Qualifi Level 7 Diploma in Project Management

Qualification Specification

March 2024

Contents

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills;
- develop and encourage problem solving and creativity to tackle problems and challenges;
- exercise judgement and take responsibility for decisions and actions;
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 7 Diploma in Project Management 610/1342/0

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 7 Diploma in Project Management

The aim of the QUALIFI Level 7 Diploma in Project Management is to help develop the learners' knowledge, understanding and skills required to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Project Management aims to give learners the opportunity to:

1. apply theoretical understanding of management to complex and current business issues with a view to improving business practice;

2. reflect critically upon leadership skills and there by allow learners to prepare for senior roles of Project Management within their organization;

3. develop a lifelong learning attitude to education and training;

4. gain a critical insight into contemporary research and leading-edge practice within the field of project management;

5. develop considerable autonomy in their learning and enhance their ability to plan and implement consultancy projects in a group context;

6. generate originality and enterprise in approaching complex PR issues;

7. demonstrate self-direction, initiative and autonomy in research and scholarship towards a new contribution to knowledge in a chosen field of management.

Learning Outcomes of the QUALIFI Level 7 Diploma in Project Management

The overall learning outcomes of the qualification are for learners to:

1. understand and apply the principles of project management in a business environment;
2. review and apply the principles of project management within industry;
3. understand and apply the principles of project management in a specific

environment;

4. improve the employability of learners by allowing them to explore the relationship between theories and their practical application in the business world;

5. analyse problem solving techniques specific to business and industry;

6. select, collate, review and analyse information form a wide range of sources;

7. work independently and as part of a team;

8. manage one's own personal development and growth.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments;
- moderate's assessments prior to certification;
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure that all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet learners' progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During

recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved centres are responsible for reviewing and making decisions as to applicants' ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 21 or over and will be expected to hold the following:

- level 6 Qualification or
- first degree.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. Applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;

- planning for assessment and grading;

- developing effective assignments;

- building your team and teamwork skills;

- developing learner-centred learning and teaching approaches;

- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 7 Diploma in Project Management** will enable learners to progress to:

- QUALIFI Level 8 Diploma;
- university to complete a master's degree;
- employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 7 Diploma in Project Management is made up of 120 credits which equates to 1200 hours of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 7 Diploma in Project Management

The QUALIFI Diploma in Project Management is a Level 7 Qualification. Learners must choose 6 units to achieve 120 credits.

Unit Reference	Optional Units	Level	TQT	Credits	GLH
J/650/3755	Planning, Controlling and Leading a Project	7	200	20	100
L/650/3757	Procurement Risk and Contract Management	7	200	20	100
R/650/3759	Project and Logistics Management	7	200	20	100
A/650/3760	Operations and Information Management for Project Managers	7	200	20	100
D/650/3761	Research Methods for project management	7	200	20	100
T/650/6847	Principles of Project Management	7	200	20	100
R/650/6558	Operations and Global Supply Chain Management	7	200	20	100

Y/650/6848	Leadership and Professional Development	7	200	20	100
A/650/6849	Managing Risk, Uncertainty and Complexity in Projects	7	200	20	100
H/650/6850	Innovation in Project Management	7	200	20	100
J/650/6851	Project Management	7	200	20	100

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

All unit grading is shown on the qualification transcript.

Fail - 0-39%
Pass - 40%-59%
Merit - 60% - 69%
Distinction 70%+

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide written assessment tasks for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi may provide summative assessments that cover the learning outcomes and assessment criteria. In addition, formative assessments may also be offered. In summary, the below table highlights the mechanics on both of these two assessments.

Formative Assessment	Summative Assessment
Will be used during the learning process	Will be used at end of the learning process
Provides feedback on learning-in-process	Evaluates achievement against learning outcomes and assessment criteria
Dialogue based and not graded	Will be graded with feedback

Evidence of both formative and summative assessments MUST be made available at the time of external quality assurance – EQA.

For more information, please contact Qualifi.

Unit Specifications

Unit DPM701: Planning, Controlling and Leading a Project

Unit code: J/650/3755

RQF level: 7

Aim

This unit will introduce learners to the reality of project development and management. It will also introduce learners to the difficulties of project management in the global corporate environment. Its goal is to encourage critical thinking regarding project management as complex, process-based cultural systems that are always evolving thanks to the efforts of high-performing teams.

Understanding effective project management is becoming increasingly important as a growing number of businesses engage in project development and management operations. The duties and responsibilities of project team members will be taught to students. The study of various levels of management abilities will focus on success factors, monitoring, and control.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Be aware of the concept and principles of project management in the workplace.	1.1 Evaluate project management's role in accomplishing business goals. 1.2 Analyse how to apply important project management concepts and principles in various business settings. 1.3 Evaluate business objectives to identify viable projects.
2. Be able to create methods and plans for launching, managing and leading initiatives.	2.1 Evaluate major project management leadership and management theories. 2.2 Define the project manager's position and responsibilities for a project. 2.3 Create a project organogram that identifies important project team members' roles. 2.4 Determine the financial resources

	available for a project.
	2.5 Determine whether a proposed project is feasible.
	2.6 Create a detailed project plan that includes high-level time, resource, and cost estimates that fulfill agreed-upon milestones.
3: Be able to assess the effectiveness of project management team communication.	3.1 Evaluate the major aspects of a project communication plan.
	3.2 Assess the benefits of a project communication plan to project stakeholders.
	3.3 Analyse the factors that can influence communication over the life of a project.
4. Be able to create project monitoring and management procedures.	4.1 Assess risk factors that may obstruct project completion.
	4.2 Create procedures and measurements to track and evaluate a project's status and development.
	4.3 Create contingency plans to assist reduce unexpected project delays.
5. Understand how to close and review the completion of a project.	5.1 Analyse the project's final stages.
	5.2 Evaluate the value of project evaluation.

Suggested Resources

Kerzner, H. (2017). Project Management: a systems approach to planning, scheduling, and controlling. Hoboken, New Jersey: John Wiley & Sons, Inc.

Burke, R. (2013). Project Management: planning and control techniques. Hoboken, N.J.: Wiley; Chichester.

Meredith, J.R., Shafer, S.M. and Mantel, S.J. (2019). Project Management: a managerial approach. Milton Qld: John Wiley & Sons Australia, Ltd.

Unit DPM702: Procurement Risk and Contract Management

Unit code L/650/3757

RQF level: 7

Aim

This unit aims to help learners understand the fundamentals of procurement as well as the importance of detecting and managing procurement and contract management risks. Learners will also get a critical grasp of diverse procurement legislation frameworks and evaluate risk assessment frameworks in the procurement environment.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the fundamentals of contract management and procurement.	1.1 Define contract management and procurement. 1.2 Analyse procurement and contract management principles as they apply to a major multinational corporation. 1.3 Assess the significance of environmentally friendly procurement.
2: Be able to assess the procurement operating environment and legislation critically.	2.1 Evaluate the impact of legislative frameworks on public and private sector procurement. 2.2 Evaluate the European Union's procurement function. 2.3 Assess the significance of creating "Contract Procedure Rules" and adhering to financial restrictions.
3: Understand how procurement activities are managed.	3.1 Evaluate the fundamental concepts and applications of category management. 3.2 Evaluate the influence of technology on procurement operations critically. 3.3 Analyse the usage of electronic contract opportunities advertising and electronic tendering.

	3.4 Analyse the numerous hazards that come with e-tendering.
4. Understand the procurement and contract management risk management processes.	4.1 Assess the procurement and contract management risk management variables.
	4.2 Assess risk assessment frameworks in relation to procurement

Suggested Resources

Carter, R., Kirby, S. and Oxenbury, A. (2012). Practical contract management. Cambridge: Cambridge Academic.

Crocker, B., Baily, P.J.H., Farmer, D. and Jessop, D. (2015). Procurement principles and management. Harlow, United Kingdom: Pearson Education.

Lysons, K. and Farrington, B. (2016). Procurement and supply chain management. Boston: Pearson.

Unit DPM703: Project and Logistics Management

Unit code: R/650/3759

RQF level: 7

Aim

The aim of this unit is to teach learners about portfolio management and the features that go with it. The need of having a Project Management Office will also be discussed, as well as the stages of developing a successful project management office.

The supply chain ecosystem will also be examined, as well as IT frameworks appropriate for logistics and supply chain difficulties.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Identify the characteristics and goals of project, program, and portfolio management.	1.1 Evaluate the characteristics and goals of program and project management. 1.2 Define portfolio management principles. 1.3 Analyse the distinctions between programs and portfolios. 1.4 Assess the relationship between portfolio management and corporate strategy. 1.5 Assess the effectiveness of different portfolio selection tools and techniques.
2 Be able to evaluate the necessities for establishing a Project Management Office.	2.1 Evaluate the Project Management Office's advantages. 2.2 Evaluate the deployment of a project management office structure with different levels. 2.3 Evaluate the stages of developing and implementing the Project Management Office.
3: Understand the global supply chain ecology.	3.1 Define the ecosystem of the global supply chain. 3.2 Analyse how to create a map of the global

	supply chain ecosystem.
	3.3 Analyse how the ecosystem framework is applied to supply chain analysis.
	3.4 Evaluate the relationship between modern production and services.
4: Understand the importance of information technology in logistics and supply chain management.	4.1 Evaluate the logistics and information systems interaction.
	4.2 Evaluate critical success factors (CSF) for logistics IT integration.
	4.3 Create a framework that integrates information technology into the total logistics system.

Suggested Resources

Ayers, J.B. (2010). Supply chain project management: a structured collaborative and measurable approach. Boca Raton: Crc Press.

Christopher, M. (2011). Logistics & Supply Chain Management. Harlow: Financial Times Prentice Hall.

Cousins, P. (2008). Strategic Supply Management: Principles, Theories and Practice. Harlow: Financial Times Prentice Hall.

Coyle, J.J., Langley Jr., C.J., Gibson, B.J., Novack, R.A. and Bardi, E.J. (2013). Supply Chain Management: A Logistics Perspective. 9th Edition., South-Western Aus.: Cengage Learning.

Mangan, J. and Lalwani, C. (2016). Global logistics and supply chain management. Chichester: John Wiley & Sons, Inc.

Unit DPM704: Operations and Information Management for Project Managers

Unit code: A/650/3760

RQF level: 7

Aim

The aim of this unit is to build a critical awareness of project management operations and information systems. The influence of modern circumstances on interrelationships within functional sectors will be investigated.

Learners will analyse the importance of inventory management using information systems and inventory scheduling in connection to organizational strategy and capacity to plan for items.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Be able to evaluate the role of operations management in a company.	1.1 Analyse the similarities and differences between production and service operations 1.2 Analyse the interactions between major organizational functional areas 1.3 Evaluate a variety of operations management theories. 1.4 Evaluate the operations function and the operations manager's responsibilities. 1.5 Evaluate current business concerns that affect operations management.
2 Understand product and service strategic capacity planning.	2.1 Evaluate the value of capacity planning. 2.2 Evaluate approaches to defining and assessing capacity. 2.3 Assess the elements to be taken into account when selecting whether to run in-house or outsource. 2.4 Analyse the steps involved in resolving constraint problems.

3 Understand the requirements for using information technology to manage inventory effectively.	3.1 Assess the importance and character of inventories.
	3.2 Evaluate the need for efficient inventory management.
	3.3 Assess the effectiveness of the AB-C inventory management method.
	3.4 Analyse the Economic Order Quantity (EOQ) model's concepts and assumptions.
	3.5 Evaluate the assumptions of the single-period model.
4 Understand scheduling operations for project managers.	4.1 Evaluate what scheduling entails and its role and importance.
	4.2 Evaluate the hierarchies of product and service scheduling.
	4.3 Assess the methods for scheduling service systems.
	4.4 Evaluate the effectiveness of ways of solving a variety of difficulties that arise in service systems.
5. Understand project quality management systems.	5.1 Evaluate the effectiveness of resources, tools, and systems that can aid in the quality management of a project.
	5.2 Evaluate the application of quality assurance frameworks that could be used on a project.

Suggested Resources

Stevenson, W.J., Mehran Hojati and Cao, J. (2022). Operations management. Whitby, Ontario: Mcgraw Hill Education

Mcmanus, John and Wood-Harper, Trevor (2004) Information systems project management: methods, tools, and techniques. Pearson Education Financial Times Press. ISBN 0273646990

Chapman, R. J. (2019). The rules of project risk management: Implementation guidelines for major projects. Routledge.

Zwikael, O., & Smyrk, J. R. (2019). Project Management: A Benefit Realisation Approach. Springer

Unit DPM705: Research Methods for Project Management

Unit code: D/650/3761

RQF level: 7

Aim

The unit's aim is to give learners the practical, technical, and methodological abilities they need to undertake independent research for their research project and management in general.

The unit recognises that conducting research necessitates the development of both specific and generic research skills, such as an understanding of the research design process, different techniques for conducting research in business and management studies and an appreciation of the ethical and social implications of high-value research. As researchers and/or intendent practitioners, learners will be able to build critical awareness of key research abilities through this subject.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Develop research methodologies in an environment that is appropriate for the task.	1.1 Evaluate relevant research issues. 1.2 Develop and justify acceptable researchaims and objectives. 1.3 Analyse, choose and justify researchmethods.
2. Be able to conduct a critical review of literature on a business study topic.	2.1 Evaluate theoretical approaches to a research subject. 2.2 Conduct a thorough and structured critical literature review in accordance with the research plan.
3. Be able to create research methodologies that are suited for the situation.	3.1 Evaluate suitable research methodologies in order to reflect the study aims. 3.2 Develop a suitable approach for a given population in terms of study aims. 3.3 Within agreed-upon ethical norms, justify the approach chosen in terms of the

	study objectives.
4 Be able to write and present a research proposal.	4.1 Formulate a research question, conduct a literature evaluation, and develop a technique in accordance with the research plan.
	4.2 Propose approaches for collecting and analysing quantitative and qualitative data that are appropriate to the research topic.
	4.3 Use means to present the proposal that are appropriate to the research topic.

Suggested Resources

Bryman, Alan and Emma Bell (2015). Business Research Methods (4th ed.). Oxford: Oxford University Press

Chilsa, B. (2012) Indigenous Research Methodologies. London: Sage

Denzin, N.K., Lincoln Y.S., and Tuhiwai Smith, L. (2008, Eds.) Handbook of Critical and Indigenous Methodologies London: Sage

Hantrais, Linda (2009). International Comparative Research: Theory, Methods and Practice. Basingstoke and New York: Palgrave

Piekkari, R. and Welch, C. (2011, Eds.): Rethinking the Case Study in International Business and Management Research, Cheltenham, UK: Edward Elgar

Marschan-Piekkari, R. and Welch, C. (2004, Eds.): Handbook of Qualitative Research Methods for International Business, Cheltenham, UK and Northampton, MA: Edward Elgar

Neuman, W.L. (2011) Social research methods: qualitative and quantitative approaches. Boston and London: Pearson Education.

Saunders, M., Lewis, P., & Thornhill, A. (2003). Research methods for business learners. Essex: Prentice Hall: Financial Time

Unit DPM706: Principles of Project Management

Unit code: T/650/6847

RQF level: 7

Aim

The unit's aim is to introduce the principles of project management required for successful project delivery. In addition to this, learners will recognise the importance of a project lifecycle and how it can assist project management through gateways.

The unit also looks into the application of established and innovative processes and methodologies used for project planning, execution and control. This includes the applicability and effectiveness of the use of business case, stakeholder management tools, risk management tools, time and cost control tools (EVM, CPM, Gantt Charts), change control, EVM, Gantt charts, configuration management, project closure, reflective practice and lessons learned.

Learning Outcomes and Assessment Criteria

| Learning Outcomes
When awarded credit for this unit, a learner will: | Assessment Criteria
Assessment of this learning outcome will require a learner to demonstrate that they can: |
|---|---|
| 1. Understand the principles of project management and their importance in successful project delivery. | 1.1 Analyse the scope, role and responsibilities of stewardship, teams and stakeholders.
1.2 Evaluate the concept of value, quality and systems thinking and their benefits.
1.3 Evaluate the characteristics of effective leadership and their potential impact on a project.
1.4 Analyse the concepts of tailoring, uniqueness and complextity in project management.
1.5 Evaluate approaches to risk identification and management, adaptability, resilience and change management. |

2. Understand the project lifecycle, project objectives, project success criteria and success factors.	2.1 Analyse the stages of the project lifecycle and their interaction. 2.2 Analyse the characteristics of effective project objectives, project plans and success criteria.
3. Be able to analyse the range of established and innovative processes and methodologies for project planning, execution and control.	3.1 Evaluate the requirements of project plans. 3.2 Analyse the suitability of different tools and processes for project planning, execution and control. 3.3 Analyse the requirements of effective close-outs. 3.4 Evaluate contemporary project management issues and their implications.

Essential Reading

- Lock, D. (2016;2014;2017;). The essentials of project management (4th ed.). Routledge.

  https://doi.org/10.4324/9781315239941.

Further Reading

- Burke, R. (2013). Project management: planning and control techniques (5th ed.). Wiley.

- Camilleri, E. (2016;2011;). Project success: critical factors and behaviours (1st ed.). Routledge.

  https://doi.org/10.4324/9781315602493

- Cobb, C. G. (2015). The project manager's guide to mastering agile: principles and practices for an

  adaptive approach (1st ed.). Wiley.

- Kerzner, H. (2017). Project management: A systems approach to planning, scheduling, and

  controlling (12th ed.). Wiley.

- Kerzner, H. R. (2014). Project management best practices: achieving global excellence (3rd ed.).

  John Wiley & Sons. https://doi.org/10.1002/9781118835531.

Journals

- Hallgren, M., & Maaninen-Olsson, E. (2009). Deviations and the breakdown of project

  management principles. International Journal of Managing Projects in Business, 2(1), 53-69.

  https://doi.org/10.1108/17538370910930518

- Little, B. (2011). The principles of successful project management. Human Resource Management

  International Digest, 19(7), 36-39. https://doi.org/10.1108/09670731111175597

Unit DPM707: Operations and Global Supply Chain Management

Unit code: R/650/6558
RQF level: 7

Aim

Operations and Supply Chain Management is a field of study and business activity that plays an important role in securing long-term profitability, performance excellence and competitive advantage. This unit incorporates studies of operations management and strategy which allow managers to direct, design and manage product and services delivery, establish effective and efficient processes and supply and distribution networks, incorporating resources, information/technology and people perspectives.

This unit also focuses on quality assurance/control and continuous improvement with the help of operations methods/techniques and evidence-based business decision-making which allow businesses and organisations to achieve world class performance.

Learning Outcomes and Assessment Criteria

Learning Outcomes. When awarded credit for this unit, a learner will:	Assessment Criteria. Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Be able to understand the nature of supply chains.	1.1 Assess the goals and historical growth of supply chain management.
	1.2 Evaluate the impact of supply chain decisions on the success of an organisation.
	1.3 Evaluate the nature and role of operations management in the modern business environment.
	1.4 Evaluate political, economic, social and technological factors that affect supply chains.
	1.5 Evaluate the role of operations and global supply chain management/strategy in the modern business context.
2 Be able to appraise product and process design and their connections with operations and global supply chains, competitive performance indicators and business economics.	2.1 Define operational strategy within the context of services and manufacturing.
	2.2 Design product/services and processes that are consistent with organizational objectives, standards and values.
	2.3 Design national and international supply and distribution networks design that are consistent with organisational objectives, standards and values.
3 Be able to deliver organizational supply chain management goals	3.1 Calculate accurately the supply and demand requirements of different stages of the supply chain.

through planning and control of supply and demand.	3.2 Evaluate the interaction and impact of capacity, inventory, supply chain and relationship management.
	3.3 Evaluate the impact of business ethics on supply chain management.
	3.4 Apply planning and control techniques that are appropriate for operations and supply chain management functions.
	3.5 Appraise the use of forecasting, lean operations and project management techniques to control a supply chain.
4 Be able to evaluate the effectiveness of techniques for operations and supply chain improvement.	4.1 Select techniques for operations and supply chain improvement and failure prevention that are appropriate to the nature of a supply chain.
	4.2 Secure corporate social responsibility and sustainability in accordance with organisational objectives, standards and values.
	4.3 Evaluate the application of Total Quality Management (TQM) and other QA systems in operations and global supply chain management.
	4.4 Evaluate the effectiveness of tools and techniques for continuous improvement and corporate social responsibilities.
	4.5 Assess the requirements of techniques for the measurement of performance.

Indicative Content

This module is designed to provide learners with a contemporary and comprehensive understanding of key aspects of operations management and strategy from an international business perspective and its content covers four major areas of operations strategy and management:

1. Directing: via understanding the nature and role of operations management in the modern business environment – political, economic, social and technological factors, defining operations strategy within the context of services and manufacturing.
2. Designing: product/services and processes, national and international supply and distribution networks design.
3. Delivering (Managing): through planning and control of supply and demand (capacity, inventory, supply chain and relationship management, business ethics, forecasting, lean operations and project management).
4. Developing (Improving): measurement of performance, Total Quality Management and other QA systems and their applications in operations and global supply chain management; tools and techniques for continuous improvement and corporate social responsibilities.

Core texts

Slack, N., Brandon-Jones, A. & Johnston, R. (2016) *Operations management*, 8th ed., Harlow: Pearson Education

Recommended texts

Slack, N., Chambers, S., Johnston, R. & Betts, A. (2009) *Operations and process management: principles and practice for strategic impact*, 2nd ed., Harlow: Pearson Education

Paton, S., Clegg, B., Hsuan, J. & Pilkington, A. (2011) *Operations management*, Maidenhead: McGraw-Hill.

Journals

International Journal of Operations and Production Management

Journal of Supply Chain Management

International Journal of Service Operations Management

Websites

Production & Operations Management Society (http://www.poms.org/)

Institute of Supply Chain Management (https://www.ioscm.com/)

European Operations Management Association (http://www.euroma-online.org/)

The Chartered Institute of Logistics and Transport (https://ciltuk.org.uk/)

Unit DPM708: Leadership and Professional Development

Unit code: Y/650/6848

RQF level: 7

Aim

The unit's aim is to introduce learners to leadership and personal leadership development through critical self-reflection, to inform personal self-directed development including the ability to reflect critically on personal experiences and to articulate the learning from these experiences.

The main practical focus is on individual reflection of personal leadership potential, drawing on a range of exercises to evaluate learners' own styles and approaches, leadership journey and development needs.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand a range of leadership models, theories and concepts.	1.1 Analyse the characteristics of a range of leadership models and theories. 1.2 Evaluate the role and importance of leadership and teamwork in the workplace to support successful strategic roll-outs. 1.3 Evaluate the effectiveness of a range of leadership models and styles for different circumstances.
2. Be able to formulate a plan that addresses their leadership development needs.	2.1 Identify the nature of their own leadership strengths and development needs. 2.2 Analyse the competences needed to manage tasks and handle work challenges. 2.3 Develop a plan that includes SMART objectives, success criteria, resources, review milestones and realistic

	timescales.
3. Be able to analyse the drivers of change and the implications for the role of organisational leadership.	3.1 Evaluate the nature and importance of drivers to change and their implications.
	3.2 Analyse the risks attached to drivers to change including the "do nothing" option.
	3.3 Evaluate the success of organizational change through effective change leadership.

Core texts

- Kets de Vries, Manfred F. R. (2022) Leading wisely : becoming a reflective leader in turbulent times. Chichester, West Sussex, England: Wiley

- Blanchard and Conley (2022) Simple Truths of Leadership. 1st ed. Berrett-Koehler Publishers. (e-book).

- Davis, Shirley. (2022) Diversity, Equity and Inclusion for Dummies. Newark : John Wiley & Sons, Incorporated.

- Pliner, E. (2022) Difficult Decisions: How Leaders Make the Right Call with Insight, Integrity, and Empathy. Newark: John Wiley & Sons, Incorporated

- Heneberry, P; Turner, A and Pardey, D (2019) Critical Leadership – How we learn to be better leaders. Wells: St. Andrews Press

- Kouzes, J. M. and Posner, B. Z. (2016) Learning leadership, the five fundamentals of becoming an exemplary leader, San Francisco: Wiley (e-book).

- Mead, G (2014) Telling the Story, the heart and soul of leadership. San Francisco: Jossey Bass

- Pardey, D. (2016). Introducing leadership [E-Book], London: Routledge

- Helyer, R. (2015) The work-based student learning handbook, 2nd Ed. London: Palgrave.

- Iszatt-White, M. and Saunders, C. (2017) Leadership 2nd Ed. Oxford: Oxford University Press.

- Kempster, S. et al. (2017) Field guide to leadership development, Cheltenham: Edward Elgar Publishing.

- Kouzes, J. & Posner, B. (2012) The leadership challenge, 5th Ed. London: Jossey-Bass.

- Oshry, B. (2007). Seeing systems, unlocking the mysteries of organizational life [E-Book], San Francisco: Berret-Koehler.

Journals

- Harvard Business Review

- Leadership and organization development

- Strategic Management Journal

- Leadership quarterly

- Journal of Management Studies

- Management Today

- Leadership

- Journal of Leadership Studies

- Journal of Business Ethics

Unit DPM709: Managing Risk, Uncertainty and Complexity in Projects

Unit code: A/650/6849

RQF level: 7

Aim

The unit's aim is to enhance learners' ability to apply risk management techniques to various project settings. Learners analyse the influence of culture on risk management and risk management methods. Techniques such as identifying risks and differentiating threats and opportunities, causes of risk and risk measurement are applied at more advanced level and are analysed using their application in various project settings. Uncertainty in projects and how it can be managed successfully including the theoretical framework to reduce certainty (Contingency theory) are also covered.

The unit also aims to develop professional project managers who are capable of providing knowledge of risk management concepts, techniques, risk management processes, compliance and develop a risk strategy that manages the prevailing risk faced by organisations in highly turbulent in project environments.

Learning Outcomes and Assessment Criteria

| Learning Outcomes
When awarded credit for this unit, a learner will: | Assessment Criteria
Assessment of this learning outcome will require a learner to demonstrate that they can: |
|---|---|
| 1. Be able to evaluate the risk management process. | 1.1 Evaluate the characteristics of effective risk management.

1.2 Analyse the way in which risk management is integrated into each stage of a project's life cycle.

1.3 Analyse the influence of culture on risk management.

1.4 Evaluate the effectiveness of different risk treatments for different kinds of risk. |

2. Be able to assess the extent to which it is possible to control a complex project environment.	2.1 Identify characteristics of complex projects.
	2.2 Analyse different ways of managing uncertainty in projects.
	2.3 Evaluate the application of risk management concepts, techniques and risk management processes to control a complex project environment.
	2.4 Develop a risk strategy that manages compliance requirements and risks faced by organisations in highly turbulent in project environments.
3. Be able to control and manage a complex project environment.	3.1 Identify the challenges of controlling and managing a complex project environment.
	3.2 Analyse existing models and approaches and their suitability for complex project management.

Essential Reading

- Chapman, R. J. (2019). The rules of project risk management: implementation guidelines for major projects (2nd ed.). Routledge. https://doi.org/10.4324/9780429281822.

- Hass, K.B. (2008). Managing complex projects. A new model. Berrett-Koehler Publishers.

- Christian, S. (2021). Solving for project risk management: understanding the critical role of uncertainty in project management.

Further Reading

- Chapman, C. B., & Ward, S. (2012). How to manage project opportunity and risk: why uncertainty management can be a much better approach than risk management (3rd ed.). Wiley.

- Harris, E. (2009; 2017). Strategic project risk appraisal and management (1st ed.). Gower. https://doi.org/10.4324/9781315242286.

- Wysocki, R. (2019). Effective project management: traditional, agile, extreme, hybrid (8th ed.). Wiley.

Journals

- Cristóbal, J. R. S. (2017). Complexity in project management. Procedia Computer Science, 121, 762-766. https://doi.org/10.1016/j.procs.2017.11.098

- Klein, L. (2016). Towards a practice of systemic change - acknowledging social complexity in project management. Systems Research and Behavioral Science, 33(5), 651-661. https://doi.org/10.1002/sres.2428

- Pich, M. T., Loch, C. H., & Meyer, A. D. (2002). On uncertainty, ambiguity, and complexity in project management. Management Science, 48(8), 1008-1023. https://doi.org/10.1287/mnsc.48.8.1008.163

- Saynisch, M. (2010). Beyond frontiers of traditional project management: An approach to evolutionary, self-organizational principles and the complexity theory-results of the research program. Project Management Journal, 41(2), 21-37. https://doi.org/10.1002/pmj.20159

- Sheffield, J., Sankaran, S., & Haslett, T. (2012). Systems thinking: Taming complexity in project management. On the Horizon, 20(2), 126-136. https://doi.org/10.1108/10748121211235787

Unit DPM710: Innovation in Project Management

Unit code: H/650/6850

RQF level: 7

Aim

This unit is designed to equip learners with the skills and knowledge required to manage innovation projects effectively. Learners are introduced to the concept of innovation project management (IPM), which goes beyond traditional project management methodologies, enabling them to identify problems in organizations, conceive solutions and promote changes to organizational culture where necessary.

The unit includes an overview of the key differences between traditional project management and IPM, providing learners with a critical analysis of the theoretical frameworks and models that underpin the change process in organisations. Learners learn various techniques to tailor project management methodology (flexibility, customizability, scalability and adoptability) to suit unique requirements, along with the essential skills and tools required for IPM.

The unit also focuses on alternative project management methodologies such as "agile" providing a practical insight into the application of IPM through real-life case studies of innovation in practice from industry. Learners will have developed a creative mindset that enables them to navigate the rapidly-evolving business landscape with confidence and contribute to their organization's success.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the innovation project environment.	1.1 Differentiate the characteristics of the innovation project environment from a traditional project management environment. 1.2 Analyse the use of disruptive technologies at project, programme and portfolio level in a variety of project sectors. 1.3 Evaluate the impact of disruptive technologies on an innovation project. 1.4 Analyse the characteristics of theoretical frameworks and models

	that underpin the change process in organisations.
2. Understand the use of best practices and tools that project managers should use in an innovation environment.	2.1 Analyse the typical complexity, ambiguity and uncertainty of an innovation project environment. 2.2 Evaluate the effectiveness and suitability of techniques to tailor project management methodology to suit unique requirements. 2.3 Evaluate the effectiveness of different tools and techniques for managing innovation projects. 2.4 Analyse techniques organisations use for innovation activities. 2.5 Evaluate the benefits and drawbacks of alternative project management methodologies.

Essential Reading

- Kerzner, H. (2019). Innovation Project Management: Methods, Case Studies, and Tools for Managing Innovation Projects (1st ed.). Wiley.

Further Reading

- Gurjar, N. (2017). A Forward-Looking Approach to Project Management: Tools, Trends, and the Impact of Disruptive Technologies. Springer. Thamhain, H. J., Riedy, D. (2014). Managing Technology-Based Projects: Tools, Techniques, People, and Business Processes (1st ed.). Wiley. https://doi.org/10.1002/9781118849958.
- Brown, T. (2009). Change by design: How design thinking can transform organizations and inspire innovation. Harper Business.
- Dodgson, M., Gann, D. M., & Phillips, N. (Eds.). (2013). The Oxford Handbook of Innovation Management. Oxford University Press.
- Forbes. (2019). Forbes Innovation. Retrieved from https://www.forbes.com/innovation/
- Harvard Business Review. (2021). Innovation. Retrieved from https://hbr.org/topic/innovation
- McKinsey & Company. (2021). Innovation & Growth. Retrieved from https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/how-we-help-clients/growth-and-innovation
- Tidd, J., & Bessant, J. (2018). Managing innovation: Integrating technological, market and organizational change (6th ed.). Wiley.

- Zeng, S. X., Xie, X. M., & Tam, C. M. (2010). Relationship between cooperation networks and innovation performance of SMEs. Technovation, 30(3), 181-194. https://doi.org/10.1016/j.technovation.2009.07.005

Journals

- Kapsali, M. (2011). Systems Thinking in Innovation Project Management: A Match that Works. International Journal of Project Management, 29(4), 396-407. https://doi.org/10.1016/j.ijproman.2011.01.003 Valerdi, R., Sullivan, B. P., & Aguilar Cisneros, J. R. (2020). Experiential Learning for Systems Thinking in Project Management. IEEE Systems Journal. Jones, O., & Tilley, E. (2017). Design Thinking and the Management of Complex Problems. Journal of Business Research, 79, 202-211. https://doi.org/10.1016/j.jbusres.2017.04.019

Unit DPM711: Project Management Planning

Unit code: J/650/6851

RQF level: 7

Aim

The unit's aim is to explore the key aspects of project management through looking at the process of planning a project. Learners are given the opportunity to contribute to the creation of a project plan according to a brief taken by the learners. The topics include the selection and justification of a range of tools/techniques/methodologies required for professional planning, implementing projects, evaluating associated benefits/costs and managing risk and uncertainty. The challenges of project organisation structures and resource scheduling are also addressed.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to evaluate a range of project management models and tools.	1.1 Analyse the characteristics of a range of project management models and tools. 1.2 Evaluate the advantages, disadvantages and relevance of a range of project management models and tools to a project.
2. Be able to manage the risks and uncertainties inherent in project management.	2.1 Analyse the risks and uncertainties inherent in project management. 2.2 Analyse the way in which the identified risks and uncertainties should best be managed or mitigated.
3. Be able to develop a project plan.	3.1 Develop a project plan that addresses stakeholder/client relationship management. 3.2 Develop a plan that includes SMART objectives, success criteria, resources, review milestones and realistic timescales.

	3.3 Select project management techniques that are appropriate to the nature of the project.
	3.4 Develop a project charter that is based on a project plan and which meets the project stakeholders' requirements.
	3.5 Produce a coherent and data-based presentation to the agreed standard.
	3.6 Evaluate the advantages and disadvantages of the plan and a project's team performance.

Core texts

- Association of Project Management (2017) *Book of Knowledge*, London: APM.

- Schwalbe, K. (2016) *An introduction to project management, 6th Ed*, CreateSpace Independent Publishing Platform.

Recommended texts

- Barker, S. & Cole, R. (2007) *Brilliant project management: what the best project managers know*, London: Prentice Hall.

- Lock, D. (2007) *Project management*, Aldershot: Gower Publishing.

- Clifford F. Gray, Erik W. Larson, Gautam V. Desai. (2012), Project Management, Fourth Edition.

- Drury, C (2007). Management and cost accounting. India: Thomson Learning.

- Horngren, C. T, Sundem, G. L and Stratton, W. O. (2010). Introduction to management accounting. New Delhi: Prentice Hall

- PMBOK, Project Management Institute, USA.

Journals

- Project Management Journal

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