

PROGRAMME SPECIFICATION

Course record information

Name and level of final award	Certificate of Higher Education Project Management
Name and level of intermediate awards	N/A
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Marylebone Campus
Language of delivery and assessment	English
Mode, length of study and normal starting month	Two years part time day release (apprenticeship) September start
QAA subject benchmarking group(s)	Business and Management
Professional statutory or regulatory body	N/A
Date of course validation/Revalidation	November 2020
Date of programme specification approval	April 2021
Valid for cohorts	From 2021-22
Course Leader	Dania Issa
UCAS code and URL	westminster.ac.uk/courses/undergraduate
Westminster course code	URBSM01A (Associate Project Manager Apprenticeship)
HECoS code	100812 Project Management

Admissions requirements

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/undergraduate/how-to-apply.

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: westminster.ac.uk/recognition-of-prior-certified-learning.

Aims of the course

The Certificate of Higher Education: Project Management has been designed to provide apprentices with the technical, practical and professional skills required for a successful career as an associate project manager, across organisations operating in a wide range of areas, including both the public and private sector. It forms part of the on-programme assessment for the Associate Project Manager Apprenticeship (standard ST0310).

The discipline of project management is one which is growing in significance and influence within both public and private organisations, and demand for suitably qualified project managers is high. This course is designed to combine current industry practice with associated project management theories.

In fulfilling this purpose the course aims to:

- Develop transferable skills which apprentices will be able to apply both within an academic context and in their professional careers.
- Develop cognitive skills which apprentices will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to project management, which apprentices will be able to apply in an entrepreneurial and creative way in their professional careers.
- Foster an environment in which learning experiences are shared by apprentices, promoting good quality communication and the inter-disciplinary nature of the project management profession.
- Encourage self-motivation and independent thought, such that apprentices will be confident in challenging established working practices and responding to the future needs of the project management profession.
- Promote a culture of intellectual enquiry such that apprentices will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- Promote social, ethical and environmental awareness.
- Promote a culture of intellectual enquiry such that apprentices will recognise the importance of lifelong learning for both personal and professional development.

What will you be expected to achieve?

Learning outcomes are statements on what successful apprentices have achieved as the result of learning. These are threshold statements of achievement and the learning outcomes broadly fall into four categories:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course (GA).
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes:

Upon completion of level 4 you will be able to:

L4.1 Understand the core concepts that underlie project management as a multi-disciplinary knowledge domain. **(KU)**

L4.2 Appreciate the different social, economic, and legal contexts within which projects operate by reflecting on the parameters of the main UK business sectors. **(KU)**

L4.3 Develop a selection of technical skills that are essential to define a project: for example, estimating, identifying and analysing project stakeholders, quality planning, and drafting projects scope statements. **(KU, PPP)**

L4.4 Effectively communicate with various project stakeholders and present arguments and ideas in multiple formats with sources acknowledged and referenced. **(GA, KTS, PPP)**

L4.5 Recognise the importance of understanding and responding to the expectations of clients and other stakeholders to achieve project success. **(KU, GA)**

L4.6 Work collaboratively with others and recognise factors affecting team performance. **(GA, KTS)**

L4.7 Evaluate effectiveness of own time management and maintain flexibility in planning. **(GA, KTS)**

How will you learn?

The course will cover the foundations of project management, equipping the learners with the relevant skills and knowledge they need to manage stakeholders; understand the business justification of the project, scope and initiate a project; and communicate to the stakeholders throughout a project lifecycle. Industry visits will be integrated into the modules as well as the opportunity to undertake work-based learning. The course will provide the learners with the opportunity to prepare and gain associate membership of the Association for Project Management (APM), an industry recognised professional qualification.

The Education Strategy has been designed to create knowledgeable and resourceful learners who are good communicators, capable of finding solutions to problems given to them and to be well prepared for a future career as associate project managers. Apprentices will be taught in a way that is practical, active, inquiry/problem focussed, treating equality, diversity and inclusivity as integral to your education.

The course will be taught by full time academics and visiting lecturers, many of whom have considerable high-level industry experience, together with professional bodies certifications, and academics who are involved in research in the field of project management alongside their teaching roles. Industry and professional experience and research are brought into the teaching to create a rich and exciting learning environment for apprentices.

The teaching and learning is reflective of the practical and technical nature of project management. Apprentices will learn from real life examples, work- based learning, practical sessions, guest speakers from industry and other teaching methods which bring the learning to life to enhance the apprentice experience.

Apprentices are expected to take part in group activities such as problem based projects, simulated group meetings, discussions and debate to enhance learning and reflect the collaborative nature of the profession that the Associate Project Management apprentices will eventually be part of.

The teaching of the course takes the form of lectures, seminars, workshops, one to one tutorials and online materials using Blackboard, the University's Virtual Learning Environment. In addition to face-to-face normal learning in classrooms, the course will also use blended learning approach in some modules where sessions are delivered asynchronously, and exercises are undertaken remotely, and online using BB Discussion Boards and other platforms. This has the advantage of simulating the reality of the practice of project management in recent and coming years, where teams are becoming virtual and leading projects is sometimes done remotely. Apprentices are expected to undertake their own study and will be guided and supported to enable them to study effectively.

As this course is an apprenticeship, apprentices will be in relevant work, typically in a junior project management position within an organisation. Teaching will focus on the apprentices' experiences and develop these further, requiring apprentices to reflect on their learning and recognise the additional skills and knowledge gained from study. Key to this is the 40 credit Work Based Learning (WBL) module. WBL in this context is the application of theory and academic content to real-world problems within the workplace. The WBL module requires apprentices to engage in the experience activity and reflect upon their learning, how their skills learned through their academic studies can be applied beyond the classroom.

Digital technologies are widely used in project management, and influence working practices, decision making and efficiency in all types of project. Apprentices use technology throughout their studies, such as standard software packages to produce assessments (e.g. Microsoft Word, Excel and PowerPoint). Some modules will make references to the most popular software packages used to support the job of project managers.

How will you be assessed?

The course has a variety of assessment methods, allowing apprentices to demonstrate their understanding and interpretation of core learning material and develop their intellectual ability within the context of an assessment.

In every module there will be formative assessment whereby feedback is provided to apprentices before submission of any summative assessment, to enable apprentices to learn from this feedback and improve their performance.

A number of modules have assessment based upon a collaborative project, for which apprentices work in groups to achieve the outcomes of the assessment. This is to provide an authentic experience of working in a project team, reflecting what apprentices will experience in the workplace.

A variety of assessment methods are used and modules are assessed generally using more than one means of assessment. Assessment methods could take the form of:

Examinations: These will comprise of tasks based on a problem or argument, which requires knowledge of the subject and the reference material as appropriate. This is in line with the overarching assessment strategy. These can be written, multiple choice or combination of both.

Online timed assessments: Online open book, time restrained assessments completed outside the classroom.

Reports: These will be discrete elements of assessment based on a problem or scenario relating to the topics introduced in the module. The assessment involves analysing a problem and applying the taught concepts and/techniques to arrive at solutions. The work should be supported by appropriate referencing.

Projects: These will be based on a scenario that relates directly to a project in the apprentice's workplace and will require an objective solution to the problem that has been set. This is particularly seen in the Work Based Learning WBL module.

Simulated Team Meetings: This will be in the form of a group meeting and involves role play. Roles are described in the assignment brief and allocation of roles are made by the module leader. The assessment involves a meeting agenda to be followed and a set of questions to be answered to reach a set of decisions by the end of the meeting.

Portfolios: Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include artefacts, models, and/or drawings.

Presentations: These are used as part of formative assessment and they will address concepts of a particular scenario and include a question and answer element.

Electronic Diary: a diary in which apprentices document their experiences and reflect on these, used especially for the Work Based Learning WBL module.

Apprenticeship Gateway and End Point Assessment (EPA)

The Certificate of Higher Education: Project Management forms part of the Associate Project Management Apprenticeship. The apprenticeship requires the learners to pass through a gateway before undertaking an EPA. Successful completion of the EPA is an additional requirement to the Cert-HE, to meet the Apprentice Standard. To pass through the gateway, in addition to completion of the on-programme modules, the apprentices must pass an exam

which will lead to the award of a formal professional qualification (PMQ) recognised by the Association for Project Management (APM). After passing the gateway (the modules and the professional qualification test), the EPA process is initiated. EPA consists of a presentation supported by a portfolio of evidence which is compiled from the different assessments the apprentice completed over the course and a professional discussion, again supported by the portfolio of evidence. The EPA will be independently assessed by an organisation on the register of end point assessors.

More information about the gateway and EPA will be found in the apprentice course handbook and on the course web page.

Equality, diversity and inclusivity

The curriculum will be inclusive, accessible and promote decolonisation and diversification through using multiple case studies from across the globe, highlighting the importance of project management and the challenges faced in working across different sectors, industries, and cultures. An example being the module Communication and Stakeholder Management, which requires the apprentices to consider how to overcome barriers to communication which can be present through working in different cultures.

Equality, diversity and inclusion of students is central to the learning and teaching on this course, encouraging all students to engage and fulfil their potential. In line with QAA guidance and the University's commitment to equality and diversity, the course has adopted an inclusivity strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all apprentices. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all apprentices will feel like they belong, and have the opportunity to engage, not made to feel isolated. Access to learning opportunities will be provided to disabled and non-disabled apprentices through inclusive design, with reasonable individual adjustments being provided wherever necessary.

Employment and further study opportunities

University of Westminster apprentices will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The Certificate of Higher Education: Project Management aims to create associate project managers who know what needs to be achieved, how it will be achieved, how long it will

take, how much it will cost, works with the project team, and supports the project manager to achieve the required outcomes. Associate project managers need good planning, organisation, leadership, management and communication skills. An associate project manager utilises resources with suitable skills, qualifications, experience and knowledge to work in a motivated and integrated team, with clearly defined reporting lines, roles, responsibilities and authorities. Dependent upon the size of the organisations and the complexity of projects, associate project managers' job titles will vary, but typically they can include: assistant project manager, junior project manager, and project team leader.

Course structure

This section shows the core and option modules available as part of the course and their credit value. You will study 80 credits in year 1 and 40 credits in year 2. Course structures can be subject to change each academic year following feedback from a variety of sources.

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
4PJMN003W	Foundations of Project Management	Core	20	10
4PJMN006W	Project Scope and Quality Management	Core	20	10
4PJMN004W	Initiating a Project	Core	40	20
4PJMN002W	Communication and Stakeholder Management	Core	20	10
4PJMN005W	Project Justification and Benefits Management	Core	20	10
<i>Award of Certificate of Higher Education available after completion of 120 credits</i>				

Upon completion of the Certificate of Higher Education and the PMQ, apprentices will proceed onto the apprenticeship End Point Assessment.

Professional Body Accreditation or other external references

None.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

How will you be supported in your studies?

Course Management

The Certificate of Higher Education Project Management has a Course Leader who will manage the course. The Course is located within the School of Applied Management, part of Westminster Business School, at the Marylebone campus.

- Dania Issa (d.issa@westminster.ac.uk) is the Course Leader for the Certificate of Higher Education: Project Management course.
- Jane Wright (wrightj@westminster.ac.uk) is the Head of School of Applied Management and holds responsibility for all courses in the Department.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at westminster.ac.uk/blackboard.

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at westminster.ac.uk/student-advice. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at westminster.ac.uk/students-union.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in **2020**. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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