

# CMI LEVEL 5 CERTIFICATE IN PROJECT MANAGEMENT

(RQF) Syllabus | March 2020 | Version 1



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# INTRODUCTION

## About the Qualifications

### » QUALIFICATION OBJECTIVE

This qualification is aimed at practising or aspiring managers and leaders who are typically accountable to a senior manager or business owner. It is aimed at leaders managing projects, although the qualification is also open to learners wishing to build on their general management skills.

The qualification has been designed for practising or aspiring managers in roles such as:

- Project Manager
- Operations Manager
- Divisional Manager
- Department Manager
- Regional Manager
- Specialist Manager

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

- 1 Comparability to national management qualifications
- 2 21<sup>st</sup> Century Leaders Paper
- 3 Stakeholder consultation
- 4 CMI Professional Standards
- 5 Analysis of Apprenticeship Standard for Operations/Departmental Manager (ST0385/01)

### » TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the Regulated Qualifications Framework (RQF) and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
5C33	CMI Level 5 Certificate in Project Management	603/5550/5

## » KEY DATES

This qualification is regulated from 1<sup>st</sup> April 2020 and the operational start date in CMI Centres is 1<sup>st</sup> April 2020. The qualification review date is 31st August 2022.

## » PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress to further learning within CMI's suite of qualifications, including using these units to progress on to the CMI Level 5 Diploma in Management and Leadership.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 6 Professional Qualifications in Management and Leadership Practice with the goal of becoming a Chartered Manager.

## » ENTRY & RECRUITMENT REQUIREMENTS

This qualification can be offered to Learners from age 18. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- provide relevant programme information, guidance and advice, to enable informed Learner choice
- publish entry and selection criteria
- demonstrate that Learners are recruited with integrity
- carry out comprehensive Learner induction that:
  1. addresses programme and organisational requirements
  2. explains Learner facilities
  3. identifies Learners' development needs
  4. develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

# QUALIFICATION STRUCTURE

## Qualification Requirements and Rules of Combination

### » STRUCTURES AND SPECIFICATIONS

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- Total Qualification Time (TQT). The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –
  - a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
  - b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refer to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinars and telephone tutorials and e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competence based assessments.
- CRD refers to Credits which are calculated as one credit is equal to 10 hours of TUT.
- Key words highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work. The indicative content uses two phrases:
  - **'May include but is not limited to'** – the indicative content is given as examples, which the learner may use or expand upon to complete an assessment
  - **'Refers to'** – the indicative content included must be covered by the learner to meet the requirements of assessment. This instruction applies to learners on the Apprenticeship pathway who are required to know or understand specific information stipulated in Apprenticeship Standard for Operations/Departmental Manager (ST0385/01)
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to framework - the Apprenticeship Standard, CMI Professional Standard and National Occupational Standard
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

It is recommended that Learners have sight of each unit of study in preparation for assessment.

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

### **CMI Level 5 Certificate in Project Management**

Learners must complete both units to a minimum of 147 TUT hours to achieve this qualification. The Total Qualification Time (TQT) for this qualification is 147 hours, of which there are 54 hours of Guided Learning (GLH).

<b>Unit No</b>	<b>Unit Title</b>	<b>GLH</b>	<b>TUT</b>
<b>Theme: Developing Capabilities, Delivering Results, Driving Best Practice</b>			
<b>Organisational Performance – Delivering Results (Day to Day Activities)</b>			
<b>513</b>	<b>Managing Projects to Achieve Results</b>	<b>24</b>	<b>51</b>
<b>524</b>	<b>Conducting a Management Project</b>	<b>30</b>	<b>96</b>

# QUALIFICATION DELIVERY

## Information for Centres

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

### » ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

Further information, please see the [CMI Reasonable Adjustments Procedure](#) and the [CMI Special Consideration Procedure](#).

### » RECOGNITION OF PRIOR LEARNING (RPL)

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in [CMI RPL policy](#).

# ASSESSMENT & VERIFICATION

## Information for Centres and Learners

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

1. the selected assessment task/activity is relevant to the content of the unit
2. there are clear instructions given to Learners as to what is expected
3. Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
4. the language used in the assessment is free from any bias
5. the language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- accurate, current and authentic
- relevant in depth and breadth

and must also show the Learner's:

- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification

## » LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally the learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (CMI) programme of study.



## » ASSESSMENT GRADING

The grading system for CMI qualifications is “Pass/Refer”. The external moderation of Learners’ work confirms that the required criteria for achievement have been met.

CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

## » SUGGESTED ASSESSMENT METHODOLOGIES

CMI do not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners’ development.

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the ‘Recommendations for Assessment’ section of each unit specification.

		Written account/ assignment	Report	Scenario /Case Study	Work based Evidence	Management project	Plan/ proposal
513	Managing Projects to Achieve Results	x	x	x	x		
524	Conducting a Management Project		x			x	x

Group assessment is not a recognised assessment method for this qualification. Learners must provide evidence that they meet the requirements of each assessment activity on their own merit.

## » WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 5. The guideline word count for units within this qualification are summarised below, and vary depending on size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy.

Unit No.	Unit Title	Guideline Word Count
513	Managing Projects to Achieve Results	3500-4000
524	Conducting a Management Project	4500-5000

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

## » EXTERNAL MARKING

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all Centres to have their Learner's assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work marked and certificated within a six week period. Please refer to Fee's Guide for current pricing.

## » APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by a CMI Centre, Learners must follow the Centre's own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log a Stage 2 appeal with CMI.

Where an assessment decision has been made by CMI (via External Marking or Moderation) a Learner or a Centre may log a Stage 2 appeal with CMI.

For further information, please see CMI's Enquiry and Appeals Procedure.

# CMI SERVICES

## Supporting CMI Qualifications

### » CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learner's studies dependant on successfully completing an assessment with CMI.

### » CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current best practice and ethical standards. A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please [click here](#).

### » STUDY RESOURCES

#### ManagementDirect

<https://members.md.cmi.org.uk>

It's fast, comprehensive and free to members

ManagementDirect is an online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 231 Management Checklists and 64 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 200 Leader Videos
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 eBooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

## **E-journals**

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer member's access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

## **Online CPD**

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work. Our online CPD scheme enables you to record your learning objectives, the activities you have undertaken and encourages you to assess its impact in your role as a manager. It also allows you to print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

# UNITS

## Summaries

### » UNIT SUMMARIES

#### Developing capabilities, delivering results, driving best practice

##### 513 Managing Projects to Achieve Results

The ability to manage projects is a vital skill for all managers. This unit focuses on the knowledge and skills required to manage projects successfully and overcome problems and challenges. It requires the learner to evaluate the methods and tools for planning tasks and activities, as well as knowing how to implement and manage project activities, build stakeholder relationships, manage resources and risk, monitor progress and report on outcomes.

##### 524 Conducting a Management Project

Research into approaches to management and leadership can lead to dynamic results. Innovation, product development, performance improvement, change, customer service excellence, strategy and problem solving are just some of the results. Without research business can stagnate. The aim of the unit is for the learner to conduct management research which will have an impact on individual and/or organisational practice. It is expected that learners will plan and manage a genuine project in the workplace or an academic enquiry relevant to an identified business need or challenge.

**Ofqual unit number** D/616/3221

**RQF level** 5

**Guided learning hours** 24

**Total unit time** 51

**Aims of unit** The ability to manage projects is a vital skill for all managers. This unit focuses on the knowledge and skills required to manage projects successfully and overcome problems and challenges. It requires the learner to evaluate the methods and tools for planning tasks and activities, as well as knowing how to implement and manage project activities, build stakeholder relationships, manage resources and risk, monitor progress and report on outcomes.

**Keywords** Projects, risk, planning, finance, resources, stakeholders, project risk, project activities, Gantt, planning, methodologies

#### Learning outcome 1

**Understand the role of projects in delivering organisational strategy**

#### Assessment criteria

1.1 Analyse the **role** of projects in delivering organisational strategy

#### Indicative content

1.1 **Role** may include but is not limited to definitions of term 'project', projects vs BAU (Business as Usual), deliver organisation's strategy, achieve competitive advantage, innovation, support decision making, enable change.

#### Learning outcome 2

**Understand processes for initiating, planning and managing projects**

#### Assessment criteria

2.1 Analyse the **process** for initiating projects

2.2 Examine the impact of **legal, organisational** and **ethical** factors on projects

2.3 Discuss the use of tools and techniques to plan and manage projects in **different contexts**

2.4 Analyse **techniques** for working collaboratively with **stakeholders** to achieve project aims

2.5 Evaluate **methods** used for monitoring project progress

2.6 Discuss **methods** for reporting on project outcomes

2.7 Assess **approaches** for project closure

## Indicative content

2.1 **Process** refers to process management and may include but is not limited to the creation of project initiation documents, defining purpose, objectives, key performance indicators (KPIs), scope, deliverables, constraints, quality, assumptions, development of formal business case, success criteria, resource requirements (people, finance, equipment, time), Cost Benefit Analysis (CBA), risk analysis and assessment, defining project organisation, project team roles, stakeholder analysis, communications strategy, select technology.

2.2 **Legal** may include but is not limited to Health and Safety at Work Act 1974, General Data Protection Regulation 2018, Freedom of Information Act 2000, Sale of Goods Act 1979, Equality Act 2010, Digital Economy Bill 2016, Working Time Directive 1998, Safeguarding Vulnerable Groups Act (SVGA), 2006, Communication Act 2003.

**Organisational** refers to data security and management and may include but is not limited to performance standards, customer service charters, HR and health and safety policies, safety and security, information security, confidentiality, conflict of interest, equality and diversity, communication, knowledge sharing protocols, procurement policies and procedures, risk assessment, Lean production, quality standards and policies, whistle blowing.

**Ethical** may include but is not limited to code of conduct, sustainability, corporate social responsibility, organisational values and culture, equality and diversity.

2.3 **Tools and techniques** refers to how to set up, plan, organise and manage a project and resources using relevant tools and techniques and may include but are not limited to Gantt charts, milestone charts, network diagrams, project plans, Critical Path Analysis (CPA), Work Breakdown Structure (WBS), project methodologies (e.g. PRINCE2 or other organisational specific methodologies).

**Different contexts** may include but are not limited to projects of different size, level of risk and complexity, internal or external, timescales, series of projects or one of a kind, project types (e.g. administrative, construction, IT, equipment or system installation, event or relocation, new product or service development, research, Human Resource management/restructure).

2.4 **Techniques** may include but are not limited to identify needs, build consensus, agree shared goals, create communications plan/approach, clarify roles and responsibilities, empower others.

**Stakeholders** refers to work collaboratively with others both inside and outside of the organisation and may include but are not limited to internal: team members, line managers, senior managers, board members; external: customers, pressure groups, government agencies; connected: suppliers, partners, contractors.

2.5 **Methods** used for monitoring against the project plan and may include but are not limited to time, quality and cost outputs, maintaining logs of quality issues and exceptions, planned vs actual monitoring forms, project meetings and huddles, risk review.

Evaluating may include but is not limited to performance (qualitative and quantitative) against outcomes.

2.6 **Methods** refer to the effective use of technology in an organisation, the production of reports providing management information and may include but are not limited to other forms of communication such as newsletters, notice boards, letters, memos, emails, briefings and meetings, presentations and briefings, video conferencing, intranet, emails, blogs, discussion forums, podcasts and webinars.

2.7 **Approaches** may include but are not limited to administrative closure (e.g. handover, team celebration, feedback from stakeholders, lessons learned/good practice workshops, re-allocate resources, finalise accounts, archive data and information, knowledge management, Post-Implementation Review (PIR), contract closure (e.g. terms and conditions, exit criteria).

<b>Learning outcome 3</b>
<b>Understand the factors which contribute to effective project management</b>
<b>Assessment criteria</b>
<p>3.1 Discuss methods of managing <b>data and information</b> in a project environment</p> <p>3.2 Assess the use of <b>problem solving and decision making techniques</b> when managing projects</p> <p>3.3 Examine approaches to <b>identify, manage</b> and <b>mitigate</b> project risks</p>
<b>Indicative content</b>
<p>3.1 <b>Data and information</b> refers to the effective use of technology in an organisation, data security and management and the collation, analysis and interpretation of data and may include but are not limited to assessing characteristics of data and information (accuracy, validity, reliability, timeliness, relevance, completeness).</p> <p>3.2 <b>Problem solving and decision making techniques</b> may include but are not limited to root cause analysis, Fishbone Analysis (Ishikawa, c.1960s), Plan Do Check Act Cycle (PDCA) (Deming, c.1950s), Pareto Principle (Juran, c.1937), Cost Benefit Analysis (CBA), Return On Investment (ROI), Options Appraisal, OODA Loop (Boyd, 1998), PMI (Plus Minus Interesting) (De Bono, 2002), Ladder of Inference (Senge, 2006), options appraisal.</p> <p>3.3 <b>Identify and manage</b> may include but are not limited to monitoring and managing costs in respects of expected and unexpected loss, net social cost benefit, employing risk mitigation techniques, improving ICT systems and procedures, up-skilling staff, avoid high risks, monitoring risk using effective risk reporting, senior management involvement, stress testing, event analysis.</p> <p><b>Mitigate</b> may include but is not limited to transferring risk, use of insurance policies, contingency planning, disaster planning, alternative risk transfer, risk avoidance, minimisation, prevention and prediction of risk.</p>

<b>Recommendations for assessment</b>
<p>Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.</p> <ol style="list-style-type: none"> <li>1 The learner may be asked to write an <b>account</b> or <b>assignment</b> on the principles of managing projects to achieve results.</li> <li>2 The learner may be asked to respond to a <b>scenario</b> based on how they would plan and manage a project.</li> <li>3 Learners may write a <b>report</b> based on the principles of planning and managing a project.</li> <li>4 The learner may draw upon their <b>own experience</b> of planning and managing a project.</li> <li>5 They may present <b>work based evidence</b> in the form of project initiation documents, project plans, risk management, monitoring and evaluation reports, and reflective accounts to meet all assessment criteria.</li> </ol> <p><b>Further guidance</b> It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to evidence they sufficiently understand the assessment criteria.</p>



## Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Apprenticeship Standard for Operations / Departmental Manager ST0385/01:

### A. Operational Management

- A6 Data, security and management and the effective use of technology in an organisation
- A12 Produce reports, providing management information based on the collation, analysis and interpretation of data

### B. Project Management

- B1 How to set up and manage a project using relevant tools and techniques; B4 Use relevant project management tools
- B2 Process management
- B3 Approaches to risk management
- B4 Use relevant project management tools
- B5 Plan, organise and manage resources
- B6 monitor progress against a project plan
- B7 identify risks and their mitigation

### F. Building Relationships

- F8 Work collaboratively with others both inside and outside of the organisation

### J. Decision Making

- J2 Problem solving and decision making techniques
- J4 Use effective problem solving techniques

This unit is aligned to the following National Occupational Standards (NOS) for Management and Leadership (2012):

- CFAM&LFA5 – Manage projects

## Suggested reading/web resource materials

Reading/resource materials available on ManagementDirect

### Checklists

- Checklist 241 – Conducting a Risk Assessment for Projects

### Relevant Theories, Frameworks and Models

- Boyd (1998) OODA Loop
- Critical Path Analysis (CPA)
- De Bono (2002) PMI (Plus, Minus, Interesting)
- Deming (c.1950s) Plan Do Check Act Cycle – in PDCA
- Gantt
- Ishiwaka (c.1960s) Fishbone Analysis
- Juran (c.1937) Pareto Principle

- Kanban
- PMBok Body of Knowledge
- PRINCE2
- Rapid Applications Development (RAD)
- Scrum
- Senge (2006) Ladder of Inference
- Six Sigma
- SSADM
- Trello
- Work Breakdown Structure (WBS)

ManagementDirect resources require CMI membership, and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

**Ofqual unit number** T/616/3242

**RQF level** 5

**Guided learning hours** 30

**Total unit time** 96

**Aims of unit** Research into approaches to management and leadership can lead to dynamic results. Innovation, product development, performance improvement, change, customer service excellence, strategy and problem solving are just some of the results. Without research business can stagnate. The aim of the unit is for the learner to conduct management research which will have an impact on organisational practice. It is expected that learners will plan and manage a genuine project in the workplace or an academic enquiry relevant to an identified business need or challenge.

**Key words** Project proposal, reason for research, scope, aims and objectives, research methodologies, stakeholders, knowledge, conduct research, analyse, interpret and evaluate findings, option or alternative, conclusions, recommendations, impact.

### Learning outcome 1

#### Know how to plan a management project

#### Assessment criteria

- 1.1 Develop the **aim, objectives and scope** of a proposed **management project**
- 1.2 Specify a research **approach** for the proposed management project
- 1.3 Specify the **research methods** to be used to collect data and information
- 1.4 Analyse the **role** of stakeholders involved in the management project
- 1.5 Examine the **factors** that need to be considered when developing a plan for the management project

#### Indicative content

1.1 **Aim, objectives and scope** may include but are not limited to use of specific, measurable, achievable, realistic, timebound (SMART) objectives, overall aim, rationale, in/out of scope, outline of research proposal/topic, research question, hypothesis, deliverables (tangible and intangible).

**Management project** refers to a genuine project in the workplace or an academic enquiry in response to a business need/challenge. It may include but is not limited to innovation, product development, problem solving, change, performance improvement, market entry, strategy, customer service initiative, process

design.

1.2 **Approach** may include but is not limited to inductive, deductive, quantitative, qualitative, primary, secondary, review of literature. (Maylor, 2005; Saunders, Thornhill and Lewis, 2012; Gill and Johnson, 2010; Maylor 2017).

1.3 **Research methods** may include but are not limited to questionnaire, survey, interviews, focus groups, experiments, observation.

1.4 **Role** may include but is not limited to power, influence, levels and process of decision making, lines and limits of authority, risk management, agreeing shared goals (Friedman and Miles, 2006; Egan, 2006), advisor, sponsor, supervisor, Responsibility, Authority, Expertise, Work (RAEW)/Responsible, Accountable, Consulted, Informed (RACI) (Crane, c.1970s).

1.5 **Factors** may include but are not limited to schedule and milestones, deliverables, resources, contracts and agreements e.g. confidentiality and ethics, data protection, project planning tools (e.g. Gantt charts), assumptions, success criteria, constraints, risk analysis, communications strategy (Saunders and Lewis, 2011).

## Learning outcome 2

### Be able to conduct a management project

#### Assessment criteria

2.1 Conduct **research** to deliver the management project

2.2 Analyse and interpret research findings using relevant **tools and techniques**

2.3 Use research findings to **analyse options** to meet the project aim

2.4 Draw conclusions and propose **recommendations**

#### Indicative content

2.1 **Research** refers to data and information which is sufficient, current, authentic, reliable and valid. It may include but is not limited to review of concepts, theories and assumptions (literature review), analysis of legislation/policy/industry standards, understanding of market trends, knowledge of organisation and industry sector, comparative study across organisations/countries /cultures, primary/secondary/qualitative/quantitative data and information.

2.2 **Tools and techniques** may include but are not limited to use of quantitative techniques e.g. software tools, statistical analysis and qualitative techniques e.g. Framework Analysis (Pope et al, 2000), Thematic Network Analysis (Attride-Stirling, 2001), triangulation.

2.3 **Analyse options** refers to the use of tools such as Cost Benefit Analysis (CBA), options appraisal, key performance indicators (KPI), grid analysis, Expectancy Theory (Vroom, 1964), Rational Decision Making (Kepner Tregoe, 1965), OODA Loops (Boyd, 1998).

2.4 **Conclusions** may include but are not limited to summary of research, results of analysis, limitations of research, impact of limitations on findings, key themes leading to recommendations.

**Recommendations** may include but are not limited to priorities, actions to be taken, impact on organisation.

## Recommendations for assessment

Learners may approach the assessment in two ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to **propose, conduct and report on a management** project in the workplace.
2. Learners may write a report of a management project conducted to satisfy an **academic management enquiry**.

#### Further guidance

To meet the requirements of AC1.1 Develop a **proposal** to conduct a **management project**, the learner is required to submit an outline proposal to conduct a project which must be approved before commencement of the remaining assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Apprenticeship Standard for Operations/ Departmental Manager ST0385/01:

#### B. Project Management

I. Management of Self

J. Decision Making

K. Behaviours

This unit is aligned to the following National Occupational Standards (NOS) for Management and Leadership (2012):

- CFAM&LFA5 – Manage projects

### Suggested reading/web resource materials

Reading/resource materials available on ManagementDirect

#### Textbooks/eBooks

- Easterby-Smith, Thorpe, Jackson (2015) *Management and Business Research*, Sage Publications
- Saunders, Thornhill and Lewis (2015) *Research Methods for Business Students*, Pearson

#### Relevant Theories, Frameworks and Models

- Attride-Stirling, (2001) Thematic Network Analysis (Attride-Stirling, 2001)
- Boyd (1998) OODA Loops
- Cost Benefit Analysis (CBA)
- Gill and Johnson (2010)
- Kepner Tregoe, (1965), Rational Decision Making
- Pope et al (2000) Framework Analysis
- Saunders and Lewis (2011)
- Smith and Erwin (2005) RACI
- Triangulation
- Vroom (1964) Expectancy Theory

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

ManagementDirect resources require CMI membership and a username and password.

# APPENDIX 1

## Definitions

<b>Analyse</b>	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
<b>Assess</b>	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
<b>Conduct</b>	Organise and perform a particular activity
<b>Create</b>	Originate or produce a solution to a problem.
<b>Develop</b>	Elaborate, expand or progress an idea from a starting point building upon given information.
<b>Differentiate</b>	Recognise or ascertain a difference to identify what makes something different.
<b>Discuss</b>	Give a detailed account of a topic or issue using a range of views/opinions/perspectives of a contrasting nature.
<b>Draw</b>	Present a conclusion or decision about what is likely to happen based on facts.
<b>Establish</b>	Discover, prove or show something to be true or valid by determining the facts.
<b>Evaluate</b>	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
<b>Examine</b>	Inspect (something) thoroughly in order to determine its nature of condition.

<b>Formulate</b>	To devise or develop an idea or concept in a concise and systematic way.
<b>Guided Learning Hours (GLH)</b>	The activity if a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Identify</b>	Ascertain the origin, nature or definitive characteristics of something
<b>Immediate Guidance or Supervision</b>	the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –  a) with the simultaneous physical present of the Learner and that person, or  b) remotely by means of simultaneous electronic communication
<b>Justify</b>	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
<b>Recommend</b>	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
<b>Reflect</b>	Consciously contemplate, appraise or give balanced consideration to an action or issue.
<b>Rule of Combination</b>	A rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.
<b>Specify</b>	Identify or state a fact or requirement clearly and precisely in detail.
<b>Total Qualification Time (TQT)</b>	The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –  a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and



b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Unit Time (TUT)** The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.

**Use** The action of using something for a particular purpose.

# APPENDIX 2

## Revisions to Document

The below table summarises any revisions made to this document since publication.

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
	First publication	Version 1	1st April 2020