

Programme Title and Name of Award	University Certificate in Project Controls		
Professional Qualifications / Accreditation	The University Certificate will prepare students to take the APM Project Fundamentals Qualification (PFQ). This qualification is not included in the course and candidates can choose whether or not to sit the accredited exam, there will be an additional fee for the examination which is set by the APM.		
Academic Level	4	Total Credits	60
UCAS Code	N/A	JACS Code	N213
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Typically students applying for entry to this course will be in employment in a role linked to their chosen area of study. If this is not the case then potential applicants are advised to contact the course team to discuss the suitability of this award to their needs and aspirations before submitting their application.</p>		
Teaching Institution	University of Cumbria		
Owning Department	Department of Science, Natural Resources and Outdoor Studies		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Blended Learning		
Pattern of Delivery	Full Time, Part Time.		
Delivery Site(s)	All University of Cumbria campuses, sites and approved partner locations		
Programme Length	Normally one semester full-time, 2 years part-time, maximum registration period is 4 years.		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		

Exit Awards	N/A
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Programme Features

The University Certificate in Project Controls has been designed around established bodies of knowledge from the Association for Project Management (APM) and the Project Management Institute (PMI). The curriculum specifically maps onto the syllabus for the APM Project Fundamentals Qualification (PMQ) and incorporates the guidance from APM on Project Planning and Control.

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

The programme features an intensive block start to ensure that a solid foundation of knowledge is established. This establishes the fundamentals of project management and the role of project controls in the context of project management. After the initial block delivery, there is a more traditional delivery style of concurrent modules running across a University semester. The main delivery model for this programme is day release so students seeking to study this programme in employment need to discuss these arrangements with their employer prior to application. Undertaking the programme in full-time mode alongside full-time work is possible with employer support, if employer support is limited then it may be more practicable to study in part-time mode.

The University of Cumbria also offers a FdSc in Project Management and a BSc (Hons) Project Management. This means, on successfully completing your University Certificate in Project Controls, you can apply to continue your studies towards an honours Bachelors degree in Project Management.

Aims of the Programme

The overall aims of the Programme are:

1. To prepare you for a future career in project controls;
2. To provide you with an understanding of the use of the business case throughout the project lifecycle.
3. To equip you with the tools and techniques required to become a project controls technician.

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.

Programme Outcomes – Knowledge and Understanding

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

Upon completion of this programme you will be able to:

K1. Explain the roles and responsibilities required to successfully deliver projects in an organisational context and particularly the role of project controls

K2. Describe and analyse the business context of a project

K3. Describe the use of techniques for planning and monitoring projects

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

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

Upon completion of this programme you will be able to:

S1. Apply processes, methods, knowledge and skills to successfully achieve project objectives within quality, cost and time parameters.

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

S3. Research specific topics and analyse and evaluate the information retrieved

External and Internal Reference Points

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

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

Association for Project Management Competence Framework (2015)

ICB IPMA Competence Baseline (2006)

Project Management Institute PMBOK 5th Edition (2013)

QAA Benchmark statements for General Business and Management (2007)

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

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 University Certificate in Project Controls is delivered mainly through class-based sessions which will include such things as lectures, workshops, seminars and practical activities. Alongside this 'traditional' delivery there will be supporting information and learning materials made available through the University's Virtual Learning Environment (VLE).

This mix of traditional and on-line delivery is referred to as blended learning and reflects that your time on University premises is only one element of your overall learning experience.

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

Assessment

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

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

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

Formative Assessment

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

- Engagement with VLE discussions which support both subject specific learning and enhancement of digital literacy
- Showing draft work to module tutors on particular dates/times and receiving feedback on activities undertaken as part of work-based learning
- Being able to undertake practice activities and receive feedback to enable you to improve

your work and study skills

- Individual tutorials

In class-based activities formative feedback is given continually, from your tutors, facilitators and peer group.

The above learning and teaching strategy has been developed to be consistent with the University of Cumbria's Learning, Teaching and Assessment Strategy 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 Project Management Qualification (PMQ) or equivalent. Staff supporting the delivery of programme, by giving subject specific lectures or guest lectures, do not need to have these qualifications, although they would be advantageous.

Student Support

At the start of your University Certificate programme you will attend an intensive induction period which will introduce you to the Programme Leader, teaching staff and your personal tutor(s). You will get to know your fellow students and relevant administration procedures. You will also participate in a number of University-wide induction activities, including an introduction to the Library and Student Services (LiSS), the IT Helpdesk, Student Support Services and an induction to the campus. As part of these induction activities, we will ensure that you are fully registered and can access all the University services available to you, especially the Blackboard VLE system used extensively in the programme.

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.

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:

Headstart

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

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

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.

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

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

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.

The course features an intensive block at the beginning to enable you to become fully inducted into the University. This block will cover higher education study expectations, University support structures as well as engaging with the content of the first module, 'HPRO4001: Foundations of Project Management'. This intensive start will quickly establish group cohesion within your student cohort and will enable you to get to know the teaching team. During this block, you will also become acquainted with the range of support services that the University provides, as well as developing your study skills to enable you to get the most out of your studies.

Although much of your course content will be delivered in a taught classroom environment, there will also be materials made available through the University Virtual Learning Environment and you will be expected to engage with these. These additional materials may include such things as required reading, short tests or organised discussion topics. It is recognised that students on this course are likely to need to balance the demands of work alongside their studies. The course team are aware of this and will work with individual students to provide support in a variety of ways to ensure that your needs are met. It is also recognised that students involved in work may not be able to attend every session and where technology allows lectures will be recorded and made available online.

Programme Curriculum Map¹

Academic Level	Module Code	Module Title ²	Credits	Module Status ³	Map to Programme Outcomes ⁴
4	HPRO4001	Foundations of Project Management	20	Compulsory	K1, S1
4	HPRO4003	Projects in Context, the Business Environment	20	Compulsory	K2, S1, S2, S3
4	HPRO4007	Project Planning and Control	20	Compulsory	K3, S1, S2

Notes

Module pass mark: 40% (Undergraduate)

Please see the Academic Regulations <http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/ags/documents/academicregulations/AcRegs.pdf> 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. It is anticipated that the students are likely to be studying whilst in employment, perhaps on a day release basis. The course has been designed to enable a one semester completion period for full-time students alongside full-time employment and as such there are some recommendations on the delivery model. These are recommendations however and not constraints, it may be the case that the actual delivery model differs if the student cohort or employers require it to do so.

The recommendations for delivery are as follows:

- 1 - The module HPRO4001 is run as an intensive block and course induction
- 2 - Following the block, a day release pattern would enable 2 further modules to be studied in one Semester (one in the morning session and the other in the afternoon).

These recommendations are illustrated in Figure 1.

Programme Delivery Structure				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester		
HPRO4001	Foundations of Project Management	Autumn	Practical Skills Test Written Exam	September October
HPRO4003	Projects in Context, the Business Environment	Autumn	Written Exam Written Assignment	November January
HPRO4007	Project Planning and Control	Autumn	Practical Skills Test Practical Skills Test	October December

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 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:

20th May 2016

Date Programme Specification was last updated:

20th October 2016

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