



OTHM LEVEL 4 DIPLOMA IN PROJECT MANAGEMENT

Qualification Number: 610/1780/2

Specification | December 2022

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Diploma in Project Management is to develop a learner's practical project management skills and prepare them to work in a wide range of contexts.

The Level 4 units provide an introduction to relevant project management principles and practice. These units include both theoretical and practical content, and learners will be able to gain knowledge and skills in the areas of project management, people management, and business finance as well as business marketing. They will also learn about the importance of reflecting on their current practice, identifying their own learning needs and professional development.

Successful completion of the OTHM Level 4 Diploma in Project Management will support learners progressing to university, and to provide learners with the requisite skills and knowledge to enter the world of work in their chosen sector.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying relevant Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 4 Diploma in Project Management
Ofqual Reference Number	610/1780/2
Regulation Start Date	16/12/2022
Operational Start Date	16/12/2022
Duration	1 Year
Total Credit Value	120
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass/Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 4 Diploma in Project Management qualification consists of 6 mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 600 hours.

All units are mandatory.

Unit Ref. No.	Mandatory Units	Level	Credit	GLH	TQT
M/650/4856	Principles of Project Management	4	20	100	200
R/650/4866	People Management	4	20	100	200
T/650/4867	Introduction to Business Finance	4	20	100	200
A/650/4869	Fundamentals of Management in Projects	4	20	100	200
Y/650/4868	Business Marketing	4	20	100	200
H/650/4870	Personal and Professional Development	4	20	100	200

DEFINITIONS

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

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they

must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#).

Centres need to ensure that learners are selected for suitability on the course, establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Minimum core of literacy, language, numeracy and ICT
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults.

PROGRESSION

The OTHM Level 4 Diploma in Project Management qualification enables learners to progress into or within employment and/or continue their further study.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into the second year of a three-year UK Bachelor's degree. For more information visit the [University Progressions](#) page.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an approach and delivery module to teaching and learning that supports the progression and stretch of learners through the level 4 units of the OTHM Level 4 Diploma qualifications.

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

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of recommended hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the OTHM Level 4 Diploma and this should not be left until the end of the course.

This will include regular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit
- sampling evidence once one or two of the units or assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.

Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden.

Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

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

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment 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 do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race,

religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

LEVEL 4 UNIT SPECIFICATIONS

PRINCIPLES OF PROJECT MANAGEMENT

Unit Reference Number	M/650/4856
Unit Title	Principles of Project Management
Unit Level	4
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

Unit Aims

This unit is designed to help learners understand and apply the principles of project management which enable a positive contribution to project work in an organisational setting. Learners will explore how projects are set up and managed using project management tools and techniques. The unit will help learners to develop skills, knowledge and understanding of process management and the approaches to risk management adopted by managers of various projects.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Contents
1. Be able to implement the key principles of project management.	1.1 Identify the principles of project management. 1.2 Apply the principles of project management to a chosen project.	<ul style="list-style-type: none"> Features of a project: series of related tasks, start and end dates, objectives, team composition, budgeting.
2. Be able to set up and manage a project.	2.1 Identify the need for a project in a selected organisation. 2.2 Implement the steps required to set up a project. 2.3 Evaluate the management of a project in a chosen organisation.	<ul style="list-style-type: none"> Definition and characteristics of a project; how it differs from operations, including concepts of being temporary, unique and for a specific purpose. Examples of projects, e.g. development of a new product or service, implementing a

		<p>change in structure or staffing of an organisation, or a new business procedure or process.</p> <ul style="list-style-type: none"> • Identifying need for a project: undertaking research; cost-benefit analysis. • Selling benefits to stakeholders of projects. • Aligning project to support strategic objectives.
<p>3. Be able to use project management tools and techniques.</p>	<p>3.1 Use planning tools in the management of a project.</p> <p>3.2 Assess the effectiveness of project management software in successfully delivering a complex project.</p> <p>3.3 Evaluate the use of project management techniques in different types of projects.</p>	<ul style="list-style-type: none"> • Planning processes and activities: scope planning, setting SMART objectives, determining project deliverables, identifying work packages; identifying activities for each work package, project schedule planning; scheduling activities of determining sequencing of activities and identifying milestones. • Project management tools and techniques: critical path analysis, Gantt charts, PERT, work breakdown structure (WBS), fishbone diagrams, cost-benefit analysis, agile projects, log frames. • Resource planning: people, equipment, money, space, assessing resource availability, resource estimation, calculating estimates for all project costs, including potential overruns, creating a budget plan, procurement planning (contract planning; procurement process).
<p>4. Be able to apply the role of process and risk management in delivering project outcomes.</p>	<p>4.1 Use project process management in a selected organisation.</p> <p>4.2 Analyse how quality may be improved by the introduction of project process management in a selected organisation.</p> <p>4.3 Manage project risk in a selected organisation.</p>	<ul style="list-style-type: none"> • Process identification • Process specification • Process documentation • Process governance and management • Legal and regulatory compliance (external

	<p>4.4 Evaluate the effectiveness of risk management in the chosen project.</p>	<p>legislation, internal governance rules, business practice standards, safety, security)</p> <ul style="list-style-type: none"> • Scope management –SMART objectives, gathering and recording the requirements of the deliverables and project • Schedule management – identifying activities for each work package, determining sequencing of activities, identifying milestones, scheduling activities using appropriate tools, e.g. Gantt chart • Budget management – implementing cost control mechanisms, monitoring spending against budget • Quality management – time spent on project tasks, resources used, compliance with quality standards • Risk management: identifying and evaluating risks and creating risk mitigation plans • Creating a risk log and contingency plans
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading List

Heagney, J., (2022) Fundamentals of Project Management, Sixth Edition. 6th ed. HarperCollins Leadership.

Dinsmore, P. And Cabanis-Brewin, J. (2018). The AMA Handbook of Project Management. 5th Ed. AMACON.

Maylor, H. (2021) Project Management. 5th Ed. Harlow: Pearson.

Additional Resources

The International Journal of Project Management

The Project Management Journal

Harvard Business Review

European Management Journal

The Economist

The Financial Times

www.projectmanagement.com

<https://www.projectsart.co.uk/>

PEOPLE MANAGEMENT

Unit Reference Number	R/650/4866
Unit Title	People Management
Unit Level	4
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

Unit Aims

This unit will introduce learners to various people management concepts and human resource processes and practices and develop an understanding of how people interact in organisations. Recruiting the right people, managing them effectively and developing their performance is a key responsibility of managers, and underpins the development of high-performing teams with the potential to deliver excellent results for the organisation.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Contents
1. Be able to understand the role of Human Resource Management (HRM) in organisational performance and contributing to business success.	1.1 Explain the nature and scope of human resource management (HRM) in various organisational settings. 1.2 Analyse the various functions of HRM and how they contribute to business objectives. 1.3 Assess the various roles within the HR function specific to different types of businesses.	<ul style="list-style-type: none"> • Nature and scope of HRM and Definitions of HRM. • HR functions: resourcing, employee relations, organisational development and design, learning and development. • The development of strategic HRM in terms of business vision, mission statement, business objectives and strategic aims. • HR competencies, people strategies,

		<p>people management policies, employee engagement, supporting organisational change.</p> <ul style="list-style-type: none"> • Roles in HR and responsibilities: HR advisor, HR officer, people data analyst, HR assistant, employee relations officer. • Specific skills: communication skills across all levels of the organisation, adaptability to changing work priorities and patterns, displaying tenacity and being proactive, keeping ahead of trends and changing legal and policy requirements.
<p>2. Understand how external and internal factors can affect HRM decision making in relation to organisational development.</p>	<p>2.1 Explain methods used to recruit people to organisations. 2.2 Analyse factors that influence team recruitment. 2.3 Explain how recruitment impacts on team performance in different organisations. 2.4 Evaluate the various types of selection methods and their suitability.</p>	<ul style="list-style-type: none"> • Policies, including internal and external influences, e.g. employment legislation, specific organisational needs. • Different models of recruitment and selection e.g. direct advertising, talent pool, employee referral, internal vs. external. • Stages in recruitment and selection e.g.: candidate sourcing, sifting of applications, application tracking, interview, selection process, appointment. • Different types of selection methods, e.g. competence-based selection, CV based, psychometric testing, ability and aptitude tests.
<p>3. Understand the legal framework governing employment and the importance of managing employee performance.</p>	<p>3.1 Explain the legal framework underpinning employee performance. 3.2 Analyse the employment relationship and the key perspectives on employment relations. 3.3 Explain how to measure employee performance using appropriate indicators. 3.4 Explain how the results from measuring and managing performance inform employee development.</p>	<ul style="list-style-type: none"> • Employment Law relevant to sector, setting, country. • Basic employment rights available to all employees e.g. • Pay, national minimum wage, illegal deductions, timing of payment. • Holiday entitlement: full- and part-time employees.

		<ul style="list-style-type: none"> • Family: maternity and paternity leave • Managing performance: probation; appraisal; supporting employees eg mentoring, monitoring, buddying; occupational health; managing workloads; delegating authority; responsibility; capacity; competence; autonomy; linking rewards to performance.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

Indicative Reading List

Armstrong, M. And Taylor, S. (2020) Armstrong's Handbook of Human Resource Management Practice. 15th Ed. London: Kogan Page.

Bratton, J. And Gold, J. (2017) Human Resource Management: Theory and Practice. 6th Ed. Basingstoke: Palgrave.

Torrington, D. et al. (2018) Human Resource Management. 10th Ed. London: Pearson.

Additional Resources

www.cipd.co.uk

www.hr-guide.com

www.shrm.org

INTRODUCTION TO BUSINESS FINANCE

Unit Reference Number	T/650/4867
Unit Title	Introduction to Business Finance
Unit Level	4
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

Unit Aims

This unit aims to develop the financial understanding and knowledge within business organisations and to enable learners how to make effective decisions. The unit will provide an understanding of the fundamental roles of accounting and finance for businesses and explore how to assess the cost, economic and financial implications of business decisions.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative Contents
1. Understand the function of finance in business.	1.1 Explain the role of the finance function across various types of businesses. 1.2 Analyse the role of the finance manager in business. 1.3 Explain the relationship between business finance and a business in stages of development.	<ul style="list-style-type: none"> • Overview of financial management and the finance function. • Financial markets and institutions • Types of organisations and their advantages and disadvantages • The role of the financial manager • Management information systems and decision making
2. Understand different sources of	2.1 Identify various sources of finance for business.	<ul style="list-style-type: none"> • Sources of finance • Internal :

<p>business finance.</p>	<p>2.2 Explain the advantage and disadvantages of various sources.</p>	<ul style="list-style-type: none"> ○ retained profit ○ net current assets ○ sale of assets ● External: <ul style="list-style-type: none"> ○ owner’s capital ○ loans ○ crowdfunding ○ mortgages ○ venture capital ○ debt factoring ○ hire purchase ○ leasing ○ trade credit ○ grants ○ donations ○ peer to peer lending ● Advantages, disadvantages, short term and long term: e.g. access, support, longevity, flexibility, reliability, reputation, trust, terms.
<p>3. Be able to use financial planning tools to analyse financial data and assess business risks.</p>	<p>3.1 Interpret and analyse income statements. 3.2 Measure profitability, liquidity and efficiency. 3.3 Assess the limitations of ratios in analysing business performance. 3.4 Explain how analysis of financial performance can influence business decision making. 3.5 Review project selection using breakeven analysis and net present value.</p>	<ul style="list-style-type: none"> ● Completion, calculation and amendment to include gross profit (revenue, opening inventories, purchases, closing inventories, cost of goods sold), calculation of profit/loss for the year (expenses, other income) ● Adjustments for depreciation (straight-line and reducing balance) ● Adjustments for prepayments, accruals ● Interpretation, analysis and evaluation of statements ● Calculation, interpretation, analysis and evaluation of gross profit margin, mark-up, profit margin, return on capital employed (ROCE), current ratio, capital ratio trade receivable days, trade payable days, inventory turnover

		<ul style="list-style-type: none"> Project costing : fixed and variable cost, break-even point, Project appraisal, cashflows, IRR and NPV,
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

Indicative Reading List

Atrill, P. and McLaney, E. (2015) Accounting and Finance for Non-Specialists, 9th edition, Harlow, Essex: Pearson Education Limited

Berk and DeMarzo (2017) Corporate Finance, 4th (global) edition, Harlow, Essex: Pearson Education Limited

Dyson, J. R. (2015) Accounting for Non-Accounting Students. 9th Ed. London: Prentice Hall.

Additional Resources

The Economist

Financial Times

Bloomberg

Harvard Business Review

www.accaglobal.com

www.accountingcoach.com

FUNDAMENTALS OF MANAGEMENT IN PROJECTS

Unit Reference Number	A/650/4869
Unit Title	Fundamentals of Management in Projects
Unit Level	4
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

Unit Aims

This unit introduces learners to the general principles of management. The unit will introduce management concepts such as the business functions, organisational structure, work design and business ethics in project management.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the different types, structures, size and scope of organisations in project management.	1.1 Analyse the difference between various types of organisations and the legal structure of each. 1.2 Explain how organisation structures contribute to the achievement of business objectives in projects. 1.3 Evaluate how the interrelationships and interdependence of various business functions contributes to the successful execution of projects.	<ul style="list-style-type: none"> Project management and different functional areas : The importance of various functions within an organisation, The role of marketing, finance, human resource management, and operations within an organisational context and the interrelationships. Different types of organisational structures depending upon the size and scope of the organisation in project management. This includes bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.

<p>2. Understand the various approaches to management in Projects.</p>	<p>2.1 Describe the activities, techniques and objectives that characterise the main functions of management in managing projects.</p> <p>2.2 Assess the organisational contexts, theoretical models, teamwork and evaluate their impact on effectiveness of Project management activities.</p>	<ul style="list-style-type: none"> • Roles, functions and activities of managers e.g. planning, organizing, leading and controlling and how these functions work together in the creation, execution and realization of organisational goals • Management models and approaches: classical approach, human relation approach, system approach and contingency approach • Teams and team working theories e.g. Tuckman’s Model, Belbin’s Theory, MBTI Theory • The management environment, internal and external and strategic management
<p>3. Be able to apply ethical practice in projects.</p>	<p>3.1 Define personal and business ethics.</p> <p>3.2 Compare and contrast personal and business ethics in successful execution of the Projects.</p> <p>3.3 Analyse sustainability practices in Project management for a specific project.</p> <p>3.4 Apply ethical principles to project design and management using the Agile Project management APM framework.</p>	<ul style="list-style-type: none"> • Project professionalism in practice and codes of conduct related to relevant sector and legislation. • Ethical behaviour in project management e.g.: confidentiality, trust, integrity, respect, openness, transparency. • Sustainability and Triple bottom line People, profit and planet • Comparison of personal and business ethics in project management. • Agile Project management (APM models) and sustainability of projects

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

Indicative Reading List

Boddy, D. (2018). Management: An Introduction (7th Ed). London: Prentice Hall.

Carboni, J.B. and Duncan, W. (2018). Sustainable Project Management: The GPM Reference Guide Paperback. Novi, USA. Bookwov Publication.

Kelly, P. And Cole, G. (2020) Management: Theory and Practice. 9th Ed. Cengage.

Additional Resources

Association for Project Management
 International Project Management Association
 Harvard Business Review
 Management Today
 The Economist

BUSINESS MARKETING

Unit Reference Number	Y/650/4868
Unit Title	Business Marketing
Unit Level	4
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

Unit Aims

This unit introduces learners to economic theories of markets and competition along with aspects of the wider business environment, including government policy and the macro-economy. Learners will develop knowledge and understanding of the core role of marketing in determining the growth potential of an enterprise, including the value of the marketing mix in ensuring successful marketing implementation and the significance of external and internal operating environments for marketing practice.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the role of marketing and how it interrelates with other business units of an organisation.	1.1 Discuss current and future trends in marketing. 1.2 Discuss the process of identifying customer needs in range of projects. 1.3 Identify the external forces that influence marketing strategies of a business. 1.4 Analyse the regulatory and compliance framework and how it affects marketing strategies.	<ul style="list-style-type: none"> • The development of the marketing concept, including current and future trends. • Marketing concepts and customer need in a range of product services, projects • The concepts of brand positioning and management. • The external influences that impact on marketing activity e.g.: Political and Regulatory Environment, the Economic

		<p>Environment, the Competitive Environment, the Technological Environment, the Social and Cultural Environment. Overview of marketing processes - market research, data analysis, strategic planning and conducting marketing campaigns.</p> <ul style="list-style-type: none"> • The role of digital marketing as a core driver of marketing strategy, including Search Engine Optimisation (SEO), use of web analytics, social media marketing, mobile marketing, pay-per-click marketing. • Sector specific legal, regulatory and compliance frameworks, including current data protection regulations.
<p>2. Understand how organisations use elements achieve overall business objectives.</p>	<p>2.1 Explain how to conduct portfolio analysis for a business having a number of products and projects.</p> <p>2.2 Discuss how different types of business use the marketing mix.</p> <p>2.3 Evaluate the how the various roles within the marketing function deliver value.</p>	<ul style="list-style-type: none"> • Product portfolios analysis e.g. Boston Consulting Group Matrix, GE McKinsey Matrix • Different stages of the product lifecycle e.g.: introduction, growth, maturity, and decline • Pricing models, strategies and tactics e.g.: cost-plus pricing, competitive pricing, price skimming, penetration pricing and value-based pricing • Place strategies and channel distribution e.g. distribution channels, including retailers, distributors / sales agents, direct (e.g. via e-commerce), wholesalers • Promotion strategies including digital promotional tools and strategies. e.g.: Search engine optimization (SEO), Pay-per-click (PPC) advertising, Content marketing, Email marketing, Social media marketing, Voice search optimization, Video marketing

		<ul style="list-style-type: none"> • Different roles of ‘people’ in marketing, including customer interfacing and support personnel to deliver both customer value and added value. • Physical evidence and the tangible aspects of service delivery e.g.: the marketing mix, differentiators, customer retention strategies
<p>3. Be able to produce a marketing plan for an organisation to meet its marketing objectives.</p>	<p>3.1 Implement the principles of tactical marketing planning.</p> <p>3.2 Undertake a marketing audit using relevant analytical tools.</p> <p>3.3 Evaluate and monitor marketing plans using appropriate control and evaluation techniques.</p>	<ul style="list-style-type: none"> • Purpose of marketing planning, benefits of marketing plans and links between marketing plans and marketing objectives • The marketing audit, applying analytical tools, e.g. SWOT, PESTLE, 5C analysis. • Competitive analysis using analytical tools, e.g. Boston Consulting Group Matrix (BCG). • Market segmentation and target market selection and profiling. • Setting goals and SMART (Specific, Measurable, Achievable, Realistic, Timely) objectives. • Creating marketing strategies applied to the marketing mix. • Tactics to execute marketing strategies e.g. using a marketing calendar, choosing the right media, designing the right materials and distribution channels
<p>4. Be able to develop a project plan to support a marketing campaign for an organisation.</p>	<p>4.1 Discuss the various types of marketing campaigns.</p> <p>4.2 Recommend campaign objectives and strategy for a marketing campaign for inviting biddings for a range of projects.</p> <p>4.3 Design a marketing campaign project for a</p>	<ul style="list-style-type: none"> • Purpose and types of marketing campaigns e.g.: brand awareness, rebranding, user generated content, email marketing, public relations. • Setting campaign objectives e.g. for brand awareness, changing attitudes, increasing

	<p>chosen organisation.</p>	<p>sales.</p> <ul style="list-style-type: none"> • Hierarchy of organisational objectives • Setting smart objectives related to brand building, changing attitudes and behaviour, launching new products/services, increasing sales, customer acquisition and retention • Message and positioning strategies linked to organisational and marketing objectives • Marketing mix context • Different communication, messaging and positioning strategies, campaign tactics e.g.: competitive positioning, product positioning, situational positioning, and perceptual positioning. • Campaign budget setting methods, cost • Different digital platforms and offline tools for communication. e.g.: Social Media Profiles, Website • Images and Video Content, Blog Posts and eBooks, Reviews and Customer Testimonials, Branded Logos, Images, or Icons • Features and benefits of integrated multimedia channels e.g. Multi-channel attribution, Omnichannel marketing. Benefits: Improved results, improved brand image, cost efficiency, increased morale. • Different approaches to frequency and reach e.g. • Reach: Demographics, Census Data, Traffic Counts and Vehicle Analytics, Daily Effective Circulation, Eye Tracking • Digital Statistics, e.g. Comparisons
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		between pre- and post-campaign sales figures, online traffic, use of unique promo codes
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading List

Jobber, D. and Chadwick, F. (2019) Principles and Practice of Marketing (9th Edn) Maidenhead: Mcgraw-Hill.

Kotler, P. and Armstrong, G. (2016) Principles of Marketing (7th Edn) London: Pearson.

Additional Resources

www.marketingdonut.co.uk

www.marketingteacher.com

<https://www.marketingweek.com/>

PERSONAL AND PROFESSIONAL DEVELOPMENT

Unit Reference Number	H/650/4870
Unit Title	Personal and Professional Development
Unit Level	4
Number of Credits	20
Guided Learning Hours (GLH)	100 hours
Total Qualification Time (TQT)	200 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Structure	Pass/Fail

Unit Aims

This unit will enable learners to become more aware of their own personal and professional development. Drawing upon related theories and through reflection and interaction with peers, learners will understand the importance of personal development and develop skills to enhance future employability. Having conducted a comprehensive self-assessment and impact study, learners will look at the benefits of creating a personal development plan (PDP) and set their own targets to create such a plan for themselves. Learners will gain insight into how to experience the value of constructive feedback, and review and monitor their progress as they implement their personal and professional development plan.

Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Be able to reflect on own performance, working style and personal development needs.	1.1 Conduct self-assessment of your knowledge, skills and working style, using a range of sources and appropriate tools, techniques and criteria. 1.2 Reflect on self-assessment of performance and working style, evaluating the positive and negative impacts on own team and other stakeholders.	<ul style="list-style-type: none"> • Sources: including line manager, team members, other stakeholders. • Tools and techniques, e.g. online personality and working styles assessments, emotional and cultural intelligence, learning style, project management skills, leadership styles etc , performance assessments and reports Personal SWOT

	<p>1.3 Identify actions/changes necessary to improve own performance as a project manager.</p>	<p>Characteristics of effective project managers and leaders. Benefits of planning own professional development: allocating resources, being ready to take opportunities that arise, attracting support of others, opportunity for reflection and research, increasing own commitment, increasing own employability, contributing to own work effectiveness, supporting achievement of business objectives.</p>
<p>2. Be able to create a personal development plan to become effective project leader and manager.</p>	<p>2.1 Identify professional development objectives that are consistent with business needs and own personal goals as an effective project leader or manager. 2.2 Produce a personal development plan to support achievement of agreed short, medium and long-term learning and development needs in order to become an effective project leader or manager.</p>	<ul style="list-style-type: none"> • Self-appraisal skills audit (using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills • Development plan - current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan • Portfolio building; developing and maintaining a personal portfolio
<p>3. Be able to use time management and prioritisation techniques.</p>	<p>3.1 Discuss the processes and activities required to implement their personal and professional development plan. 3.2 Undertake and document development activities as planned. 3.3 Reflect critically on own learning against original aims and objectives set in the personal and professional development plan.</p>	<ul style="list-style-type: none"> • Learning styles and strategies: types of styles; e.g. awareness of own personal style; impact of personal style and interactions with others • Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals • Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims and targets; establishing and recognising

		<p>strengths and areas for improvement</p> <ul style="list-style-type: none"> • Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 3	All ACs under LO 1 to 3	Coursework	3000 words

Indicative Reading List

Cottrell, S. (2015) Skills for Success: Personal Development and Employability. 3rd ed. London: Palgrave

Smale, B. & Fowlie, J. (2015) How to succeed at University: an essential guide to academic skills, personal development and employability. London: Sage

Additional Resources

CIPD The Professional Body for Human Resources and People Development

www.belbin.com

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk