

**Arrangements for**

**Professional Development Award  
in Project Management  
Group Award Code: G873 16**

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.



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# 1 Introduction

This is the Arrangements Document for the Professional Development Award (PDA) in Project Management which was validated in May 2006. This document includes background information on the development of the PDA, its aims, guidance on access, details of the Award structure, and guidance on delivery.

## 2 Rationale for the Award

### 2.1. Rationale

This PDA in Project Management is a new qualification designed to enhance and accredit the project management skills of new, inexperienced or aspiring project managers. It offers candidates the opportunity to develop project management skills and enables progression to other widely recognised project management qualifications.

The title of the award, Professional Development Award in Project Management (SCQF level 8), reflects the nature of the content, context and level of the award. As a PDA it is a vocational qualification contributing to the continuous professional development of participants. Its SCQF rating at level 8 reflects a higher level award placed within a higher education portfolio.

Project Management plays an increasing part in a wide range of organisations and disciplines encompassing the knowledge and skills required for candidates to design and implement successful projects. Its defining features are its fixed time schedules, budgetary boundaries, team co-ordination, specific accountabilities, focus on particular outcomes and collaborative working between project partners. Breakdowns in these aspects are the most frequent sources of problems in projects. This PDA targets these skills. In addition, it allows for recognition of skills acquired by individuals through training and practical application. It is estimated that around 75% of professional time is spent on project work much of which is not identified as such (ref: [www.projectexperts.com](http://www.projectexperts.com)). Nevertheless, many people have acquired project management skills that have not hitherto been formally recognised.

There are many project management qualifications available in the UK but the most common of these are available only through commercially oriented accredited training organisations and/or professional associations. The PDA in Project Management, while its content adopts the same basic principles as the other qualifications, is designed to fit a gap in the market for those organisations or candidates who want a project management qualification without being bound by the requirements of a particular association or methodology and the associated costs.

### 2.2. Market Research

#### 2.2.1. Primary Research

Primary sources included

- Employers
  - Public sector
  - Private sector
  - Voluntary sector
- Key stakeholders
- Standards

The Research was conducted by means of a consultation questionnaire with attached covering letter of explanation and a summary of the two PDA Units. The questionnaires were sent to a cross section of public, private and voluntary sector organisations reflecting the broad nature of the subject.

On the whole the response to the PDA in Project Management was very positive with over 90% of those who responded agreeing on title relevance, content and structure. Based on the feedback received adjustments to the content of the Units was made and one of the Units was renamed to make it more adequately describe its content.

### **2.2.2 Secondary Research**

The following points from secondary sources were of particular interest during the review process:

- The goals of the Government's Modernising Government White Paper (1999) set in motion the development of a package of measures to achieve significant and sustainable improvements in programme and project delivery.

These government initiatives have led to the adoption of formal project management methodologies and associated project management training. In both the public and private sectors this has led to rapid growth in the use of PRINCE2 (PROjects IN a Controlled Environment) as the de-facto standard for project management in the UK.

- Recognition of the potential causes of project failure and identification of critical success factors for projects has supported the case for the formalisation of project management principles.
- To develop the necessary knowledge and skills in project management requires a combination of training and practical experience.
- There are many project management qualifications available in the UK but the most common of these are available only through commercially oriented accredited training organisations and/or professional associations.

### **2.3 Key Stakeholders**

The development of the structure and content of the Award has been facilitated and supported through a constructive dialogue between SQA and Scottish Enterprise. The initial idea for the Award arose from Scottish Enterprise's aim to improve project success by means of structured and standardised approaches to project management. The plan to achieve this includes the development and delivery of a comprehensive in-house training programme for all project managers, including inductees. It was envisaged that such training could be accredited through a nationally recognised qualification. Initial investigations revealed a wider interest in a generic project management qualification. This led to the more extensive research outlined above.

### **2.4 Standards**

Project managers have at their disposal a large number of methods, standards and tools to assist them in their daily jobs. The multiplicity of methods is explained by the fact that project management is a mature discipline which has been on the rise especially over the last couple of decades. Its consistent growth has resulted in project management principles and methods being applied in diverse industries and in the need to develop specific methodologies, standards and tools for these industries. For example, the Project Management Institute's

Project Management Body of Knowledge (PMBOK) method is mostly used in the software development and electrical industries.

The most widely used global project management methods are PMBOK, PRINCE2 and Practical Project Systems (PPS) with none yet emerging as a de-facto international standard. PRINCE2 is the project management method used by the UK government. Although there are dissimilarities between these methods they do all include the same basic elements which are all covered by the Units in this award.

This award does not recommend any specific method but the Units suggest that the choice of project management methodology, eg PRINCE2, Dynamic Systems Design Method (DSDM), adopted for use in the Units within this PDA is at the discretion of the Centre. However the project management processes and techniques taught within the Award should provide a practical approach for managing and controlling projects. The methodology selected should provide a consistent approach and enable candidates to maintain project control and determine facts about progress, risks and achievements.

## **2.5 Summary of Feedback**

The market research highlighted the following:

- Response to the development of the PDA was very positive
- That there was a need to adjust the content of the Units to reflect both level (SCQF 8) and industry needs
- That one of the Units be renamed. This has resulted in the new title ‘Project Management: Managing the Implementation of a Project’
- To develop the necessary project management knowledge and skills, project managers require a combination of training and practical experience.
- There is a need in the market for those organisations or candidates who want a project management qualification without being bound by the requirements of a particular association or methodology and the associated costs.

## **2.6 Target client group**

The PDA in Project management is designed to equip participants with the knowledge, understanding and skills required for successful project design and implementation in current or future employment. It aims to provide candidates from any discipline in any occupational sector with a structured and standardised approach for the management of projects.

It may be particularly beneficial to project managers working in the public, private or voluntary sectors who are experts in their field of operation but without any formal project management qualifications.

## **3 Aims of the Award**

### **3.1 General Aims**

Through participation in the PDA in Project Management, candidates will work through practical and applied project development activities directly relevant to their chosen fields. The skills acquired will enable candidates to develop coherent business cases for projects demonstrating fit with business objectives, viability, control of project resources and capacity effectively to manage potential risk and change.

The PDA in Project Management will enable candidates to:

- ◆ Develop a range of personal and project management skills which will improve ability, confidence and employability in project management roles
- ◆ Develop specific skills recognised as critical by employers and Higher Education Institutions, such as meeting deadlines, attention to detail, target setting and effective dealing with stakeholders.
- ◆ Participate in a Continuing Professional Development opportunity in the field of project management and enhance personal CPD portfolio
- ◆ Transfer and enhance existing skills in Communication, Problem Solving and Working with Others within a project management environment
- ◆ Progress to other relevant management qualifications or to other professional project management qualifications.

### **3.2 Specific Aims**

The PDA in Project Management will provide candidates with the knowledge and skills to:

1. Justify the need for a project and define its scope and objectives within a project business case
2. Apply project planning techniques to manage tasks, resources and delivery of outputs
3. Apply recognised budgetary principles to the estimation, analysis, and control of a project budget
4. Propose and implement appropriate project processes, reporting and record keeping arrangements
5. Communicate effectively with a project team and other stakeholders
6. Prepare and update project management documentation throughout the life of a project
7. Monitor and evaluate the success of a project.

## **4 Access to the Award**

While access to the Award is at the discretion of the Centre, it is recommended that candidates possess:

- Relevant experience in a working environment
- Project management work experience.

In addition, it would be beneficial if candidates possessed general competency in communication, problem solving, working with others, numeracy and practical computing

skills. This might be demonstrated by the achievement of Units that reflect the following Core Skills profile on entry

Core Skill	Recommended Entry Level
Communication	SCQF Level 6
Using Numbers	SCQF Level 6
IT	SCQF Level 6
Problem Solving	SCQF Level 5
Working with Others	SCQF Level 5

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## 5 Structure of the Award

The PDA in Project Management comprises two mandatory Units at SCQF level 8 (HND level) with a total of 3 HN credits or 24 SCQF credit points. The award is sequenced from the first Unit on *Project Management: Project Justification and Planning* through to the second Unit on *Project Management: Managing the Implementation of a Project*. Although both Units are mandatory for the award, each can be delivered stand-alone in order to develop particular skills.

Code	Mandatory Units	HN Credit Value	SCQF Points	SCQF Level	Unit Outcome	Linked to Specific Aim
DV5H 35	Project Management: Project Justification and Planning	1	8	8	1	1, 5
					2	1, 3, 5
					3	1, 2, 4, 5
DV5J 35	Project Management: Managing the Implementation of a Project	2	16	8	1	5, 7
					2	3, 4, 6, 7
					3	2, 4, 5, 6, 7
					4	2, 4, 5, 6, 7
					5	2, 4, 5, 6, 7
<b>Total Credits</b>		<b>3</b>	<b>24</b>			

## 6 Development of Core Skills

The general aims of the PDA in Project Management include developing a range of personal and key skills which will improve ability, confidence and employability. The Outcomes, Skills/Knowledge and Evidence Requirements of both Units require practical teaching and learning activities that provide a context for developing and enhancing elements of the five core skills to a level in advance of those recommended at entry. For example, the use of technology as a tool to support budgeting, planning, record keeping and presentation of

reports is central to the Award. Also, planning, organising and evaluating work and listening and talking with a wide range of people is an essential part of project management.

It is likely that candidates who achieve the PDA will have developed certain elements of the core skills in Communication, Problem Solving and Working with Others beyond that of the maximum level of SQA accreditation at SCQF level 6. IT and Numeracy may also feature strongly depending on the sector of commerce or industry of relevance to the candidate. This is reflected in the table below

<b>Core Skill</b>	<b>Anticipated Exit Level</b>
Communication	SCQF Level 6
Using Numbers	SCQF Level 6
IT	SCQF Level 6
Problem Solving	SCQF Level 6
Working with Others	SCQF Level 6

In addition to those skills required by the SQA core skill specifications, this PDA includes skills recognised as critical by employers and Higher Education Institutions, such as meeting deadlines, attention to detail, target setting and effective dealing with stakeholders.

## **7 Approaches to delivery and assessment**

### **7.1 Context**

The Units in this Award are written in generic terms, since the concepts involved are applicable and valid in all contexts of project management. The terminology should be adapted to suit the project environment and the project management methodology adopted.

The Award has been designed to be compatible with the Government's recommendations on adoption of best practice guidelines and implementation of practices that demonstrate good corporate governance. In this context, it is expected that support materials for this Award be compatible with the HM Treasury's Green Book guidance on Appraisal and Evaluation, and reference the Gateway Review system, or similar, to assess project progress. Candidates may be encouraged to access the wide range of project management tools and guidance available through the Office of Government Commerce (OGC) website.

### **7.2 Content**

The knowledge content of this Award should be delivered using the terminology and framework of a recognised project management methodology. The choice of project management methodology, eg PRINCE2, DSDM, adopted for use in the Units within this PDA is at the discretion of the Centre. However the project management processes and techniques taught within the Award should provide a practical approach for managing and controlling projects. The methodology selected should provide a consistent approach and enable candidates to maintain project control and determine facts about progress, risks and achievements.

In-depth study and application of project planning and scheduling software is not required for this Award. In order to produce project plans which present timelines identifying key project tasks, milestones and deliverables, candidates may use spreadsheet software to create pictorial representations of their plans as Gantt charts. For candidates who wish to progress the skills to develop and manage project plans using commercially available project management software such as MS Project there are other Units in the SQA HN portfolio specifically designed for this purpose.

Centres and candidates may find the OGC website and the HM Treasury's Green Book guidance on Appraisal and Evaluation useful reference sources for this Award. These resources are particularly relevant to project managers operating in the public sector.

### 7.3 Delivery

The provision of the PDA in Project Management should encourage a range of professionals regardless of occupational sector. It should provide a professional development experience within a range of career paths and be flexible enough to allow the course to be delivered in various ways in line with candidates' requirements and professional backgrounds.

Centres will determine the methods of delivery which are most appropriate for their candidates. It is likely that a blended learning approach will be adopted with candidate learning achieved through a combination of training and individual candidate study which might include:

- attendance at workshops and conferences
- desk study
- access to multi-media and online resources
- practical application.

It is intended that delivery of this Award be based on practical application of project management techniques with a suitable and sufficiently wide range of exercises, simulations and case studies to support this approach.

Unless either Unit is being delivered as a stand-alone Unit then the logical sequence for delivery of the two Units in this PDA is *Project Management: Project Justification and Planning* followed by *Project Management: Managing the Implementation of a Project*. The knowledge content of the two Units and the Outcomes within the Units has been presented in a sequence which follows the design, development and implementation phases of a project. Some specific techniques introduced in *Project Management: Project Justification and Planning*, such as for budgeting and planning, are further developed through wider application in *Project Management: Managing the Implementation of a Project*.

It is anticipated that the majority of candidates will undertake the Award in its entirety and in that case the order presented in the previous paragraph would be the most appropriate. If at all possible a holistic approach where candidates work through a practical project from the justification phase through to implementation of a project should be adopted. The suggestions below reflect a delivery model for the complete award.

Whilst it is possible to teach all three outcomes in *Project Management: Project Justification and Planning* followed by the five outcomes in *Project Management: Managing the Implementation of a Project* in a straight sequence this does not necessarily fit with a holistic approach. For example it may be appropriate in the teaching sequence to teach Outcome 2 for both Units together thus covering budgeting and financial forecasting in terms of planning and control. Likewise the teaching for Outcome 3 for both Units could be combined as candidates could cover the need for planning and forecasting utilising whichever approach the centre chooses and explore how these plans and forecasts are used to inform and manage the implementation phase of a project.

At the outset of the Award the importance of project management to managers in a variety of settings should be explored and candidates should be encouraged to discuss projects in their own organisations or in organisations with which they are familiar. Large scale or newsworthy projects e.g. Holyrood, Heathrow – Terminal 5 or France's Millau viaduct could be used early on in the delivery of the Award as a means of generating discussion on some of

the issues encountered in managing projects. Good practice and poor practice should be highlighted. Case studies illustrating project management at company and local level e.g. introduction of a new piece of machinery, new product or new systems of work could also be used to provide breadth and depth to the subject. As delivery progresses over the years Centres may, with appropriate permissions, be able to use projects conducted by previous candidates to help manage current candidate expectations.

It is expected that the majority of candidates will be in employment with a substantial proportion of these having project management responsibility. That being the case lectures, seminars and tutorials could draw upon the candidate cohort enabling centres to make the Award as relevant as possible to the candidate group. Candidates should be reminded that the Award is practical and that in order to achieve the award candidates must provide evidence that they can justify, plan and manage the implementation of a project. Candidates should also be reminded that the Award is not intended to provide the skills required for a specific project management tool e.g. PRINCE2 but aims to develop the general skills and knowledge required to manage projects.

Where candidates are unable, for whatever reason, to identify a work related project the candidate should be encouraged to research projects in other organisations and/or consider ideas taken from their personal life where the application of the knowledge and skills would be appropriate e.g. planning a wedding, building a house, creating a business plan for a new business, organising a school fete, putting on a concert, exhibition or a piece of drama could all be used.. Case studies could be used but given the practical nature of the Award it would be better if candidates worked on real projects as they progress through the Unit

There are numerous sources of information that can be used to support delivery and which also provide sample documentation that could be adapted or used by candidates. Whilst candidates may use organisational templates sample templates can be found at.

[www.jisc.ac.uk/media/documents/funding/project\\_management/projectplantemplate0407.doc](http://www.jisc.ac.uk/media/documents/funding/project_management/projectplantemplate0407.doc)

[www.businessballs.com/freematerialsinword/projectmanagementtemplates.doc](http://www.businessballs.com/freematerialsinword/projectmanagementtemplates.doc)

[www.berr.gov.uk/aboutus/corporate/projectcentre/pm-templates/page12526.htm](http://www.berr.gov.uk/aboutus/corporate/projectcentre/pm-templates/page12526.htm)

The sample templates provide useful discussion points and ensure that candidates consider fully the key elements in particular a business case which includes organisational and financial justification for a project. HM Treasury green book also provides a useful point of reference and whilst anchored in the public sector it does highlight many of the key issues associated with the management of projects and as such should be valuable across the cohort.

The templates may also be used to provide a stepping stone approach to the subject and their chosen project. In other words candidates could be encouraged to identify their project and as delivery progresses complete different aspects of the template eg agree a working title, context and rationale, broad aims and objectives and measures of success. The next stage could be an examination of costs, benefits, risk assessment and so on. As each stage progresses centres could develop check-in points and feedback in order to support candidates, however, care must be taken to ensure that all work is that of the candidates.

Candidates could be encouraged to work in group settings to conduct research into project justification and planning and could use classroom/group discussion to help sharpen their own plans. Again, it would be essential for each centre to ensure the authenticity of any work undertaken.

As indicated earlier the output of the first Unit *Project Management: Project Justification and Planning* provides the basis for *Project Management: Managing the Implementation of a Project*. Following on from the project plan and the preparation for its implementation candidates are expected to manage the implementation of a project. Some aspects of the delivery eg budget and forecasting may already have been covered in delivery but the key at this stage is to consider these matters from a manage and control basis. In a holistic approach candidates could be expected to demonstrate the transition from justification and planning to project implementation.

Again, there are a number of useful links that can help with this discussion

<http://www.nickjenkins.net/prose/projectPrimer.pdf>

[http://www.amd.com/us-en/assets/content\\_type/DownloadableAssets/Giga\\_-\\_Project\\_Management\\_Best\\_Practices-Key\\_Processes\\_and\\_Common\\_Sense\\_\(1-03\).pdf](http://www.amd.com/us-en/assets/content_type/DownloadableAssets/Giga_-_Project_Management_Best_Practices-Key_Processes_and_Common_Sense_(1-03).pdf)

[http://www.impactfactory.com/gate/preview/project\\_management\\_skill\\_training\\_development/registeredgate\\_1412-7106-73904.html](http://www.impactfactory.com/gate/preview/project_management_skill_training_development/registeredgate_1412-7106-73904.html)

The second Unit, *Managing the Implementation of a Project*, focuses upon the implementation processes and controls for the project chosen There are five outcomes and where appropriate delivery should be integrated with the first Unit. Centres may wish to consider the following in delivery of this Unit.

Outcome 1 covers issues of relationships within and outwith the project team and while centres may have considered the importance of the team and stakeholders in the planning stage it is important to consider the benefits of positive constructive relationships in bringing a project in on time and budget. The following article provides a slightly humorous bridge between the planning stage and the need to develop a good project team and project relationships.

<http://www.see.ed.ac.uk/~gerard/Management/art8.html>

Use of case studies to highlight key areas of learning would be appropriate and stakeholder analysis tools such as those based on levels of interest, power and influence may prove useful. The management of project teams will probably entail some introduction to team working and communication within teams. The use of role plays or team building games could be a useful addition here. Conflict resolution techniques should be discussed from avoidance, consultation, negotiation through to forcing. While other approaches to implementation could include the development of Project Managers, Sponsors or steering committees to drive the project.

Financial functions including analysis, planning and budgeting, control, and project and activity planning may already have been considered in the justification and planning stages of the project. Candidates may find it useful to identify all resources eg staff, service and materials as well as identifying sources, amounts and timings of funding to cover project costs. The preparation of statements of the sources and uses of funds, development of diagnostic indicators, preparation of cost of service statements, and the need to derive ratio statements, other coefficients and indices could all be beneficial. Analysis of cost information can provide insights into the performance of the project and may also become the basis of planning and controlling. The classification of cost information into variable, fixed, capital and recurring costs should help any analysis

In addition, to the use of estimating and forecasting techniques to create and re-profile a budget during the life of a project, the candidate will be able to produce financial monitoring

reports on project income, expenditure and budget variation. It may be beneficial to discuss some of the factors that make for successful budgeting such as preparing statements of goals and objectives, creating budget centres, accounting controls, communication, coordination and budget administration. Control ensures that plans are achieved and variance analysis and internal and external audits strengthen the control process.

Again, at the justification and phase the objectives of the project should have been clearly stated and critical success measurements identified for each objective. These critical success measurements determine what makes for successful project implementation. For example, a project may be completed on time and under budget, but if staff fail to follow new systems of work the project could not be called a success. So each objective must be capable of being measured. This may require the collection of baseline data before and during project implementation. High-level project phase timelines as well as milestones should be identified, along with the target dates for achieving each milestone and reports indicating changes or variances completed.

An analysis of the various risks associated with the project should be identified, and contingency plans should be developed for all significant risk factors. At a simple level there are four stages to risk management planning namely risk identification, risks quantification, risk response, risk monitoring and control. Group work to explore different types and level of risk as well as the use of case studies, actual or simulated risk logs could all assist the delivery process.

The project closure phase represents the last phase of the Project Life Cycle. It is important that candidates do not underestimate the importance of the closure and evaluation phase as this phase provides the opportunity for reflection and further development. The starting point for the evaluation will be to revisit the initial project objectives to ascertain whether they had all been achieved or otherwise. Orderly closure including sign off, release of resources such as staff and other resources, support and on-going maintenance, notification of closure to stakeholders as well as completion and archiving of documents could all be considered. The need to identify follow-on actions and plan the post project review should also be considered. Templates for this purpose can be found at

[www.jiscinfonet.ac.uk/InfoKits/infokit-related-files/post-project-review-template](http://www.jiscinfonet.ac.uk/InfoKits/infokit-related-files/post-project-review-template)

Finally, there is a need to explore lessons learned from a project and how the lessons learned can assist staff development and the initiation, planning and implementation of future projects. The difficulties that may arise at this stage could also be covered particularly where projects have not been successful and staff may be suspicious of the evaluation motives.

In practice candidates will adopt an iterative approach to the completion of processes throughout the project lifecycle. This enables candidates to develop and practice techniques and skills through the different processes and stages of a project.

## **7.4 Assessment**

Where possible and appropriate, it is recommended that a single project be used as the basis for assessment of all Outcomes across both Units. Additionally, Centres are encouraged to identify opportunities for integration of assessment evidence across Units in the PDA in Project Management. The Unit specifications detail the evidence requirements and assessment procedures for each assessment event.

Where ever possible assessments should be based on real project requirements and developments. Where this is not possible or there is a shortfall in the scope for assessment purposes then this can be replaced or supplemented with case study material provided by the

Centre. Candidates should be given project management experiences which are as real as possible.

The knowledge and skills elements of the Units in this Award are predominantly practical and project based. . Therefore, it is recommended that the Outcomes be assessed by means of the development of project proposal documentation for a real project for which the candidate has responsibility. Alternatively, a simulated or case-study based project that derives from the workplace can be provided by the Centre. Assessment of each Unit can be achieved through a single assessment or a series of several assessments matching the sequence of the Outcomes.

PDA candidates should be assessed on *Project Management: Project Justification and Planning* prior to progressing to the second Unit on *Project Management: Managing the Implementation of a Project*. This enables candidates to build and transfer knowledge and skills gained through successful completion of the first Unit to different sets of circumstances presented in the second Unit.

For *Project Management: Project Justification and Planning*, Centres may choose to simulate an organisation's phased approval process for project development by ensuring that candidates successfully complete Outcome 1 before proceeding to Outcome 2 and then to Outcome 3. Alternatively the Centre might want to consider a cross-assessment of all three Unit Outcomes.

Similarly, assessments for *Project Management: Managing the Implementation of a Project* may be presented Outcome by Outcome in sequence or through appropriate cross-assessment. For example, it would be appropriate to consider cross-assessment of Outcomes 2 and 3 in order to integrate the application of techniques such as estimating, scheduling, tracking and reporting to resource management and project stages.

For candidates who will study both Units in the PDA, Centres might consider opportunities for cross-assessment of both Units. This is particularly relevant in the avoidance of over assessment of the topics relating to budgets covered by Outcome 2 in *Project Management: Project Justification and Planning* and Outcome 2 from the Unit on *Project Management: Managing the Implementation of a Project*.

Candidates' assessment evidence is based on results from project activities and completion of project documentation. It is recommended that written commentaries, analyses, evaluations and project documentation be presented in the form of portfolios of evidence. Assessors should assure themselves of the authenticity of each candidate's submission.

## **7.5 Open Learning**

The knowledge content of the PDA in Project Management could be delivered by Open/Distance learning as well as on an online basis. It is expected that Centres delivering this Award could deploy a blended solution which might include elements of e-learning or other flexible methods of delivery. In this context, planning and resources will be required for candidate support, assessment and quality assurance. Centre devised supervision agreements should detail controlled conditions to ensure authenticity of evidence. This may include witness testimony in support of each element of a portfolio based submission.

For further information and advice, please see Assessment and Quality Assurance for Open and Distance Learning (SQA, February 2001, publication code A1030)

## 8 Progression Routes

The PDA in Project Management has been designed as a stand-alone Award to provide candidates with the relevant mix of competencies to enable career progression. In addition it also allows candidates an opportunity to progress to further academic and/or professional qualifications. Possible articulation includes routes to:

- other SQA awards which incorporate higher level project management Units e.g.
  - PDA in Personal Enterprise (SCQF level 9)
  - Diploma in Management
- other widely recognised professional project management qualifications.

The PDA in Project Management is designed to fit a gap in the market for those organisations or candidates who want a project management qualification without being bound by the requirements of a particular association or methodology and the associated costs of membership, commercially priced courses and examination fees. Regardless of which methodology is adopted by the PDA for the delivery of knowledge content it will not cover the methodology in the same depth as required for professional body certification nor will it necessarily prepare a candidate for such certification. Rather the PDA might be considered as a stepping stone

## 9 General Information for Candidates

The Professional Development Award in Project Management is designed to equip you with the knowledge, understanding and skills required for successful project design and implementation in current and future employment. Regardless of your employment status, profession or occupational sector the Award will recognise and develop your project management experiences. It aims to provide you with a structured and standardised approach for the management of projects.

The PDA in Project Management comprises two mandatory Units at SCQF level 8 (HND level) with a total of 3 HN credits or 24 SCQF credit points. The award is sequenced from the first Unit on *Project Management: Project Justification and Planning* through to the second Unit on *Project Management: Managing the Implementation of a Project*.

The purpose of *Project Management: Project Justification and Planning* is to provide you with an introduction to the knowledge and skills required to develop an initial project idea through to production of a sound business case for the project which can, if required, be presented to your organisation's senior decision makers for approval prior to implementation.

The purpose of *Project Management: Managing the Implementation of a Project* is to provide you with the knowledge and skills required to run and complete a project which has been given approval to proceed to implementation. The resultant skills will enable you to manage and control project resources including project relationships and the budget within the context of efficient management of risk and change.

If you are currently employed it is recommended that in agreement with your line manager and tutor you select a suitable project at your place of work which can be used as the basis of development and assessment across all Outcomes of both Units. If it is not possible to select a work-based project or the project is not suitable for assessment purposes then a simulated or case-study based project will be provided by the Centre.

Development of your project management skills will be through formative practical exercises and be assessed either at the end of each Outcome or with summative assessments incorporating two or more Outcomes across the two Units. In order to complete the Award successfully you will be required to achieve a satisfactory level of performance in all assessed work.

The PDA is designed to support you in current or future project management roles. It may provide you with the first steps in the development of your project management skills and enable you to progress in due course to other widely recognised professional project management qualifications.

# Appendix 1 — Glossary of Terms

## Glossary of Terms

APM	Association of Project Management
APMP	Association of Project Management Practitioner. An APM qualification.
DSDM	Dynamic Systems Design Method. A project management methodology. Stricter method of RAD.
OGC	Office of Government Commerce. An independent office of the Treasury.
PDA	Professional Development Award
PMBOK	Project Management Body of Knowledge. Guide published by PMI.
PMI	Project Management Institute. US based organisation.
PMP	Project Management Professional. A PMI qualification.
PPS	Practical Project Systems. Founded in 1990. Based in Sweden.
PRINCE2	PRojects IN Controlled Environments, version 2. A project management methodology launched in 1996. De facto project management standard for UK government.
PROMPT	Project Resource Organisation Management and Planning Techniques. A project management methodology formulated in 1970s. Forerunner to PRINCE.
RAD	Rapid Application Development. Emerged in early 1990s as an approach to managing information systems development.
SSADM	Structured Systems Analysis and Design Method. Introduced in late 1970s. SSADM4+ released in 1995. Best suited to IT development projects.