University of Bedfordshire

Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	PgDip. Project Management
Qualification	PgDip.
FHEQ Level	7
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA University Square, Luton Campus
Mode(s) of Study and Duration	Full Time over 9 Months
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Association for Project Management
UCAS Course Code	NA
External Benchmarking	QAA (2015), 'Subject Benchmark Statement: Master's Degrees in Business and Management'. QAA Framework for higher education qualifications (2014) (level 7) http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf QAA (2015), 'Master's Degree characteristics, Draft for Consultation' Association for Project Management (APM) Body of Knowledge version 6 – the course was initially APM accredited in March 2012 and reaccredited in April 2018
Entry Month(s)	February, April, June, August, October, November

Why study this course
The course will improve your knowledge and skills (including creative leadership and problem solving skills) to manage projects effectively in the commercial, public and "third" sectors (including the voluntary sector); including managing projects for today's global companies over international boundaries.

This course provides you with those all-important real-life experiences. The course will enable you to learn from your experience of managing real projects by critically assessing a range of project management methodologies/bodies of knowledge, theories, issues, and tools and techniques.

Educational Aims

The management of complex projects can be challenging and requires a multidisciplinary skill set including planning and resource management but also soft skills, such as interpersonal and leadership skills. This course aims to develop this skill set and in particular, the course seeks to develop your:

- **Enquiry skills** through conducting case studies and projects requiring a search for information using a range of sources, to support your learning. For postgradute students, a final dissertation will also develop your research skills and problem-solving skills.

- **Contextual understanding** through developing your knowledge and understanding of current project management issues via participation in Association for Project Management (APM) events and via guest lectures from members of the course's Employer Advisory Panel. Additionally, you will analyse client requirements in the Project Entrepreneurship and Client Delivery Project units, and manage a real project for a client in the latter unit.

- **Collaboration skills** by giving opportunities for you to work in teams to deliver solutions to project management problems and projects and enhance your interpersonal and leadership skills.

- **Enterprise skills** via group work to develop your interpersonal and leadership skills and providing you with real client problems and projects to develop your creative, decision-making and stakeholder management skills.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
BSS049-6	7	30	Project management practice	Core
BSS052-6	7	30	Project and operations management	Core
BSS054-6	7	30	Risk and procurement management	Core
SHR079-6	7	30	Leading People in Creative Teams	Core

Course-Specific Regulations

N/A

Entry requirements
Applicants should have at least a Second Class Honours degree, or equivalent. International applications will be assessed using UKBA and University of Bedfordshire policy. Check English language requirements at www.beds.ac.uk/english-language.

In some circumstances, alternative project management experience (including qualifications) may be considered by the Course Leader, on an individual basis.

Additional Course Costs
Travel costs for participating in Project Management conferences
Membership and Professional certification costs for APM, Agile (Scrum) and Prince 2 (Optional)

Graduate Impact Statements
The course has been designed to develop graduates who are able to:

- Solve problems for clients and show strong interpersonal skills, such as leadership, communications and teamwork, and who are skilled and confident in both internal and external stakeholder analysis and management;

- Manage projects for clients, including agile project management as well as conceptualisation to identify solutions to problems, project planning, implementation, monitoring and controlling and identifying lessons learnt for future projects.

- Demonstrate a strong focus on delivery, contemporary project management issues and have a good grounding in project management tools and techniques. Including ability to continuously reflect on their experiences and be reflective practitioners

Course Learning Outcomes

1. Demonstrate systematic understanding, application and critical evaluation of a range of relevant project management theories, methodologies, tools and techniques applied across a range of sectors;

2. Develop critical insight into current project management practice within a variety of environments, and how projects are managed locally, nationally and over international boundaries;

3. Undertake a lead role in planning a project, sustaining team motivation, maintaining effective working relationships, actively monitoring progress, interpreting and evaluating feedback, re-planning as necessary and critically reviewing results and outcomes;

4. Recognise relevant professional codes of conduct and contemporary project management issues, by presenting a credible project management understanding, demonstrating responsibility for personal and professional development;

PSRB details
Association for Project Management accredited

Learning and Teaching

CRe8 articulates the University of Bedfordshire's approach to creating an environment that supports effective learning and teaching. Its elements, appropriate curriculum design, personalized and realistic learning, employability and suitable assessment strategies, are the basic ingredients of our approach to teaching and learning. The PgDip Project Management has been developed based on those principles.

The course recognises the need to produce postgraduates who have a wide variety of skills such as such as problem solving, leadership, communications, teamwork, stakeholder analysis and management, planning and organising, and self-management, apart from specific subject knowledge and skills, the pedagogic approach taken by this course is problem-based learning through which theory and practice will be integrated and graduate's knowledge, understanding and employability skills will be developed.

This Course will provide students with a unique learning experience. It will be intense but also very rewarding. Students will start with a week-long induction where, apart from being introduced to the University and the Faculty, and familiarisation with the project management field in order to prepare them for the rest of their studies. The delivery method followed is that of Block teaching. Students will undertake one Unit at a time for six weeks and that will be a block of delivery.

The assessment in includes coursework to test student knowledge and understanding and to demonstrate their ability to research, apply theories and models, critically thinking, communicate, and work in teams. Also, there will be group work where an individual's contribution to group work is evaluated via a set of individual questions at the end of presentations which are video recorded or/and via an assessment of the project logs stored in BREO group spaces.

Assessment
The Course's Assessment Strategy includes:

Individual Written Report or Essays: The ability to perform literature informed research, to review and evaluate the relevant sources and to use an appropriate methodology in order to analyze, and evaluate the relevant concepts is being assessed. At the same time, student academic integrity is developed.

Case Study Examination: Students will apply their knowledge in the context of specific cases.

Oral Presentation: A number of transferable skills will be developed

Reflective Report: Own work and that of peers will be evaluated

Assessment Map

Unit Code	C/O	0	1	2	3	4	5	6	7	8	9	10	11	12
PM practice	C				WR-I			CW-Port						
Project and Operations management	C				WR-I			PR-Oral						
Risk and procurement management	C				WR-I			WR-I						
Leading people in creative teams	C				CW-CS			PR-Oral						

Developing your employability

Throughout the course the focus will be on developing your employability skills by relating project management theory to practice through problem-based learning. Specifically,

- Various group activities and assignments will help to develop your interpersonal skills, such as leadership, communications and teamwork.
- The delivery of real projects for clients will help to develop your problem solving skills and stakeholder analysis and management. It will also help your creativity and conceptualisation to identify solutions to problems, project planning, implementation, monitoring and controlling and reflecting on and identifying lessons learnt for future projects.
- Case studies drawn from businesses and research will be used to develop your critical thinking, conceptual thinking, problem-solving, and appreciation of contextual nuances.
- Current project management issues are addressed by external guest speakers drawn from the APM and the course's own Employer Advisory Panel.
- There is the opportunity to take PRINCE2 professional exams (Foundation and Practitioner), Scrum and APM Qualifications

After Graduation
On successful completion of this course, you will be well equipped for a career in project management as well as in business management as the course will develop your problem solving, multi-tasking and interpersonal skills, such as leadership, communications, teamwork and stakeholder management.
You will also develop entrepreneurial project management skills, useful to those seeking to start their own business or seeking to lead enterprising activities in existing companies or organisations.
Graduates could also pursue an MSc in Project Management, or seek further professional qualifications through, for example, the Association for Project Management.

Additional Information

Peer-assisted learning (PAL)

Not Applicable

Initial Assessment

Each blocks initial assessment is in week 3.

Improving students' learning

This course will build upon the general knowledge and skills acquired at the undergraduate level (or previous experience). However, as the understanding of the underlying theories evolves throughout this course and additional skills are developed, students will find new ways of improving their learning and enhancing their student experience and employability. Along with the cognitive knowledge in the area of sustainable management, a number of skills, including the review of the relevant literature, critical evaluation of a published work, replication of seminal work, creativity, development of methodological approaches and others will be developed in the taught Units of this course.

The blocks delivery structure involves an extensive induction week at the start of each block which will introduce new students to both university structures and prepare them for block delivery. Students will also have the opportunity to consider the skills that they are expected to develop during the course of their PgDip study, On progression to subsequent blocks, students will return to review their personal progress and assess further development needs and opportunities. Therefore, continuing students will also benefit from this week at the start of each new block to reflect on progress made to date on their skills development. Furthermore, the blocks delivery structure provides opportunities to significantly enhance the student learning experience with new students studying units alongside continuing students (depending on entry points), supporting the transition for new students and promoting a supportive learning community.

Academic Integrity

The use of a wide range of academic and other sources is a requirement for a postgraduate degree. The concepts of accountability and academic integrity will be introduced to students during induction week and are an integral part of this course. University regulations regarding academic misconduct are introduced to students during their induction and throughout lectures and seminars. All coursework assignments will require a thorough evaluation of sources used and referencing will be done according to the University of Bedfordshire Harvard Referencing System.

Free-riding and plagiarism will be penalized and students will be reminded of this during each Unit. Where a 'higher-risk' assessment (as defined by the University of Bedfordshire Quality Handbook Ch 8) is used additional steps will be taken. For instance, if an individual project is required students will present their work in stages or will present their work in its entity upon completion. Case study assessments are typically developed individually with the student based on employer engagement and personal interest. When collaborative tasks are assigned, an individual reflective report will indicate each student's contribution to the team. Turnitin will be used for all submissions and for plagiarism checking.

HEAR implementation

Not applicable

Internationalisation

The course encourages students to be aware of alternative international approaches to project management practice such as the Project Management Body of Knowledge developed in the USA by the Project Management Institute and used widely internationally. The course recruits students from Asia, Africa and the EU, and project groups are organised so that students experience working with students from different cultures.

Sustainability

Throughout this course every effort is made to encourage students to consider how project management can affect sustainable business solutions. Students are also taught about ethics and professional conduct and the APM's Code of Professional Conduct which sets out the standards of conduct expected by those working in the profession in line with the APM FIVE Dimensions of Professionalism. Additionally, students are asked to review other codes of conduct (such as that from the Project Management Institute, Prince 2) in assessments.

Student Support during the course
At the University of Bedfordshire, student experience is a top priority. A holistic approach requires that students receive appropriate support which is not limited to their scheduled class time. A range of services will be available to you as students in this course.

Library Services (http://lrweb.beds.ac.uk) and the Student Information Desk (http://www.beds.ac.uk/studentlife/student-support/sid) will usually be your first point of reference and two of the places you visit most often. For an overview of those services, including Health and Well Being as well as Career Services please visit: http://www.beds.ac.uk/studentlife/student- support

BREO: Bedfordshire Resources for Education Online (BREO) includes the University's virtual learning environment (Blackboard) and a range of other technologies. Through BREO you will have access to a range of materials and resources to help and support you in each of the units you study and it is important that you access BREO regularly to find out about any changes.

In addition to these support services available in the University, course specific support has been designed to help you progress successfully, both academically and in terms of your future career and study ambitions.

English Language Support through the Language Centre with daily drop in service and free language classes.

For international students, there is a Dedicated International Students' support team. The team is here to help you settle into University life and give advice on a range of issues such as: part-time work, how to open a bank account, places of worship and local places of interest. There is also an international student welcome programme, designed to enrich your time of study at the University as well as help you settle in, adjust to your surroundings and get to know your way around.

Your Course Coordinator is a key contact for you who will be there to advise you on the following:

- Specific information regarding your Course, particular Units, options, regulations, etc.
- Accuracy of your results
- Obligations regarding re-assessment and repeats
- Materials including the Course Handbook, and welcome information.

You will first meet your course coordinator during welcome week (induction) at the start of your course. Welcome week is a vital part of your course, designed to help you settle into the university and provide you with all the information that you need relating to how your course runs. During this week, you will be involved in several interactive tasks designed to prepare you for study at Masters level and to start planning your personal development. Between each block of study, you will be expected to attend follow on sessions where you will reflect on your progress against your intended aims and plan future development steps. During welcome week, we will explain the teaching and learning experience that we have designed in the course and explain why you will be engaged in various learning activities. The employability aspects and the skills that the course aims to develop will be also be explained. You will have an opportunity to reflect on and evaluate your learning strengths and weaknesses and current skills base during welcome week. In between each block of study, you will then be able to reflect on your progress, identify the activities that have contributed to your personal development and plan future development targets and actions.

As you will be studying one unit at a time, you will develop a strong relationship with the staff and your peers in each block of study. This design aspect of the course means that you will be benefitting from and contributing to learning communities that are dynamic and supportive. Staff and peers will get to know you very quickly, they will notice if you are missing and will follow up to check that everything is OK. There is also time in each block of delivery to help you catch up if you unavoidably miss a session due to illness for example

A lot of thought and attention has been paid to ensuring that you are supported, at a university, course and unit level. Your engagement with these support systems is crucial for you to achieve your ambitions.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
Is the promotion of the course open and inclusive in terms of language, images and location?	Y	

Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Students undertaking a practice experience who have particular requirements related to disability, learning difficulties or other protected characteristics are invited to complete a needs assessment form prior to undertaking their search for an appropriate practice so that they and the university can work with employers to reduce barriers wherever possible.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics[1]?	n/a	If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios how have you demonstrated fairness and avoid practices that could lead to unlawful discrimination?	n/a	
Have you framed the course learning outcomes and Graduate Impact Statements in a non-discriminatory way?	Y	
Does the course handbook make appropriate reference to the support of disabled students?	Y	

Administrative Information – Faculty completion	
Faculty	UBBS
Portfolio	Postgraduate Business
Department/School	Dept. of Systems and Management

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[1] Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Course Coordinator	Dr Nasrullah K. Khilji
Semester pattern of operation	BLOCK Delivery
PSRB renewal date (where recognised)	April 2018
Version number	1/18
Approved by (c.f. Quality Handbook ch.2)	University Periodic Review
Date of approval (dd/mm/yyyy)	April 2018
Implementation start-date of this version (plus any identified end-date)	October 2018
Study model type if not on-campus	N/A

	Name	Date
Form completed by	Dr Nasrullah K. Khilji	04/04/2018
Signature of Chair of Faculty TQSC		

Course Updates – ensure that the revised CIF is given a new version number each time a change is made		
Date	Nature of Update	FTQSC Minute Ref:
04/04/18	Revised CIF Template	

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	PgDip Project Management
Qualification	PgDip
Route Code (SITS)	PDPRMAAF
Faculty	University of Bedfordshire Business School
Department/School	Department of Strategy and Management
Version Number	1/18

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	Project management practice	Project and operations management	Risk and procurement management	Leading people in creative teams															
Level	7	7	7	7															
Credits	30	30	30	30															
Core or option	C	C	C	C															
Course Learning Outcome (number)	*Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*																		
1	LO1	LO1	LO1	LO1															
2	LO1	LO1	LO1																
3	LO1/LO2	LO1/LO2	LO1/LO2	LO1															
4	LO1/LO2	LO1/LO2	LO1/LO2	LO1/LO2															

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	
Mode(s) of Study and Duration	
Type of Intermediate Qualification(s)	
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	*Insert intermediate qualification and title*	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		☐
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		☐
A specific set of units must be taken to achieve the credits required (specify units below)		☐

List of units (if applicable):-

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title														
The Units which make up this course are:					**Contributing towards the learning outcomes** *Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	PgDip Project Management

FHEQ Descriptor for a higher education qualification	Descriptor for a higher education qualification at level 7 on the FHEQ and SCQF level 11 on the FQHEIS: master's degree	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
Graduates should be able to demonstrate:										
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		x	x	x	x					
A comprehensive understanding of techniques applicable to their own research or advanced scholarship		x		x	x					
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline				x	x					
Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline			x	x	x					
Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses		x	x	x	x					
Graduates should be able to:										
deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences		x	x	x						
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level			x	x	x					
continue to advance their knowledge and understanding, and to develop new skills to a high level		x	x		x					
Graduates will have:										
the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility		x	x	x	x					
the qualities and transferable skills necessary for employment requiring decision-making in complex and unpredictable situations		x	x		x					
the qualities and transferable skills necessary for employment requiring the independent learning ability		x	x		x					

required for continuing professional development.									

Subject Benchmark Statement(s)	QAA (2015), 'Subject Benchmark Statement. Master's Degrees in Business and Management'	Evidence and/or Course Learning Outcome(s) *How the course takes account of relevant subject benchmark statements*
A systematic understanding of relevant knowledge about organizations, their external context and how they are managed		LO1, LO3
Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organization		LO1, LO2, LO3
A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field		LO1, LO2, LO3
An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues		LO1, LO3, LO4
Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management		LO1, LO3, LO4
Ability to acquire and analyse data and information, to evaluate their relevance and validity and to synthesize a range of information in the context of new situations		LO3, LO4
Conceptual understanding that enables students to evaluate the rigour and validity of published research and assess its relevance to new situations		LO1, LO2
Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies and for such to inform the overall learning process		LO2, LO2, LO4
Ability to communicate effectively both orally and in writing, using a range of media		LO3. LO4
Operate effectively in a variety of team roles and take leadership roles when appropriate		LO3. LO4
Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications.		LO1, LO2, LO3

Qualification Characteristic	QAA (2015), 'Postgraduate Degree Characteristics Statement'	Evidence *How the course takes account of relevant qualification characteristics documents*
Have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues		LO1, LO2, LO3, LO4,

and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.	
Complete a research project in the subject, including a critical review of existing literature or other scholarly outputs	LO1, LO2, LO3

Annex D: Diet Template

Course Title:	PgDip. Project Management		
Route Code:	PDPRMAAF	Mode: e.g. Full Time	Full-Time
Length of course:	9 Months (PgDip.)		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

Location of delivery (please tick):

Luton AA	✓	
Bedford AB		
Milton Keynes AD		
Other (please state)		

Delivery pattern - please highlight all applicable start months, if other please state):

Semesterised	OCT	FEB	JUN	Exception…………………………….		
PG Block delivery (intake months ONLY)	**BLK1 OCT**	**BLK2 NOV**	**BLK3 FEB**	**BLK4 APR**	**BLK5 JUN**	**BLK6 AUG**
Yearlong delivery	OCT (TY)	FEB (FY)				
Other (outside of agreed patterns)[2]						

A list of valid available period codes can be found on the intranet at https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. Please note that a change in the credit value of an existing unit will require a new unit code to be created.

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[2] Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks

Units for Year 1 for Academic Year ……………   (Foundation Year where applicable)

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits

Units for Year 2 for Academic Year ……………

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits

Units for Year 3 for Academic Year …………… (Professional Practice Year where appropriate)

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits

Units for Year 4 for Academic Year …………… (where applicable)

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits

*If your diet includes optional units, please ensure the appropriate rules are noted on the diet.

Please contact Student Records at studentrecords@beds.ac.uk with any queries.