FAQ **LEVEL 4** DIPLOMA IN

PROJECT MANAGEMENT

FULL SPECIFICATION

Qualification Numbers: **601/4598/5**

Qualification Reference: **L4DPM**

Document details

Document name	FAQ Level 4 Diploma in Project Management - Specification 601/4598/5)
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L4DPM_V1_02/11/2017
Document owner	Product Development Team

Version history

New version number after amendment	Date amended	Section	Details of change/s
L4DPM_V2_24/05/2019	May 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.
		3.2	Correction of assessment method in component 1
L4DPM_V3_22/04/2020	April 2020	Throughout	Corrections of wording punctuation and layout
			Addition of optional units into Specification

Contents

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at https://www.futurequals.com

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **FAQ Level 4 Diploma in Project Management**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals' website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com
Website: https://www.futurequals.com/

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this FAQ Level 4 Diploma in Project Management is to provide the learner with the skills, knowledge and understanding in the principles and practice of project management. This qualification provides learners with the knowledge and competence equivalent to a first year degree. Learners will be able to develop skills relating to their job role.

The Total Qualification Time (TQT) for this qualification is: 1200
Guided Learning (GL) for this qualification is: 605 hours
Minimum credits required to achieve the qualification: 120

Suitable for age ranges: 18+ 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals' *Instructions for Conducting Controlled Assessments* policy. This document is published on the 'Policies and Procedures' section of the FutureQuals' website.

Grading: There is no specific grading criteria for this qualification.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England https://register.ofqual.gov.uk

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000

For information regarding potential sources of funding please visit the following websites:
https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency

or, contact your local funding office.
You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The FAQ Level 4 Diploma in Project Management has been specifically designed to support progression on to other relevant qualifications including the FAQ Level 5 Diploma in Management and Leadership and the FAQ Level 7 NVQ Diploma in Strategic Management and Leadership.

2.4 Assessment Principles

The FAQ Level 4 Diploma in Project Management must be assessed according to the Instructus Assessment Principles and Strategies.

2.5 Qualification Structure

To achieve the FAQ Level 4 Diploma in Project Management learners must achieve a minimum of 120 credits. They must complete three mandatory components in Group M (50 credits) and achieve a minimum of 70 credits from Group O1 optional components.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	R/504/1364	Principles of project management	30	4
2	D/504/1366	Project stakeholder management	10	4
3	H/504/1367	Project communications	10	4

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
H/504/1370	Business case, project structure and progress monitoring	10	4
K/504/1371	Managing project scope	10	4
A/504/1374	Managing project schedule	10	4
L/504/1377	Managing project finances	10	4
R/504/1378	Managing project risk	10	4
D/504/1383	Managing project quality	10	4
H/504/1384	Managing project resources	10	4
K/504/1385	Managing project contracts	10	4
T/600/9601	Provide leadership and direction for own area of responsibility	5	4
H/600/9674	Plan, allocate and monitor work in own area of responsibility	5	4

2.6 Barred Components and Exemptions
Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: https://www.futurequals.com/assets/AssessmentPrinciples.pdf.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

https://www.instructus-skills.org/apprenticeships-qualifications-nos/nos-index/nos-management-leadership/

1.1 The Management & Leadership Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Management & Team Leading NVQs / SVQs and competence-based qualifications.

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Management & Team Leading NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations will regularly carry out standard risk assessments in each Management & Team Leading NVQ / SVQ and competence-based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Management & Team Leading NVQ / SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations will supply the Skills CFA with quarterly reports on:

- Registration and achievement data at qualification level, and component level where available

3.1 Assessment of all components at any level of Management & Team Leading NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Components which have been imported by Skills CFA in their Management & Team Leading NVQs / SVQs and competence-based qualifications will be assessed in compliance with the imported assessment strategies.

4.1 Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur. Agreement must be gained from the awarding organisation

for the use of any simulation. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

Occupational expertise to assess performance, and moderate and verify assessments

    a. **Assessors, moderators** or **verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification;

OR

    b. A **trainer**, **supervisor** or **manager**, elected by an employer, who must either:

- Have achieved, or be working towards achieving, appropriate regulatory body approved component qualifications for assessment, moderation or verification; **OR**

- Seek guidance and approval from their awarding organisation to demonstrate that the;

    1) Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;

    2) Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland.

5.1 **Assessors** must be occupationally competent to make Management & Team Leading assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.2 **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Management & Team Leading moderation and verification judgements about the quality of assessment and the assessment process.

5.3 Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Management & Team Leading assessment centres.

5.4 Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Management & Team Leading competence to deliver these functions. Skills CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management & Team Leading
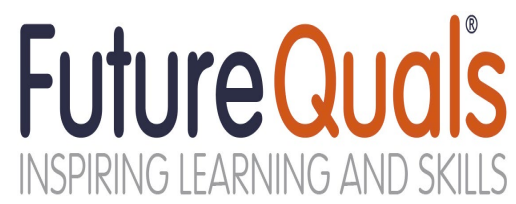
3.2 Mandatory Specifications

Component 1: Principles of project management

Level: 4
Credit: 30
GL: 200

Component Summary
This component provides the learner with an understanding of project management, including financial planning, scheduling and communication.

Assessment Guidance

- Portfolio of evidence
- **Monte Carlo simulation** is a technique used to understand the impact of risk and uncertainty in financial, project management, cost, and other forecasting models
- **PESTLE** denotes P for Political, E for Economic, S for Social, T for Technological, L for Legal and E for Environmental **which informs planning and decision-making.**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the conceptual basis of project management	1.1 Interpret and apply recognised definitions of: • project • project management • project objectives (including outputs, outcomes, benefits and strategic) • the core components of project management
	1.2 Differentiate between the responsibilities of the project manager and those of the project sponsor
	1.3 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources, and evaluate the impact that a change in one area might have on the others
	1.4 Critically compare project management approaches (including, generic, tailored and bespoke) according to the context, scale and complexity of different projects
	1.5 Determine and apply project lifecycle approaches to the progress of project work (including linear lifecycle, parallel and spiral)
2 Understand project context and governance structures	2.1 Determine and apply good governance to different projects, and explain the benefits
	2.2 Identify, analyse and work with the structure underpinning project delivery (lifecycle) according to the context, scale and complexity of different projects

	2.3 Analyse the links between project management, strategic management and business-as-usual
	2.4 Outline systems to capture and share knowledge and lessons learned, and show how these systems can be used in projects of different scales and complexity
	2.5 Determine and analyse the implications of environmental factors (including the sector, geography and regulation) for project management
3 Understand how to communicate within projects	3.1 Adapt communications to take account of the needs and preferences of different stakeholders (including choice of language and tone, and interpretation of body language)
	3.2 Identify and address barriers to communication (including physical, system design, attitudinal, psychological, linguistic ability, physiological)
	3.3 Identify factors that affect behaviour, attitudes and sources of conflict (including experiences, cultural aspects, contextual situations, emotional states)
	3.4 Suggest how to resolve, reduce and/or manage conflicts by applying appropriate methods (including Blake & Moulton, Thomas-Kilmann and Pruitt)
	3.5 Suggest how to plan and conduct different negotiations (including formal, informal, competitive and collaborative negotiations)
4 Understand how to establish processes to integrate different components of project management	4.1 Develop or evaluate the business case or other justification for a project, in terms of benefits, costs and risks
	4.2 Outline different methods and show how these methods can be used in projects of different scopes and complexity to : - manage information (including collection, analysis, storage, dissemination, archiving and destruction) - define management structures (including organisational breakdown structure, RACI chart) - conduct project reviews (including stage completion, periodic, exceptional, gate and post-project reviews)
	4.3 Recognise how changes to one aspect of a project's management will impact on the other aspects (including scope, schedule, financing,

	risks, quality, resourcing, and contractual matters)
5 Understand how to define and manage project scope	5.1 Outline different methods used to define and manage project scope
	5.2 Show how the different methods can be used for projects of different scales and complexity to : • define scope in terms of intended outputs, outcomes and benefits (including the use of product breakdown and work breakdown structures) • manage scope (including benefits management, configuration management, requirements management and solutions development) • control changes to scope • manage the project's value (including framing the work, gathering requirements, analysing requirements, building consensus and generating ideas)
6 Understand how to develop and maintain project schedules	6.1 Outline different methods used to develop and maintain project schedules
	6.2 Show how the different methods can be used for projects of different scales and complexity to • estimate the duration of project activities (including critical path analysis) • reconcile resource limits (both consumable and re-usable) and time constraints (including allocation, aggregation and scheduling) • develop project schedules (including network analysis, line-of-balance, and time chainage) • monitor progress against project schedules (including earned value management) • maintain project schedules to take account of deviations from the initial project plan (including critical path analysis, critical chain) • communicate project schedules to different stakeholders (including the use of Gantt charts, work breakdown structures, histograms, S-curves)
	6.3 Recognise when program evaluation review technique (PERT) or Monte Carlo simulation

	would be appropriate methods to estimate the duration of project activities
7 Understand how to provide financial management for projects	7.1 Outline different methods used for the financial management of projects
	7.2 Show how the different methods can be used for projects of different scales and complexity to : - produce initial cost estimates (including analytical, comparative and parametric cost estimates) - analyse project costs and benefits (including the use of payback method, accounting rate of return, net present value, internal rate of return) - develop budgets (including base cost estimates, contingencies and management reserves) - monitor and control costs (including the use of work breakdown structures, cost breakdown structures, organisational breakdown structures, S-curves, and earned value management)
	7.3 Compare the processes required to secure internal and external funding
	7.4 Assess the impact of changes made during a project to the project's costs, benefits, budgets and business case
8 Understand how to identify and manage risks associated with projects	8.1 Outline different methods used for risk management in projects
	8.2 Show how the different methods can be used in projects of different scales and complexity to : - identify threats and opportunities (including the use of SWOT, PESTLE and brainstorming) - prioritize threats and opportunities (including the use of ranking and matrices) - map influences and contexts (including the use of stakeholder mapping) - assess stakeholders' attitudes to risk (including the use of risk questionnaires and the risk tolerance coefficient) - manage risk using both qualitative and quantitative techniques (including the use of Monte Carlo simulation, decision trees and sensitivity analysis, impact assessment, and influence diagrams)

9 Understand how to define and manage the quality of project outputs	9.1 Outline different methods to define and manage the quality of project outputs
	9.2 Show how the different methods can be used in projects of different scales and complexity to : • define quality requirements for project outputs (including the use of cost-benefit analysis) • control the quality of project outputs (including the use of internal and external project audits) • incorporate continual improvement within project activities
10 Understand how to provide and manage the resources required for projects	10.1 Recommend appropriate options according to the scales and complexity of different projects to : • procure resources (including internal and external resourcing, make or buy decisions, use of single, integrated or multiple providers) • establish organisational and technical infrastructures
	10.2 Recommend resource management policies and procedures (including for acquiring and deploying resources, quality control and quality assurance)
11 Understand the role of contracts in project management	11.1 Describe the six steps of the contracting process in project management: research, pre-qualification, tendering, award, management and closure
	11.2 Explain the purpose of a contract between two parties and its relationship to other project activities
	11.3 Explain the general principles of the law governing contracts and the importance of offer, acceptance, intention to create legal relations, consideration, definite terms, legal contract
	11.4 Compare the strengths and weaknesses of standard and bespoke forms for establishing contracts with providers
	11.5 Recommend appropriate mechanisms for managing risk within contract specifications (including choice of payment methods, allocation of work to packages provided by different providers, partnering and alliance relationships)
	11.6 Evaluate the risks of project management documentation failing to comply with legal requirements

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
12 Understand the roles of ethics and professionalism within project management	12.1 Determine how to behave in compliance with recognised standards of conduct for project management
	12.2 Explain the main features of a profession and individual, organisational and institutional responsibilities for developing and maintaining a profession
	12.3 Explain the personal qualities and technical expertise required to function as a professional
	12.4 Describe the characteristics and benefits of a community of practice within a profession

Component 2: Project stakeholder management

Component Reference Number: D/504/1366

Level: 4
Credit: 10
GL: 35

Component Summary

This component provides the learner with the skills, knowledge and understanding required to identify/assess stakeholder relations and to engage with stakeholders.

Assessment Guidance

- Portfolio of evidence

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to identify and assess stakeholder relations	1.1 Research and identify project stakeholders and their areas of interest and influence using a variety of techniques
	1.2 Prepare and present a stakeholder map that identifies the relevant stakeholders and their areas of interest and influence in a project
	1.3 Assess and classify stakeholders according to their potential impact on a project, and identify key stakeholders
	1.4 Determine and capture threats and opportunities represented by stakeholders as risks to the project
	1.5 Develop a stakeholder management plan (in parallel with other plans) that defines suitable strategies and actions for engaging with project stakeholders
2 Be able to engage with stakeholders	2.1 Provide project stakeholders with suitable opportunities to engage with the project in accordance with the stakeholder management plan
	2.2 Communicate, present and justify relevant information to stakeholders at a suitable time and in a form that meets their needs
	2.3 Apply influencing, negotiation and conflict management skills to working with project stakeholders
	2.4 Engage with stakeholders in order to gain their on-going commitment in accordance with the communication management plan

	2.5 Proactively manage threats and opportunities represented by stakeholders as risks to the project
	2.6 Maintain and update the stakeholder management plan according to the changing dynamics of stakeholder involvement
	2.7 Maintain compliance with the required levels of confidentiality and with standards of professional practice

Component 3: Project communications

Level: 4
Credit: 10
GL: 35

Component Summary
This component provides the learner with the knowledge, skills and understanding required to communicate and negotiate with project stakeholders.

Assessment Guidance

- Portfolio of evidence

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to communicate with project stakeholders	1.1 Identify the information needs of different project audiences
	1.2 Prepare a communications management plan that addresses communications requirements
	1.3 Tailor messages and communication methods to meet different stakeholders' communications needs
	1.4 Overcome barriers to effective two-way communication
	1.5 Keep project stakeholders informed of issues and developments in line with the communications management plan
2 Be able to manage conflict	2.1 Identify factors that affect behaviour patterns and the choice of influencing methods
	2.2 Adapt communications style and approach to conflict resolution to the personalities involved
	2.3 Resolve or reduce conflict by the application of appropriate conflict management techniques
	2.4 Identify the role of project planning, clear governance policies and effective communication in avoiding and resolving conflict
3 Be able to contribute to negotiations relating to projects	3.1 Identify priorities, giveaways and fullback positions that are consistent with project objectives
	3.2 Recommend a negotiation strategy that addresses identified issues including the

	motivations, wants and needs of everyone concerned
	3.3 Contribute to competitive or collaborative negotiations in appropriate circumstances
	3.4 Adhere to a logical sequence of negotiation phases
	3.5 Evaluate the process and outcomes of negotiations against plans and expectations, making recommendations to address departures and shortfalls
	3.6 Record negotiation outcomes and salient issues, communicating these to relevant stakeholders
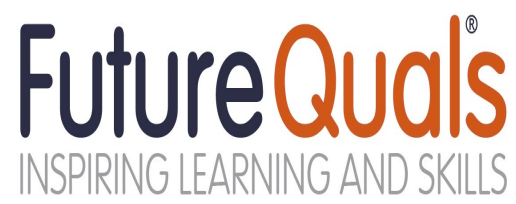
3.2 Optional Specifications

Unit Title: Business case, project structure and progress monitoring
URN: H/504/1370
Credit Value: 10
Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to contribute to preparation and maintenance of a business case			
1.1 Prepare an outline business case, relating to the concept phase in a project life cycle			
1.2 Contribute to the preparation of a detailed business case to include •strategic case •options appraisal •expected benefits •commercial aspects •risk •timescales			
1.3 contribute to keeping the business case up to date			
2 Be able to recommend a management structure			
2.1 Differentiate between the responsibilities of a project's clients, sponsors, management, delivery and administration teams			
2.2 Present recommendations for the project's organisation, communication routes and reporting links, in the form of an organisational breakdown structure			
2.3 Combine the organisational breakdown structure with a suggested work breakdown structure to produce a responsibility assignment matrix			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
3 Be able to set up and manage information flows			
3.1 Prepare an information management plan to define how information is collected, evaluated, disseminated, transferred, stored, archived and destroyed during and after the project			
3.2 Identify organisational and legal requirements relating to information management processes and responsibilities			
3.3 Comply with the organisational and legal requirements related to information management processes and responsibilities			
4 Be able to track progress and act to address deviations from plan			
4.1 Monitor progress using processes appropriate to the scale, context and complexity of the project			
4.2 Recommend corrective action for deviations that are within agreed tolerances, taking account of the interrelationships between the management of scope, schedule, finance, risk, quality and resources			
4.3 Identify deviations that are outside the agreed tolerances, and suggest appropriate options for action			

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Unit Title: Managing project resources
URN: H/504/1384

Credit Value: 10
Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to develop resource management plans for project activities			
1.1 Analyse the project management plan to identify the type, quality and quantity of resources required and confirm how they will meet the project requirements			
1.2 Produce specifications and estimates for resources, justifying the estimates			
1.3 assess the availability of resources and include contingencies in the resource plan			
1.4 Investigate factors that will influence the acquisition of resources and make recommendations on how to acquire and manage goods and services			
1.5 Determine timescales for delivery of resources in parallel with other planning processes (including scope, schedule management) balancing project requirements with business as usual demands			
1.6 Obtain approval for mobilisation of resources to meet the project needs ensuring that demobilisation on completion of work is built into the plan			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
1.7 Determine the resource management infrastructure and agree it with stakeholders in parallel with other planning processes (including scope, schedule and quality management)			
2 Be able to acquire and manage resources			
2.1 Assess the requirement for resources and any potential competing demands in order to determine the type of agreement to be established (including service level agreements/terms of reference)			
2.2 Negotiate the acquisition of resources and maintain records of any problems, resolving difficulties where they arise			
2.3 Liaise with resource owners to ensure resources are delivered to meet timescales and in compliance with service level agreements/terms of reference			
3 Be able to monitor progress and identify departures from the resource plan for project activities			
3.1 Establish and implement appropriate reporting procedures to monitor progress against resource management plans			
3.2 Identify and record issues and departures from the resource management plan and establish likely consequences for the project			
3.3 Recommend and justify corrective actions for departures from the resource management plan			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
3.4 Make revisions to the resource management plan in association with stakeholders, and in compliance with formal change management processes			
4 Be able to evaluate the resource management process and draw lessons for future projects			
4.1 Evaluate alternative methods to those used within the project for •developing the resource management plan •acquiring and managing the resources •monitoring progress (including the choice of metrics) •controlling changes			

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Unit Title: Plan, allocate and monitor work in own area of responsibility

URN: H/600/9674

Credit Value: 5

Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to produce a work plan for own area of responsibility.			
1.1 Explain the context in which work is to be undertaken.			
1.2 Identify the skills base and the resources available.			
1.3 Examine priorities and success criteria needed for the team.			
1.4 Produce a work plan for own area of responsibility.			
2 Be able to allocate and agree responsibilities with team members.			
2.1 Identify team members' responsibilities for identified work activities.			
2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.			
3 Be able to monitor the progress and quality of work in own area of responsibility and provide feedback.			
3.1 Identify ways to monitor progress and quality of work.			
3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members.			

4 Be able to review and amend plans of work for own area of responsibility and communicate changes.			
4.1 Review and amend work plan where changes are needed.			
4.2 Communicate changes to team members.			

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Unit Title: Managing project schedule
URN: A/504/1374
Credit Value: 10
Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to develop schedules for project activities			
1.1 Confirm with stakeholders the levels of accuracy and detail required in the schedule for project activities, and agree appropriate tolerances			
1.2 Analyse the inter-dependencies between project activities, using appropriate methods			
1.3 Estimate the time requirements and resource requirements (both consumable and re-usable) of project activities, and determine interrelationships between these requirements, using appropriate methods			
1.4 Define and sequence the project activities, taking account of their interdependencies, and using resource levelling or resource smoothing as appropriate to reconcile time and resource constraints			
1.5 Recognise the risks to project activities that could affect requirements for contingencies within schedules			
1.6 Determine schedules for the project activities by applying management tools and techniques that are consistent with the nature of the project activities, their scale and their complexity			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
2 Be able to monitor progress and revise schedules for project activities			
2.1 Establish a progress monitoring regime and metrics consistent with the nature of the project activities, their scale and their complexity			
2.2 Identify departures from schedule, using information from reports and from enquiry, and establish the likely consequences for the project			
2.3 Recommend and justify corrective actions for departures from schedule			
2.4 Make revisions to the schedule in association with stakeholders, and in compliance with formal change management processes			
3 Be able to present scheduling information to stakeholders			
3.1 Select presentation methods to suit the requirements of different stakeholders and the nature, scale and complexity of the project activities			
3.2 Apply the selected methods to ensure that the stakeholders comprehend the information needed to discharge the responsibilities associated with their roles			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
4 Be able to evaluate the schedule management methods used within a project and draw lessons for future projects			
4.1 Evaluate alternative methods to those used within the project for •determining time and resource requirements •determining interdependencies •analysing risks •planning schedules •monitoring activities (including choice of metrics) •managing changes			

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Unit Title: Managing project quality
URN: D/504/1383
Credit Value: 10
Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to develop a quality management plan			
1.1 Agree quality standards with stakeholders			
1.2 Develop a quality management plan that specifies processes and metrics to meet stakeholders' needs			
2 Be able to manage project assurance			
2.1 Use appropriate tools and techniques to measure the quality of project outputs			
2.2 Provide integrated assurance by •sharing information •contributing to reviews and audits •evaluating the need for independent project assurance			
2.3 Recommend action that is appropriate to identified non-conformances from agreed standards			
2.4 Adapt quality management plans in accordance with change control requirements			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
2.5 Maintain configuration control of the project specification			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
3 Be able to contribute to project peer reviews			
3.1 Develop review plans that specify precise project review criteria			
3.2 Use feedback obtained from all of the stakeholders involved in reviews			
3.3 Implement different types of review plans (such as stage completion, periodic, exceptional, gate and post-project)			
3.4 Make recommendations for future improvements to management processes and procedures			
3.5 Minimize disruption to business during the transfer of responsibilities, resources and/or facilities			
4 Be able to draw on and contribute to an organisation's continual improvement process			
4.1 Identify and take account of relevant lessons from previous projects in preparing the quality management plan, managing project assurance and carrying out project peer reviews			
4.2 evaluate the effectiveness and efficiency of the quality management processes used for a project, draw lessons for future projects, and feed these lessons into the organisation's knowledge database			

Learner declaration of authenticity:
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Learner signature: Date:

Assessor sign off of completed unit:
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Assessor name:

Signature: Date:

Unit Title: Managing project scope
URN: K/504/1371
Credit Value: 10
Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to determine project scope			
1.1 Specify requirements and acceptance criteria that meet stakeholders' needs			
1.2 Identify and communicate benefits and disbenefits to stakeholders			
1.3 Carify the way in which the scope will be managed from an analysis of the nature and definability of the objectives			
1.4 Baseline and document the project's scope			
1.5 Evaluate the importance of defining the boundaries of the project scope			
2 Be able to comply with controls of project scope			
2.1 Apply configuration management and requirements management techniques			
2.2 Carry out a configuration audit that is appropriate to a project			
2.3 Ensure that configuration management information is suitable for those maintaining a project's outputs after closure			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
2.4 Ensure that a base-lined configuration management plan is suitable for a project			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
3 Be able to manage changes to project scope			
3.1 Identify changes to project scope from an analysis of monitoring information and stakeholder requests			
3.2 recognize and assess the implications of changes to a project			
3.3 Apply change control techniques as specified by the change control process			
3.4 Ensure that relevant stakeholders are informed of changes			
3.5 Amend project documents to reflect changes to a project			
3.6 Explain the significance and treatment of change requests			
4 Be able to evaluate the scope management methods used and to draw lessons for future benefit			
4.1 Evaluate alternative methods to those used within the project for •determining project scope •configuration management •change control •planning schedules •monitoring activities (including choice of metrics)			

Learner declaration of authenticity:
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Learner signature: Date:

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Assessor name:

Signature: Date:

Unit Title: Managing project contracts
URN: K/504/1385
Credit Value: 10
Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to contribute to a procurement process			
1.1 Research external providers and use a pre-qualification process to draw up a short list for invitation to tender			
1.2 Develop contract specifications for the external tender process ensuring that mechanisms for managing risk are incorporated and the content of the specification is agreed with stakeholders			
1.3 Manage the provider selection process, providing clear requirements to providers and maintaining documentation			
2 Be able to contribute to the definition of contractual agreements with providers			
2.1 Recommend a supplier reimbursement strategy to suit the scale and complexity of the project (including fixed price, reimbursable, cost plus)			
2.2 Evaluate whether contract documentation contains clear information on provider services (including a hierarchy of conditions and precedence, clear mechanisms for performance management, payment, change management and exit strategy)			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
2.3 Recognise when specialist advice is required to ensure that the contract conditions contain sufficient information for the intentions of the parties to be clear and that the legal implications are fully understood			
2.4 coordinate multiple contracts with different providers to ensure congruence			
3 Be able to manage contracts with providers for project activities			
3.1 Develop a contract compliance monitoring plan including methods of recording and logging issues, and agree the content with stakeholders			
3.2 Agree protocols and procedures for monitoring contract compliance with providers, balancing the legal environment with the need to encourage positive engagement			
3.3 Manage contracts building effective working relationships with providers that ensure resources are delivered on time			
3.4 Coordinate the management of multiple provider contracts for project activities in parallel with other planning processes (including, schedule, resource, finance, risk management)			
3.5 carry out a review at the end of the contract to confirm all legal obligations have been met and where necessary a maintenance contract is established for goods provided			

Learner declaration of authenticity:
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Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Unit Title: Managing project finances

URN: L/504/1377

Credit Value: 10

Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to develop a budget for a project			
1.1 Estimate the costs of different project options, in parallel with other planning processes (including scope, schedule and resource management)			
1.2 Recommend a budget (including cost estimate, contingency and management reserve)			
2 Be able to manage costs against a budget			
2.1 Review actual expenditure against planned expenditure using cost control mechanisms			
2.2 Manage base costs for the project using cost control mechanisms			
2.3 Forecast when funds will need to be released for project activities using cost control mechanisms			
2.4 Anticipate where expenditure may exceed tolerances, and take the necessary steps to address the issue			
2.5 Analyse and report financial performance at the required intervals			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
3 Be able to complete financial transactions and evaluate project costs			
3.1 Confirm that all financial liabilities relating to the project are accounted for on project completion			
3.2 Analyse the financial performance of the project at completion			
3.3 Report the financial performance of the project to stakeholders at completion			
4 Be able to comply with standards of financial management			
4.1 Identify relevant standards applying to financial procedures within the project (including legal, organisational and professional standards)			
4.2 Operate the financial procedures in compliance with the relevant standards (including the legal, organisational and professional standards)			

Learner declaration of authenticity:
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Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Unit Title: Managing project risk

URN: R/504/1378

Credit Value: 10

Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to develop a risk management plan			
1.1 Identify individual and overall threats and opportunities related to the project			
1.2 Assess the potential impacts of the individual and overall threats and opportunities related to the project			
1.3 Prioritise the threats and opportunities using qualitative and quantitative risk analysis			
1.4 Assess different stakeholders' appetites for risk and the implications for the development of responses			
1.5 Plan responses to the threats and opportunities, which will minimise detrimental effects and/or maximise opportunities and/or provide best value			
1.6 Recommend a risk management plan that addresses the risks and opportunities, that identifies their ownership, that takes account of the different stakeholders' attitudes, and that minimises risks and maximises opportunities			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
1.7 communicate the risk management plan to stakeholders and seek their agreement			

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
2 Be able to maintain and implement a risk management plan			
2.1 Update the risk register as new information becomes available, and recommend revisions to response plans and the risk management plan as required			
2.2 Trigger planned responses to realised threats or opportunities and take steps to update the project's scope, schedule, financial, quality and resourcing plans as required, as well as to the risk management plan			
2.3 Deploy a complementary suite of risk management techniques that offers optimal cost-effectiveness and efficiency			
3 Be able to evaluate the risk management methods used within a project and draw lessons for future projects			
3.1 Evaluate alternative methods to those used within the project for •identifying threats and opportunities •assessing their potential impacts •prioritising			

•assessing stakeholders' appetites for risk •responding to the identified threats and opportunities •managing and maintaining the risk management plan			

Learner declaration of authenticity:
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Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Unit Title: Provide leadership and direction for own area of responsibility

URN: T/600/9601

Credit Value: 5

Level: 4

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to lead in own area of responsibility.			
1.1 Identify own strengths and ability to lead in a leadership role.			
1.2 Evaluate strengths within own area of responsibility.			
2 Be able to provide direction and set objectives in own area of responsibility.			
2.1 Outline direction for own area of responsibility.			
2.2 Implement objectives with colleagues that align with those of the organisation.			
3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.			
3.1 Communicate the agreed direction to individuals within own area of responsibility.			
3.2 Collect feedback to inform improvement.			
4 Be able to assess own leadership performance.			
4.1 Assess feedback on own leadership performance.			
4.2 Evaluate own leadership performance.			

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit:
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the Centre Operations Manual.

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals' *Reasonable Adjustment and Special Considerations* policy.

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

FAQ **LEVEL 4 DIPLOMA** IN
PROJECT MANAGEMENT