

Programme Specification

Programme Title and Name of Award	MSc Project Leadership		
Academic Level	7	Total Credits	180
Professional Body Accreditation / Qualification	<p>The relevant UK body for professional accreditation of qualifications in project and programme management is the Association for Project Management (APM).</p> <p>For the Masters in Project Leadership, you will be eligible to apply directly for chartership (ChPP) via APM Route 2 after successful completion of the course.</p>		
Date of Professional Body Accreditation	Pending	Accreditation Period	Three years
UCAS Code	tbc		
HECoS Code	100088 Leadership		
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>There are no restrictions to APL that apply to this programme. Students who have significant prior experience of the leadership of complex projects or programmes will be supported to apply for APL as appropriate, following an individual assessment by the programme delivery team of their technical knowledge and professional skills.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:</p> <p>https://www.cumbria.ac.uk/study/courses/postgraduate/msc-project-leadership/</p> <p>The following additional requirements apply for entry to this programme:</p> <p>Students applying for admission to this programme are expected to be in employment (either full time or part time) in a role that encompasses aspects of leadership of a complex project or programme.</p>		
Teaching Institution	University of Cumbria		

Owning Institute	Institute of Business, Industry and Leadership	
Programme delivered in conjunction with	Project Academy Ltd	
Principal Mode of Delivery	Blended learning	
Pattern of Delivery	<p>Block delivery.</p> <p>The course will be delivered part-time over two years, with two entry points each year (September and January).</p>	
	Total weeks of study:	72
	Delivery pattern:	<p><u>Block delivery</u></p> <p>Modules will run consecutively in blocks, with each 20 credit module normally delivered over an eight week period. The final 60 credit research project will run over a period of 24 weeks. Students will not normally study more than one module at a time.</p> <p>The structure of the course is shown in a diagram in Appendix 1.</p>
Delivery Site(s)	Standard semester dates:	N/A
	<p>Ambleside</p> <p>Barrow</p> <p>Energus/Lilyhall</p> <p>Fusehill Street, Carlisle</p> <p>Lancaster</p> <p>Employer locations based on demand</p>	
Programme Length	<p>Two years (part-time study).</p> <p>Maximum: Four calendar years</p>	
Exit Awards	<p>You may be awarded the following Exit Award if you fail to achieve the requirements of the full programme.</p> <p>PGCert Organisations and Projects (60 credits)</p> <p>PGDip Project Leadership (120 credits)</p>	

Period of Approval	August 2021
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/postgraduate/msc-project-leadership/	

Cumbria Graduate Attributes
Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be: <ul style="list-style-type: none"> • Enquiring and open to change • Self-reliant, adaptable and flexible • Confident in your discipline as it develops and changes over time • Capable of working across disciplines and working well with others • Confident in your digital capabilities • Able to manage your own professional and personal development • A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment • A leader of people and of places • Ambitious and proud

Programme Features
Purpose of the programme:
The purpose of the programme is to enable you to develop your technical knowledge and professional skills as a leader in project, programme and/or portfolio management, to a level where you are eligible to apply to the Association for Project Management for chartership title as a Chartered Project Professional (ChPP).
Chartership represents professional recognition at the highest level. In the UK, chartered titles may only be awarded by institutions that have been incorporated under Royal Charter. This requires the permission of the Privy Council. The standards for chartered titles in the UK are set by agreement between the relevant professional body or bodies, and the government, and chartered title in the UK cannot be altered without formal governmental permission. This rigorous awarding process ensures a high level of professional status for the title.
It is this senior and respected professional status that you will be eligible to apply for, after successful completion of the MSc Project Leadership course.
Route to chartership:

The Association for Project Management's Route 2 to chartered status is achieved via a short interview (usually no more than 30 minutes) after the successful completion of your Masters programme. Route 2 is available only to applicants who have already completed a reflective portfolio evidencing professional practice, alongside evidence of knowledge and technical skills at the required level.

Both the technical skills and professional practice aspects of chartership are built into the Masters in Project Leadership course, avoiding the need for you to complete a substantial further body of written work after you have gained your Masters degree, before you can apply for chartership (APM Route 1). In this respect the University of Cumbria's Masters in Project Leadership is distinct from other post-graduate courses in project management, where the application for chartership entails the completion of your reflective portfolio after the end of the taught Masters programme.

Support for building your reflective portfolio of practice:

An important additional strength of the University of Cumbria's Masters in Project Leadership is the inclusion of support for your learning and professional development from a respected independent commercial training company. You will benefit from the advice and expertise of senior professionals in the company, who come from a range of different industry sectors, and many of whom themselves hold chartership (ChPP) status. These professionals have considerable experience in preparing candidates for APM chartership application and interview, and will provide you with coaching and guidance throughout your studies. This additional support is embedded into the delivery of all modules making up the programme.

Elements of employability:

This programme was developed in consultation with industry partners as a direct response to the skills they need from their future senior leaders. The programme is designed for you as a student if you are already in professional employment as a leader or manager of complex projects and programmes, and you are seeking a route to professional body chartership in project management to support your career progression. The strong focus in the programme on leadership skills and professional development will also be of long-term benefit to you beyond the immediate area of project and programme management.

Guest lectures and seminars will be given by senior professionals from our industry partners. You will benefit from the use of real-life case studies for a work-place focussed experience relevant to your sector. You will also benefit from the opportunity for peer-group learning, studying alongside project and programme leaders from different organisations and industry sectors.

Changes and updates to the programme over time:

APM recognition requires review of the programme assessment at regular intervals, with a period of no more than three years between each review. This ensures that the programme retains its currency and relevance.

Other aspects of the course that will vary with time are the industry case studies, which will be updated regularly.

Programme Learning Outcomes

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

1. Put into practice advanced leadership skills in relation to project/programme/portfolio management. On successful completion of the Masters programme, if you wish to do so, you will be able to apply for chartership from the Association for Project Management, for the award of the title Chartered Project Professional (ChPP)

2. Demonstrate a high level of understanding of the technical knowledge and professional practice underpinning the following areas of project/programme management, aligned with the mandatory chartered competences as currently set out by the Association for Project Management:

- 1a Budgeting and cost control
- 1b Financial management
- 2 Change control
- 3 Conflict management
- 4 Consolidated planning (integrated planning)
- 5 Governance arrangements
- 6 Leadership
- 7 Reviews
- 8 Risk and issue management
- 9 Stakeholder and communications management
- 10 Team management

You will also be able to demonstrate a high level of technical knowledge and professional skills in other related areas of project, programme and portfolio management, aligned with two or more of the elective chartered competences set out by the Association for Project Management.

3. Critically apply your learning and professional development as a leader to address a significant challenge/problem in project/programme management in your workplace, using detailed analysis and synthesis of information.

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 7 (usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes.
- Accept accountability for decision making including the use of supervision.
- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

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

After 60 credits of study (PGCert) you will be able to demonstrate:

- K1. Assessment and critical review of the concepts of professional identity, in the context of professional leadership transitions and your personal development in a leadership role
- K2. Critical, in-depth understanding of a substantial body of theoretical and technical knowledge underpinning business case development and the role of the business case throughout the project life cycle
- K3. Critical, in-depth understanding of a substantial body of theoretical and technical knowledge of different approaches to ensuring project quality and effective financial management and cost control

AND EITHER (depending on which modules you have completed):

- K4. Critical understanding of the theories underpinning contemporary leadership, including transformative leadership and transformative reflection

OR:

- K5. Critical, in-depth understanding of the key theories and practices of effective communication and team leadership, including negotiation techniques and approaches to conflict management

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

- K6. Comprehensive critical understanding of the nature, scope, purposes and limits of risk management
- K7. Understanding and critical assessment of a range of methodologies used in change control processes
- K8. Critical, in-depth understanding of a substantial body of theoretical and technical knowledge of different life cycle philosophies in project management
- K9. Comprehensive understanding of tools and approaches to dealing with volatility, uncertainty, complexity and ambiguity (VUCA) and, in the context of VUCA, knowledge and understanding of agile approaches to project, programme and portfolio management
- K10. Comprehensive critical understanding of good governance structures and processes and leadership oversight at every stage of the project life cycle

After 180 credits of study (MSc) you will be able to demonstrate:

- K11. Comprehensive and critical understanding of relevant research principles
- K12. Comprehensive understanding of appropriate data collection and data analysis methods for solving complex problems relevant to the leadership of projects/programmes in your workplace

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 (PGCert) you will be able to demonstrate:

- S1. The ability to self-reflect on your perspectives and leadership behaviours and to critically assess when to deploy different leadership approaches and techniques to achieve desired outcomes and to get the best out of the members of the team that you lead
- S2. The ability to assess and critically review the key methodologies used in business case development, and to present and defend a business case that you have developed
- S3. The ability to critically self-reflect on your strengths and weaknesses as the sponsor or other senior leader of a business case, and on your leadership skills in ensuring effective monitoring, oversight and review throughout the project or programme delivery
- S4. Effective oral and written communication and leadership style, with the ability to convey and explain complex problems to a diverse audience
- S5. Enhanced digital capabilities in line with the University of Cumbria/JISC 'six elements of digital literacy', namely ICT proficiency, information, data and media literacies, digital creation, problem solving and innovation, digital communication, collaboration and partnership, digital learning and development, and digital identity and well-being
- S6. The ability to assess and critically review a range of methodologies used in cost control and financial management of a project/programme

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

- S7. The ability to design a personal leadership development plan for yourself, with measurable outcomes and time frames, considering the role and benefit of coaching within this
- S8. Evaluation and critical review of a communications plan for a major project, suggesting alternative approaches and methods and drawing on best practice examples from industry
- S9. The ability to critically self-reflect on your strengths and weaknesses in negotiation and conflict resolution and to take steps to address areas such as resilience where you may need further professional development
- S10. The ability to critically self-reflect on your strengths and weaknesses in dealing with volatility, uncertainty, complexity and ambiguity (VUCA), and to take steps to address areas where you may need further professional development

After 180 credits of study (MSc) you will be able to demonstrate:

- S11. The ability to identify, propose, plan, undertake and defend a significant independent piece of research into a problem in the workplace, related to the leadership and delivery of a complex project or programme
- S12. The ability to evaluate and use appropriate data collection and data analysis methods, and to reflect on the significance and workplace relevance of your findings
- S13. The ability to communicate and defend your research findings in an effective manner in a variety of forms, including oral and written presentation and professional discussion
- S14. The ability to recognise and use the contributions from different individuals and teams, to influence others, to develop new ideas to support management change

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:

1. Publications from the UK **Quality Assurance Agency** (QAA) for Higher Education, including:

- i) QAA Characteristics Statement: Master's Degree (February 2020)
 - ii) QAA Subject Benchmark Statement: Master's Degrees in Business and Management (2015)
 - iii) QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
2. Publications from the **Association for Project Management** (APM) as the relevant PSRB for this programme:
- i) APM: The Chartered Professional Project Standard (March 2019)
 - ii) APM: Chartered Project Professional (ChPP): Recognised Assessment Overview (April 2020)
3. **Gosling, D. and Moon, J.** (2002). *How to use learning outcomes and assessment criteria*. Southern England Consortium for Credit Accumulation and Transfer, SEEC, London
4. **University of Cumbria** strategic documents:
- i) UoC Strategic Plan
 - ii) Institute of Business, Industry and Leadership Plan
 - iii) UoC Learning, Teaching and Assessment Strategy
 - iv) UoC Curriculum Design Framework
 - v) UoC Academic Regulations

Graduate Prospects

Achievement of chartered status is the highest level of professional recognition. This course is designed to enable you to apply for chartered status from the Association for Project Management (Chartered Project Professional), positioning you for recognition and career progression as a senior leader in project and programme management.

The University of Cumbria has strong partnerships with industry, particularly via the University's Project Academy, and these links have informed and strengthened the course content and ensured its relevance and currency.

The knowledge and leadership skills you will develop during this programme are widely recognised as the underpinning attributes of successful leaders, whether in project/programme management or in other sectors.

The programme is also intended to develop your interest in research, and your understanding of the value of bringing scientific research principles into problem-solving in the workplace. It is hoped that some of the participants on this course may consider further postgraduate study and research, perhaps at PhD/Doctoral level.

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

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

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

Learning and Teaching

This programme is delivered via blended learning, involving both online and face-to-face classroom-based activities, and reflective, work-based study. You are actively encouraged and supported to use your professional experience and practice, and that of your peers on the programme, as you progress through the course.

Throughout the course, learning, self-reflection and assessment are integrated. All modules include formative opportunities, preparing you for the final summative assessment.

There will be some self-learning sessions working through learning materials that will be a combination of tutor-specified and self-identified learning materials. The tutor-led engagements will be used to draw out personal experience to add context to theoretical content and best practice that is commonly found in textbooks and professional body materials. Pre-reading ahead of these scheduled sessions will ensure that you get the most from the sessions both in terms of your own contributions and by being exposed to the experience of others.

The self-learning activities will then take place in your workplace and in your time and will involve reading, reflecting, consulting and thinking about the course materials, the situations you are experiencing and your own personal practice. Reflective logs and journal entries submitted to university learning management tools will enable you to document this learning process and will also enable your tutors to discuss these with you, provide feedback and prompt where further thought and reflection may be valuable. The assessments will then require you to demonstrate your application of theory to practice through a combination of evidence production, situational analysis and reflective writing.

The first stage of the course will progress through the five formal taught modules that align with the APM's core competencies required for Chartership. A sixth module at this stage will enable you to identify any gaps in your knowledge and/or experience and then provide an opportunity for you to work towards filling these gaps. Once the taught element of the course has been completed you will then undertake a substantial project to identify and address a problem relating to projects and their management within the workplace.

Your acquisition of knowledge and understanding is through a combination of the following:

- Use of online learning environments
- Videos, including TED talks
- Online and class-based workshop activities
- Problem solving and critical evaluation of work-based scenarios
- Facilitated discussion and debate
- Tutorials (individual and group)
- Coaching and mentoring
- Guided study and reading
- Reflection on professional practice

Formative and summative assessment

Formative assessment is about identifying your strengths and weaknesses and gaining feedback before you submit any work that is evaluated for your award. Formative assessment and feedback are incorporated throughout all modules on this programme to ensure your understanding of the

knowledge, skills and competencies needed for successful leadership of projects, programmes and portfolios.

Assessment for this programme is based largely on building up a professional digital portfolio, powered by the University of Cumbria's online learning environments. Central to the course assessment is the PebblePad Personal Learning System. Pebblepad enables time-efficient study and easy user input, whether you are recording your progress or reflecting on a workplace experience. Pebblepad also supports the capture of formative tutor and peer feedback to support your work-based learning and to maintain connection and communication both with the programme team and with your peers.

Formative work will include completion of online work packages within PebblePad, as well as in-class and online activities such as presenting and group problem solving.

Examples of the types of formative assessments which may be included in this programme are:

- i) Critical evaluation of methodologies and approaches to an aspect of project, programme or portfolio management, utilising real-life industry examples
- ii) Critical review of a selected extract from a textbook or a journal article
- iii) Draft of a reflective competence statement for one of the APM chartered competences
- iv) Draft outline/summary of contents for a plan or report
- v) Practice oral presentation

Each formative task set during this programme will be built around one or more of the intended learning outcomes of the module you are studying, informing and contributing to your overall course portfolio. This approach provides you with the opportunity to develop your skills in self-reflection and reflective writing, and to contextualize your work-based learning.

Summative assessment evaluates your learning at the end of each module. Summative assessments will be marked, and you will be given a grade as well as feedback.

The reflective portfolio

All modules in this programme contribute to the development of a reflective portfolio that forms not only the summative assessment for each module (alongside other assessments such as presentations) but also the basis for your eligibility to apply for chartership as a Chartered Project Professional after successful completion of the course. This portfolio, built using the PebblePad platform, captures your technical knowledge and enhanced professional and leadership skills.

There is strong emphasis in the programme on authentic assessment. You will develop your practical analysis, problem solving and decision-making skills, using real business case examples. For your industry research project (the final module of the programme), your assessment is not a traditional written dissertation but instead a professional conversation with a panel drawn from industry and from within the University.

Owing to the distinctive and identifiable nature of your work-based learning assessments and the reflection on learning and practice, anonymous marking of summative work is not possible for the majority of assessments in this programme.

Digital literacy:

Running throughout the course is the theme of digital literacy, and the importance to senior project managers and leaders of understanding and being able to utilise new approaches to communication, reporting and data analysis. Key skills you will develop during your study are enhanced digital capabilities in line with the University of Cumbria/JISC six elements of digital literacy. These are ICT proficiency, information, data and media literacies, digital creation, problem solving and innovation,

digital communication, collaboration and partnership, digital learning and development, and digital identity and wellbeing.

Academic literacy:

We recognise that you may not have studied in a formal education environment for some time, and may feel a little 'rusty' on some areas of academic practice. You will be supported to review and improve your academic skills by a range of materials and software packages available from the University's Academic Skills Centre and Library and Information Services. This includes support on academic writing, referencing, and research and library skills.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

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

Induction

University induction will be included in the programme in the form face-to-face sessions where you can start to get to know the programme team and your peers on the cohort. This will be supported by online materials, including details of the content and format of your studies, how to use the University's online learning environment, learning resources, and academic and pastoral support. You will also have an opportunity to engage with your peer group online in advance of the first face-to-face sessions.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

A core aspect of this programme is your professional development and growth as a leader. To this end, you will be supported to write a personal development plan, reflecting on your strengths and weaknesses in your professional role, and identifying any areas where you particularly want or need to enhance your knowledge and skills. This will include consideration of your resilience when things do not go according to plan, and how to develop greater leadership resilience.

The nature of this programme means that self-reflection and personal development is embedded throughout, primarily through the use of the professional portfolio in PebblePad. Your portfolio will contain reflections and supporting documents that you have compiled throughout your studies in response to structured exercises, and this portfolio will be reviewed as you progress by both your module and personal tutors.

In addition, you will have support in your personal development in the form of coaching from the professional training company we work with to deliver this programme.

Library Services and Academic Skills

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

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Preparing for Postgraduate Study](#) This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply 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.

IT and Technical Support

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

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via Instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLDs such as Dyslexia or Dyspraxia)
- mental health conditions.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well-being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

[UoC Active](#): Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

[International Student Support](#): Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

[Money Advice](#): The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We

run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student 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.ucsme](#).

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

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsme/support](#).

Other programme requirements

This programme is designed for students in professional employment. As such, it may be necessary for the University to communicate directly with your employer at different points during the programme (for example, sharing information about your assessment marks if your programme attendance is being sponsored by your employer).

These arrangements will be explained and defined at the start of the programme.

Because of the nature of the course delivery, you will require access to a laptop/desktop with internet access.

The University of Cumbria's online learning systems, Blackboard and PebblePad, can be accessed using up-to-date versions of web browsers (Internet Explorer, Safari, Chrome, Firefox). In addition PebblePad and Blackboard have free mobile apps (both Apple iOS and Android versions) to enable access with mobile devices. All students at the University of Cumbria will be entitled to use an up-to-date version of Microsoft Office 365 to support their study if required.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HPRO7010	Leadership and Professional Practice	20	Compulsory	K1, K4, S1, S5, S7, S13, S14
7	HPRO7011	Leadership in Business Case Development	20	Compulsory	K2, K3, K8,,S1, S2, S3, S5, S14
7	HPRO7012	Leadership in Monitoring and Project Quality	20	Compulsory	K3, K6, K7, K9, S1, S3, S5, S6, S14
7	HPRO7013	Project Leadership and Communication	20	Compulsory	K1, K4, K5, K9, S1, S4, S5, S8, S13, S14
7	HPRO7014	Successful Leadership of Complex Projects	20	Compulsory	K1, K3, K5, K6, K7, K8, K9, K10, S1, S3, S4, S5, S6, S9, S10, S14S13
7	HPRO7015	Self-Directed Study	20	Compulsory	<i>See Note 1 (below)</i> S5
7	HPRO7016	Research Methods and Industry Project	60	Compulsory	K11, K12, S5, S11, S12, S13, S14

Notes

Where a student has not succeeded in their programme, will not be permitted to re-register on the same programme

1. The Self-Directed Study module is intended to provide you with the opportunity to enhance your technical knowledge and professional skills in a specific area. This is likely to be an area of project or programme leadership where you have less experience and wish to strengthen your skills and understanding, or an area of project or programme leadership that you have a particular interest in, where you are keen to expand your knowledge base and take your leadership skills to a higher level. As such, it is not possible to map the knowledge and skills outcomes in advance for this module as these will vary depending on your choice of topic. You are expected, however, to meet at least one programme knowledge outcome and at least one programme skills outcome in your work for this module.

* Key to Module Statuses

Compulsory Modules	Must be taken although it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
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Programme Delivery Structure: BLOCK

Please see separate delivery schedule for this programme, with two entry points each year (September and January)

September Start

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
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Year 1

HPRO7010	Leadership and Professional Practice	Sept – Oct	Portfolio (80%) Presentation (20%)	6 9
HPRO7013	Project Leadership and Communication	Nov – Jan	Portfolio (70%) Presentation (30%)	14 17
HPRO7011	Leadership in Business Case Development	Feb – March	Portfolio (80%) Presentation (20%)	22 25
HPRO7012	Leadership in Monitoring and Quality Control	Apr – May	Portfolio (80%) Report (20%)	30 33

Students exiting at this point with 60 credits (from any combination of the modules in Year 1) would receive a PGCert Organisations and Projects

Year 2

HPRO7014	Successful Leadership of Complex Projects	Sep – Nov	Portfolio (80%) Presentation (20%)	38 41
HPRO7015	Self-Directed Study	Nov – Jan	Portfolio (80%)	46

			Presentation (20%)	49
Students exiting at this point with 120 credits would receive a PGDip Project Leadership				
HPRO7016	Research Methods and Industry Project	Feb – July	Presentation and Report (20%) Oral Assessment (80%)	68 72
Students exiting at this point with 180 credits would receive a MSc Project Leadership				

January Start				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
Year 1				
HPRO7011	Leadership in Business Case Development	Feb – March	Portfolio (80%) Presentation (20%)	6 9
HPRO7012	Leadership in Monitoring and Quality Control	Apr – May	Portfolio (80%) Report (20%)	14 17
HPRO7010	Leadership and Professional Practice	Sept – Oct	Portfolio (80%) Presentation (20%)	22 25
HPRO7013	Project Leadership and Communication	Nov – Jan	Portfolio (70%) Presentation (30%)	30 33
Students exiting at this point with 60 credits (from any combination of the modules in Year 1) would receive a				

PGCert Organisations and Projects

Year 2

HPRO7014	Successful Leadership of Complex Projects	Feb – March	Portfolio (80%) Presentation (20%)	38 41
HPRO7015	Self-Directed Study	Apr – May	Portfolio (80%) Presentation (20%)	46 49
Students exiting at this point with 120 credits would receive a PGDip Project Leadership				
HPRO7016	Research Methods and Industry Project	May - Dec	Presentation and Report (20%) Oral Assessment (80%)	68 72
Students exiting at this point with 180 credits would receive a MSc Project Leadership				

Exceptions to Academic Regulations

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

- There are no exceptions to the University's Academic Regulations required by the PSRB for this programme.

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	<ul style="list-style-type: none">• Module Evaluation• Programme Validation and Periodic Review• Annual Monitoring• Peer Review• External Examiner Reports• Student Success and Quality Assurance Committee• Meetings and consultation with industry partners/employers• PSRB review and recognition processes
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	<ul style="list-style-type: none">• Staff Student Forum• Module Evaluation Forms• Programme Evaluation: National Student Survey, UK Engagement Survey• Module/Programme/Personal tutorials• Meetings with External Examiners• Meetings with employers• PSRB review

Date of Programme Specification Production:	17/08/2021
Date Programme Specification was last updated:	November 2021
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	<i>Not applicable</i>
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	<i>Not applicable</i>

Appendix A: Delivery structure diagram

	September Start	January Start
September	Leadership and Professional Practice	
October		
November	Project Leadership & Communication	
December		
January	Leadership in Business Case Development	Leadership in Business Case Development
February		
March	Leadership in Monitoring & Project Quality	Leadership in Monitoring & Project Quality
April		
May	Successful Leadership of Complex Projects	Successful Leadership of Complex Projects
June		
July	Summer Break	Summer Break
August		
September	Self-Directed Study	Leadership and Professional Practice
October		
November		Project Leadership & Communication
December		
January		Self-Directed Study
February	Research Methods and Industry Project	
March		
April		
May		Research Methods and Industry Project
June		
July		

August

