



APPRENTICESHIP SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Main Provider	Leeds Trinity University
Sub-contracted provider	N/A
'Parent' Faculty <i>(BCDI / HW&LS / SSE)</i>	BCDI
'Parent' School	Business
Professional accreditation body <i>(if applicable)</i>	N/A
IfATE Apprenticeship Standard	Level 6 Project Manager Project Manager (integrated degree) / Institute for Apprenticeships and Technical Education
Final University award <i>(eg. BA Hons)</i>	BSc (Hons)
Title of apprenticeship programme(s)	Professional Practice in Project Management
Subsidiary award(s) <i>(if any)</i>	Certificate of Higher Education Diploma of Higher Education Ordinary Degree
Honours type <i>(Single / Joint / Combined)</i>	Single
Duration and mode(s) of study	Practical period – 36 months Gateway will be completed at month 36 EPA period – 6 months
Month/year of approval of programme	August 2024
Start date <i>(this version) (month and year)</i>	September 2024
Periodic review next due <i>(academic year)</i>	2028/29
HECoS subject code(s)	100812 project management (100%)
UCAS course code <i>(available from Admissions)</i>	N/A
SITS route code <i>(available from Student Administration)</i>	PPPRJMT
Delivery venue(s)	Leeds Trinity University + place of work Horsforth Campus: No City Campus: Yes Partner organisations: N/A

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

The rationale for the Project Manager Degree Apprenticeship programme is to provide the essential knowledge, understanding and skills required for apprentices to begin to operate competently and effectively within a project management environment and, therefore, the programme is targeted at employers and apprentices who are looking for an apprenticeship in this area.

The aims of the programme are:

- the development of knowledge of apprentices and organisations and the changing environment in which they operate.
- the development of abilities (skills) to apply knowledge and understanding of project management to improve business practices.
- the development and enhancement of employability through the development of professional skills.
- the enhancement of lifelong learning skills and personal development to enable apprentices to work with self-direction and originality and to contribute to society and economy at large.

The programme provides opportunities for apprentices to learn how to work with others, drawing on their experience of the work environment. This programme also aims to develop study and enthusiasm for learning, including the ability to work effectively both independently and as part of a team.

There is a particular focus on professional and personal development which encourages apprentices to reflect on their study plans. By the end of the programme, apprentices will be able to demonstrate a broad knowledge and understanding of project management.

Module content is carefully designed to include relevant and applicable theory and all of the apprenticeship standard's Knowledge, Skills and Behaviours are embedded within them. The Project Manager Degree Apprenticeship Standard can be found here [Project manager \(integrated degree\) / Institute for Apprenticeships and Technical Education](#).

The apprentice must meet the requirements of the apprenticeship in three areas. Firstly, they must complete the on-programme modules. Secondly, they must meet the requirements of the Gateway which are:

- i) a minimum level 2 English and Maths as per the standard and general apprenticeship requirements.
- ii) attainment of the IPMA Level D Qualification or equivalent in Project Management.
- iii) successful completion of the formal academic learning, equating to 320 on-programme credits towards a bachelor's honours degree.
- iv) receipt of confirmation from the employer that they are satisfied that the apprentice is consistently working at or above the level set out in the standard.
- v) The apprentice must have a project outline agreed with their academic supervisor and workplace representative, the outline must detail the project title, scope, key activities/milestones and expected outputs/measures of success.

Once the requirements of Gateway have been achieved, the third and final area is the end point assessment. The EPA period typically lasts for 6 months. The EPA consists of two discrete assessment methods. Assessment method one is a Work Based Project Report presented with associated documentation. Assessment method two is a Professional Review based on the

evidence portfolio. These components carry 20 credits each and are incorporated in one 40 credits module. The degree programme prior to this will consist of 320 credits and the EPA components will cover the final 40 credits.

3. Apprenticeship KSB mapping – please see appendix

4. Apprenticeship learning outcomes

In addition to achieving the KSBs for the apprenticeship, apprentices will achieve the following learning outcomes that relate to the academic award.

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, apprentices will have *demonstrated*:

- K1 Knowledge and understanding of the **external environment's** pervasive issues – these would include sustainability, globalisation, corporate social responsibility, business ethics, diversity and risk management.
- K2 Knowledge and understanding of **people** development within organisations.
- K3 Knowledge and understanding of **key functional specialisms**, such as finance, legal and governance.
- K4 Knowledge and understanding of the importance of **customer expectations**, services and relations.
- K5 Knowledge and understanding of business **strategies** and how they relate to project management.
- I1 Secure use of analytical techniques appropriate to the discipline;
- I2 Critical evaluation of approaches to solving problems in a disciplinary context;
- I3 Effective and sustained communication of results and arguments;
- I4 Understanding of the limits of their knowledge and the consequent influence on their analysis;
- I5 The ability to collect, order, analyse and evaluate quantitative and qualitative information and data; collect relevant information across a range of areas pertaining to a current situation, analyse that information and synthesise it into an appropriate form in order to evaluate decision alternatives;
- I6 Use of critical thinking, analysis and synthesis to identify assumptions, evaluate financial statements and economic events, question logic and reasoning and identify implicit values;

- 17 The ability to make informed choices in areas of financial analyses, ethical behaviour, social responsibility and equal opportunities practice as they apply to business and people management;
- 18 Effective cognitive and decision-making abilities using appropriate quantitative and qualitative skills.

Attributes and Skills Outcomes

- AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager.
- AS2 **Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action.
- AS3 **Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches.
- AS4 **Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions.
- AS5 **Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events.
- AS6 **Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals.
- AS7 **Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts.
- AS8 **Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole.
- AS9 **Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

5. External benchmarks

Statement of congruence with the relevant published subject benchmark statements (including appropriate references to any PSRB, employer or legislative requirements)

The aims, objectives and learning outcomes of the programme are consistent with the QAA's published Business and Management Benchmark Statement (2019). In this programme, there is

particular emphasis on knowledge relevant to sections 3.4, 3.5 and 3.6 of the Business and Management statement. The pattern of core and option modules facilitates good coverage of the material in section 3.7 (Business and Management).

As apprentices are required to attain the Association for Project Management (APM) IPMA Level D Qualification or equivalent in Project Management; we will work with the APM to offer the PMQ qualification. LTU will apply to become accredited training provider with the APM in order to provide training for the APM's Project Management Qualification (PMQ) exam. The teaching for exam is incorporated in the two modules i.e., 'Methods and Principles of Project Management' and 'Tools and Techniques of Project Management'. In addition to regular delivery and assessment of these two modules, the apprentices will attend 1-day workshop aimed toward exam revision.

The APM accreditation process is scheduled to commence at the end of June, with an anticipated duration of 6 to 8 weeks for completion. Throughout this period, the University will compile all requisite documentation adhering to APM's requirements. However, in the event that accreditation is not initially secured, the University will have adequate time to address any outstanding requirements and conditions stipulated by APM to ensure successful accreditation. In the unlikely scenario where accreditation is not attained until April 2025, the APM PMQ exam will be outsourced to another accredited training provider. This will ensure minimal disruption and guarantee that our students' educational and certification needs are effectively met.

6. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 & 5.</p>	<p>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of 120 credits at Level 4, apprentices will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline. ii) make sound judgements in accordance with basic disciplinary theories and concepts. iii) evaluate the appropriateness of different approaches to solving problems within the discipline. iv) communicate the results of their work coherently. <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of 240 credits, including 120 at Level 5, apprentices will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles. ii) application of concepts outside their initial context.

The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.

- iii) use of a range of disciplinary techniques.
- iv) proficient communication of the results of their work.

and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.

Generic Learning outcomes for the award of an Ordinary Degree:

On successful completion of 300 credits, including 60 at Level 6, apprentices will have demonstrated, **in addition to the outcomes for a Diploma:**

- i) an ability to make flexible use of disciplinary concepts and techniques.
- ii) critical evaluation of approaches to solving problems in a disciplinary context.
- iii) an ability to work autonomously within a structured learning experience.
- iv) effective communication of the results of their work in a variety of forms.

7. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The Project Manager apprenticeship programme offers the essential knowledge and understanding, skills and experience required for apprentices to operate effectively and successfully in projects. Core areas of the programme focus on principles of project management and tools and techniques of project management. There will also be the development of transferable/employability skills – communication/presentation, teamwork, leadership, problem-solving, analysis and decision-making.

The core of the programme relates to project management, providing a broad, analytical and integrated study of project management.

The Project Manager Degree Apprenticeship is underpinned by specific knowledge, skills and behaviours which must be met or exceeded at the End Point Assessment. These are listed below.

Knowledge: A project manager will have knowledge and understanding of:

Governance and Financial Control of Projects: How to evaluate and establish appropriate project governance through the incorporation of policies, regulations, processes, roles and structures in different project types and organisational structures, accepting that different sizes of organisation require different levels of control. How to manage project budgets and costs within appropriate financial frameworks and how to report project performance, tailoring reporting requirements to comply with governance norms in the business. How to construct robust project business cases that demonstrate the benefits and value expected from project deliverables.

The Business Environment: How projects contribute to businesses operating in local, regional, national and global economies. Knowledge of the main UK business sectors and the parameters within which they operate. This may include the impacts of the green economy and sustainability including the UK Government's policy of net carbon zero by 2050.

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

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

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

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

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

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

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

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

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

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

Governance Frameworks: Lead and take responsibility for the project management plan as required by the governance structure. Apply techniques and project management methodologies as appropriate, dependent upon project complexity and criticality to the organisational environment in which a project is being delivered. Maintain, review and communicate a project

business case for approval through the stages of a typical project lifecycle ensuring continued value for money and continued alignment with organisational objectives.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As part of our ‘Starting with the end in mind’ strategy, apprentices will be provided clear guidance at the start of the programme about the requirements for gateway.

Apprentices will be supported through the tripartite review themes to prepare for gateway which will ensure that apprentices are preparing for this through the lifetime of the practical period. This will also be embedded into delivery throughout the programme.

Apprentices will be issued a detailed EPA plan at the start of Level 6 which will outline the specific workshops and support leading up to the completion of the end point assessment.

Gateway will occur at the end of month 36, subject to meeting the requirements of gateway outlined in the assessment plan.

8. Structure

BSc (Hons) Professional Practice in Project Management (Single Honours)

Duration: 3.5-year degree apprenticeship

Total credit rating: 360 (180 ECTS)

Year 1 – with effect from September 2024

Module Code	Module Name	Sequence	Credits
BMM4603	Introduction to your professional degree apprenticeship	1	30
BMM4643	Project environment and organisational strategy	2	30
BMM4702	Tools and techniques of project management	3	20
BMM4692	Methods and principles of project management	4	20

Year 2 – with effect from September 2025

Module Code	Module	Sequence	Credits
BMM4522	Managing finance within projects (Level 4)	5	20
BMM5611	Apprentice portfolio review	6	10
BMM5682	Managing people in projects	7	20
BMM5692	Negotiation and conflict resolution	8	20
BMM5654	Negotiated Learning: Projects in the workplace	9	40

Year 3 – with effect from September 2026

Module Code	Module	Sequence	Credits
BMM5613	Legal, ethical and professional issues in project management (Level 5)	10	30
BMM6621	Advancing your portfolio towards end point assessment	11	10
BMM6682	Leadership in projects	12	20
BMM6673	Managing complexity, uncertainty and risk in projects	13	30
BMM6732	Defining projects for success	14	20

Year 4 – with effect from September 2027

Module Code	Module	Sequence	Credits
BMM6654	Gateway and End Point Assessment Work-based project for Apprentices – Project Manager	15	40

Notes:

Year 4 will also incorporate End Point Assessment (EPA) Gateway work, which is non-credit bearing - this involves agreement between the workplace supervisors, typically the apprentice's line manager to agree that all necessary requirements are met for EPA.

9. Core Apprenticeship Curriculum

Safeguarding	<p>Safeguarding is introduced to the apprentices in the Introduction to your Professional Degree Apprenticeship module. This is also reinforced throughout the apprentice's journey on the programme through progress reviews. This is also covered in the delivery of BM5654 Negotiated Learning: Projects in the workplace, and BMM6654 Work based project modules. Safeguarding is discussed at the start of every progress review to ensure that there are no current issues.</p> <p>Safeguarding and Health, Safety, Welfare and LTU belong are discussed as the theme for progress review 2.</p>

Prevent	<p>Prevent is introduced to the apprentices in the Introduction to your Professional Degree Apprenticeship module. It is also covered during the delivery of BMM5692 Negotiation and Conflict Resolution module from the perspective of dealing with conflicts in project management.</p> <p>British Values, Prevent and LTU belong are discussed within the theme of progress review 10.</p>
Equality, diversity, and inclusivity (EDI)	<p>EDI is a key underpinning of ethical sales codes for most organisations. This is discussed in detail in BMM5682 Managing People in Projects module in the context of building, managing and motivating diverse project teams.</p> <p>EDI and LTU belong are discussed as the theme for progress review 6.</p>
Personal Development, e.g. careers guidance and supporting readiness to succeed	<p>Personal Development is provided by the progress reviewer role. Theme around career development is discussed in progress review 4, 8 and 12 (end of each academic year).</p>
British Values of 1) democracy, 2) individual liberty, 3) the rule of law and 4) mutual respect and tolerance	<p>British Values is introduced to the apprentices in the Introduction to your Professional Degree Apprenticeship module. This is discussed in detail in BMM5682 Managing People in Projects, BMM5692 Negotiation and Conflict Resolution, and BMM6682 Leadership in Projects modules,</p> <p>British Values, Prevent and LTU belong are discussed within the theme of progress review 10.</p>
Behaviour and attitudes	<p>These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their workplace activity developing their skills and behaviours.</p> <p>As well as the taught delivery KSB development is discussed in each progress review and a detailed focus provided in progress review 3,5,7,9 and 11. Development of the portfolio of evidence is regularly checked by the progress reviewers (when preparing the progress review form).</p>

	KSB mapping document shows how the KSBs are mapped across the modules for the Project Manager Apprenticeship.
English, Maths and Digital Literacy	Across the module NP4s, English, Maths and Digital Literacy has been identified signposting where it will be developed and/or assessed. Maths and English are part of the progress review themes for progress reviews 3,5,7,9 and 11.
Sustainability Goals	The NP4 documents for BMM5654 NL: Projects in the workplace, and BMM6654 Work-based Project for apprentices - Project Manager modules identify which UN Sustainability Goals are addressed through the completion of the work-based projects.
Knowledge, Skills, and Behaviours	<p>These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their workplace activity developing their skills and behaviours.</p> <p>As well as the taught delivery KSB development is discussed in each progress review and a detailed focus provided in progress review 3,5,7,9 and 11. Development of the eportfolio of evidence is regularly checked by the progress reviewers (when preparing the progress review form).</p> <p>KSB mapping document shows how the KSBs are mapped across the modules for the Project Manager Apprenticeship.</p>

10. Learning, teaching and assessment

Statement of the strategy for learning, teaching and assessment for the programme

<p>The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statement, Project Manager Apprenticeship Professional Standard, as well as the University's Strategic Plan and Learning, Teaching and Academic Experience (LTAE) Strategy.</p> <p>The key goals of the LTAE Strategy are that we:</p> <ol style="list-style-type: none"> a. Adopt a co-creative approach where students, employers, and professional bodies actively participate in curriculum design, content creation, and assessment processes. This ensures that the learning experience is tailored to meet the needs of individual students while embedding the 'name, not a number' ethos. b. Adopt the curriculum framework which emphasises social justice, race equity, inclusion, globalisation, citizenship, and sustainability. It supports the development of a career-led
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portfolio that appeals to diverse student needs and aligns with the University's growth ambitions.

- c. Provide teaching model which integrates in-person teaching with digital learning materials and activities to inspire and challenge students. The programme employs multi-modal learning and digital pedagogy to provide accessible, engaging, and developmental teaching experiences.
- d. Provide an educational experience that is student-centred and responsive to the needs and attributes of individuals.
- e. Deliver career-focused programme, integrating employer content and providing apprentices with practical, real-world learning opportunities. It supports career development through work-based projects, and strong employer engagement in developing the required skills and behaviours.
- f. Embed research-informed teaching in the curriculum, enhancing both disciplinary knowledge and pedagogical practices. Students benefit from staff research expertise and engage in co-created applied research opportunities.

The entrants to the programme come from a broad mix of disciplines and backgrounds, which facilitates a multi-perspective, interactive, learning process. The programme attempts to maximise available opportunities for participants to reflect on their knowledge, experience and practice, particularly through a process of peer interaction and teamwork.

As apprentices progress through the programme, they will be required to demonstrate appropriate levels of subject knowledge and understanding, subject specific skills, intellectual skills and the effective use of transferable skills.

Following LTAS the learning and teaching process develops knowledge of a range of subject areas and the ability to handle a breadth of material. Tutor-led sessions have a strong conceptual and theoretical emphasis and an appropriate pace. "Theory into practice" is developed by a variety of methods, including case studies, visiting practitioners, individual projects and learning in the workplace.

Assessment includes assessing the rigour of academic arguments as well as the application of theory. Assessment also requires participants to demonstrate a practical and integrative approach to a problem area or issue. A range of assessment methods are deployed to facilitate this and include, reports, presentations, professional discussions, a personal portfolio and a work-based project.

It is important to articulate the role of e-portfolio, which is used to collect the evidence of all apprentices' learning and activities through their programme - in every module and assessment; this evidence should be also discussed during progress reviews in terms of their match against professional standard requirements and in preparation for EPA Gateway and End Point Assessment.

11. Programme learning outcomes covered

	Assessed learning outcomes of the programme													Skills development									
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	I6	I7	I8	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9	
<i>Adjust LO codes as necessary. ↓</i>																							
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Coherent and detailed knowledge	Competence in all Apprenticeship KSBs	Competence in all EPA assessment	Importance of customer relations	Understanding of business strategies and how they relate to project management	Secure use of analytical techniques	Critical evaluation	Communication	Understanding limits	Collect data	Synthesize	Make informed choices	Demonstrate skills	Working Independently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship	
Introduction to your professional degree apprenticeship	✓						✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Project environment and organisational strategy	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Managing finance within projects	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tools and techniques of project management	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Methods and principles of project management	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apprentice portfolio review	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ethics, legal and professional issues in project management	✓						✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Managing people in projects	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Negotiation and conflict resolution	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NL: Projects in the workplace	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advancing your portfolio	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leadership in projects	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Managing complexity, uncertainty and risk in projects	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Defining projects for success	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work-based project – Project Manager	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

12. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	Apprentices are not required to have a specific number of UCAS points to come on the programme. They must adhere to the requirements outlined in the apprenticeship standard.

13. Progression, classification and award requirements

Details of requirements for apprentice progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<p>There is a statutory requirement to manage and monitor students' progression during their apprenticeship programme. In order to satisfy such a requirement, Progress Reviews should be normally conducted every 3 months to track the achievements and evidence of fulfilling the requirements of the professional standard (PMDA), which is recoded with the help of e-portfolio system.</p> <p>The following University Taught Programme Academic Regulations apply:</p> <ul style="list-style-type: none">• General Taught Academic Regulations• Undergraduate Taught Academic Regulations (Programme Regulations for Bachelor's Degrees and Additional Regulations for Undergraduate Higher and Degree Apprenticeships) <p>The BSc (Honours) degree and apprenticeship will be awarded upon successful completion of 360 credits and IPMA Level D qualification (APM's PMQ exam). The Honours degree will be classified in accordance with the above University regulations. Apprentices who are unable to complete the programme may be eligible for a fallback award by virtue of the number of credits accumulated under University regulations.</p> <p>The Project Manager Degree Apprenticeship will be graded Pass or Distinction, in accordance with the criteria described in the IfATE Apprenticeship Standard Assessment Plan.</p>

14. Prerequisites

Details of modules apprentices <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
None

15. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
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Apprentices with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

Apprentices are provided with opportunities to discuss and disclose any personal / health / domestic or other issues that might affect either access to study or their full participation. These include at induction, through the module and personal tutorial systems, and through the annual review in phases 1 and 2. In addition, the following procedures are in place:

- Module sessions are timed to ensure that students are able to travel to, and from, the University after work with attention given to the availability of local transport networks.
- Tuition will be provided either in ground floor teaching rooms, or where there is easy access via a lift to upper floors on the Leeds Trinity campus. Where students are not able to access staff offices in ICE, alternative accommodation will be booked for tutorial sessions.
- Module and Personal Tutors annually review student support plans with students and liaise with the Dyslexia and Disability Support Staff as appropriate.
- Module tutors ensure that support materials – and additional tutorial support as necessary - are made available for any students who are unable to attend any sessions due to professional commitments or health/domestic issues.
- Apprentices attend a review tutorial towards the end of the first and second phases. This more formal reflection and review opportunity enables a discussion on progression, and guidance on appropriate pathways for study. This is in addition to access to standard module and personal tutorials.