**Certified Project Professional (CPP)**

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## **Introduction**

Welcome to the Learning and Assessment Document for the Certified Project Professional (CPP) certification. Aspiring project management professionals embark on this journey to validate their knowledge, experience, and skills in project management, culminating in the prestigious CPP certification. This document serves as a comprehensive guide for candidates to navigate through the requirements and expectations of the certification process.

To attain the CPP certification, candidates are required to demonstrate proficiency across three key domains: knowledge, experience, and skills.

**Knowledge:** Candidates must have successfully completed a minimum of 30 hours of project management education. This educational component ensures that candidates have a foundational understanding of project management principles, methodologies, and best practices.

**Experience:** Candidates must have successfully passed the exercise and post-assessment of a rigorous training program. This experiential component validates candidates' practical application of project management concepts and techniques in real-world scenarios, thereby demonstrating their ability to translate theoretical knowledge into actionable solutions.

**Skills:** A hallmark of the CPP certification is the ability to analyze and critically reflect upon one or more project management subjects recently covered in the training program and from previous professional experience. This component underscores candidates' capacity to apply theoretical knowledge to practical situations, identify challenges, propose solutions, and drive project success.

Throughout this document, candidates will find detailed instructions, assessment criteria, and guidelines for each component of the CPP certification process. It is designed to support candidates in showcasing their capabilities as competent and skilled project management professionals.

We wish you the best of luck on your journey towards becoming a Certified Project Professional. Let's embark on this rewarding endeavor together.

## **The 30 hours’ project management education**

In order to demonstrate your **knowledge** as a Project Professional, you are required to show evidence that you have successfully completed 30 hours of project management education. Topics covered are:

**Module 1 - Project Initiation**

Unit 1: Project Frameworks

Topic 1.1: What is a project (and why does it matter)?

Topic 1.2: Projects and operations

Topic 1.3: Projects v business-as-usual

Topic 1.4: The projectised organisation

Topic 1.5: Project lifecycle

Topic 1.6: The cost of change

Topic 1.7: The triple constraints

Topic 1.8: Methodology

Topic 1.9: Project documents

Unit 2: Project Stakeholders

Topic 2.1: The stakeholder management process

Topic 2.2: The project team

Topic 2.3: The project sponsor and client

Topic 2.4: Governance and reference groups

Topic 2.5: Indirect stakeholders

Topic 2.6: Prioritising stakeholders

Topic 2.7: Engaging project stakeholders

Topic 2.8: Barriers to engagement

Topic 2.9: Inclusive engagement

Topic 2.10: The stakeholder register

Unit 3: Choosing the Right Project

Topic 3.1: The initiation process

Topic 3.2: Opportunity definition

Topic 3.3: Risk profile

Topic 3.4: Identifying options

Topic 3.5: Feasibility analysis

Topic 3.6: Business case: estimating cost and time

Topic 3.7: Business case: financial estimates

Topic 3.8: Business case: valuing other impacts

Topic 3.9: Recommending a project

Topic 3.10: The project charter

Unit 4: Project Communication

Topic 4.1: Communication principles

Topic 4.2: Communication styles

Topic 4.3: Written communication

Topic 4.4: Written reports

Topic 4.5: Making presentations

**Module 2 - Project Planning**

Unit 5: Requirements Analysis

Topic 5.1: Work breakdown structure

Topic 5.2: WBS tricks and tips

Topic 5.3: Acceptance criteria

Topic 5.4: The project budget

Topic 5.5: Advanced estimating

Topic 5.6: Procurement planning

Topic 5.7: The procurement lifecycle

Topic 5.8: Going to tender

Topic 5.9: Selecting a supplier

Topic 5.10: Negotiating the contract

Unit 6: Project Scheduling

Topic 6.1: Dependencies

Topic 6.2: Forward pass

Topic 6.3: Backward pass

Topic 6.4: Critical path

Topic 6.5: Gantt charts

Topic 6.6: More Gantt charts

Topic 6.7: Resource levelling

Topic 6.8: Fast-tracking

Topic 6.9: Dependency hierarchy

Topic 6.10: Crashing

Unit 7: Managing Project Risk

Topic 7.1: Risk management

Topic 7.2: Risk identification

Topic 7.3: Qualitative risk analysis probability

Topic 7.4: Qualitative risk analysis impact

Topic 7.5: Risk prioritisation

Topic 7.6: Risk appetite

Topic 7.7: Risk treatment

Topic 7.8: Secondary residual risk

Topic 7.9: Quantitative analysis

Topic 7.10: Contingency planning

Topic 7.11: Contingency reserves

Topic 7.12: Management reserves

Topic 7.13: Padding

Topic 7.14: Risk register

Topic 7.15: Monitoring and controlling risk

Unit 8: Other Project Plans

Topic 8.1: Quality management

Topic 8.2: Quality management plan

Topic 8.3: The cost of quality

Topic 8.4: Human resource plan

Topic 8.5: Financial management plan

Topic 8.6: Procurement management plan

Topic 8.7: Project sizing

Module 3 - Project Delivery & Close

Unit 9: Managing Project Teams

Topic 9.1: Project v operations managers

Topic 9.2: Communication media

Topic 9.3: Active listening

Topic 9.4: Managing meetings

Topic 9.5: Facilitating meetings

Topic 9.6: Making good decisions

Topic 9.7: How to delegate

Topic 9.8: Managing up

Topic 9.9: Agile project management

Unit 10: Leading Projects

Topic 10.1: Leadership styles

Topic 10.2: Developing project teams

Topic 10.3: Promoting teamwork

Topic 10.4: Evaluating teams

Topic 10.5: Virtual project teams

Topic 10.6: Mediating conflict

Topic 10.7: Resolving conflict

Topic 10.8: Managing under-performance

Topic 10.9: Managing contractual claims

Topic 10.10: Resolving contractual disputes

Topic 10.11: The ethical project manager

Unit 11: Managing Project Change

Topic 11.1: Reporting status

Topic 11.2: Back to Gantt

Topic 11.3: Introduction to earned value management (EVM)

Topic 11.4: PV / EV / AC example

Topic 11.5: Cost and schedule variance

Topic 11.6: But wait, there’s more…

Topic 11.7: Performance indices

Topic 11.8: Earning value

Topic 11.9: Forecasting performance

Topic 11.10: Exception reporting

Topic 11.11: Exceptional reporting

Topic 11.12: Change management

Topic 11.13: Configuration management

Topic 11.14: Scope creep

Topic 11.15: Scope retreat

Unit 12: Closing Projects

Topic 12.1: Successful completion

Topic 12.2: Unsuccessful completion

Topic 12.3: Closing contracts

Topic 12.4: Administrative close

Topic 12.5: Project reflection

Topic 12.6: Forensic project review

Topic 12.7: Conducting a review

Topic 12.8: Gathering data

Topic 12.9: Interview techniques

Topic 12.10: Root cause analysis

Topic 12.11: Defending your findings

Topic 12.12: Lessons actually learned

Topic 12.13: A culture of project excellence

Topic 12.14: Continuing professional development

## **Post Assessment:**

To successfully complete the post training assessment questions based on the given topics over the 5 days. The assessment is based on the international rubric method. It will help the trainee to gain EXPERIENCE in handling project management highlighted issues with no help and support.

## **Critical reflections:**

In order to demonstrate your SKILL as a Project Professional, you are required to participate in group assignment and critically reflect upon the learned topics and to demonstrate the application of industry best practices in arriving at and presenting recommendations to inform your participation in and project delivery. This training approach with exercises to discuss and write a short critical essay at the end of the day, will help trainees with the SKILLS to critically analyze and synthesize the information they've learned each day, leading to a more comprehensive understanding of project management principles and practices in an advanced professional manner.

## Some open QUESTIONS of typical critical issues that can be highlighted are:

There are many project management methodologies AND tools - which do you prefer and why?

What is your personal communication style and how does that impact your interactions with others?

Using examples, describe how you influence stakeholders, especially those that are senior to you.

How do you prioritize competing or simultaneously urgent tasks?

In your experience, what are the main reasons projects underperform or fail?

If you had to deliver a project in an entirely different industry or setting, what transferable project management skills would you rely on to see you successfully through?

What advice would you give to someone starting out their career in projects?

What are your three (3) biggest strengths / gaps? How will you continue your professional development?

Where do you want to go next in your career?

You should always use examples in your responses where possible.

Your critical reflections is evaluated in terms of content and clarity, as well as style. Don’t write too fast and don’t overly rely on notes. Be prepared to clarify or elaborate on your assumptions, theoretical positions, methods, and conclusions.

Try to be concise and to the point, but at the same time demonstrate that you have a good grasp of the complex issues involved. In other words, do not give shallow answers, but at the same time, do not try and present an entire academic level theory of project management in each response but on the best practices and practicality. This is an essential real-world skill and may be directly assessed!

Importantly, you should put up a good defense of your findings without being defensive. A good defense means that you can provide strong logical arguments and empirically support or defend your position or recommendations.

If you are unsuccessful in your first attempt, we will make some recommendations as to how you might do better and give you an opportunity to be reassessed at no cost.

If you are not yet proficient after a second interview, your assessor will admit you to the Center for Project Innovation as a Certified Project Officer.

## **The 5 Days Training Plan:**

**Day 1: Project Initiation**

**Unit 1: Project Frameworks**

* What is a project (and why does it matter)?
* Projects and operations
* Projects v business-as-usual
* The projectized organization
* Project lifecycle
* The cost of change
* The triple constraints
* Methodology
* Project documents

**Unit 2: Project Stakeholders**

* The stakeholder management process
* The project team
* The project sponsor and client
* Governance and reference groups
* Indirect stakeholders
* Prioritizing stakeholders
* Engaging project stakeholders
* Barriers to engagement
* Inclusive engagement
* The stakeholder register
* END OF DAY 1 Exercise: Short critical essay on understanding projects within the organization's context.

**Day 2: Project Planning**

**Unit 3: Choosing the Right Project**

* The initiation process
* Opportunity definition
* Risk profile
* Identifying options
* Feasibility analysis
* Business case: estimating cost and time
* Business case: financial estimates
* Business case: valuing other impacts
* Recommending a project
* The project charter
* Lecture and discussion on Unit 4: Project Communication
* Communication principles
* Communication styles
* Written communication
* Written reports
* Making presentations
* END OF DAY 2 Exercise: Short critical essay on project selection and the importance of effective communication.

**Day 3: Project Execution and Control**

* Lecture and discussion on Unit 5: Requirements Analysis
* Work breakdown structure
* WBS tricks and tips
* Acceptance criteria
* The project budget
* Advanced estimating
* Procurement planning
* The procurement lifecycle
* Going to tender
* Selecting a supplier
* Negotiating the contract
* Lecture and discussion on Unit 6: Project Scheduling
* Dependencies
* Forward pass
* Backward pass
* Critical path
* Gantt charts
* More Gantt charts
* Resource leveling
* Fast-tracking
* Dependency hierarchy
* Crashing
* END OF DAY 3 Exercise: Short critical essay on the importance of requirements analysis and effective project scheduling.

**Day 4: Project Monitoring and Controlling**

**Unit 7: Managing Project Risk**

* Risk management
* Risk identification
* Qualitative risk analysis probability
* Qualitative risk analysis impact
* Risk prioritization
* Risk appetite
* Risk treatment
* Secondary residual risk
* Quantitative analysis
* Contingency planning
* Contingency reserves
* Management reserves
* Padding
* Risk register
* Monitoring and controlling risk
* Lecture and discussion on Unit 8: Other Project Plans
* Quality management
* Quality management plan
* The cost of quality
* Human resource plan
* Financial management plan
* Procurement management plan
* Project sizing
* END OF DAY $ Exercise: Short critical essay on managing project risks and the significance of other project plans.

**Day 5: Project Delivery & Close and Summary**

* Unit 9: Managing Project Teams
* Project v operations managers
* Communication media
* Active listening
* Managing meetings
* Facilitating meetings
* Making good decisions
* How to delegate
* Managing up
* Agile project management
* Lecture and discussion on Unit 10: Leading Projects
* Leadership styles
* Developing project teams
* Promoting teamwork
* Evaluating teams
* Virtual project teams
* Mediating conflict
* Resolving conflict
* Managing under-performance
* Managing contractual claims
* Resolving contractual disputes
* The ethical project manager
* Lecture and discussion on Unit 11: Managing Project Change
* Reporting status
* Back to Gantt
* Introduction to earned value management (EVM)
* PV / EV / AC example
* Cost and schedule variance
* But wait, there’s more…
* Performance indices
* Earning value
* Forecasting performance
* Exception reporting
* Exceptional reporting
* Change management
* Configuration management
* Scope creep
* Scope retreat
* Lecture and discussion on Unit 12: Closing Projects
* Successful completion
* Unsuccessful completion
* Closing contracts
* Administrative close
* Project reflection
* Forensic project review
* Conducting a review
* Gathering data
* Interview techniques
* Root cause analysis
* Defending your findings
* Lessons actually learned
* A culture of project excellence
* Continuing professional development
* END OF DAY 5 Final Exercise: Trainees combine all daily critical essays into one comprehensive essay and present to the trainer for review and discussion.

## **Quality Assurance & Verification Procedures:**

All assessments will be conducted during the Workshop. Assessment tasks consist of e.g: Pre and post Exams, Quizzes, Practical discussions, Essays, case studies, role plays, onsite Exercises, hands-on.

## **Certificates:**

Certificates will be awarded to the learners who pass in the assessments and completed at least 75% of the attendance report.

## **Course Language*:* English**

## **Progress Reports:**

Progress and attendance reports linked to the specifications for the reporting period will be sent to the company of each learner. This report will list learner’s progress and achievements with respect to the appropriate section of the syllabus, indicating the progress made towards the training objective.

**UNIT SPECIFICATIONS FOR THE CERTIFIED PROJECT PROFESSIONAL CERTIFICATE IN PROJECT MANAGEMENT**

### **Project Frameworks**

|  |  |
| --- | --- |
| Title | Project Frameworks |
| Module | 1 |

|  |  |
| --- | --- |
| Learning Outcomes | Assessment Criteria |
| 1. **Evaluate** complex project environments to differentiate overlapping projects and optimize integration. | 1.1. **Evaluate** scenario-based exam performance on project management methodologies. 1.2. **Discuss** participation in debates on complex projects. 1.3. **Prepare** reports on case studies integrating multiple projects. 1.4. **Present** strategic optimization plans for project integration. |
| 1. **Synthesize** project management frameworks by integrating time, cost, scope, risk management, and stakeholder analysis. | 2.1. **Evaluate** exam performance on integrating time, cost, scope, risk management, and stakeholder analysis. 2.2. **Develop** project management frameworks in assignments, synthesizing constraints and risk management. 2.3. **Discuss** role-play simulations with real-time decision-making and reflective reports. 2.4. **Prepare** and present case studies, proposing strategies to enhance project quality amidst constraints. |
| **3. Develop** change management plans using predictive analytics to assess and mitigate impacts on project costs and outcomes. | 3.1. **Assess** assignments identifying lifecycle stages with high change costs, using predictive analytics. 3.2. **Develop** and evaluate change management plans to mitigate costs with predictive analytics. 3.3. **Participate** in change management simulations and discussions, followed by reflective reports. 3.4. **Analyze** case studies critiquing change management practices, proposing improvements based on advanced theories. |
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| **Additional Information About the Unit** | |
| Unit Purpose and Aim(s) | Equip students with advanced expertise in project management methodologies, emphasizing:  a) The critical evaluation and integration of projects and operations within complex organizational frameworks,  b) The application of advanced techniques for managing constraints and optimizing resource allocation,  c) The strategic analysis of change impacts on project costs and the development of proactive mitigation strategies, and  d) The implementation of cutting-edge, structured methodologies to drive innovation, efficiency, and competitive advantage in project management. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or  curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organisation submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Project Stakeholders

|  |  |
| --- | --- |
| Title | Project Stakeholders |
| Module | 1 |
| Learning Outcomes | Assessment Criteria |
| **1. Evaluate** complex stakeholder landscapes and formulate strategies for effective engagement and conflict resolution. | 1.1. **Analyse** stakeholder dynamics in complex project environments, demonstrating understanding of motivations and interests. 1.2. **Develop** and present strategic stakeholder engagement plans, integrating conflict resolution and alignment tactics. 1.3. **Participate** in advanced discussions on stakeholder management, showcasing critical analysis of diverse perspectives. 1.4. **Evaluate** real-world scenarios, proposing innovative solutions for effective stakeholder engagement and conflict resolution. |
| 1. **Integrate** stakeholder management into project frameworks to enhance alignment and success. | 2.1. **Apply** advanced stakeholder identification techniques in complex projects, aligning with objectives and interests. 2.2. **Develop** and implement comprehensive stakeholder engagement plans with innovative strategies for diverse groups and project phases. |
| 1. **Utilize** predictive analytics to assess and mitigate change impacts on project costs, developing strategic change management plans. | 3.1. **Utilize** predictive analytics to forecast and quantify potential change impacts on project costs. 3.2. **Design** and implement strategic change management plans using predictive analytics to mitigate cost impacts. 3.3. **Participate** in workshops or simulations with predictive analytics tools to assess change impacts, followed by critical reflection on real-world applications. |
|  |  |
| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Project Stakeholders unit is to empower students with advanced insights into stakeholder dynamics, equipping them with the strategic acumen to navigate complex stakeholder landscapes effectively. Students will develop sophisticated approaches for fostering stakeholder alignment and driving project success across diverse organizational contexts and project lifecycles. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Choosing the Right Project

|  |  |
| --- | --- |
| Title | Choosing the Right Project |
| Module | 1 |
| Learning Outcomes | Assessment Criteria |
| 1. **Analyze** project initiation processes to identify opportunities, assess feasibility, and conceptualize projects in complex contexts. | 1.1. **Apply** advanced project initiation methodologies in complex organizational contexts, aligning with goals and industry trends. 1.2. **Participate** in discussions on project initiation processes, showcasing critical analysis of diverse methodologies. 1.3. **Evaluate** real-world project initiation scenarios, proposing innovative solutions to optimize success in dynamic environments. |
| 1. **Innovate** project concept development by capturing objectives, stakeholder dynamics, and risk mitigation strategies. | 2.1. **Develop** innovative project concept documents that address objectives, stakeholder dynamics, and risk mitigation strategies. 2.2. **Create** and refine concept documents in workshops, integrating peer feedback and expert insights for strategic alignment. 2.3. **Analyse** and critique real-world project concept documents, identifying innovative approaches for capturing objectives and dynamics. |
| **3. Employ** advanced decision-making frameworks to evaluate and prioritize project options based on cost, risk, feasibility, and alignment with organizational objectives. | 3.1. **Apply** advanced decision-making frameworks to evaluate project options holistically in complex contexts. 3.2. **Develop** strategic justifications for project selection based on analysis of cost, risk, feasibility, and alignment with objectives. 3.3. **Integrate** innovative decision-making techniques to anticipate and address challenges and opportunities in project prioritization. |
|  |  |
| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Choosing the Right Project unit is to equip students with the knowledge and skills necessary to effectively initiate projects, develop comprehensive concept canvases, and employ multi-criteria analysis techniques to select the most suitable project options aligned with organizational objectives.. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Project Communication

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| --- | --- |
| Title | Project Communication |
| Module | 2 |
| Learning Outcomes | Assessment Criteria |
| **1. Analyse** advanced communication strategies and create clear project communication plans. | 1.1. **Apply** advanced communication theories to develop comprehensive project communication plans. 1.2. **Participate** in discussions on the strategic role of communication in project success. 1.3. **Evaluate** real-world communication scenarios, proposing innovative strategies for enhancing stakeholder engagement. |
| **2. Evaluate** synchronous and asynchronous communication methods for various project scenarios. | 2.1. **Apply** advanced communication analysis techniques to evaluate synchronous and asynchronous methods in diverse project contexts. 2.2. **Participate** in simulations or case studies, demonstrating strategic selection and justification of communication methods based on project requirements. |
| **3. Understand** the importance of organizing meetings and the impact of groupthink on team decision-making. | 3.1. **Apply** advanced principles to optimize communication and decision-making in project meetings. 3.2. **Analyse** real-world meetings, proposing strategies to mitigate groupthink and enhance decision-making. |
|  |  |
| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Project Communication unit is to equip students with advanced communication strategies and group dynamics insights to enhance project outcomes in complex organizational contexts. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Requirements Analysis

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| --- | --- |
| Title | Requirements Analysis |
| Module | 2 |
| Learning Outcomes | Assessment Criteria |
| 1. **Understand** the critical role of acceptance criteria in requirements analysis. | 1.1. **Apply** advanced acceptance criteria principles to define and validate project requirements. 1.2. **Participate** in discussions on the strategic role of acceptance criteria in project success. 1.3. **Evaluate** real-world scenarios, proposing strategies to enhance acceptance criteria effectiveness. |
| **2. Proficiently interpret** and create network diagrams and Gantt charts to enhance project planning and scheduling. | 2.1. **Apply** advanced planning principles to enhance scheduling with network diagrams and Gantt charts. 2.2. **Participate** in workshops, demonstrating interpretation and creation of these tools for complex projects. 2.3. **Analyse** real-world scheduling techniques, proposing innovative strategies to optimize planning processes. |
| 1. **Effectively implement** a work breakdown structure (WBS) and project plan to streamline project execution. | 3.1. **Apply** advanced principles to develop a comprehensive Work Breakdown Structure (WBS) for task management and resource allocation. 3.2. **Create** a detailed project plan integrating tasks, durations, dependencies, and resource assignments from the WBS. 3.3. **Participate** in exercises and simulations, demonstrating the strategic application of WBS and planning techniques in various contexts. |
|  |  |
| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Requirements Analysis unit is to equip students with advanced skills in defining acceptance criteria, utilizing network diagrams and Gantt charts, and implementing effective work breakdown structures and project plans for successful project execution in dynamic organizational environments. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Procurement

|  |  |
| --- | --- |
| Title | Procurement |
| Module | 2 |
| Learning Outcomes | Assessment Criteria |
| **1. Analyse** the procurement lifecycle, integrating methodologies to optimize processes and enhance outcomes. | 1.1. **Apply** advanced procurement methodologies to optimize the procurement lifecycle, aligning with project objectives. 1.2. **Participate** in discussions on innovative procurement strategies, showcasing critical analysis of diverse methodologies. 1.3. **Evaluate** real-world procurement scenarios, proposing strategies to optimize processes and maximize project success. |
| **2.Strategize** market engagement by synthesizing approaches like EOIs, RFTs, and RFQs to meet project objectives. | 2.1. **Apply** advanced market engagement strategies, synthesizing EOIs, RFTs, and RFQs to align with project objectives. 2.2. **Evaluate** market engagement documents for clarity, completeness, and compliance with procurement guidelines. 2.3. **Participate** in workshops, showcasing strategic drafting and evaluation of documents for complex procurement scenarios. |
| **3.Apply** advanced MCA techniques to select suppliers based on cost, quality, delivery, sustainability, and strategic alignment. | 3.1. **Apply** advanced Multi-Criteria Analysis (MCA) techniques to evaluate supplier proposals with strategic weighting and scoring. 3.2. **Justify** supplier selection decisions based on risk mitigation, value for money, and alignment with organizational objectives. 3.3. **Participate** in exercises and simulations, showcasing the strategic application of MCA for supplier selection in various procurement scenarios. |
|  |  |
| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Procurement unit is to empower students with advanced strategic capabilities for navigating dynamic organizational landscapes. By delving into nuanced procurement methodologies and market engagement strategies, students will optimize supplier selection processes and strategically align procurement activities with organizational objectives, driving sustainable value creation and competitive advantage. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Managing Project Risk

|  |  |
| --- | --- |
| Title | Managing Project Risk |
| Module | 2 |
| Learning Outcomes | Assessment Criteria |
| 1. **Analyze** the risk management process, integrating methodologies to optimize risk identification, assessment, and mitigation. | 1.1. **Apply** advanced risk management methodologies to optimize risk identification, assessment, and mitigation. 1.2. **Participate** in discussions on innovative risk management strategies, showcasing critical analysis of diverse methodologies. 1.3. **Evaluate** real-world scenarios, proposing strategies to optimize risk management processes and maximize success. |
| **2.Master** techniques for identifying, categorizing, treating, and monitoring project risks effectively. | 2.1. **Apply** advanced risk identification techniques by analysing internal and external factors influencing project objectives. 2.2. **Categorize** risks based on their nature, impact, and likelihood, formulating comprehensive treatment strategies. 2.3. **Implement** risk monitoring and control mechanisms to track identified risks and execute timely corrective actions. |
| **3.Apply** sophisticated risk analysis methods to assess risk probability versus impact, implementing tailored treatment strategies for project success. | 3.1. **Apply** advanced qualitative and quantitative risk analysis methods, including the Risk Priority Index Method (RPIM), to evaluate risks with precision. 3.2. **Formulate** comprehensive risk treatment plans based on assessments of risk probability and impact, prioritizing actions to mitigate high-risk areas. |
|  |  |
| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Managing Project Risk unit is to empower students with advanced strategic capabilities for navigating dynamic organizational landscapes. By delving into nuanced risk identification, assessment, treatment, and monitoring methodologies, students will safeguard project success amidst uncertainty and complexity. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Agile Project Management

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| Title | Agile Project Management |
| Module | 3 |
| Learning Outcomes | Assessment Criteria |
| 1. **Analyze** the historical evolution of Agile, synthesizing its origins and principles to inform strategic decision-making in project management. | 1.1. **Apply** advanced critical analysis skills to evaluate the historical evolution of Agile, guiding strategic decision-making in project management. 1.2. **Demonstrate** strategic insight by proposing innovative approaches based on Agile's historical evolution to optimize project management practices. |
| 1. **Synthesize** insights into Agile, contrasting it with waterfall methodologies, and apply its iterative, customer-centric approach to optimize outcomes. | 2.1. **Apply** advanced analytical skills to evaluate and contrast Agile and Waterfall methodologies, identifying differences in planning, execution, and delivery. 2.2. **Demonstrate** strategic insight by synthesizing the Agile manifesto, recognizing the importance of collaboration and flexibility, and proposing innovative approaches to optimize project outcomes. |
| 1. **Master** Kanban as an Agile framework to visualize, manage, and enhance workflows, fostering continuous improvement and adaptability. | 3.1. **Apply** advanced Kanban principles to visualize workflow, optimize work in progress (WIP) limits, and drive continuous improvement. 3.2. **Demonstrate** mastery in using Kanban boards and cards to track and manage project tasks, fostering transparency and collaboration in Agile teams. |
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| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Agile Project Management unit is to equip students with advanced strategic capabilities for driving transformative change in dynamic organizational landscapes. Through an in-depth exploration of Agile methodologies, including historical evolution, core principles, and advanced frameworks like Kanban, students will optimize project delivery and foster adaptability to meet evolving market dynamics and stakeholder needs. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Managing Project Teams

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| Title | Managing Project Teams |
| Module | 3 |
| Learning Outcomes | Assessment Criteria |
| 1. **Analyze** advanced applications of the RACI Matrix to optimize team dynamics, fostering collaboration and accountability for project success. | 1.1. **Apply** advanced analytical skills to evaluate the RACI Matrix's applications in optimizing team dynamics, fostering collaboration, and maximizing project success. 1.2. **Demonstrate** strategic insight by synthesizing knowledge of RACI Matrix components, proposing innovative strategies to enhance project outcomes in dynamic environments. |
| 1. **Synthesize** insights into team development phases to enhance cohesion, resilience, and performance in navigating project complexities. | 2.1. **Apply** advanced strategic thinking to synthesize insights into team development phases, optimizing cohesion, resilience, and performance. 2.2. **Demonstrate** strategic insight by proposing innovative strategies for managing team dynamics throughout project development phases, fostering collaboration and high performance. |
| 1. **Orchestrate** advanced delegation processes to empower team members, fostering autonomy and driving innovation and efficiency in project execution. | 3.1. **Demonstrate** mastery in advanced delegation processes, strategically assigning tasks to optimize performance and empower team members. 3.2. **Exhibit** strategic leadership by synthesizing delegation principles in real-world scenarios, showcasing effective skills through exercises and case studies to foster accountability and maximize effectiveness. |
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| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Leading High-Performance Project Teams unit is to equip students with advanced strategic leadership skills for guiding diverse project teams toward transformative outcomes, fostering collaboration, communication, and productivity to achieve strategic organizational objectives. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Leading Projects

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| Title | Leading Projects |
| Module | 3 |
| Learning Outcomes | Assessment Criteria |
| 1. **Master** conflict resolution strategies in project teams to foster collaboration and enhance performance. | 1.1. **Critically analyse** conflict dynamics within project teams, identifying underlying causes and proposing strategic interventions to mitigate conflicts and promote collaboration. 1.2. **Demonstrate** performance in case studies by applying advanced conflict resolution strategies to real-world scenarios, showcasing the ability to navigate interpersonal dynamics and achieve beneficial resolutions. |
| 1. **Exemplify** ethical leadership in project management by integrating integrity, honesty, and transparency into decision-making. | 2.1. **Critically evaluate** ethical challenges in project management, proposing nuanced responses that uphold organizational values and stakeholder interests. 2.2. **Demonstrate** performance in simulations requiring ethical decision-making, showcasing the ability to navigate dilemmas and uphold integrity in practices. |
| 1. **Excel** in upward management, demonstrating communication and influencing skills to engage stakeholders and senior management for strategic alignment. | 3.1. **Strategize** upward management using clear communication and trust-building to engage stakeholders and senior management. 3.2. **Demonstrate** skills in role plays with senior management, applying upward management techniques to achieve strategic alignment. |
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| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Leading Successful Projects unit is to empower students with advanced competencies in conflict resolution, ethical leadership, and stakeholder management, enabling them to navigate complex project environments with integrity, transparency, and strategic acumen to drive successful project outcomes. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Managing Project Change

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| Title | Managing Project Change |
| Module | 3 |
| Learning Outcomes | Assessment Criteria |
| 1. **Master** the use of status reports to identify exceptions and analyse variances for steering project progress. | 1.1. **Synthesize** status reports that reflect project progress, highlighting milestones, deliverables, and potential risks. 1.2. **Demonstrate** proficiency in generating accurate status reports through exercises, case studies, and quizzes on reporting principles. |
| 1. **Demonstrate** proficiency in the formal change request process, initiating and orchestrating changes with precision. | 2.1. **Demonstrate** mastery of the change request process, including documentation, impact assessment, and stakeholder approval. 2.2. **Exhibit** expertise in role plays and discussions on change requests, showcasing accuracy in documentation and success in quizzes on change management. |
| 1. **Implement** advanced scheduling strategies like resource levelling and fast-tracking to optimize project timelines and resource allocation. | 3.1. **Demonstrate** mastery in analyzing project schedules for resource levelling, fast-tracking, and crashing to optimize timelines and minimize risks. 3.2. **Exhibit** proficiency in applying these techniques through exercises, case studies, and discussions, achieving success in quizzes on schedule optimization strategies. |
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| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Advanced Project Management unit is to empower students with advanced competencies in monitoring project progress, orchestrating change initiatives, and optimizing project schedules, thereby driving exceptional project performance and delivering sustainable outcomes. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |

### Closing Projects

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| Title | Closing Projects |
| Module | 4 |
| Learning Outcomes | Assessment Criteria |
| 1. **Analyze** the client acceptance process to identify key indicators for project closure and ensure successful completion. | 1.1. **Synthesize** client acceptance criteria, focusing on alignment with objectives, deliverables, and stakeholder satisfaction. 1.2. **Demonstrate** mastery in identifying project closure indicators through exercises, case studies, and quizzes on client acceptance principles. |
| 1. **Demonstrate** proficiency in managing project knowledge by synthesizing lessons learned to inform decision-making and drive improvement. | 2.1. **Grasp** the lessons learned register's role in capturing project insights and best practices for knowledge sharing. 2.2. **Demonstrate** proficiency by creating a comprehensive register from discussions and case studies, with quiz performance evaluating its strategic importance for continuous improvement. |
| **3. Master** the project review process by evaluating performance and providing strategic recommendations for future success. | 3.1. **Conduct** project reviews to assess outcomes, identify improvement opportunities, and formulate strategic recommendations. 3.2. **Demonstrate** proficiency in simulations, providing relevant recommendations based on insights from case studies, and achieving success in quizzes on the project review process. |
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| **Additional Information About the Unit** |
| Unit Purpose and Aim(s) | The purpose of the Project Closure Management unit is to empower students with advanced competencies required to meticulously conclude projects, encompassing strategic client acceptance processes, comprehensive lessons learned capture, and insightful project reviews to drive continuous organizational improvement. |
| Unit Review Date | 31/12/2024 |
| Details of the relationship between the unit  and relevant national occupational  standards or professional standards or curricula (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) |  |
| Location of the unit within the  subject/sector classification system | Business Management |
| Name of the organization submitting the  unit | Center for Project Innovation |
| Availability for use | Restricted to CPI |
| Units available from | 1/1/2024 |
| Unit guided learning hours | 2.5 |