

BSC (HONS) PROJECT MANAGEMENT (DEGREE APPRENTICESHIP)

Institute of Business, Industry and Leadership

Academic Level:	6	Credits:	360
Apprenticeship Standard:	Project Manager Integrated Degree Apprenticeship		
Apprenticeship Standard and Assessment Plan:	PMDA Standard PMDA Assessment Plan The QAA Characteristic Statement for Apprenticeships can be found here		
LARS Code of the Apprenticeship Standard:	291	LARS Code of the University Award	tbc
Awarding Body:	University of Cumbria		
Delivery Site:	Carlisle, Lancaster and Distance Learning		
Programme Length:	4 years		
Mode of Delivery:	Blended and Tutor-Led Distance Learning		
Pattern of Delivery:	Full Time		
	Delivery pattern:	Initial block followed by day release	
	Standard semester dates:	No (full calendar years are utilised)	
Placement:	N/A		
PSRB:	Successful completion of this target award enables students to apply for membership of the Association for Project Management (APM)		
	Date of accreditation: Not applicable, this is written into the apprenticeship standard	Accreditation period:	
Employer Organisation:	Multiple employers, this standard is widely used across many industry sectors		
End Point Assessment:	Integrated		

End Point Assessment Organisation:	University of Cumbria
External Quality Assurance Body:	OFSTED – Teaching quality QAA – Integrated EPA
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/apprenticeships/project-manager/

Entry Criteria

Government funding rules require that an apprentice must:

- Have the right to live and work in the UK,
- Be in employment, in a role that allows them to develop the competencies defined in the apprenticeship standard
- Be paid at least the legal minimum wage
- Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date
- 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. The shortest duration that an apprenticeship can be from start to gateway is 366 days.

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 via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTM system, which it will assess according to the programme entry criteria.

Apprentices must meet the funding eligibility as set out in the ESFA rules.

Employer selection criteria

Individual employers will set selection criteria for their own apprenticeship recruitment exercises. Most candidates will have A levels (or equivalent) or existing relevant Level 3 Qualifications plus English and Maths at GCSE Level 2. Other relevant qualifications or prior experience may also be considered as an alternative. The course team will work with employers and their selected apprentices to discuss and agree entry criteria where these initial requirements are not met. In some cases additional work may be set by the course team as part of the application and entry process.

University selection criteria

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. Where an apprentice is granted APL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. 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

Detailed criteria for admission to this programme can be found on the programme webpage.

English & Maths

For this programme holding level 2 qualifications in English and maths is a pre entry requirement.

Direct entry to level 5 of the degree

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.

Another route that allows direct entry to level 5 study is where learners have already completed the Level 4 Higher Apprenticeship Associate Project Manager. This programme has a significant overlap in terms of content of the Level 6 Degree Standard and therefore it can be assumed that applicants who have achieved the level 4 Higher Apprenticeship have sufficient knowledge to begin their studies at level 5. There is a sensible conversation to be had here with applicants to explain the academic nature of the Degree Apprenticeship and in some cases it may be deemed advantageous for learners to take some of the level 4 modules before beginning level 5 study.

Finally, applicants who have obtained the APM PMQ alongside several years of work experience in a project related role may be eligible for direct entry to level 5, the mapping between the PMQ and the level 4 modules does have some gaps so this route would require a specific APEL mapping exercise for each individual on a case-by-case basis.

Direct entry to level 6 of the degree

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 HPRO5018 as a bridging module before their level 6 study can begin.

Additional Qualifications

In order to pass through Gateway and undertake the End Point Assessment, learners must also achieve the Association of Project Management (APM) qualification. This externally assessed qualification is typically taken at the end of year 2. The content of the APM PMQ aligns closely with the level 4 and level 5 module content but every learner will be provided with a specific PMQ course designed to prepare them for the APM PMQ examination as well as additional self-study materials.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. Apply project management theory to practice
2. Apply critical thinking skills to workplace contexts to aid effective decision making
3. Apply to become a member of the professional body for project management, the Association for Project Management
4. Apply a broad range personal and professional skills to a rapidly evolving workplace, identifying and undertaking continuing professional development where required

Programme Outcomes

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

Level 4: After 120 credits of study you will be able to demonstrate -

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to project management and deploy a range of [insert sector/standard] cognitive and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of project management and communicate outcomes in a structured and clear manner.
3. 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 project management.
4. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Project Manager Integrated Degree Apprenticeship.
5. Demonstrate a limited range of digital literacy

Level 5: After 240 credits of study you will be able to demonstrate -

6. Apply and evaluate key concepts and theories within and outside the context of project management.
7. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in project management and in the generation of ideas effectively communicate information and arguments in a variety of forms.
8. Accept responsibility for determining and achieving personal outcomes in the field of project management.
9. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of project management.
10. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Project Manager Integrated Degree Apprenticeship.
11. Demonstrate a developed range of digital literacy.

Level 6: After 360 credits of study you will be able to demonstrate -

12. Critically review, consolidate and extend a systematic and coherent body of knowledge related to project management.
13. Critically evaluate concepts and evidence in the area of project management from a range of resources.
14. Transfer and apply project management, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.

15. Communicate solutions, arguments and ideas clearly and in a variety of forms.
16. Exercise considerable judgement in a range of situations.
17. Completion of 360 credits which are directly mapped onto the Apprenticeship Standard for project management.
18. Demonstrate a complex range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Project Manager Integrated Degree Apprenticeship.
19. Demonstrate a complex range of digital literacy.

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Project Manager Integrated Degree Apprenticeship have been designed by employers from many industrial sectors who all have a need for project management in their everyday operations.

The Project Manager Integrated Degree Apprenticeship at the University of Cumbria leads to the academic award of BSc (Hons) Project Management (Degree Apprenticeship).

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, regional and national 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.

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.

Delivery Arrangements and Attendance

There are several proposed delivery models for this programme and learners will be able to apply to select whichever model best suits their requirements. Additionally, bespoke delivery models can be developed with employers if large enough cohorts of learners are to justify such an approach.

Delivery Model 1 – North Cumbria

This delivery model is designed around a blended approach with approximately 2/3 of the course being taught in-person and 1/3 being taught online using synchronous, tutor-led online delivery. Delivery will be day release with the exception of a block of learning at the beginning of the programme to enable a swift and effective onboarding process and content for the first module to ensure all learners have a sound grasp of project management terminology. This initial block is typically 3-4 days per week for a 2-3 week period and helps create effective group dynamics at the course outset between the learners but also with the delivery team.

Delivery Model 2 – National Online

This delivery is designed around an online learning model that utilises synchronous, tutor led delivery sessions. Learners will be offered occasional on-campus delivery for some of the sessions and these will be offered subject to suitable numbers taking up the offer. Any in-person delivery runs alongside the online delivery so there is no disadvantage to a learner if they cannot attend the in-person delivery. The modules will be delivered in a day release model with the exception of the first module which is delivered as multiple days over a 2-3 week period to facilitate effective onboarding and to create an environment where the learners and tutors can get to know each other early in their studies.

Customised (Bespoke) Delivery

Should a single employer, or group of employers, approach the University requesting a bespoke delivery model for their employees then this is possible and would be developed to ensure that the academic integrity of the programme was maintained and that the University Regulations were adhered to. In all likelihood, any such request would be for a longer duration, for example 5 years rather than 4, which would be easy to accommodate by reducing the number of modules taught each academic year. Requests for a shorter duration however would need to be carefully considered and scrutinised and these would need to involve off the job study time of more than the minimum average of 6 hours per week across the duration of the programme to be feasible.

Module Sequence

For both delivery models, the modules are taught sequentially with a single model being taught at one point in time. This enables learners to focus on a single topic at once to effectively balance their study time alongside work and personal commitments that they might have. Modules typically have 6 taught sessions (spread over a 6-week period) with a seventh week set aside for working on assessments. During the seventh week there will be no new material presented but tutors will be available to support learners. Usually through scheduled drop-in sessions.

Attendance

Attendance is expected at all scheduled taught sessions and registration records are kept with absences followed up with learners and their employers. On days other than their scheduled learning day, learners will be in their place of employment performing their contracted duties, practising and applying the knowledge, skills and behaviours that are specified in the Project Manager Integrated Degree Apprenticeship Standard.

Refer to **Appendix 1** for further information on apprenticeship delivery models

Learning and Teaching

Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place over the course of the programme utilising a variety of methods to support and prepare learners in their place of work.

The programme takes a blended approach, offering both online and a face-to-face option to suit the needs of the learning. Traditional approaches such as lectures and seminars are used in the form of short tutor led discussion either in classrooms, online or in lecture halls whilst also engaging in active learning to apply/discuss or investigate underpinning knowledge checking for knowledge and understanding.

Modules and programmes are designed to facilitate a share and inspire approach allowing peers to share best practice and discuss areas that can be challenging, allowing tutors to offer formative feedback throughout the delivery. Learners are encouraged to apply or investigate the use of this in their workplace to support skills and behaviour evidence gathering.

The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is evidenced by the apprentice submitting monthly reports on OTJ hours completed in the APTEM system which will be assessed and approved by University Staff.

Formal, taught sessions

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.

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, i.e. 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

Off the Job Hours

Formal learning will take place most weeks of the year, with informal learning taking place in between times. Formal learning consists of scheduled University delivery days, which typically take place from 9am until 5pm as well as training for the APM PMQ which typically involves 36 hours of formal teaching plus a similar number of hours of independent study. Informal learning takes place when the University modules are not being taught and apprentices are provided with objectives via their degree apprenticeship personal tutor. Depending upon where they are in the course these objectives could be focussed on learning more about project practice in their organisation or gathering formal evidence of application of knowledge, skills or behaviours in the workplace.

Overview of the methods of learning and teaching used on the programme.

During scheduled teaching weeks, you normally have 7 contact hours per week, typically consisting of:

- 1-2 hours of lectures or tutor facilitated sessions
- 3-4 hours of independent working (individual or group)
- 1 hour of review or self-assessment time
- 1 hour(s) of personal tutoring / reviews with your degree apprenticeship tutor

During non-scheduled teaching weeks you need to continue with your off-the-job learning making sure that you log sufficient hours to meet the minimum expectations. This work may take several forms including (work shadowing, project work, working under supervision or undertaking additional training or development that is appropriate for the apprenticeship standard).

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. It should be noted that independent self-directed study that is completed outside of your normal working hours does not count towards off the Job learning hours, so time that you spend reading or doing assessment work outside of your normal work hours can not be claimed as off-the-job learning. You should recognise that for degree level study there will be an expectation that you will undertake some independent learning if you are to achieve your full potential.

Teaching Staff

The project management academic team contains staff holding the following roles:

Principal Lecturers

The principal lecturers have overall responsibility for the project management provision, managing all of the other team members, ensuring quality standards are upheld and processes are being followed. Principal lecturers occasionally deliver content, sometimes as guest sessions or occasionally delivering a whole module.

Senior Lecturers

Senior lecturers typically hold the position of programme leader where they are responsible for managing and coordinating the delivery of all of the modules across all levels for that programme. In addition, Senior Lecturers may also be module leaders and they will be responsible for delivering content on the programme, usually several whole modules in any academic year.

Lecturers

Lecturers main responsibility is the development and delivery of module content and assessment. Lecturers will also be expected to lead modules and in some cases they may lead smaller University awards such as University Certificates. Lecturers may deliver on many modules in any one academic year, sometimes as part of a team and at other times on their own.

Degree Apprenticeship Tutors

Every apprentice is allocated a named Degree Apprenticeship Tutor. This named individual will act as the Personal Academic Tutor as well as being the key link between the academic team and the employer for each apprentice. Regular meetings, the frequency of which are specified by the Education and Skills Funding Agency, will be scheduled to enable learners, their employer sponsor and their Degree Apprenticeship Tutor to discuss progress, set and review objectives and identify and resolve any issues. These meetings are formally minuted and stored in the APTM system as an auditable record of progress monitoring over the duration of the apprenticeship.

Work-Based Learning

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place over the course of the programme utilising a variety of methods to support and prepare learners in their place of work.

The programme takes a blended approach, offering both online and a face-to-face option to suit the needs of the learning. Traditional approaches such as lectures and seminars are used in the form of short tutor led discussion either in classrooms, online or in lecture halls whilst also engaging in active learning to apply/discuss or investigate underpinning knowledge checking for knowledge and understanding.

Modules and programmes are designed to facilitate a share and inspire approach allowing peers to share best practice and discuss areas that can be challenging, allowing tutors to offer formative feedback throughout the delivery. Learners are encouraged to apply or investigate the use of this in their workplace to support skills and behaviour evidence gathering.

An average of 6 off the job hours per week is a minimum requirement and the actual number of hours required will be specified in the Training Plan for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the Training Plan before they will be allowed to pass gateway for end point assessment.

The following table provides an example set of data to demonstrate how the minimum average of 6 hours per week is reached across the duration of an apprenticeship. There are two main categories of off the job hours that are involved, the first being formally scheduled teaching as part of the academic

and professional qualifications for the programme, the second being the supporting activities that apprentices will undertake to embed their learning into the workplace. The latter are discussed and agreed between apprentices, their workplace supervisor and the degree apprenticeship tutor and set as objectives in the regular review meetings. Each learners usage of these hours will differ according to their role, their workplace and their progression. The degree apprenticeship tutor team have defined sets of expected activities that can be assigned at each stage of the course, however the actual assigned activities may differ if that is more appropriate for a given apprentices situation and needs.

Example Scenario for Off the job Hours

Start Date – 19/09/2024 Last day in Learning – 31/10/2027	Duration in Weeks – 162 Minus statutory annual leave – 145.2 weeks	Minimum hours required = 145.2 weeks X 6 Hours = 871.2 Hours minimum
Module Learning	Hours	Totals
Level 4 Scheduled Delivery	252	772
Level 5 Scheduled Delivery	252	
PMQ	72	
Level 6 Scheduled Delivery	196	
Informal Learning	Hours	
Level 4 (IT Skills, Business Values, professional Development)	84	252
Level 5 (Skills Radar, time management, professional development)	84	
Level 6 (Critical thinking, critical writing, Skills radar, portfolio development)	84	
Scheduled off The Job Hours		1024

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. The frequency of TPRs will be based on the requirements of ESFA Funding rules in force at the time the apprentice starts the programme. The exact interval of reviews will be agreed with individual employers. The first TPR will take place within 6 weeks of the programme starting, followed by at least one every 12 weeks and 4 per year.

Digital Skills Framework

Digital knowledge and skills are fundamental to occupations across all sectors. The University of Cumbria have produced a digital skills framework which makes reference to the digital content expected in apprenticeship standards. This framework builds on the government's Essential Digital Skills Framework and aims to equip graduates with up to date digital skills to enable them to adapt to a rapidly changing work environment. The framework sets out digital characteristics in an occupational context and across occupational levels for:

- **problem-solving** – find or develop solutions to problems using digital tools and online services
- **digital collaboration and communication** - using digital collaboration tools to collaborate with colleagues and customers
- **transacting** - the skills required to buy and sell goods and services, administer business transactions online, and understand the purpose and usage of digital business systems
- **organisational security** - the knowledge and skills required to identify and mitigate the risks and threats apparent when utilising digital business technologies
- **handling data securely** - the knowledge and skills required to reduce the risks of data security incidents and comply with current legislation and organisational policy

These digital skills are embedded throughout this programme with specific coverage in the two 40 credit modules at levels 4 & 5. Students will be guided to the online learning for the UoConnectED Digital Graduate which they will be required to complete as part of the assessment.

HPRO4026 aligns with the Bronze Digital Capabilities Badge

HPRO5018 aligns with the Silver Digital Capabilities Badge

Completion of the Gold Digital Capabilities Badge will take place in the 3rd year of study, whilst it is not embedded into a specific module, progress towards its completion will be overseen as part of the tripartite review process.

Entrepreneurial Skills Development

There are clear synergies between project management and entrepreneurship skill sets, where both aim to achieve change and maximise opportunities for businesses. Both disciplines rely on clear vision, careful planning, and efficient execution to overcome challenges and succeed.

Project management skills applied with an entrepreneurial approach is a highly effective combination of skills that project professionals can apply to work-based challenges. Project management methods offer a systematic way to allocate resources, plan schedules, and prioritise tasks, ensuring things get

done on time and within budget. Additionally, entrepreneurship injects project management with creativity and innovation. Entrepreneurs are skilled at seizing opportunities and turning ideas into reality. This mindset infuses project management with a spirit of innovation and adaptability, driving continuous improvement. The partnership between project management and entrepreneurship offers a balanced approach to implementing change by combining the best of both worlds, businesses can enhance their competitiveness, foster innovation, and navigate challenges with confidence.

On a practical level, entrepreneurial skills are developed and applied in modules where group work is involved and where students are applying the skills and knowledge they have acquired on the programme, building evidence for their portfolios and the ability to demonstrate their capabilities.

More specifically, module HPRO5016 will explore the concept of business change and how project management can be used to transform organisations through the implementation of entrepreneurial ideas.

Assessment

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 evidence for your portfolio.

Assessment methods used on the programme

Assessment Type	Level 4	Level 5	Level 6
Set Exercise (Online Test)	HPRO4022 HPRO4023	HPRO5013 HPRO5015	
Practical Skills Assessment	HPRO4023	HPRO5015	
Oral Assessment / Presentation	HPRO4026	HPRO5016	HPRO6012 HPRO6014 HPRO6024 HPRO6101
Set Exercise (Written)	HPRO4025	HPRO5014	HPRO6101
Written Assignment	HPRO4024		HPRO6012 HPRO6014 HPRO6025

Portfolio		HPRO5018	
Report			HPRO6101

Further details on the assessment types

Level 4

- [Set Exercise \(Online Test\)](#) - hosted in the University's Virtual Learning Environment, typically used to assess knowledge and may include multiple choice questions and short written explanations
- Practical skills assessments - worksheets, working through activities to develop and demonstrate specific skills
- Oral Assessment / Presentation – To provide a more creative opportunity for learners to demonstrate what they have learnt as well as developing professional presentation skills which will also enhance their employability skills
- Set Exercise – a case study with a piece of writing to demonstrate understanding and application of the stages of a typical stakeholder engagement process
- Written work - developing formal writing skills which are expected of all undergraduate students

Level 5

- [Set Exercise \(Online Test\)](#) – at level 5 these online tests will be more challenging than those taken at level 4. There may be some multiple choice or multiple selection questions as well as short and longer written answers
- Practical Skills Assessments - Worksheets, working through activities to develop and demonstrate specific skills
- Oral Assessment / Presentation – opportunities for further development of presentation skills which will also enhance your employability skills
- Set Exercise – written work which will be based on an experiential team working exercise. This assessment will continue the development of your academic writing skills
- Portfolio, sourcing evidence and writing an associated narrative to demonstrate achievement of specific requirements (Knowledge or Skills for example). This assessment will also demonstrate your employability skills which can be mapped against defined project management roles

Level 6

- Oral Assessment / Presentation – these continue to develop your professional skills with respect to formal presentations which also enhances your employability skills. At this stage of the course the end point assessment of the Project Management Degree Apprenticeship will involve a professional review supported by a portfolio of evidence which begins with a presentation and then moves into a time for questions and responses
- Written Assessment, at level 6 there is an expectation that you will develop and demonstrate critical thinking skills, a well used and understood assessment method for this is through formal writing
- Report – also for the end point assessment you will produce a formal report of a live work based project

Feedback

Feedback is normally provided through the portal used for assignment submission, typically Blackboard Grade Centre or Turnitin. Feedback will consist of at least three things:

- Clear indication of what grade the work has been awarded and why

- Indication of which aspects of the work have been done particularly well or particularly poorly
- Suggestions on what to work on to improve grades for this type of assessment in the future

Feedback will be provided within 20 working days of the submission deadline. Grades and feedback will not be released until the work has been first marked, second marked and moderated in line with the University policy.

Authentic Assessment

Care is taken to ensure that assessment methods relate to activities that might be expected of a project professional in their day-to-day work. Presentations for example will be a regular activity for project professionals, an essential tool to enable quick and clear communication to a specific audience. Report writing is also a typical activity for a project professional where complex information needs to be communicated in clear, well-structured format to meet a stated requirement and identified audience. Timed assessments (tests or practical exercises) are utilised to replicate tight deadlines in a work environment as project professionals may be called on to pull together and report on a specific aspect of a project at short notice.

A final point on authentic assessment is that the two 40 credit modules at levels 4 and 5 require learners to map some work they have done or training they have received to a defined standard of competence (apprenticeship standard or a professional body standard). The activity of demonstrating personal competence is one that all professions require as part of a normal accreditation and CPD process.

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 they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

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 320 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

Graduate Prospects

Following successful completion of the Project Management Degree Apprenticeship programme, graduates will have a number of career paths open to them. Initially upon completion, apprentices are likely to be offered a role within project delivery, project management office, or project control environments. As graduates gain experience they are likely to progress onto more complex and challenging roles, perhaps leading major projects or programmes. Within 5 years of graduating it is expected that you will be ready to apply for Chartered Project Professional Status with the Association of Project Management

Contemporary Project management develops an extremely transferrable set of skills which means that graduates from the programme will be able to apply for roles in a number of sectors and not just the one in which they undertook their apprenticeship. Research has shown that a diverse range of experience is a key success factor for a project manager when they are leading complex programs so gaining experience across multiple project domains is an essential part of a project professionals personal and professional development.

MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
HPRO4022	Project Management Concepts	20	Compulsory
HPRO4023	Principles of Project Planning	20	Compulsory
HPRO4024	Projects and Organisations	20	Compulsory
HPRO4025	Stakeholders & Communication	20	Compulsory
HPRO4026	Project Professionalism 1	40	Compulsory
Students exiting at this point with 120 credits would receive a Certificate of Higher Education in Project Management			

Year 2 (120 credits)			
Code	Title	Credits	Status
HPRO5013	Project Methods and Tools	20	Compulsory
HPRO5014	Project Teams and Communication	20	Compulsory
HPRO5015	Controlling Projects	20	Compulsory
HPRO5016	Organisational Change	20	Compulsory
HPRO5018	Project Professionalism 2	40	Compulsory
Students exiting at this point with 240 credits would receive a Diploma of Higher Education in Project Management			

Year 3 (120 credits)			
Code	Title	Credits	Status
HPRO6012	Project, Programme and Portfolio Management	20	Compulsory
HPRO6014	People and Projects	20	Compulsory
HPRO6025	Commercial Risk and Project Management	20	Compulsory
HPRO6024	Preparing for Gateway	20	Compulsory
Students exiting at this point with 300 credits would receive an Ordinary Degree Project Management			

Year 4 (40 credits)			
Code	Title	Credits	Status
HPRO6101	End Point Assessment (PMDA)	40	Compulsory

Students exiting at this point with 360 credits would receive a BSc (Hons) Project Management (Degree Apprenticeship)

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Compulsory modules	Must be taken although it may possible to 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).

Timetables

Timetables are normally available by August each year. Please note that while we make every effort to ensure timetables are as apprentice-friendly as possible, scheduled learning can take place on any day of the week.

ADDITIONAL INFORMATION

Apprentice Support

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.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the student, and the employer. The agenda for these learner 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 in your profile on the APTM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Learners are required to maintain their own personal record of off the job learning and make this available to their employer and the University.

University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with

academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Training Hours

ESFA's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. 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.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed by submitting a monthly summary of hours in the APTM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the Training Plan. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

Exceptions to the Academic Regulations

The funding for apprenticeship programmes requires that learning takes place right across a year and not just within traditional University teaching periods. This funding requirement means that programmes have to be designed to span an entire year with regular learning taking place so the normal summer period where re-assessments are scheduled must be used for some formal learning. If formal learning has to take place then for a University course this means that credit bearing modules are required, so these need to be taught right across the year and not just within the normal Semester 1 or Semester 2 periods, with module delivery and assessment extending into Semester 2E. However consideration needs to be given to programme design to enable learners to progress between levels of study in the event of a module being failed and re-assessment being required in this extended academic delivery model.

The design of this programme utilise 40 credit modules at the end of level 4 and level 5 delivery. These 40 credit modules involve a small amount of teaching but the principle learning mode is through self-directed study, to consolidate what has been taught so far in the programme and for learners to concentrate on developing the evidence necessary to demonstrate their achievement of the Knowledge, Skills and Behaviours as defined in the relevant Apprenticeship standard. Regular

1-1's with module tutors and tri-partite reviewers ensures that each learner makes progress during this period.

This raises the potential situation where a learner fails to pass these modules in the August module board period resulting in 40 credits of re-assessment. This would then prevent a learner from progressing to the next stage of their course under normal academic regulations so an exception is being sought to allow learners to progress with 40 credits of re-assessment if those 40 credits are in the either of these two specific 40 credit modules, namely HPRO4026 or HPRO5018.

External and Internal Benchmarks

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 :
 - o Business and Management (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>)
 - o Engineering (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-engineering-15.pdf>)
 - o 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.

Disclaimer

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:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/project-manager/>

Appendix 1

Apprenticeship delivery structure

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

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.