



# **BSc Project Management Degree Apprenticeship Route Programme Handbook**

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## Introduction to the Programme

Welcome to the BSc Project Management, Degree Apprenticeship Route!

We are excited that you have chosen to study with us. We truly hope that you find the course intellectually stimulating, informative and enjoyable. You are a valuable member of our learning community, and we are looking forward to hearing your thoughts and ideas across each of our modules.

The BSc is a full undergraduate award involving study at levels 4, 5 and 6, incorporating exit awards for 120 credits at level 4 (CertHE) and 240 credits at levels at level 5 (DipHE). An outline of the content and assessment methods for each of the modules can be found in the programme specification form below.

As an apprentice you will gain academic knowledge and skills, whilst being able to apply them in the workplace as you progress. This approach allows you to add value to the business while you study. It also exposes you to the workplace where you can develop your professional skills in a way that full time study does not allow. Your apprenticeship develops your understanding, allows you to learn in context and develop your professional skills, all whilst gaining a university level qualification. Studying while working is not an easy option but here at Arden we will support you all the way. We want everyone on the programme to have a happy and successful learning journey.

You will be supported through each module by a lecturer who will introduce you to the relevant concepts, theories and models. A tutor, often the same lecturer, will help you bring those theories to life through interactive lessons, discussions, and activities. We will also be inviting guest speakers for each module to give you a real-life experience of the topics being taught.

The BSc PM programme will teach you the core areas of project management. It will help to build your confidence, knowledge and skills to become a project management professional. You will also be introduced to supply chain management, a role which often works very closely with project management

We look forward to working with you on your learning journey and supporting you to achieve your academic and professional goals.

Programme Team Leaders

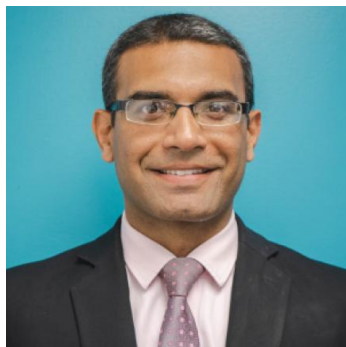
## **Introduction to the Department**

### **The Department of Supply Chain and Project Management**

The DoSP&PM sits within the School of Management and Executive Education . The Department currently offers both BSc and MSc programmes in Project Management. The school puts at the forefront giving a learning experience enabled by digital and blended teaching practices, based on sound pedagogic principles to deliver learning which will meet the need of 21st century students.

The BSc Project Management launched in 2022 building upon the success of the MSc Project Management which has over 300 students. We believe giving students an opportunity to study a specific project management degree at undergraduate level is vital to improving the profession and meeting the ever growing needs of industry.

## **Welcome from the Head of the School of Management and Executive Education**



I am Dr Hassaan Khan, the Head of the School of Management and Executive Education at Arden University. I studied Accounting and Finance at the University of Kent, followed by an MSc and PhD in Finance from Durham University.

Before joining Arden, I served as the Associate Dean at the Global Banking School, where I oversaw the Finance and Business Management degree courses. I was also the Director of Programmes at BPP University, responsible for managing degree programmes in Finance and Applied Management, as well as professional accountancy courses and degree apprenticeships. My previous roles include Director of the Centre for Financial Research at Anglia Ruskin University, Entrepreneur Scholar at Judge Business School, and Teaching Assistant at Durham University. I have considerable experience in knowledge transfer partnerships, most notably with Allia Limited, Cambridge, where I worked as a Social Investment expert in collaboration with the Icube Cambridge Business Incubator.

In addition to my role at Arden University, I continue to work as a Consultant Financial Economist at the Bank of England. I am also a Fellow of the Higher Education Academy and a member of various professional organisations, including the Fintech Professionals Association, the Royal Economic Society, ICAEW, the Chartered Management Institute, and the British Accounting and Finance Association.

## **Welcome from the Head of Department for Supply Chain and Project Management**



Hello, I am Dr Malgorzata Radomska, the Head of Department for Supply Chain and Project Management at Arden University. I am passionate about connecting academic learning with industry needs and empowering learners to lead and innovate in complex business environments.

I hold a PhD in Public Policy and Governance from Sciences Po Paris, an MBA from the University of Winchester, an MA in Transnational Studies from the University of Southampton, and an undergraduate degree from the London School of Economics and Political Science. I am also a Chartered Manager (CMgr) with the Chartered Management Institute (CMI), a qualified PRINCE2 project manager, and a certified practitioner in both Lean and Lean Six Sigma (Green Belt). My expertise lies in applying these methodologies to drive process improvement, operational efficiency, and quality enhancement across a range of business contexts. In addition, I am a Senior Fellow of Advance HE, which reflects my leadership in academic practice, commitment to inclusive and impactful education, and dedication to student success.

With over 15 years of experience across higher education and professional practice, I have developed and led programmes in Business Management, Project Management, International Business, MBA and DBA, including Degree Apprenticeship programmes. I have led and supported research and knowledge exchange projects exceeding £10 million in value and have built strong partnerships with SMEs, public sector bodies, and community organisations to deliver real-world impact and employability-focused education.

Prior to joining Arden, I was Head of Department for Responsible Management and Leadership at the University of Winchester, where I led initiatives in teaching excellence, stakeholder engagement, and cross-disciplinary collaboration.

### **Group and Personal Tutoring Scheme**

The module tutors and programme lead are your first point of contact on academic matters. They will help you through your academic journey, providing students with individual and group academic support and guidance and acting as a gateway to wider university support staff.

In addition to the normal lectures, you will be provided with a personal (one to one) student success coach. This coach will liaise with you throughout the degree programme and one-to-one sessions will be available should you need any further help in relation to non-academic matters.



As an Apprenticeship programme, you will also have a Work-Based Learning Coach. They will meet with you every 6 weeks to review progress. Once per quarter they will meet with yourself and your employer, to review your performance on the Degree Apprenticeship and address any areas of concern the employer may have. Your Work-Based Learning Coach will also ensure with your employer that you continue to have 20% of your time off the job for your studies.

**What does the student need to do?**

Once the student has enrolled onto the programme and completed the induction, they will automatically have access to the relevant learning materials, planned sessions and activities.

## Accreditation

Professional bodies and associations are organisations you will engage with throughout your career. Becoming familiar with them during your studies is a great way to keep up to date with developments in your field and build your professional network.

The school has gained accreditation for the BSc Project Management from the Chartered Association for Project Management (the APM), building on our accreditation relationship already in place on the MSc Project Management. Upon graduation you will receive a degree award that recognises your knowledge in both academic and professional circles.

Student membership is open to any Arden University students for free. At this developmental stage of your career, student membership will support your learning and expand your knowledge.

## Programme Overview

The Programme Specification document details the overall objectives of your programme, it can be found here:

[BSc \(Hons\) Project Management Degree Apprenticeship Route](#)

Also available on the Arden web page [Programme Specifications | Arden University](#)

This programme aims to equip students with a knowledge and understanding of the key project functions and how these interrelate within the wider strategic and operational context. Students also be given the opportunity to develop a range of generic and specialist skills applicable to the contemporary projects environment.

To achieve these overarching aims, students will:

- Comprehend the role and purpose of projects in the wider programme, portfolio and business environment.
- Critically analyse the theory and practice relating to the role of project management within organisations.
- Develop and evaluate effective solutions and plans to respond to business challenges and problems.
- Develop a critical understanding of complex project environment.
- Critically analyse and apply knowledge of project management theory and models to complex issues, both systematically and creatively, to improve business and management practice.

Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
1. Identify the key skills, technologies and competencies required to lead and manage projects in the contemporary organisational environment.	Through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activities drawing upon a range of academic and professional body source materials; students thus have multiple opportunities to gather knowledge of core concepts. (LOs 1, 2,3, 4, 5, 6 & 8) (GA1)	<p><b>Formative Feedback – informal</b></p> <p>Students will have multiple informal opportunities to receive formative feedback as they navigate the programme. The Arden virtual learning environment (VLE) is highly interactive and features embedded tools to facilitate peer to peer and student to tutor discussion opportunities, examples include discussion fora, interactive exercises and activities, self-assessment tools and reflective activities. (LOs 1-8) (GAs 1 – 5)</p> <p><b>Formative opportunities – formal</b></p> <p>As well as the plentiful opportunities for informal feedback, formative occasions will also be scheduled:</p> <p>Students will be given opportunities to share draft sections of assessments with tutors and (in some modules) peers to garner feedback</p>
2. Analyse external organisational environments and influences.	Throughout the programme, the student is encouraged to develop intellectual skills further by undertaking further independent study and research, i.e., in addition to “directed study” and learning. (LOs 1, 2, 3, 4, 5, 6 & 8) (GA5 & 6)	
3. Apply the principles of project management in a range of context	Analysis of real-world cases; using diagnostic skills to evaluate business and organisational performance and effectiveness. (LOs 2, 3, 4, 5, 6 & 8) (GA4,6)	
4. Develop a critical understanding of the role and purpose of project management and how they relate and interact with the wider environment.	Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials, activities, simulations, and resources. (LOs 1, 2, 3, 5 6 & 8) (GA1)	
5. Identify and analyse relevant and robust business solutions to meet the challenges presented by the contemporary business environments.	Discussion in class and online forums where students discuss and critically engage with	
6. Evaluate project management practices and identify areas of		

<p>strength, weakness and concern</p>	<p>themes emerging from the materials they learn from; this might include business problems, case studies, simulations, datasets, and industry reports.</p>	<p>and guidance. This feedback can then be incorporated in submissions for the summative assessments. Students may also be able to draft plans and outlines for assessment items and receive tutor and peer feedback in a similar manner.</p>
<p>7. Develop a set of generic “life” skills including, self-awareness and management, research, argumentation, numeracy, critical thinking, and analytical ability.</p>	<p>(LOs 1, 2,3, 4, 5, 6 &amp; 8) (GA2,4)</p> <p>Problem solving and diagnostic skills are developed throughout the programme by formative assessment tasks including problem</p>	<p>(LOs 1-6) (GAs 2 &amp; 5)</p>
<p>8. Evaluate project management methodologies and make appropriate, justified choices</p>	<p>analyses, drafting business documents and reports, analysing case studies, ethical dilemma exercises, data analyses and self-assessments.</p>	<p>The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the programme modules, for example, project risks, quality management and social responsibility. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they comment on posts uploaded by their peers.</p>
<p>GA1 Discipline Expertise Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.</p>	<p>(LOs 2, 5, 6 &amp; 8) (GA1, 4, 5)</p> <p>Engaging in reflection on study activities such as: feedback (peer and tutor), cases, academic texts and articles, activities, and simulations.</p> <p>Practical business skills are further developed and integrated through a series of in-class and online activities intended to test practical ability, these can include group forums and activities, drafting business documentation, engaging in simulation exercises and informal peer assessment.</p>	<p>(LOs 1-6) (GAs 2 &amp; 5)</p>
<p>GA2 Effective Communication Effectively communicate both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.</p>	<p>(LOs 4, 7 &amp; 8) (GA5)</p>	<p>Students will have access to academic staff in all the modules they study. These staff include subject matter experts (lecturers) and study support tutors. Students are invited to attend synchronous learning activities relating to both these areas (academic content and study support) including online lectures, guest lectures,</p>
<p>GA3 Responsible Global Citizenship Understand global issues and their place in a globalised economy, ethical decision-making, and accountability. Adopt self-awareness, openness, and sensitivity to diversity in culture.</p>	<p>Group discussions and exercises in class and on the online forum promoting argumentation, listening, leadership and team working skills.</p> <p>(LOs 5, &amp; 7) (GA1, 2 &amp; 4)</p> <p>Considering employability and career development options, strategies, and challenges by conducting self-audits, personal SWOT analyses and developing personal development plans.</p>	
<p>GA4 Professional Skills Perform effectively within the</p>		

<p>professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.</p> <p>GA5 Reflective Practitioner Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions.</p> <p>GA6 Lifelong Learning Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.</p>	<p>(LOs 1, 7 &amp; 8) (GA3, 5 &amp; 6)</p>	<p>webinars, and other activities. They will also have opportunities to arrange one to one meeting, normally conducted via video conferencing software, where they can discuss specific areas of concern with the tutor(s) (LO1- 8 (GA2 &amp; 3).</p> <p>Summative assessments used on the programme include:</p> <p>Reflections and development plans (GA6)</p> <p>Producing “work type products” (LOs 1,2 &amp; 5) (GAs 1-4)</p> <p>Case study analyses (LOs 1 -5) (GAs 3 &amp;4)</p> <p>Individual presentations (LOs 1, 2 &amp; 5) (GAs 2 &amp; 4)</p> <p>Group assignments and presentations (LOs 1, 2 &amp; 5) (GAs 2 &amp; 4)</p> <p>Reflections (LOs 2,3,4, 7 &amp; 8)</p>
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Your BSc Project Management consists of modules. These modules are described in full detail within Module Descriptor Forms, these can be found within the School iLearn page.

[Course: Project Management \(rdi.co.uk\)](http://rdi.co.uk)

## Summary of modules and mapped programme learning outcomes

Level	Module title	Module type <i>Compulsory (C) or Optional (O)</i>	Identified pinned modules	L O 1	L O 2	L O 3	L O 4	L O 5	L O 6	L O 7	L O 8	G A1	G A2	G A3	G A4	G A5	G A6
L4	Business Consulting	C	P		X			X		X			X		X		X
	Introduction to Project Management	C	P	X	X	X		X	X		X	X			X		
	Principles of Procurement and Contract Management	C			X		X	X	X	X		X	X				
	Governance in a Global Business Environment	C		X	X		X		X	X				X			X
	Principles of Professional practice (20cr)*	C				X	X	X	X			X				X	X
	Business Research Methods	C			X	X		X		X		X		X		X	

L5	Advanced Project Management	C	P	X	X	X	X	X	X	X		X	X	X			
	Agile and Hybrid Project Management	C	P	X	X	X		X	X	X	X	X	X	X		X	X
	Project Justification	C				X	X	X	X	X		X			X		

	AI and Big Data Analytics	C		X	X			X	X	X							X
	Project Planning	C		X		X	X		X	X	X		X		X		X
	Advanced professional practice (20cr)*	C			X	X		X	X	X			X			X	X
<b>L6</b>																	
	Project Change and Control	C	P	X		X		X	X			X	X				
	Quality Management	C	P	X	X	X		X	X								
	Project Risk and Issue Management	C		X	X	X	X		X		X		X	X			
	Developing People and Capabilities (PMQ)	C		X			X		X	X	X		X		X	X	X
	Final Project (including End Point Assessment)	C		X	X	X	X	X	X	X	X					X	

*\*The professional practice modules support your achievement of the Knowledge, Skills and Behaviours for this apprenticeship standard. As these modules are fundamental to the completion of the apprenticeship award, you must pass these modules with a mark of at least 40% to continue on your programme and to achieve your apprenticeship award. These modules are **not** subject to the compensation rules set out in the Arden Regulatory Framework (see: [Arden University | Regulatory Framework](#)).*

## Summary of modules mapped to Apprenticeship KSBs

#	Module	Knowledge
1	<p><b>Business Research Methods and Analysis</b></p> <p><u>Summary</u> Modern day business requires operations teams (Projects, Logistics &amp; Supply chain) require future leaders that are critical thinkers. It is these critical thinkers who will champion new opportunities for business growth and proactively reduce risk, build resilience and craft enterprising opportunities. This module will begin the journey of research understanding.</p> <p><u>Aims</u> The purpose of the module is to introduce students to business and management research methods that relate specifically to the areas of Project Management, Logistics operations and Supply chain management. It [module] will assess a student's ability to conduct independent research, through the application of managerial concepts and research techniques to a significant organisational issue or problem. Students must identify and obtain their own research resources as an integral part of the research methods requirement. Students will be expected to use online databases to retrieve relevant journal articles, to make judicious and critical use of any unpublished literature, and to use other sources of evidence as appropriate to report writing (e.g. technical reports, government reports). Students undertaking the module will receive additional support including: a comprehensive student guide; online material on undertaking a research project and how to write for differing formats and mediums (e.g. narrated PowerPoint presentations; pod casts); and tutor-led seminars on specific topics (e.g. designing data collection instruments; analysing quantitative and qualitative data; presentation of findings).</p>	K2 - The Business Environment
2	<p><b>Business Consulting</b></p> <p><u>Introduction</u> In this module will give comprehensive knowledge and understanding of the nature of business consultancy, the consulting process in theory and practice, and key strategies for enabling and facilitating change within organisations. The module content is illustrated and applied to real world business problems, providing transferable skills for business consulting, internal consultancy, and senior management roles.</p> <p><u>Aim</u> The module focuses on understanding of the key characteristics of the consultancy industry, its market, and the distinguishing features of successful consultancy projects.</p>	K4 - Organisational Change Management
3	<p><b>Principles of Procurement and Contract Management</b></p> <p><u>Summary</u> Organisations are gaining competitive advantages and efficiencies in procurement via the acquisition of superior information flows, the streamlining of repetitive tasks and cost reductions.</p> <p><u>Aims</u> The module will give learners and understanding on the specifics of budgeting, profit and loss reporting and cash flow forecasting in complex supply chains, and how procurement processes impact across the supply-chain to ensure cost efficiencies, security of supply, continuity of service and mitigation of risk. It will further explore the range of sourcing strategies for managing cost, quality, service and time across supply chain networks that leverage, and capitalise on, supply chain assets to deliver financial targets. Learners will gain an appreciation of factors that drive cost efficiencies and service level improvements through the</p>	K8 - Procurement and Contract Management

	<p>distribution network, while practising in a sustainable and ethical way all sourcing and buying decisions control information and material flow on-time and in-full. Lastly, the principles of inventory, supply and demand planning and associated metrics, such as on-time, in-full, error-free and on-shelf availability will be explored. As such methods of forecasting including effects of fluctuations and seasonality and use of scheduling techniques. actively integrate and use data across enterprise lines will be reviewed in relation to applied use in a business context.</p>	
4	<p><b>Governance in a Global Business Environment</b></p> <p><u>Introduction</u> The impact of national and international policy frameworks and legislation including employment, health and safety, security, environment, quality, common transport policy, tariff and taxes, trading protocols, customs classification, contracts and insurance all have a direct effect on the globalised supply chain operation. As such leaders need to be in a position to deliver guidance on meeting environmental and legal requirements and maintain a high regard for risk identification and reduction, and safety management. At the end of this module participants will be able articulate business purpose, values and establish key accountabilities for contract formation and negotiation. Additionally, participants will be able to demonstrate an understanding through critical evaluation of the ethical, environmental, political, social, economic, technological and legal implications of operating in a supply chain life-cycle.</p> <p><u>Aims</u> This module will allow students to develop their knowledge of corporate governance and legal principles. They will be given the opportunity to apply and explore these principles to a range of organisations. A range of ethical theories and principles that impact organisations will similarly be explored. Students will be requested to compare a range of global corporate governance systems and asked to evaluate the principles using case studies. Finally, they will explore and evaluate corporate social responsibility, social value and sustainability in a range of organisational contexts.</p>	<p>K1 - Governance and Financial Control of Projects</p> <p>K2 - The Business Environment</p>
5	<p><b>Introduction to Project Management</b></p> <p><u>Introduction</u> This module introduces the management of projects and addresses the principles of managing successful projects. Its focus includes project governance, project methodologies, project lifecycle, and the role of the PMO and business-related behaviours associated with the profession of project management. From this you will gain clear insight into project management and completion, including the fundamental business skills and behaviours associated with project success.</p> <p><u>Aim</u> The module aims to introduce the key concepts of project, programme and portfolio management (P3M). Students will understand the project life cycles, and how P3M is used to create strategic change.</p>	<p>K1 - Governance and Financial Control of Projects</p> <p>K11 - Organisational Strategy</p>
6	<p><b>Principles of Professional practice (20cr) (apprenticeship)</b></p> <p>This module provides an opportunity for the Apprentices to analyse and reflect upon their professional skills and knowledge and encourages the development of transferable skills relevant to the attainment of the individual's goals. It also allows students to develop skills in self-management and leadership. Students will be required to assess their existing skills in project management, enabling them to build on these skills using appropriate models and techniques in order to enhance</p>	<p>K3 - Stakeholder and communications management</p> <p>K6 - Project Justification</p>

	<p>their current performance, in addition to developing skills for future personal and career development. The emphasis is on both the learners' individual needs and how these make an effective contribution to teamwork management and the demands of the workplace Finally, some practical considerations are made relating to specific communication skills, including how to present information in an appropriate way for the target audience and purpose, how to conduct effective interviews for various purposes and how to successfully manage meetings both in the chair and as a participant.</p>	
7	<p><b>Advanced Project Management</b> <u>Introduction</u> Building on the introduction to project management, this module goes on to present the key principles and themes of managing successful projects. Its focus includes the differentiation between the key roles and responsibilities within P3M, outline the role of knowledge and information management to inform decision making, explain the benefits of conducting reviews throughout the life cycle, and explain tools and techniques used to determine factors which influence and impact projects.</p> <p><u>Aim</u> The module aims to introduce the key roles and responsibilities of project team members, as well as best practice themes and project processes.</p>	<p>K3 - Stakeholder and communications management</p> <p>K6 - Project Justification</p> <p>K9 - Risk Management</p> <p>K11 - Organisational Strategy</p>
8	<p><b>Project Justification</b> <u>Introduction</u> The project justification module outlines how to construct robust project proposals that give a clear overview of project benefits and how they relate to broader business objectives. You will learn to evaluate organisational aims to develop and execute strategic projects that add value, identify realistic benefits, propose tangible deliverables, and ensure the ongoing viability and relevance of the project.</p> <p><u>Aim</u> The module aims to critically understand a benefit driven project culture through the use of a continued business case.</p>	<p>K1 - Governance and Financial Control of Projects</p> <p>K6 - Project Justification</p>
9	<p><b>Project Planning</b> <u>Introduction</u> The project planning module outlines how to facilitate communication and control by defining the means of delivering the project products. You will learn to construct plans for different levels using appropriate planning tools and techniques.</p> <p><u>Aim</u> The module aims to critically understand the importance of project planning and the link to the big picture questions of where, how, by whom and estimating the when and how much.</p>	<p>K5 - Estimating, Planning and Scheduling</p>
10	<p><b>Agile and Hybrid Project Management</b> <u>Introduction</u> The rate of businesses changing their Business As Usual (BAU) activities is growing. Consequentially, project implementations may have shorter project horizons and increased complexity. The nature of these projects require more flexibility and agility in project approaches. However, shifting some of the basic understanding on how to control and manage projects needs to be carefully considered and understood</p> <p><u>Aim</u></p>	<p>K1 - Governance and Financial Control of Projects</p>

	<p>This module focuses on the various agile and hybrid approaches to deliver successful projects in an increasingly volatile, uncertain, complex and ambiguous (VUCA) business environment. As such the emphasis will be on establishing an agile mindset.</p>	
<b>11</b>	<p><b>AI and Big Data Analytics</b> <u>Introduction</u> The world is more data-driven than ever. Hence, today's business world calls for managers to have some awareness and knowledge of big data analysis and modelling. In this module you will broaden your expertise of how Artificial Intelligence (AI) and big data analytics can leverage management processes and aid in decision making. In a world reliant on data to improve processes and monitor success, this module will help you gain transferable skills in AI to benefit your workplace.</p> <p><u>Aim</u> The module focuses on how projects can best leverage big data and AI to aid project success</p>	<p>K5 - Estimating, Planning and Scheduling</p> <p>K6 - Project Justification</p>
<b>12</b>	<p><b>Advanced Professional Practice (20cr) (Apprenticeship)</b> This module introduces the concept of systematic and critical reflection. You will explore your role in your own workplace by reflecting on specific significant instances that provide opportunities for learning what, when, and why you do things, and how they affect you and those around you. You will learn about models of reflective practice and use some of these models to help you to critically reflect upon significant incidents from your experiences of working as a project manager.</p>	<p>K3 - Stakeholder and communications management</p> <p>K6 - Project Justification</p>
<b>13</b>	<p><b>Project Change and Control</b> <u>Introduction</u> This module will provide you with an understanding of the change and control themes, including practical experience with planning and implementing change. You will also learn the appropriate tools and processes for monitoring and controlling a project in terms of scope, timeline, quality, and cost. Through this, you will develop the skills required to manage projects within a range of diverse frameworks, as well as how to lead a team through organisational change.</p> <p><u>Aim</u> The module focuses on change and control processes, tools and working practices. Furthermore, this module is mapped against the apprenticeship standard, APM recognised assessment competencies and components of the PMQ qualification.</p>	<p>K4 - Organisational Change Management</p> <p>K5 - Estimating, Planning and Scheduling</p> <p>K10 - Project Change Control</p>
<b>14</b>	<p><b>Quality Management</b> <u>Introduction</u> The quality management module will explore the principles of quality management and how they can be translated into actions that support project management success. You will gain knowledge of traditional and agile quality management frameworks, measuring performance indicators, and integrating high quality project deliverables. Through this, you will learn how quality assurance and control are essential to improving project management processes</p> <p><u>Aim</u> The module focuses on quality control processes, tools and working practices. Furthermore, this module is mapped against the apprenticeship standard, APM recognised assessment competencies and components of the PMQ qualification.</p>	<p>K2 - The Business Environment</p> <p>K7 - Quality Management</p>

15	<p><b>Project Risk and Issue Management</b></p> <p><b>Introduction</b> Risk and Issue evaluation and management is an essential component of project success. This module will cover the theoretical and practical skills for identifying, analysing, planning, and managing project-related risks in terms of scope, schedule, quality, and cost performance as well as giving further insights into issue control procedures. Through this, students will gain insight into effective risk and issue management strategies, equipping learners with the tools to manage risks and issues constructively in line with team and stakeholder engagement.</p> <p><b>Aim</b> The module focuses on risk and issue processes, tools and working practices. Furthermore, this module is mapped against the apprenticeship standard, APM recognised assessment competencies and components of the PMQ qualification.</p>	<p>K9 - Risk Management</p> <p>K10 - Project Change Control</p>
16	<p><b>Developing People and Capabilities</b></p> <p><b>Introduction</b> Understanding people and behaviours is pivotal in the successful management, engagement, and facilitation of projects. This module will explore contemporary theories, practices, and skills relating to organizational behaviour and human resource management in order to contribute to successful business operations across a range of business contexts and digital advancements. You will examine the challenges raised by temporary organisational structures to innovate and perform within traditional and agile settings</p> <p><b>Aim</b> The module focuses on contemporary people and capabilities practices. Furthermore, this module is mapped against the apprenticeship standard, APM recognised assessment competencies and components of the PMQ qualification.</p>	<p>K3 - Stakeholder and communications management</p>
17	<p><b>Final Project</b></p> <p><b>Introduction</b> The Project module gives the learner the opportunity to plan and execute a substantial piece of independent work. The subject matter is chosen by the learner, but will align to several taught modules studied earlier in the degree programme. Students may for example design their project as a literature-based analysis while contextualising some of the discussions for their chosen case study. Any practical work will be supported by a detailed study of academic literature and technical resources that supports the project. The learner is responsible for searching, selecting, and reviewing academic and other source materials. It is also open to the learner to gather data needed for this final project.</p> <p><b>Aim</b> The aim is to make the learner responsible for the full sequence of project tasks, from concept to delivery. A supervisor guides the learner's thinking, especially in the critical early stages when the biggest decisions are usually taken. The supervisor reviews and approves the project concept and a short specification document, then reviews each draft chapter of the learner's report. The process also includes an ethics review.</p>	<p>K1 - Governance and Financial Control of Projects</p> <p>K2 - The Business Environment</p> <p>K3 - Stakeholder and communications management</p> <p>K4 - Organisational Change Management</p> <p>K5 - Estimating, Planning and Scheduling</p> <p>K6 - Project Justification</p> <p>K7 - Quality Management</p>

		K8 - Procurement and Contract Management  K9 - Risk Management  K10 - Project Change Control  K11 - Organisational Strategy
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## Assessment Methods Mapping Project Management Degree Apprenticeship Standard

	Knowledge/Skill/Behaviour	Assessed as Part of	Assessment Method
K1	Governance and Financial Control of Projects	KA1	2
K2	The Business Environment	KA1	2
K3	Stakeholder and communications management	KA1	2
K4	Organisational Change Management	KA2	1
K5	Estimating, Planning and Scheduling	KA1	2
K6	Project Justification	KA1	2
K7	Quality Management	KA1	2
K8	Procurement and Contract Management	KA1	2
K9	Risk Management	KA1	2
K10	Project Change Control	KA1	2
K11	Organisational Strategy	KA2	1
S1	Governance Frameworks	SA1	1
S2	The Business Environment	SA2	2
S3	Stakeholder and communications management	SA3	2
S4	Control of projects in terms of time, cost and quality	SA1	1
S5	Risk Management	SA1	1
S6	Commercial and Contract management	SA1	1
S7	Project Change Control	SA1	1
S8	Schedule Management	SA1	1
B1	Leadership	BA1	2
B2	Collaboration and teamwork	BA1	2
B3	Personal and Professional Responsibility	BA2	1
B4	Integrity, ethics, and professionalism	BA2	1
B5	Inclusive	BA1	2
B6	Innovation and Resourcefulness	BA1	2

## End-Point Assessment method 1: The Work Based Project

<b>KSBs</b>	<b>Fail</b>	<b>Pass</b> <b>The apprentice must meet all of the pass descriptors below</b>	<b>Distinction</b> <b>The apprentice must meet all of the pass criteria and all of the distinction descriptors below</b>
KA2	Apprentice has not met the pass criteria.	Apprentice demonstrates that they can analyse and document an organisations' current state (roles, responsibilities, processes for example) and devise a plan to progress to a changed state following project completion in line with organisational strategy.	Apprentice demonstrates a critical awareness of the drivers for change including those arising from the external environment. Apprentice evaluates the outcome of the project and recommends actions to enhance the benefits from the project.
SA1	Apprentice has not met the pass criteria.	Apprentice demonstrates that they can select and apply appropriate project management tools and techniques (including scheduling, risk management, commercial and contract management) to evaluate progress on a project and report against time, cost and quality criteria. Apprentice demonstrates that they can evaluate the need for change on a project, assess the effect of such change and apply established processes for controlling this change. Apprentice evaluates the effect of change on the project business case and reports on any concerns arising from this.	Apprentice identifies, critically evaluates and recommends appropriate actions to solve problems in areas of project management including governance, resource utilisation and scheduling
BA2	Apprentice has not met the pass criteria.	Apprentice demonstrates resilience and determination in achieving project outcomes and that they are able to influence project team members and stakeholders to achieve project results. Apprentice demonstrates transparency and integrity in decision making in project management and when reporting to project stakeholders. Apprentice takes diverse perspectives into account in making project decisions and communicating with stakeholders.	Apprentice investigates, proposes and articulates innovative solutions to problems encountered in the project environment. Apprentice evaluates solutions from multiple perspectives and recommends appropriate ways forward in solving problems in a project environment.

## Assessment method 2: Professional Review

<b>KSBs</b>	<b>Fail</b>	<b>Pass</b> <b>The apprentice must meet all of the pass descriptors below</b>	<b>Distinction</b> <b>The apprentice must meet all of the pass criteria and all of the distinction descriptors below</b>
KA1	Apprentice has not met the pass criteria.	Apprentice documents and recommends appropriate project management solutions in the areas of project governance, business case development and project justification, communication plans, schedule development, project quality, procurement, risk management and project change control.	Apprentice investigates innovative project management tools and techniques and evaluates their suitability for use within the context of their project environment. Apprentice takes a leadership role in justifying the use of such tools and techniques and supporting the organisation in achieving benefit from using them.
SA2	Apprentice has not met the pass criteria.	Apprentice demonstrates that they can analyse and assess the business context of projects and make recommendations suitable for inclusion in development and maintenance of a robust project business case.	Apprentice analyses and assesses a project business case against recognised standards and guidance. Apprentice, evaluates and predicts project outcomes and identifies opportunity for improvements to the business case.
SA3	Apprentice has not met the pass criteria.	Apprentice demonstrates that they can analyse and assess stakeholder requirements.  Apprentice communicates appropriately with a range of project stakeholders.	Apprentice analyses and recommends improvements to stakeholder communications in order to improve project outcomes and facilitate benefits realisation.
BA1	Apprentice has not met the pass criteria.	Apprentice demonstrates that they can take a leadership role in a project environment with the ability to motivate all team members to achieve project results. Apprentice responds positively and proactively to feedback on performance and works proactively to analyse problems and develop solutions, taking into account the views of stakeholders and team members.	Apprentice recommends appropriate improvements to enhance team performance. Apprentice evaluates, recommends and implements solutions to complex problems arising in a project environment.

## The role of External Examiners

External examining acts as an essential part of the Arden quality assurance and enhancement process, serving to ensure that academic standards are maintained. The knowledgeable and independent views of external examiners are invaluable in confirming that the University's awards are appropriate and comparable to other UK Higher Education Institutions as well as highlighting good practice and potential areas of enhancement.

External examiners approve the form and content of draft module descriptions and the assessments that count towards the degree award, in order to ensure that all students will be assessed fairly in relation to the objectives, syllabus and regulations for the programme and will reach the required standard.

The external examiners also review a sample of student assessments to ensure internal marking and classifications are of an appropriate standard and are consistent. External examiners use their experience and expertise to compare the performance of students with that of students on other comparable programmes elsewhere.

## Programme evaluation

The Department takes a standardised approach to Programme and Module Evaluation. Programme evaluation links to more than the sum of its modules. In many ways the programme evaluation is about your overall student journey, incorporating additional support offered to you, your overall learning flexibility, your library experience or IT accessibility and so on.

Module evaluation is fundamental to improving your learning and teaching journey. It is a key component that links to overall Programme Enhancement and can serve several key purposes:

- allow continuous, iterative improvement of the module's content and teaching methods
- provide feedback to teachers on quality of teaching and learning journey
- help teachers refine approaches to increase student satisfaction
- provide evidence of good practice to managers.

Hence, module evaluation surveys provide a formal feedback loop between students and the module team. It also reaffirms the importance of your opinion. We take your feedback seriously and your evaluation is discussed between the module leader and the Head of Department. It also filters down to course committees and other quality assurances within Arden.

The Department undertakes a mid-module and end module. The idea is for the module team to have enough time to do something about any issues raised halfway through the module, rather than only an evaluation at the end of a module, when it is too late.