



BISHOP
GROSSETESTE
UNIVERSITY

Arts, Humanities and Social Sciences

BA (Hons) Project Management

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	5 August 2024
2	Next Scheduled Review Date: [Month/Year]	June 2029
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2024
4	Version Number	1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.



Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
	BA (Hons) Project Management
1a	Programme Code
	PROJMGT_1.0
2	Brief Summary (for Marketing Purposes)
	<p>This programme is designed specifically to enable you/ your employees to complete the Project Manager Degree Apprenticeship. This programme places apprentices and their organisations at its core.</p> <p>Apprentices will have the power to shape their learning journey and associated experiences through their work with their organisation as part of their role and through the wider experiences, skills and knowledge that they develop through the apprenticeship programme.</p> <p>The course content and structure has been informed by industry and is underpinned with contemporary practice and research. The content is also further enhanced through its commitment to deliver the International Project Management Association (IPMA) Level D certification. The International Project Management Association (IPMA) is a federation of around 70-member associations across the globe which provides qualification standards for individuals working in project, programme and portfolio management. Achieving IPMA level D certification provides international recognition of an individual's project management expertise.</p> <p>Apprentices will gain proven competence as described by the Individual Competence Baseline® (ICB4). The ICB4 is the international standard on competence for project, programme and portfolio managers. The competence needed for each of these domains is defined in the following competence areas:</p> <ul style="list-style-type: none">• “People”: how do you interact with the people around you, and yourself;• the “Practice” of our work: needed for Projects, Programmes and Portfolios.• the “Perspective” of the initiatives you’re running: the context within which the initiative is run and the link to what needs to be achieved.

On successful completion of the programme, apprentices are eligible to become full members of Association for Project Management (APM), the Chartered Body for the Project Profession. Membership of the APM has an annual fee not included in the costs of this course. Applications for membership would need to be made following completion of the programme and graduation.

This apprenticeship is for those who are either new to project management or have progressed within their organisation/ job role and require further development. Apprentices will study via a blended learning strategy. Tutors will deliver the academic knowledge and skills development in the classroom, and online days will be centred around providing support for assessments, for example, assignment workshops, writing retreats, revision and recap sessions, exam practice, academic skills development sessions and tutorials.

In the workplace, apprentices will develop their knowledge skills and behaviours in line with the Project Manager Apprenticeship (PMA) Standard and their Individual learning Plan (ILP). Workplace mentors will be supported by the university to understand the PMA Standard, and to support the apprentices learning and development needs through 'on the job' and 'off the job' training. An apprenticeship requires 20% of an employee's time to be allocated to 'off the job' study'.

3	Awarding institution	Bishop Grosseteste University (BGU)		
3a	Programme Length	Full-Time	Part-Time 4	
3b	Mode(s) of Study	Part-time		
4	Home Academic Programme Portfolio	Arts, Humanities and Social Sciences		
5	HECoS/CAH2/ITT/UCAS code(s)	HECoS/CAH2 100812 / CAH17-01-04	ITT N/A	UCAS code N/A
6	Framework for HE Qualifications position of final award(s)	Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N.A.		

Awards

10	Final Award title(s)	BA (Hons) Project Management Project Manager Degree Apprenticeship
10a	Exit or Fall back Award title(s)	Certificate of HE in Project Management (120 credits) Diploma of HE in Project Management (240 credits) BA Project Management
10b	Pathway	
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> BSc/BA (Hons) XX BSc/BA (Hons) XX and YY 	N/A

Arrangements with Partners

12a	Available for delivery by a collaborative partner	NO	
12b	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N.A.	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N.A.	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N.A.
15	Date and outcome of last PSRB approval/accreditation	
16	Expiry Date of PSRB approval	

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	<p>The QAA Subject Benchmark Statement: Business and Management (2023) has informed the design of this programme. https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-business-and-management</p> <p>This is in addition to the requirements of the Project Manager Apprenticeship Standard (Reference ST0411, Version 1.0) for which this programme has been written. https://www.instituteforapprenticeships.org/apprenticeship-standards/project-manager-integrated-degree-v1-0</p> <p>More broadly, the programme design reflects the requirements of The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA, 2024). https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11</p> <p>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.</p>
18	Programme Aim
	<p>The main purpose of the BA (Hons) Project Management is to provide individuals with a work-based route to developing professional competence as Project Managers. This programme through its work based and academic components seeks to assist Project Manager Apprentices (PMAs) to acquire the knowledge, skills, and behaviours (KSBs) required to progress towards Gateway and to successfully undertake the Integrated End Point Assessment (EPA) of the apprenticeship standard.</p> <p>The programme aims to provide PMAs with the requisite knowledge, skills, and behaviours to fulfil the requirements of the Project Manager (Integrated Degree) Standard (Reference ST0411, Version 1.0):</p> <p>Knowledge: A project manager will have knowledge and understanding of:</p> <p>Governance and Financial Control of Projects: How to evaluate and establish appropriate project governance through the incorporation of policies, regulations, processes, roles and structures in different project types and organisational structures, accepting that different sizes of organisation require different levels of control. How to manage project budgets and costs within appropriate financial frameworks and how to report project performance, tailoring reporting requirements to comply with governance norms in the business. How to construct robust project business cases that demonstrate the benefits and value expected from project deliverables.</p> <p>The Business Environment: How projects contribute to businesses operating in local, regional, national, and global economies. Knowledge of the main UK business sectors and the parameters within which they operate. This may include the impacts of the green economy and sustainability including the UK Government's policy of net carbon zero by 2050.</p>

Stakeholder and communications management: How to communicate effectively with internal and external stakeholders to build and maintain their support for successful project outcomes. How to manage the dynamics of stakeholder relationships and needs during the project and develop appropriate and pro-active project communication plans to ensure that all the multi-skilled, cross-disciplinary stakeholders are aligned.

Organisational Change Management: How to work with the project sponsor and within a programme to prepare organisations, teams and individuals for organisational change including an analysis of the current state, preparation of an envisaged future state and plans for progressing from one to the other.

Estimating, Planning and Scheduling: How to develop and manage projects within different planning frameworks to balance the fundamental components of the project. How to prepare and maintain resourced project schedules and use these for project monitoring, control, and delivery. How to analyse schedule integrity, dependencies, and their implications.

Project Justification: How to interpret organisational and programme aims and objectives to develop robust business plans and the requirement to revisit such plans at key stages of a project to ensure ongoing viability of the business case. The identification of realistic benefits, both tangible and intangible, and an appreciation of how these might be delivered.

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

Procurement and Contract Management: How to procure goods and services in a cost effective, process driven manner. How to manage projects within commercial and contractual policies, practices, and relationships. The importance of supply chain management in a project environment. How to manage the procurement cycle and identify opportunities for maximising benefits through the effective establishment and management of contracts. This may include the relevance of sustainable procurement and supply chains and their wider impact on their immediate cost taking a lifecycle approach to establishing cost and value.

Risk Management: How to apply methodologies for risk evaluation and management. How to mitigate the impact of risks on project performance in terms of schedule, cost, and quality. This may include risks to sustainability and the environment.

Project Change Control: How to apply the concepts of project change control. How to define and use appropriate processes and tools to manage scope, requirements, benefits, and success factors of a project. How to analyse the impacts and interdependencies of changes on the project and its deliverables.

Organisational Strategy: How organisational strategy is the totality of actions a company needs to take to achieve long-term goals and how the processes used by organisations are applied to develop strategic plans. How programmes and projects enable organisations to achieve their short, medium, and long-term strategies and how these can vary depending on the size of the organisation.

Skills: A project manager will be able to determine, deploy and evaluate the following skills within their organisation.

Governance Frameworks: Lead and take responsibility for the project management plan as required by the governance structure. Apply techniques and project management methodologies as appropriate, dependent upon project complexity and criticality to the organisational environment in which a project is being delivered. Maintain, review, and communicate a project business case for approval through the stages of a typical project lifecycle ensuring continued value for money and continued alignment with organisational objectives.

The Business Environment: Identify and analyse the context, opportunities and challenges presented by projects in a range of organisational settings, appreciating the differences within both large and small organisations and in different industry sectors and the consequent need for tailoring. Identify the operating constraints that apply to projects including ethical, legal and regulatory considerations. This may include the green economy and the impacts of strategies for achieving net carbon zero by 2050.

Stakeholder and communications management: Lead and take responsibility for the identification and analysis of internal and external stakeholders and their impact on the project. Manage an effective project communication plan across stakeholders with different cultural and physical barriers. Analyse information and communicate with stakeholders incorporating elements of feedback to understand and measure the effectiveness of planned communications. Effectively listen and influence others through negotiation and persuasion.

Control of projects in terms of time, cost and quality: Manage the project within the constraints of time, cost and quality. Control expenditure and produce status reports as required, including control of costs against budgets, forecasting, and establishing performance indicators as required by funding sources. Measure progress and actual costs against plans to determine a full understanding of project performance. Identify, achieve, and maintain quality standards appropriate to the context and specific requirements of project activities.

Risk Management: Ensure that project risks, opportunities and issues are addressed using quantitative and qualitative methods to categorise risks and their impacts. Identify, evaluate, and implement appropriate mitigation strategies, ensuring that mitigation actions are incorporated into the project plan and are implemented should they develop into issues. Manage risk through the regular review of a risk management plan, adopting appropriate strategies to manage both threats and opportunities. This may include risks to sustainability and the environment.

Commercial and Contract management: Maintain and evaluate different commercial contract and procurement types to select appropriate options for specific programmes and projects. Support effective contract management and the achievement of programme and project outcomes.

Project Change Control: Dependent upon the size and complexity of a project, define and apply a recognised process to manage change in projects. Make effective decisions in the interests of a range of stakeholders with regards to change requests. Handle change within different project management methodologies.

Schedule Management: Evaluate requirements and methods for data capture and analysis in a project environment. Evaluate project schedule integrity including identification and resolution of scheduling problems. Apply resource acquisition and management techniques to balance programme and project needs against resource demand. Negotiate the allocation and scheduling of internal and external resources to meet programme and project demands.

Behaviours: A project manager will be able to demonstrate, and adapt the following behaviours within an organisational context:

Leadership: Drive for results with the ability to inspire and support project team members and manage stakeholder relationships. Promote the vision, organisational/project purpose, and values. Understand and create the environment for an inclusive and diverse organisational culture.

Collaboration and teamwork: Work collaboratively to build rapport and trust, develop networks and maintain relationships. Build and inspire teams, empower, and motivate others to improve performance and achieve outcomes. Delegate tasks, set goals and accountabilities, provide clear guidance, and monitor progress.

Personal and Professional Responsibility: Drive to achieve in all aspects of work. Demonstrate resilience and determination when managing difficult situations and able to influence the behaviour of others to meet required project outcomes. Seek and adopt new opportunities underpinned by commercial acumen and sound judgement.

Integrity, ethics, and professionalism: Manage with integrity and take an ethical approach to develop trust with stakeholders. Communicate and issue project-related reports and statements in an objective and truthful manner. Maintain professional conduct to enhance the honour, reputation, and usefulness of project management as a professional discipline.

Inclusive: Be open, approachable, and authentic and able to build and maintain trust with others. Actively seek the views of others and value diversity internally and externally.

Innovation and Resourcefulness: Understand the bigger picture and work enthusiastically and creatively to analyse problems and develop innovative and workable solutions to problems. Have a solution focus, not a problem focus, and to be positive and adaptable, responding well to feedback and the need for change. This may include responding to challenges around sustainability and the UK Government's policy to achieve net carbon zero by 2050.

19	Programme Specific Outcomes
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(a) Final Award Learning Outcomes

On successful completion of the BA (Hons) Project Management apprentices will be able to:

Knowledge and Understanding

KU1: Demonstrate a comprehensive, detailed, and systematic knowledge and understanding of the relationship between theory and practice in the Business discipline and broader global context of Project Management.

KU2: Exhibit a critical, confident, and evidence-based knowledge and understanding of the role of Project Management in the effective and efficient functioning of organisations.

KU3: Evidence a conceptual understanding of relevant responsible and ethical issues in a range of Project Management and broader organisational contexts.

KU4: Demonstrate a critical, confident, and evidence-based knowledge and understanding of a variety of contemporary and prevalent issues and their impact upon the management of projects, project teams and organisations more broadly.

Subject-specific and professional skills

SPS1: Accurately deploy frameworks, theories, and principles of Project Management to propose effective resolutions to complex organisational problems.

SPS2: Develop a critical understanding of Governance Frameworks, The Business Environment, Stakeholder and communications management, Control of projects in terms of time, cost and quality, Risk Management, Commercial and Contract management, Project Change Control, Schedule Management.

SPS3: Work collaboratively demonstrating personal and professional responsibility, integrity ethics and professionalism, inclusivity, innovation, and resourcefulness in terms of both project and human resource management.

SPS4: Develop and engage in critical reflective practice for the purpose of developing personal responsibility in decision making in complex situations.

Intellectual skills

IS1: Evaluate and critically analyse data and information from a range of sources using appropriate qualitative and quantitative skills to make effective Project Management judgements.

IS2: Select and apply knowledge and understanding of scholarly frameworks and theories to seek Project Management solution(s) to complex and often unpredictable organisational challenges.

IS3: Demonstrate the use of initiative, creativity, inclusivity, responsibility, and commercial acumen to develop Project Management proposals for successful organisational outcomes in dynamic situations.

IS4: Utilise a variety of media including digital technology, to convey Project Management ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills

TS1: Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

TS2: Demonstrate the ability to independently find, critique, evaluate and use a wide range of information, data, or tools accurately in complex Project Management contexts.

TS3: Critically evaluate arguments, assumptions, and abstract concepts to identify and address organisational problems using Project Management skills.

TS4: Demonstrate strong, responsible, and ethical digital literacy and its application in evidence-based decision making.

20	Exit Award Learning Outcomes
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On successful completion of a **Diploma of Higher Education** students will be able to:

Knowledge and Understanding

KU1: Demonstrate a knowledge and understanding of the relationship between theory and practice in the Business discipline and broader global context of Project Management.

KU2: Exhibit a critical and analytical evidence-based knowledge and understanding of the role of Project Management in the effective and efficient functioning of organisations.

KU3: Evidence a critical understanding of relevant responsible and ethical issues in a range of Project Management and broader organisational contexts.

KU4: Demonstrate a critical awareness and understanding of a variety of contemporary and prevalent issues and their impact upon the management of projects and organisations.

Subject-specific and professional skills

SPS1: Develop an understanding of theories, and principles of Project Management to propose effective resolutions to complex organisational problems.

SPS2: Develop an understanding of Governance Frameworks, The Business Environment, Stakeholder and communications management, Control of projects in terms of time, cost and quality, Risk Management, Project Change Control, Schedule Management.

SPS3: Develop effective interpersonal skills in a personal and professional context demonstrating personal and professional responsibility, integrity ethics, professionalism, and inclusivity.

SPS4: Demonstrate an ability to engage in critical reflective practice for the purpose of developing personal responsibility in decision making in complex situations.

Intellectual skills

IS1: Present, evaluate and analyse data and information from a range of sources using appropriate qualitative and quantitative skills to make effective Project Management judgements.

IS2: Select and apply knowledge and understanding of scholarly frameworks and theories to seek Project Management solution(s).

IS3: Demonstrate the use of initiative to develop Project Management proposals for successful organisational outcomes in dynamic situations.

IS4: Utilise a digital technology to convey Project Management ideas and arguments effectively to a range of audiences, and demonstrate the ability to write, discuss and present arguments and ideas using appropriate academic conventions.

Transferable skills

TS1: Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

TS2: Demonstrate the ability to independently find, apply, evaluate, and use a wide range of information, data, or tools accurately in specified Project Management contexts.

TS3: Demonstrate the ability to evaluate arguments, assumptions, and abstract concepts to identify and address organisational problems.

TS4: Demonstrate responsible and ethical digital literacy.

On successful completion of a **Certificate of Higher Education** students will be able to:

Knowledge and Understanding

KU1: Demonstrate a knowledge and understanding of the relationship between theory and practice in the Business discipline and specifically in the context of Project Management.

KU2: Exhibit knowledge and understanding of the role of Project Management in an organisational context.

KU3: Evidence an understanding of relevant ethical issues in a range of Project Management and organisational contexts.

KU4: Demonstrate an awareness and understanding of contemporary and prevalent issues and their impact upon the management of projects.

Subject-specific and professional skills

SPS1: Develop an understanding of the theories, and principles of Project Management.

SPS2: Develop an understanding of The Business Environment and Stakeholder and communications management.

SPS3: Develop an awareness of interpersonal skills in a personal and professional context.

SPS4: Demonstrate an ability to engage in reflective practice for the purpose of professional development.

Intellectual skills

IS1: Present data and information from a range of sources in order to make effective judgements about the challenges faced when managing projects in organisations.

IS2: Demonstrate knowledge and understanding of scholarly frameworks and theories to seek solutions in specified organisational scenarios.

IS3: Demonstrate the use of initiative to interrogate Project Management proposals for successful organisational outcomes.

IS4: Utilise digital technology effectively and demonstrate the ability to write, discuss and present knowledge and understanding using appropriate academic conventions.

Transferable skills

TS1: Communicate information, ideas, problems, and solutions using a variety of established business techniques.

TS2: Demonstrate the ability to independently find, evaluate and use a wide range of information and data in specified contexts.

TS3: Demonstrate an ability to evaluate arguments, assumptions, and abstract concepts in order to identify and address Project Management and organisational problems.

TS4: Demonstrate an understanding of responsible and ethical digital literacy and its application.

In order to qualify for an Ordinary Degree (Level 6):

- The student must meet the requirements as laid down in the *Regulations for Undergraduate Awards* (which is available from the University Website).

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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This diagram summarises the various milestones within the apprenticeship journey.



Level 4 – 120 credits

Level 4	Semester 1	BUS422_1.0 An Introduction to Project Management - (30 credits)	BUS423_1.0 The Business Environment: A Strategic Approach (30 credits)
	Semester 2	BUS424_1.0 Stakeholder Engagement and Communication Management (30 credits)	BUS425_1.0 The Professional Project Manager (30 credits)

Level 5 – 120 credits

Level 5	Semester 1	BUS537_1.0 Governance and Financial control of Projects (30 credits)	BUS538_1.0 Organisational Change Management. Project Justification and Change Control (30 credits)
	Semester 2	BUS539_1.0 Quality and Risk Management (30 credits)	BUS540_1.0 The Project Manager as a Leader (30 credits)

Level 6 –120 credits

Level 6	Semester 1	BUS635_1.0 International Project Management (30 credits)	BUS636_1.0 Procurement and Contract Management (30 credits)
	Semester 2	BUS637_1.0 The Project Managers Toolkit (20 credits)	

The EPA uses the following assessment methods:

*End Point Assessment Jul-Dec	BUS638_1.0 Work Based Project (20 credits)
	BUS639_1.0 Professional Review (20 credits)

***End-Point Assessment (EPA) Gateway**

The apprentice's employer must confirm that the apprentice is eligible to enter EPA.

To successfully pass the EPA Gateway, the apprentice must meet the following criteria:

- Achieved a minimum level 2 English and Maths as per the standard and general apprenticeship requirements.
- Attained the IPMA Level D Qualification or equivalent in Project Management.
- Successfully completed the formal academic learning equating to 320 on programme credits.

- Received confirmation from the employer that they are satisfied that the apprentice is consistently working at or above the level set out in the standard.
- Have a project outline agreed with their academic supervisor and workplace representative, the outline must detail the project title, scope, key activities/milestones and expected outputs/measures of success.

End-Point Assessment

End-point assessment activities will typically be completed over a six-month period to accommodate work scheduling and cost-effective planning of resources.

Moderation, HEI quality assurance and degree award processes may be completed after the EPA period. There is no requirement to complete Assessment Method 1 the Work Based Project before Assessment Method 2, the Professional Review. The Work Based Project Report must be submitted by the end of month 5 to allow for assessment to complete before the end of the EPA period. This means that the Professional Review can take place in Month 6, although it may take place earlier than this.

21b	Module Structure
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Level 4

Core Modules				
Code	Status	Module Title	Semester (number)	No of credits
BUS422_1.0	Mandatory	An Introduction to Project Management	1	30
BUS423_1.0	Mandatory	The Business Environment: A Strategic Approach	1	30
BUS424_1.0	Mandatory	Stakeholder Engagement and Communication Management	2	30
BUS425_1.0	Mandatory	The Professional Project Manager	2	30

Level 5

Core Modules				
Code	Status	Module Title	Semester (number)	No of credits
BUS537_1.0	Mandatory	Governance and Financial control of Projects	1	30
BUS538_1.0	Mandatory	Organisational Change Management. Project Justification and Change Control.	1	30
BUS539_1.0	Mandatory	Quality and Risk Management	2	30
BUS540_1.0	Mandatory	The Project Manager as a Leader	2	30

Level 6

Core Modules				
Code	Status	Module Title	Semester (number)	No of credits
BUS635_1.0	Mandatory	International Project Management	1	30
BUS636_1.0	Mandatory	Procurement and Contract Management	1	30
BUS637_1.0	Mandatory	The Project Managers Toolkit	2	20
BUS638_1.0	Mandatory	Work-based Project	EPA Period	20
BUS639_1.0	Mandatory	Professional Review	EPA Period	20

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>This programme has been designed to integrate the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this in the workplace, and thus to develop occupational competency at a professional level in a Project Manager role.</p> <p>The curriculum has been designed in line with the Subject Benchmark Statement for Business and aims to develop enquiring, critical and reflective Project Managers who respond well to challenge, enabling them to contribute proactively to the world of private business, public or 'third' sector organisations, the main business-related professions, self-employment, and the wider society within which organisations operate. The programme embeds functional skills and actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.</p> <p>There are twelve distinct modules that comprise the programme and each one has been specifically created to develop the requisite knowledge, skills and behaviours that comprise the PMA Standard. The level 4 and 5 modules are equally weighted at 30 credits. At level 6, PMAs undertake two 30 credit modules, one 20 credit module, and post Gateway, undertake the 2 EPA modules (20 credits each) that total the required 40 credits.</p> <p>The programme has been structured and sequenced so that one module builds on another, the module The Project Managers Toolkit at level 6 builds on the knowledge and skills acquired in the level 5 module; The Project Manager as a Leader, and the level 4 module The Professional Project Manager. The module An Introduction to Project Management introduces essential concepts and modules such as Quality and Risk Management deepen this learning by teaching PMAs to identify potential risks, assess their impacts and develop strategies to manage and mitigate risks effectively. The initial module's focus on meticulous planning and clear goal setting is critical, as it equips PMAs with the skills necessary to anticipate and navigate challenges, thus enhancing their ability to manage projects more comprehensively in the subsequent module.</p> <p>Modules are delivered via a blended strategy; A specified combination of in-person learning and online learning, in this instance; 50: 50, in-person (on campus)to online.</p> <p>The in-person element follows the same principles and pedagogy as a wholly in-person course.</p> <p>The online element follows the principles of distance learning, in that it requires direct engagement and interaction between both tutors and students.</p> <p>There is an expectation that students will engage with both the in-person and online elements of the course, under the direction of their tutors The onsite / classroom-based learning will deliver the key knowledge associated with the module, and the online poly-synchronous learning will supplement this, giving PMAs the opportunity to integrate theory with practice e.g. through engaging in seminar activities, portfolio building and assignment writing.</p>	

In addition, throughout the remainder of the trimester in which a module runs, learners are supported through the VLE and through one-to-one tutorials in addition to the support provided by their workplace mentor.

In the workplace, PMAs will develop their knowledge, skills and behaviours in line with the PMA Standard and their Individual Learning Plan (ILP). Workplace mentors will be required to understand the PMA Standards requirements, and to support the PMA's learning and development needs through 'on the job' and 'off the job' training. An apprenticeship requires 20% of an employee's time to be allocated for 'off the job' study.

Please note:

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime. "It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship."

Off-the-job training must be directly relevant to the apprenticeship. It can include the following:

- the teaching of theory (for example, lectures, role playing, simulation exercises, online learning, and manufacturer training).
- practical training, shadowing, mentoring, industry visits, and participation in competitions; or
- learning support and time spent writing assessments/assignments.

Off-the-job training does not include:

- training to acquire knowledge, skills and behaviours that are not required in the standard or framework.
- progress reviews or on-programme assessment required for an apprenticeship.
- framework standard; or
- training which takes place outside the apprentice's normal working hours.
- Please see <https://www.gov.uk/guidance/apprenticeship-funding-rules> for more information.

Apprentices will be required to log off the job hours via OneFile. The apprenticeship team will monitor their commitment (20% of their working time over the duration of the apprenticeship.)

In line with the requirements of the apprenticeship programme, PMAs are required to produce a portfolio of evidence to capture the requisite knowledge, skills and behaviours of a PMA, as defined by the apprenticeship standard, in order to demonstrate the level of competence required for EPA. Throughout the duration of the programme, PMAs will be encouraged to populate their e-portfolio to evidence their development by module tutors and their designated Apprenticeship Support Officer (ASO).

All PMAs are assigned an ASO prior to the commencement of their programme. The ASO will be the main point of contact for the PMA and their employer, alongside the Programme Leader, throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship as a whole throughout the duration of the programme. The ASO will support PMAs to refine their e-portfolios in preparation for Gateway and will liaise with employers to determine when PMAs can progress forward for EPA.

As the BA (Hons) Project Management powers the apprenticeship, the curriculum is action centred and challenges PMAs 'to do'. Core to the notion of 'doing' and acting is the spirit in which this activity should be 'done'. PMAs on the programme will be challenged to act in line with the ethos of the UN Sustainable Development Goals. The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Individual modules embed this ethos in addition to the BGU Graduate Attributes. The curriculum is also reinforced by its commitment to uphold the United Nations Global Compact (UNGC). The ten principles focus on key global challenges in the areas of human rights, labour, the environment and anti-corruption. As global citizens, PMAs will develop a global mindset to understand, appreciate and take appropriate local or international action in response to these global challenges.

As there is no pre-requisite to have studied Project Management previously, or to have acquired higher level qualifications, PMAs will be supported to develop a wide range of study skills through engaging in a series of development activities hosted by the Centre for Enhancement in Learning and Teaching (CELT). CELT work closely with the programme team to support PMAs to develop and enhance their digital and academic literacy throughout the programme. PMAs who require additional support for English and Maths Functional Skills development or additional needs will also receive a bespoke support package, as determined by their ASO and detailed in their Individual Learning Plan (ILP).

Throughout the duration of the apprenticeship, due consideration will be given to ethical guidelines, specifically concerning preserving anonymity of business sensitive data and information presented as part of the assessment strategies and within the classroom environment. Full engagement with BGU's professional research community is expected and learners will seek appropriate ethical clearance where necessary through the ethics approval process in line with BGU's research ethics and integrity statement and BGU's Research Ethics Policy, which is available on the University website: <https://www.bishopg.ac.uk/about-bgu/policies-and-procedures>.

23	Learning and Teaching Strategies
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Learning and teaching throughout the Programme, and across the Business subject area more generally, is aligned with BGU's 'Learning, Teaching and Assessment Strategy' which supports the University's aim 'to enable all students to achieve at the highest possible standard in their chosen field of study' with a commitment to 'support active and accessible learning'.

Teaching comprises a range of styles and methods including face to-face lectures, workshops, seminars, and tutorials and the dynamic use of the University's VLE and other relevant digital tools such as MS Teams. Learners will work as individuals and in groups and will become part of a community of practice that share common goals and interests. This approach to learning will promote and foster collaboration and team work. The community of practice will focus on sharing

best practices and creating new knowledge to advance their professional practice and the profession. Interaction on an ongoing basis will be key to this approach, and although group work does not form part of the assessment strategy, indirectly this team approach will aid individuals to further develop their KSBs and thus meet the wider apprenticeship standards including 'Collaboration and teamwork: Work collaboratively to build rapport and trust, develop networks and maintain relationships'.

All modules completed prior to Gateway are delivered via a blended strategy as indicated in Section 22. Each 30 credit module has 48 hours of scheduled learning which comprises of 24 hours of in person attendance on campus scheduled across 4 days, and 24 hours of online learning that requires direct engagement and interaction between both tutors and students. Thus; modules will be split into 8 days, 4 on campus (24 hours) and 4 online (4 days). The remaining learning for each module will be completed independently with the support of workplace mentors and supervisors, as indicated in the Breakdown of Student Learning Activity on each Module Specification. Learning will be regular and frequent.

Blended learning is characterised by the ability to draw together in-person and online learning, so that each compliments the other.

The benefit of the blended learning approach is the adaptation of the teaching and learning strategy to effectively utilise in-person and on-line learning, as complimentary modes of delivery. It enables aspects of the programme curriculum to be delivered and studied in ways that suit the content. In this instance the blended learning will comprise of fully synchronous 'live' lectures delivered both in person and remotely, during the period where no formal sessions are scheduled, the learners will be able to access learning tasks and materials online through our VLE system and will be seen as self-directed/independent study which will be supported with off-the-job training.. PMAs will know well in advance if they are expected to be online at certain times.

Personalised support is offered to all PMAs across all modules via assignment workshops and small group tutorials, these sessions are focused on reinforcing understanding of topics and ensuring appropriate preparation is being made for assessment tasks. PMAs develop specific subject knowledge and understanding linked to the PMA Standard through a diverse range of contemporary teaching and learning approaches. During seminar and workshop activities, PMAs are encouraged to develop their subject knowledge and understanding, and to build subject specific and intellect skills by assembling evidence, presenting ideas, concepts and findings, and constructing and defending arguments.

Interactive lectures and workshops sit at the core of Business teaching at BGU. Whenever possible opportunities are taken to enhance learning and teaching using innovative practices and approaches, such as 'flipped' curricula, storyboarding, role-play, and group-based activities. In addition, as apprentices, PMAs engage with project based and experiential learning through their work in the workplace in addition to specialist teaching and guest lectures. Furthermore, case studies and scenario based learning methods are used to provide PMAs with experience of difficult work situations such as conflict management.

Mapping of the apprenticeship standard, Functional Skills, British Values, Equality and Diversity, Prevent Duty and Safeguarding is incorporated into the design and delivery of the apprenticeship. PMAs will become familiar with a mapping key (illustrated below) that is used across the programme in order to identify where there is an opportunity to develop their Knowledge, Skills and Behaviours or to develop their Portfolio of evidence.

Key

EPA = End Point Assessment

POE = Portfolio of Evidence

WBP = Work Based Project

Knowledge
Criteria

Skill Criteria



Behaviour Criteria



Maths Skills



English Skills



Digital Skills



British Values (BV)

Equality & Diversity
(E&D)Prevent Duty (PD)
Safeguarding (SG)

Reflective Practice is encouraged and embedded throughout the programme and is core to a PMAs professional development. Reflective practice encourages PMAs to make sense and meaning from their experiences and transforms insights into practical strategies for personal growth and future impact. In line with the Chartered Institute of Personnel and Development (CIPD) definition on reflective practice, this approach deepens learning. Reflective practice throughout the duration of the programme may be captured and expressed in a variety of forms such as written spoken, or pictorial. Such reflections may be captured for formative or summative purposes and used as part of the portfolio for EPA purposes.

24**Assessment Strategies**

Modular assessments provide opportunities for PMAs to acquire, develop and demonstrate knowledge and understanding, subject specific, intellectual, and transferable skills. A range of assessments are used which are relevant to the individual demands of the subject matter and the PMA Standard and enable PMAs to participate in a varied and engaging educational and personal development experience. Assessments are used to appropriately test and encourage PMAs to apply different areas of knowledge and demonstrate a wide range of skills. Furthermore, assessment strategies mirror the EPA strategy, and modular examinations provide an opportunity to practice for the externally examined IPMA Level D examination at level 6.

Multi-method weighted assessments form a key feature of the 30-credit modules (70:30 coursework/ exam: practical) with the exception of the International Project Management Module at Level 6. Across the programme, the workload for apprentices is also carefully managed through the effective scheduling of assessments and the use of a consistent tariff.

For written work at Level 4 a tariff of 4,000 words per 30 credits is applied. At Level 5, a tariff of 5,000 words per 30 credits is applied and at Level 6 a tariff of 6,000 words per 30 credits is applied. Practical tasks equating to 30% of a single 30 credit module will be given a tariff of 6 minutes at level 4, 9 minutes at level 5 and 12 minutes at level 6.

Where practical assessment takes place, PMAs are supported with skills development during online sessions. This may include specialist digital input from the Centre for Enhancement in Learning and Teaching (CELT). CELT work closely with the programme team to support students to develop and enhance their digital and academic literacy throughout the programme.

Group work is not used as a summative assessment strategy although PMAs can expect to work with others throughout the duration of their programme. Furthermore, formative assessment strategies will be employed throughout the programmes duration to monitor apprentices learning and understanding, and to ensure that PMAs are in receipt of ongoing dialogue and feedback on their learning and progress. PMAs will be engaged as partners in this process and will develop skills such as self-assessment and peer-assessment.

PMA's knowledge, skills and critical understanding of the subject will be assessed by a variety of methods as follows:

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
BUS422_1.0	An Introduction to Project Management	30	1	70	30	
BUS423_1.0	The Business Environment: A Strategic Approach	30	1		30	70
BUS424_1.0	Stakeholder Engagement and Communication Management	30	1		30	70
BUS425_1.0	The Professional Project Manager	30	1		30	70
BUS537_1.0	Governance and Financial control of Projects	30	2	70	30	
BUS538_1.0	Organisational Change Management. Project Justification and Change Control.	30	2	70	30	
BUS539_1.0	Quality and Risk Management	30	2		30	70
BUS540_1.0	The Project Manager as a Leader	30	2		30	70
BUS635_1.0	International Project Management	30	3	100		
BUS636_1.0	Procurement and Contract Management	30	3		30	70
BUS637_1.0	The Project Managers Toolkit	20	3		50	50
BUS638_1.0	Work Based Project (End Point Assessment)	20	4			100
BUS639_1.0	Professional Review (End Point Assessment)	20	4		100	

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
BUS422_1.0	An Introduction to Project Management	30	Exam	2 hours	Semester 1 November
			Live Presentation	6 minutes	
BUS423_1.0	The Business Environment: A Strategic Approach	30	Briefing paper	2800 words	Semester 1 January
			Live Presentation	6 minutes	
BUS424_1.0	Stakeholder Engagement and Communication Management	30	Portfolio comprising 3 mini tasks	2800 words	Semester 2 March
			Live Presentation	6 minutes	
BUS425_1.0	The Professional Project Manager	30	Portfolio comprising reflective piece and development plan	2800 words	Semester 2 May
			Professional Review	6 minutes	
BUS537_1.0	Governance and Financial control of Projects	30	Exam	2 hours	Semester 1 November
			Presentation of Business Case and professional discussion.	9 minutes	
BUS538_1.0	Organisational Change Management. Project Justification and Change Control	30	Exam	2 hours	Semester 1 January
			Live Presentation	9 minutes	
BUS539_1.0	Quality and Risk Management	30	Report	3500 words	Semester 2 March
			Live Presentation	9 minutes	
BUS540_1.0	The Project Manager as a Leader	30	Academic Essay	3500 words	Semester 2 May
			Poster Presentation (Reflective)	9 minutes	
BUS635_1.0	International Project Management	30	Exam	2 hours	Semester 1 November
BUS636_1.0	Procurement and Contract Management	30	Report	4200 words	Semester 1 January
			Live Presentation	12 minutes	

BUS637_1.0	The Project Managers Toolkit	20	<i>Work Based Project Proposal</i>	<i>2000 words</i>	<i>Semester 2 March</i>
			<i>Mock Professional Review</i>	<i>15-minute presentation 45-minute Interview</i>	
BUS638_1.0	Work Based Project (End Point Assessment)	20	A Work Based Project report with associated documentation.	The report on the Work Based project will comprise 4,000 words (+/- 10% plus references, appendices and abstract).	<i>Semester 1 January</i>
BUS639_1.0	Professional Review (End Point Assessment)	20	A Professional Review based on the evidence portfolio.	<p>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.</p> <p>The presentation will be followed by an interview which will typically last 45 minutes (+/- 5 minutes).</p>	

Work will be marked in accordance with the Guidance on Marking and Moderation of Student work.

Once PMAs have completed their 'on-programme' activity, they can progress to the End-point Assessment Gateway (EPA). The 'on-programme' assessment strategies will support PMAs to prepare for EPA and may provide opportunities to demonstrate the Knowledge, Skills and

Behaviours of the occupational standard for the portfolio of evidence. PMAs are therefore encouraged to map each assessment to the distinct Knowledge, Skills and Behaviours of the occupational standard where appropriate.

Details of the Project Manager End Point Assessment Plan can be accessed here:

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

The 2 EPA modules use the following assessment methods:

Assessment Method 1: A Work Based Project report with associated documentation

Assessment Method 2: A Professional Review based on the evidence portfolio

The assessment methods are equally weighted.

End-point assessment activities will typically be completed over a six-month period to accommodate work scheduling and cost-effective planning of resources.

Moderation, HEI quality assurance and degree award processes may be completed after the EPA period. There is no requirement to complete Assessment Method 1 the Work Based Project before Assessment Method 2, the Professional Review. The Work Based Project Report must be submitted by the end of month 5 to allow for assessment to complete before the end of the EPA period. This means that the Professional Review can take place in Month 6, although it may take place earlier than this.

25	Inclusive Practice and Personal Development Planning
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BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination.

The University provides a Student Advice service that assists students who have declared personal access needs or a known disability. The Student Advice team work closely with the Programme Leader and wider team including the Apprenticeship Support Officer (ASO) to identify specific actions to support effective learning and development for individuals who have declared personal access needs. The Student Advice Team will refer apprentices to additional external services where appropriate. This may include a referral for a 'needs assessment'. Further details on needs assessments and Help for students with a learning difficulty, health problem or disability can be found here: <https://www.gov.uk/disabled-students-allowance-dsa>

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination.

apprentices will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. In accordance with BGU's Diversity and Equality Policy, the PMA strives to reflect and value the diverse experiences which students bring to the course, and a diverse and inclusive curriculum.

All PMAs are assigned an ASO for the duration of their programme. In addition, Module Tutors strive to support individual apprentices' needs and to make any reasonable adjustments that they

may require. The programme team are confident in escalating concerns where required and with supporting apprentices in accessing additional support, whether academic or welfare related.

The subject area takes an inclusive approach to all learning and teaching activities. Effective use is made of the VLE and OneFile for learning and communication purposes. In addition, where appropriate, agreed alternative assessment tasks and time-limits are provided according to individual access needs. (See: Code of Practice for the Assessment of Students, and Code of Practice for Students with Access Needs).

The University provides all students with access to a personalised on-line 'Development and Career Plan' (DCP). This enables individuals to identify career goals and construct action plans to achieve them. In collaboration with their ASO and BG Futures (BGUs Careers, Employability and Enterprise service) apprentices can reflect on their academic progress and assessment results, engage with the BGU Graduate Attributes framework and the Graduate Attributes Excellence Award, and evidence additional academic and professional achievements. Apprentices are encouraged to engage with ongoing professional development activities and to log their commitment to this in their Individual Learning Plan (ILP) and on OneFile against the PM Standard where relevant.

26	Technology Enhanced Learning
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The University's virtual learning environment (VLE) is used throughout the programme with every module having a relevant course area. The course areas are used to provide information on the schedule of teaching, announcements, and an extensive volume of supporting materials. These include reading materials that are continually reviewed and enhanced by module leaders in conjunction with the business subject librarian. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules. Links to on-line digital resources podcasts and videos are also provided through the VLE.

Lectures, seminars, and workshops use technology to support and enhance learning, and apprentices can expect to use a variety of digital applications. Apprentices may also benefit from the digital expertise and resources of Lincolnshire Open Research and Innovation Centre (LORIC). Visiting speakers may make virtual guest appearances and apprentices will benefit from online workshops, seminars, and lectures due to the nature of the programme. In addition, tutorials may be facilitated virtually through online applications. Apprentices will use technology to compile their portfolio as part of the programme and integrated EPA process.

A number of project management software applications will be demonstrated during the programme such as Microsoft Project, Asana and other cloud based solutions to show the learners how these programmes can enhance and support them in managing projects, we will also encourage the learners to share their own internal applications/programmes with the cohort to assist with peer-to-peer learning and best practice.

27	Work-related Learning and/or Placement
<p>This programme is a professional development programme that has been designed exclusively for current or aspiring project managers to develop their knowledge, skills, and behaviours so that they can drive performance and productivity improvements in their organisation and implement change management.</p> <p>Owing to the nature of this programme, opportunities for work-related learning arise at all levels within the programme through the core curriculum design. As apprentices are work based for the duration of their programme, they must have a contract of employment that spans the apprenticeship duration. Apprentices typically work at least 30 hours per week, although where an apprentice works part-time, BGU will work with the employer and the apprentice to determine the extended apprenticeship duration.</p> <p>Where apprentices work part- time they will typically undertake the first 320 credits of the degree in line with the timeline set out but will be granted additional time to complete their off-the-job training prior to progressing to the EPA Gateway. Employers must support apprentices to spend 20% of their contracted hours off the job engaged on training, assessment, or associated activities. All applications will be considered on a case-by-case basis in line with the Apprenticeship Funding Rules.</p>	
28	Employability <i>Outline the involvement of employers in curriculum design and programme delivery.</i>
<p>The Apprenticeship Standard has been designed by employers, industry bodies and sector experts.</p> <p>A unique feature of the apprenticeship is the blend of employer-defined skills, knowledge and behaviour outcomes that are integrated and assessed as part of the academic programme and broader EPA.</p> <p>As such, the programme has been designed to reflect the needs and views of employers as it maps to the apprenticeship standard. The programme delivery pattern has also been designed following employer consultation.</p> <p>The structure of the apprenticeship standard, and thus this programme means that apprentices will gain knowledge, skills and behaviours to be a fully-fledged project manager at the end of the programme. Apprentices will have gained experience in areas including business environment and organisational strategy, governance and financial controls, project justification, change control, stakeholder engagement, communication management, organisational change management, quality and risk management, commercial procurement and contract management, and international project management.</p> <p>A commitment to levelling up and engaging with organisations to drive social mobility has been made by the programme team, and this approach and ethos will be core to developing the Business and Enterprise provision and a wider network of engaged, committed, and connected stakeholders. It is therefore anticipated that PMAs may in the future become mentors and sponsors for undergraduates or apprentices on other programmes within the Business and Enterprise Portfolio at BGU.</p>	

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<p>Applicants for this programme will need to be resident in the UK and in employment and spend at least 50% of their working hours in England.</p> <p>Entry requirements are outlined by the Institute for Apprenticeships and Technical Education. However, individual employers will set the selection criteria for their PMAs. There are no upper age restrictions, although apprentices on the PMA must be aged over 18 as a minimum.</p> <p>Potential apprentices should also have achieved qualifications in English and Mathematics at a minimum of level 2 or equivalent (GCSE grade A*/9 - C/4), and also demonstrate Information Communication Technology (ICT) skills at this level. Evidence of this must be collated by BGU. Where this is not the case, apprentices must complete these by the end of the PMA, and this evidence must be provided to the End-Point assessment body (copies of certificates will suffice). The designated ASO will support apprentices with Functional skills development.</p> <p>Applications for this programme can only be made with the consent of the sponsoring employer, and the employer will be engaged from the outset. In instances where employers may wish to secure multiple places on the programme, they may be the initial enquirer as opposed to the proposed apprentice(s) and thus, all relevant information will be shared with the employers for them to determine whether to proceed with their initial enquiry. In all instances, employers must be engaged in the application process.</p> <p>Each employer must:</p> <ul style="list-style-type: none"> • Identify apprentices that may be suitable for the PMA. • Ensure the apprentice is undertaking real work which is productive and gives apprentices opportunities to access develop, practice, and evidence knowledge and skills to meet the Standard. • Allow the apprentice to attend external off-the-job training and assessment as part of their paid working hours. • Take part in quarterly reviews and a formal annual review with BGU to review the apprentice's progress. • Liaise with BGU regarding the end-point assessment and ensure employer participation in the panel. • Be expected to employ an apprentice for the full duration of their apprenticeship. • (In most cases) be expected to employ an apprentice for at least 30 hours per week. <p>Prior to start, the Apprenticeship team will undertake eligibility checks and a member of the Programme Team will meet with the prospective apprentice to undertake a skills scan /diagnostic to determine entry to study at the appropriate level.</p> <p>All prospective PMAs are required to have an interview with a member of the academic team or Head of Apprenticeship Recruitment before commencing the course to determine their suitability, and to assess whether the apprenticeship is a suitable route for them. Furthermore, prospective apprentices may be asked to undertake a short piece of academic writing before commencing the programme to determine their academic suitability if they have not undertaken study at level 4 and above previously.</p>

After this point, a decision on the application will be made in conjunction with the apprenticeship team. The apprenticeship team (in conjunction with the recruitment team) will confirm whether the individual (if made an offer to join the programme) can join the programme and the arrangements for this, including whether the potential apprentice can claim Recognition of Prior Certificated Learning (RCPL) or Recognition of Prior Experiential Learning (RPEL) upon entry to the programme.

All courses within BGU are committed to widening participation in Higher Education.

30 Programme Specific Management Arrangements

General

The programme is managed through the Faculty, led by the Programme Leader for Business and Enterprise, and supported by Module Leaders and lecturers, in addition to the Apprenticeship Support Officer (ASO). Programme Leaders report to the Head of Programmes and are supported by the staff of the Faculty Administration Office. An additional level of oversight and line-management is provided by the Head of Apprenticeships, Director of Business and Community Engagement and Executive Dean of the Faculty.

The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate. Yearly reviews of programme quality and delivery are conducted by Programme/ Operational Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching Strategy. Targets for year-on-year development are set and effected to enhance programme delivery via the QIP and SAR.

PMA Specific

This is an integrated degree apprenticeship. It incorporates on-programme academic and workplace learning and assessment with an independent end-point assessment to test the knowledge, skills and behaviours of the standard. It will typically take 4 years to complete, with the EPA taken in the last 6 months. BGU will be responsible for the on-programme and EPA requirements. For the duration of this apprenticeship, BGU must be on the Education & Skills Funding Agency (ESFA) Apprenticeship Provider and Assessment Register (APAR)

This integrated degree apprenticeship is consistent with the UK Quality code for a Bachelor's degree with honours comprising 360 credits in the Higher Education Credit framework. Apprentices must successfully pass 320 on-programme credits prior to taking the EPA, which is worth 40 credits. Apprentices without English and mathematics at level 2 on entry must achieve level 2 prior to taking their EPA. The EPA should only start once the employer is confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and they hold a portfolio to evidence this. The EPA consists of two distinct methods: Work Based Project, Professional Review. Performance in the EPA will count towards the overall degree classification. Apprentices cannot successfully complete the degree and therefore the apprenticeship without successfully passing the EPA. Performance in the EPA will be separately graded and determine the apprenticeship grade of pass, distinction or fail.

This programme is also subject to monitoring and review by Ofsted, and this process therefore ensures that every employer and apprentice can have confidence that apprenticeship training is subject to a consistent and rigorous approach to quality assurance.

31 Staff Responsibilities

All staff delivering within the subject area are suitably qualified to teach the modules that comprise the programme, although staff specialise in their areas of interest and expertise. The delivery team are committed to developing, maintaining, and documenting their professional skills through ongoing CPD. All academic staff are expected to have teaching qualifications or to have recognition as Fellows or Senior Fellows of the Higher Education Academy (HEA).

Members of the Business Team will act as designated module leaders and personal tutors, whilst visiting tutors may be employed to support specific module delivery. Module Tutors develop a teaching schedule based on the requirements of the related-module specification, and mapped KSBs. Prior to the start of the semester of delivery, Module Tutors devise assessment tasks and draw-up Assignment Briefs that align with the module's Learning Outcomes and approved assessment type(s) and weighting(s). These are reviewed by the Programme Leader, Head of Programmes and External Examiner, and are made available through the VLE. Marking is undertaken in line with the University's Code of Practice for the Assessment of Students and the Guidance on Marking and Moderation.

All PMAs are assigned an Apprenticeship Support Officer (ASO) prior to the commencement of their programme. The ASO will be the main point of contact for the PMA and their employer alongside the Programme/Operational Lead throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to; drawing up tripartite agreements and individual training plans, providing learners with opportunities to undertake skills gap analysis and undertaking tripartite progress reviews. The ASO will support PMAs to build and develop their e-portfolios in preparation for gateway and will liaise with employers to determine when PMAs can progress forward for EPA.

The University is committed to maintaining the highest standards to protect and safeguard those individuals for whom it has responsibility. All members of the BGU community are responsible for Safeguarding. The Safeguarding Children and at-risk Adults Policy is designed to protect both those in a position of trust, and those for whom they have responsibility. It provides procedures to follow where there is concern for a child or an at-risk adult's welfare, including where an allegation is made about a member of the University. It also provides information to ensure that members of the University do not put children or at-risk adults in a vulnerable position. The policy is located on the University website.

BGU will be inspected by Ofsted in line with the Guidance for inspectors carrying out inspections under the education inspection framework.

32	Programme Specific Academic Student Support
	<p>Active engagement with the wider professional services is key to an excellent student experience. All students within the subject area are assigned a ASO for the duration of their course. This is in addition to the support provided by the Module Leaders and course tutors. Apprentices will also benefit from peer support through active engagement with their cohort and others from the wider BGU Business portfolio. Students are closely monitored and supported during the first year of their programme.</p> <p>The ASO will be the main point of contact for the PMA and their employer alongside the Programme/ operational Lead throughout the duration of the programme. The ASO will provide guidance and support relating to the apprenticeship throughout the duration of the programme, this may include but will not be limited to; drawing up tripartite agreements and commitment statements, providing learners with opportunities to undertake skills gap analysis and undertaking tripartite reviews. The ASO will support PMAs to build and develop their e-portfolios in preparation for gateway and will liaise with employers to determine when PMAs can progress forward for EPA.</p> <p>In addition to the ASO apprentices will have an allocated personal tutor as part of the Development and Career Plan process. This will be a member of the academic team delivering the programme.</p> <p>The Business Team take steps to ensure students are appropriately academically equipped to pursue the programme of study. Support is provided through several subject-embedded study skills development sessions, as well as University level enhancement sessions supported by staff of the Centre for Enhancement in Learning and Teaching (CELT) and the Library.</p> <p>If subject area academic staff feel it is necessary, they signpost students towards additional support, whether academic or welfare related. BGU Student Advice team will offer students advice and guidance to students in areas such as accessibility and disability support, funding, welfare and counselling, alongside access to a 24-hour online peer and professional support service.</p> <p>BG Futures will support students in terms of career education, guidance and information, supporting apprentices to continue their broader professional development and enhance their employability prospects.</p>
33	Programme Specific Student Evaluation
	<p>The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.</p> <p>Apprentices' views and ideas for improvements are important to us and there are a number of opportunities for PMAs, their employers and mentors to contribute feedback and ideas to BGU to help to improve the learning experience.</p>

These opportunities include:

- ✓ Informal discussions with personal and module tutors
- ✓ Cohort representative representation
- ✓ Module feedback surveys
- ✓ BGUSS
- ✓ Employer and apprentice surveys

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Level 4																
Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
BUS422_1.0 An Introduction to Project Management	x	x	x		x				x	x	x	x	x	x	x	x
BUS423_1.0 The Business Environment: A Strategic Approach	x	x	x	x		x			x	x	x	x	x	x	x	x
BUS424_1.0 Stakeholder Engagement and Communication Management	x	x	x	x		x			x	x	x	x	x	x	x	x
BUS425_1.0 The Professional Project Manager	x	x	x	x			x	x	x	x		x	x	x		x

Level 5																
Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
BUS537_1.0 Governance and Financial control of Projects	X	X	X	X		X		X	X	X	X	X	X	X	X	X
BUS538_1.0 Organisational Change Management. Project Justification and Change Control.	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
BUS539_1.0 Quality and Risk Management	X	X	X	X		X		X	X	X	X	X	X	X	X	X
BUS540_1.0 The Project Manager as a Leader	X	X				X	X	X				X	X			X

Level 6																
Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
BUS635_1.0 International Project Management	X	X	X	X	X	X			X	X	X	X	X	X	X	X
BUS636_1.0 Procurement and Contract Management	X	X	X	X	X	X			X	X	X	X	X	X	X	X
BUS637_1.0 The Project Managers Toolkit	X	X			X	X	X	X	X	X	X	X	X	X	X	X
BUS638_1.0 & BUS639_1.0 (End-Point Assessment Modules)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Global Citizenship		x	x	x	x	x	x	x	x	x	x	x	x		x	
Information Literacy	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Digital Fluency	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Employability				x	x	x	x	x	x		x	x	x	x	x	x
Being Enterprising		x		x	x	x	x	x		x	x	x				

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						