



University of the  
West of England

CORPORATE AND ACADEMIC SERVICES

**PROGRAMME SPECIFICATION**

Part 1: Basic Data									
<b>Awarding Institution</b>	UWE								
<b>Teaching Institution</b>	UWE								
<b>Delivery Location</b>	UWE and distance learning								
<b>Faculty responsible for programme</b>	The University Shell Award Framework Hub has responsibility for the programme; Faculties/Departments are responsible for any modules contributing towards the assessment of learning in the context of project management								
<b>Department responsible for programme</b>	See above. In the first instance Dept of Business and Management: Strategy and Operations has two modules which can be used for the purpose of assessing learning in the context of Project Management within the University Shell Award Framework (15 credits at level M and 45 credits at level M - see programme structure below) giving eligibility for a PGCert. These modules join a growing number of modules being utilised within the Shell.								
<b>Modular Scheme Title</b>	Integrated Professional Development programme: University SHELL award framework								
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>									
<b>Highest Award Title</b>	Postgraduate Certificate Project Management (Integrated Professional Development)								
<b>Default Award Title</b>	n/a								
<b>Interim Award Titles</b>	n/a								
<b>UWE Progression Route</b>	-								
<b>Mode(s) of Delivery</b>	Part time								
<b>Codes</b>	<table border="1"> <tr> <td><b>UCAS:</b></td> <td><b>JACS:</b></td> </tr> <tr> <td><b>ISIS2: Y01E</b></td> <td><b>HESA:</b></td> </tr> <tr> <td><b>N21342(PT)</b></td> <td></td> </tr> <tr> <td><b>N21362(DL)</b></td> <td></td> </tr> </table>	<b>UCAS:</b>	<b>JACS:</b>	<b>ISIS2: Y01E</b>	<b>HESA:</b>	<b>N21342(PT)</b>		<b>N21362(DL)</b>	
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<b>N21362(DL)</b>									
<b>Relevant QAA Subject Benchmark Statements</b>	This is an award within the general area of project management including assessment through work-based learning project modules								
<b>CAP Approval Date</b>	5 December 2012								
<b>Valid from Date</b>	January 2013								
<b>Valid until Date</b>	January 2019								
<b>Version</b>	1								

## Part 2: Educational Aims of the Programme

This title within the UWE Shell Award Framework aims to provide a flexible modular structure for negotiating a programme of study relating to project management which has work-based learning at its core.

The Framework aims to provide learners with:

- the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
- the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
- the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
- an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Framework will:

- offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
- provide the opportunity to have learning recognised for the award of credit;
- facilitate the widening of access to and participation in higher education;
- encourage participants in the Framework to develop as independent learners who take responsibility for their own learning

Within the context of project management this Award will enable practising project managers to gain a range of skills to enable them to better manage projects. Historically there has been too much emphasis on the technical competences attached to project management whilst the soft skills, together with more general management skills, required for project management, have been somewhat overlooked. A programme of study negotiated to lead to this Award will equip managers with those skills and to critically reflect upon and improve their project management practice. One specific module available to students on this award, namely UMSDB8-15-M Project Management Competencies, will also enable them to prepare themselves to undertake the relevant professional examination.

Part 3: Learning Outcomes of the Programme	
The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	
Learning Outcomes assessed within the context of project management	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p><b>Knowledge and Understanding</b>  <b>Masters Level (FHEQ Level 7):</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>Can demonstrate an in-depth knowledge base relating to their area of work and the ability to extend this into the wider context and area of practice</li> <li>Can develop and critically evaluate a range of practical theories, ideas and models, including to overcome dilemmas and find ways forward in problematic situations</li> <li>Can research, analyse and evaluate information to identify interrelationships between wider systems in which their own work is located</li> </ul>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Teaching and learning methods and strategies will involve directed study tasks including the use of literature and reflective activities and learning from experience. At least 15 credits must be achieved through a work-based project.</p> <p><b>Assessment:</b> Assessment for the work-based learning elements of the programme is carried out through coursework, which typically comprises reflective essays and interviews, and work based projects. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment should include formative assessment of learning in context.</p>
B Intellectual Skills	
<p><b>Intellectual Skills</b>  <b>Masters Level (FHEQ Level 7):</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>Can develop innovative ways forward in complex and unpredictable situations</li> <li>Can develop novel approaches to systems</li> </ul>	As above
C Subject, Professional and Practical Skills	
<p><b>Subject, Professional and Practical Skills</b>  <b>Masters Level (FHEQ Level 7):</b>  <b>The Learner:</b></p> <ul style="list-style-type: none"> <li>Can operate substantial investigation to address significant areas of their own work practice using methodologies which are consistent with their purposes and contexts</li> <li>Can critically evaluate thinking, action and structural factors operating in the area of their own work practice, including underlying assumptions, and identifying implications for wider systems beyond the area of practice</li> </ul>	As above

### Part 3: Learning Outcomes of the Programme

#### D Transferable Skills and other attributes

##### Transferrable Skills and other attributes

##### Masters Level (FHEQ Level 7):

##### The Learner:

- Can evaluate alternative implications of different issues and courses of action and can reflect on own and others' functioning in order to improve practice
- Can evaluate and manage dilemmas and value-conflicts
- Can evaluate and act on interrelationships between wider systems in which the area of practice is located
- Can demonstrate a level of personal and contextual awareness and the ability to adjust approach according to need
- Has independent learning ability

As above

### Part 4: Programme Structure

The programme of study to be undertaken by each student must include at least 15 credits of work-based project learning to be eligible for a PGCert. The remaining credits may comprise any other UWE module or unit of study, credit-rated learning opportunities from other awarding bodies or modules with negotiated content (which may include non-credit rated learning opportunities), learning outcomes and assessment. Whilst there is no prescribed pathway through this Project Management Award, typically students may be enabled to meet the learning outcomes of a PGCert programme by taking UMSDB8-15-M Project Management Competences and UMSDB9-45-M Project Management Principles in Practice. These module learning outcomes have been mapped to the generic programme learning outcomes to show how the specific content and context of the Faculty modules align with the University Shell Framework (see appendix).

To be eligible for a award in 'Project Management (Integrated Professional Development)' learners must demonstrate through a learning plan that at least 60% of the focus of their learning is in the context of project management (in accordance with procedures agreed by the University's Academic Board).

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply

Entrants will also normally need to be working in a project management / co-ordination / support role or be involved in project work for a substantial part of their role, in order to be able to engage with and complete the WBL assignment.

## Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

## Part 7: Student Learning

The design of this programme has been influenced by a number of factors and distinctive features such as:

- The requirement to develop new strategies of learning fit for a demand-led programme.
- Widening participation in Higher Education.
- Offering a framework for managing and coordinating credit achieved through a range of vehicles and providers.
- Promoting flexibility of educational opportunity in terms of geography, time and place.
- The requirement to provide a programme, which has specified stepping on/off points which are directly related to specific roles, skill sets and competencies.
- A focus on the improved employability and career prospects at organisational and individual level.
- Offering an alternative route to traditional programmes.

Module delivery will be supported by a range of student- centred approaches e.g. distance learning, and may include learning sets which could be face-to-face and/or supported electronically.

The University is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry for the work- based elements. Assessment methods reflect adult learning principles that allow students to shape and develop academic work that focuses on current work based learning. These may include written assignments, practise assessment and examination of professional/work profiles.

The University is committed to providing an organised system of student support in relation to both academic and personal concerns. It also recognises the need to ensure that learners have access to comprehensive information on the availability of resources and sources of help. This commitment will be demonstrated through:-

- An induction programme for all learners
- The provision of a Programme Director
- Provision of web-based Scheme information and module handbooks for the compulsory work-based learning project modules
- Access to libraries and computer suites
- Subject to approval, student adviser and study skills support
- A named contact for enquiries

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

Professional body requirements:

The market now requires a more flexible approach to postgraduate education than traditional taught masters' level programmes. Close collaboration with APM, the largest PM professional body in Europe, will ensure that the PG Cert meets the needs of project management professionals. The aspiration is to provide a cost effective route to Registered Project Professional (RPP) for participants with the pre-requisite experience of managing complex projects) in contrast to the traditional APM PQ assessment centre route, which is accessible only to larger employers. If APM achieve Chartered Status, RPP will become the point at which this is awarded which will further increase the demand for this competence based qualification.

Quote from Nick Hayes, Commercial Manager, APM below:

*"Successful completion of the PGCert Project Management from Bristol Business School, UWE will for those students who pass the optional APMP qualification and aspire to become a Registered Project Professional (RPP), tick the boxes without any further evidence relating to the knowledge required for the 29 complimentary competences and also the CPD requirements assuming the RPP application is made within 12 months of taking the APMP qualification."*

The validated Shell Award Framework:

The Shell Award Framework is validated as a flexible programme offering both theoretical and work-based learning opportunities. The QAA Code of Practice, Section 9, Work-Based and Placement Learning 2007 has been used to benchmark this programme's innovative approach. It is in the work-based learning module that learners apply theoretical and practical skills in the workplace. Learners engage with work-place environment, appropriate literature, and their critical reflective and practical skills are assessed against the module learning outcomes. This collaborative programme has the potential to enable faculties to work together to facilitate learning of project management in a resource efficient way.

UWE Work Based Learning Policy:

The programme displays all of the characteristics of the University Work-Based Learning Policy 2009.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.