evaluatory Report (AER) 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  
 Department Quality Committee (DQC)  
 Academic Quality Standards Committee (AQSC)

### 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.**

Module Evaluation forms  
 Student Membership of DQC where appropriate  
 Feedback from students into personal tutor system  
 Staff Student Forums  
 Informal consultative meetings with students  
 Peer Review  
 Liaison with employers

**Date of Programme Specification Production:**

April 2016

**Date Programme Specification was last updated:**

April 2018

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