PROGRAMME QUALITY HANDBOOK 2023-2024

APM Level 4 Certificate in Associated Project Management

Contents

1. Welcome and Introduction to the Level 4 Certificate in Associated Project Management.

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here Student Handbook | University Centre South Devon (ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

1.2 Programme Management

Role	Person	Email address
Personal Tutors	Simon Coverdale	simoncoverdale@southdevon.ac.uk
Programme Coordinator	Kate Philp	katephilp@southdevon.ac.uk
Higher Education Coordinator	Andrew Faulkner	andrewfaulkner@southdevon.ac.uk
Curriculum Head	Chantelle Mashiter	chantellemashiter@southdevon.ac.uk
Assistant Principal	Matt Burrows	mburrows@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress.
3. Professional services including the Student Support Hub team, library services, employability, academic standards, and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at https://www.ucsd.ac.uk/student-life/support/tutorial/

1.5   Course Contact List

Details of your module leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link https://www.ucsd.ac.uk/research-and-expertise/business-law-and-professional/

If you have questions about a module, please contact the appropriate module leader. If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Contact	If part time days/hours that are worked
Simon Coverdale	simoncoverdale@southdevon.ac.uk	Tues/Thurs Only

1.6 Preparing for your programme

At UCSD, we understand that level 4 study is a big step up from previous studies. To help prepare you for the programme we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

1.7 Curriculum design principles

Programme Rationale (summary)

South Devon College has a long history of delivery of Management programmes at Higher Education level. The college currently delivers a number of professional qualifications within the Business, Law and Professional management section and has done so successfully for a number of years. The stated programmes aim to develop management and leadership competence and capability based on an understanding of decision-making, management development and strategic leadership. The programmes have been designed to equip students with the skills and knowledge base required to work in their chosen area specialism. The qualifications once attained will enable the student to progress with additional vocational and academic qualifications in the sector and to complement their apprenticeship.

1.8 Teaching and Learning Strategy

The APM Project Management Qualification is aimed at those wishing to achieve a broad level of project management knowledge sufficient to participate in projects from individual assignments through to large capital projects. Applicants typically have some pre-existing project management knowledge, and it is the ideal next step for anyone holding the APM Project Fundamentals (PFQ) qualification. The syllabus is based upon the APM Body of Knowledge 7th edition and provides an overview of the coverage of the qualification.

The programme is broken down into 9 teaching sessions, usually 4 hours each, which are then complemented by a programme of revision/exam practice session leading to the exam entry. Teaching and learning activities within the programme are not just restricted to

tutorials and lectures but include a wide range of strategies including seminars, professional discussions, interactive group work, independent learning, research activities, and work-based learning which are all relevant in the field of project management.

The programme can also be delivered via a blended model, with some face to face delivery and some online learning - the proportion and delivery pattern to be agreed with the employer.

1.9   Resources

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching space in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

The Association for Project Management Body of Knowledge (APMBoK) 7th edition

- A body of knowledge is a set of concepts, terms and activities that make up a professional domain. The Association for Project Management Body of Knowledge (APMBoK) has expanded over time to reflect the role of project-based working in achieving objectives for change at strategic and operational levels, involving the development of new or amended products, processes or other capabilities and across private, public and third sectors.

1.10   Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

Assessment is in the form of a 3-hour knowledge-based examination.

3-hour examination:

- The examination duration is 3 hours with an additional 15 minute reading time at the start.
- The examination will contain 16 questions and candidates are required to answer 10 questions.
- If candidates answer more than 10 questions, examiners will only mark the first 10 listed.

A pass is required at APMI PMQ (L4) and Completed Portfolio to progress through gateway to EPA.

1.11   Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

1.12   Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right

decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new

academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.13 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.14 Preparation for Employment, further academic study, and personal development

The intent of the stated programmes is to develop learners' knowledge, skills, and behaviours in the project management sector. It is designed to develop better project managers, enabling them to improve based on analysis of their own projects through the toolset of APM PM structures. Further, better employment opportunities for PMs with Qual will enable them to help improve projects within their own organisations, with better use of resources to support project delivery. Students will develop greater personal confidence, career confidence, which in turn it is hoped will develop better managers.

2. Programme Specification

2.1 Programme Details

Final award title: Level 4 Certificate in Associated Project Management

Awarding organisation or Institution: APM/CMI

Delivery institution(s): UCSD

Accrediting or regulating body: APM/CMI

Exception to regulations: None

2.2 Programme Intended Learning Outcomes (ILO)

Qualification Number:

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

1. Understand how organisations and projects are structured.
2. Understand project life cycles.
3. Understand the situational context of projects.
4. Understand communication within project management.
5. Understand the principles of leadership and teamwork.
6. Understand planning for success.
7. Understand project scope management.
8. Understand schedule and resource optimisation.
9. Understand project procurement.
10. Understand risk and issue management in the context of project management.
11. Understand quality in the context of a project.

2.3 Progression Route(s) – what can you do next.

Progression pathways upon completion include Junior Project Managers or Project Assistants go to Project Manager/Senior Project Manager/Programme and Portfolio Manager. Also, key part of general Change Management roles and Business Analysis. General Management paths. PM is a generic skill for delivering change across any industry. APMI PMQ currently one of the most recognised qualifications in field alongside Prince2 Practitioner (although that is process only with no skills and behaviours explored).

2.4   Admissions Criteria

Individual employers will set the selection criteria for their apprentices though most will be expected to hold L2 Maths & English and prior Project Management experience is preferred. As EPAO, the CMI expect apprentices should have achieved qualifications in English and mathematics at a minimum of level 2 or equivalent. Where this is not the case, apprentices must complete these by the end of the apprenticeship. It is also recommended that the apprentice is supported to become digitally literate where this is important to their role Applicants must also complete a Pre course questionnaire followed by phone interview from a member of the programme team.

Entry Requirements for CMI Level 5 Diploma in Management and Leadership	
A-level/AS-level	N/A
BTEC National Diploma/QCF Extended Diploma	N/A
Access to Higher Education at level 3	N/A
Welsh Baccalaureate	N/A
Scottish Qualifications Authority	N/A
Irish Leaving Certificate	N/A
International Baccalaureate	N/A
Work Experience	CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will: • meet their needs. • enable and facilitate learning and achievement. • enable progression
Recognition of prior learning (RPL)	There may be occasions where Learner's request Recognition of Prior Learning (RPL). This can be applied by Centres. For further guidance on RPL and exemptions can be found in CMI RPL policy.
Interviews	All applicants will be interviewed by the CMI teaching team (Face-to-face or over the telephone). Applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. All Higher Apprentices will be interviewed, assessed, and offered a position by an employer before being admitted to the course.
Admissions Criteria for Higher Level Apprentices if applicable (including skills scan requirements)	Pre course questionnaire followed by phone interview

2.5 Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	APM/CMI/UCSD	APM awarding body
Terms and Conditions	APM/CMI/UCSD	
Fee Policy	APM/UCSD	
Admission Policy	APM/UCSD	
Academic Complaints Policy	APM/UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	APM/UCSD	
Extenuating Circumstances Policy	APM/UCSD	
Academic Appeals	APM/UCSD	
Assessment Policy	APM/UCSD	
Other – please stipulate		