



# **TLM Level 3 Award in Project Management Fundamentals**

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The Level 3 Award in Project Management Fundamentals qualification is designed to meet the contemporary demands of project management within various industries. Developed with expert support and guidance from Flowlio, a leading authority in project management practices, this certification provides tangible evidence of candidates' practical approach and foundational knowledge in project management principles.

Ideal for professionals seeking to enhance their project management skills, regardless of their background or industry, the Level 3 Award in Project Management Fundamentals offers a structured pathway to demonstrate competency in initiating and overseeing projects effectively. This qualification serves as a solid foundation for individuals looking to pursue further Level 3 certificates or diplomas in the field of project management.

Participants will gain insights into project start-up, planning, execution, monitoring, benefits tracking, and closure through a comprehensive curriculum tailored to equip learners with the essential tools and techniques necessary to succeed in project management roles. This qualification ensures that candidates develop a robust understanding of project lifecycle management, stakeholder engagement, risk assessment, and effective communication strategies within project teams.

The Level 3 Award in Project Management Fundamentals sets the stage for advanced studies and practical application in project management, preparing individuals for more complex project management challenges and higher-level qualifications within this dynamic and critical field.

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The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with Flowlio, a leading authority in project management practices



The Learning Machine Ltd (TLM) - Part of the TiftW group of companies

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# 1. For those in a hurry!

Please read the rest of the book later as the details are important!

- 1.1 TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
- 1.2 Learners must demonstrate competence against the assessment criteria from their day-to-day work and the tutor assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

## Procedures

- 1.3 The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
- 1.4 TLM will provide initial training in the pedagogical model, and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

## 2. Introduction

The Level 3 Award in Project Management Fundamentals Qualifications offer educators the chance to:

- Develop professional skills that enable you to orchestrate successful projects, fostering the growth of a versatile skill set and vital leadership qualities essential for effective project management.
- Achieve a respected nationally-recognised Level 3 certification in project management fundamentals, showcasing your expertise and commitment to the field of project management.
- Cultivate your professional development and deepen your engagement in project management, ensuring that you continue to inspire and lead project teams effectively.

### 2.1 **Level 3 Project Management Fundamentals**

The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills.

**Mandatory - None**

**Level 3 Unit 1 Project Management Fundamentals**

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### 3. Summary of Qualification Specification

#### 3.1 Level 3 Award (Annexe A)

The Level 3 Award in Project Management Fundamentals sets the stage for advanced studies and practical application in project management, preparing individuals for more complex project management challenges and higher-level qualifications within this dynamic and critical field.

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**Qualification Title:** TLM Level 3 Award in Project Management Fundamentals

**Qualification Number:** 610/4156/7

**Qualification Level:** Level 3

**Total Credits:** 3

**Guided Learning Hours:** 18

**Total Qualification Time:** 30

**Assessment Methods:** Coursework, E-assessment, Portfolio of Evidence

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#### Assessment

Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

#### Mandatory - None

Unit 1 – Project Management Fundamentals (3 credits).

#### 3.5 Assessment

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the tutor on areas to improve for resubmission.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by tutor observations, portfolio completed, and or activities in line with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.

If on formative assessment the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

Centres will be subject to the TLM Centre Assessment Standards Scrutiny (CASS) and further details of this, including our centre guidance, is freely available on the TLM website in our Policy Download Centre. <https://tlm.org.uk/policy-download-centre/>

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## 4. Qualification Content

| Mandatory  | Optional Unit Bank |
|--|--------------------|
| <b>3 CREDITS</b>   |                    |
|  Level 3 Unit 1 – Project Management Fundamentals (3 credits) | None               |

# 5. Support

## Guidance and Assistance

5.1 There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified tutors, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than "chasing paper". There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.

5.2 **Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.

5.3 The **community learning site** provides free optional facilities for learners to submit their evidence online, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.

5.4 **Telephone** and e-mail support are available to all Centres. There is a general convention of first-name.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

# 6. Registration & Procedures

## Registration

6.1 TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications

There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.

## Internal standardisation

6.2 The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent.

It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations.

TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.

## Authentication

6.3 All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.

6.4 Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

# 7. Other Considerations

## Access arrangements and special requirements

7.1 All TLM's qualifications are intended to be accessible, as widely as possible.

Please refer to the Annex for further information.

Centres should contact TLM if they have any questions related to accessibility issues

## Language

7.2 The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.

## Malpractice

7.3 TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at <https://t1m.org.uk/policy-download-centre/> Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.

## Equality of opportunity

7.4 TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at <https://t1m.org.uk/policy-download-centre/>

## Resources, Support and Training

7.5 A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.

7.6 TLM does not require centres to use Free and Open-Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open-source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

## Annexe A

### Level 3 Award in Project Management Fundamentals - Unit assessment - coursework guidance

The Level 3 learner has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Holder can interpret relevant information and ideas. Holder is aware of a range of information that is relevant to the area of study or work.

AND/OR

Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.

**Moderation/verification:** The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

#### General Information

The Level 3 qualification has the following characteristics for learners:

- Achievement at RQF level 3 (EQF Level 4) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
- Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.
- Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
- Take responsibility for completing tasks and procedures subject to direction or guidance as needed.

  

- The specification for the Level 3 Award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

#### Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day-to-day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least **18** hours of guided study to be undertaken for the award for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

## Level 3, Unit 1 – Project Management Fundamentals

| <b>1. Understand the Principles of Project Management</b>  | <b>2. Project Planning and Execution</b>   | <b>3. Navigate Project Lifecycle Phases</b>   |
|--|--|---|
| 1.1 I can define a project and key project characteristics   | 2.1 I can understand and demonstrate the use of a vision statement and business case in project approval                                 | 3.1 I can identify project stakeholders. Assess their interests and influence as well as level of communication and management required.                              |
| 1.2 I can explain and analyse common factors that contribute to project failure.                   | 2.2 I can identify how to create comprehensive project plans incorporating tasks, timelines, resource allocations, and budget estimates. | 3.2 I can understand the sequential flow of projects from initiation to development, completion and benefit realisation.  |
| 1.3 I can recognise project influencer categories  | 2.3 I can understand and explain the use of a RAAIDD log to proactively manage project challenges and ensure project success.            | 3.3 I can understand project management techniques to manage and control project activities, ensuring alignment with project goals and objectives.                    |
| 1.4 I can describe the project delivery framework  | 2.4 I can describe how to utilise highlight reports to monitor project progress accurately.  | 3.4 I can identify techniques for reporting project progress to stakeholders and senior management, adapting communication strategies based on stakeholder needs.     |
| 1.5 I can identify the 3 main reasons for project start-up: vision (idea), emergent and compliance | 2.5 I can describe how to utilise budget trackers to monitor project financial performance accurately.                                   | 3.5 I can explore the transition process from project completion to business-as-usual operations, including documentation, lessons learned, and stakeholder handover. |

## Teacher Guidance Notes

### **Level 3, Unit 1 – Project Management Fundamentals**

#### **1.1: I can define a project and key project characteristics**

- Introduce the concept of a project, highlighting its distinguishing features such as a defined scope, timeline, budget, and resources. Emphasise that projects have a clear start and end, and are distinct from ongoing operational activities.
- Discuss the key characteristics of projects, including their unique and temporary nature, the need for coordination across multiple stakeholders, and the focus on delivering specific objectives or outcomes.
- Encourage students to recognise the differences between projects and routine business-as-usual tasks, and the importance of this distinction in effective project management.

#### **1.2: I can explain and analyse common factors that contribute to project failure**

- Explore the various factors that can lead to project failure, such as poor planning, lack of stakeholder engagement, scope creep, inadequate risk management, and ineffective communication.
- Encourage students to analyse case studies or real-world examples to identify the root causes of project failures and the lessons that can be learned.
- Emphasise the importance of understanding these common failure factors to proactively address them in project management.

#### **1.3: I can recognise project influencer categories**

- Introduce the concept of project influencers. The project influencers can include “Political, Economic, Sociological, Technological, Legal and Environmental (PESTLE)”
- Discuss the different categories of project influencers, their potential level of interest and influence on the project, and the importance of identifying influencers.

#### **1.4: I can describe the project delivery framework**

- Explain the key elements of a project delivery framework, such as Approval → Start Up → Delivery → Go Live and Closure → Benefits Realisation
- Emphasise the importance of a structured approach to project management, which can help ensure the project is delivered successfully within the defined scope, timeline, and budget.
- 

#### **1.5: I can identify the 3 main reasons for project start-up**

- Discuss the three primary reasons for initiating a project: vision (idea), emergent need, and compliance with regulations or organisational requirements.

- Explain how each of these drivers can influence the project's objectives, scope, and approach, and the importance of aligning the project with the underlying rationale.
- Encourage students to consider the different motivations behind project start-ups and how they can impact the project management process.

#### **2.1: I can understand and demonstrate the use of a vision statement and business case in project approval**

- Emphasise the significance of a clear and compelling vision statement in securing project approval and buy-in from key stakeholders.
- Discuss the key elements of a well-crafted vision statement, such as defining the project's purpose, desired outcomes, and strategic alignment.
- Explain the role of the business case in justifying the project's investment, outlining the expected benefits, costs, and risks, and demonstrating the project's value to the organisation.
- Encourage students to understand how vision statements and business cases work together to ensure project approval and support.

#### **2.2: I can identify how to create comprehensive project plans incorporating tasks, timelines, resource allocations, and budget estimates**

- Introduce the concept of comprehensive project planning, highlighting the importance of defining project scope, activities, timelines, resource requirements, and budget estimates.
- Discuss the various planning tools and techniques, and Gantt charts, that can be used to develop detailed and integrated Project plans.
- Emphasise the need for project plans to be realistic, adaptable, and aligned with the project's objectives and constraints.

#### **2.3: I can understand and explain the use of a RAAIDD log to proactively manage project challenges and ensure project success**

- Explain the purpose and structure of a RAAIDD log (Risk, Assumptions, Actions, Issues, Decisions, Dependencies), which is a tool used to identify, track, and mitigate project-related challenges.
- Discuss how the RAAIDD log can be used to proactively manage risks, address assumptions, document actions, resolve issues, record decisions, and monitor dependencies throughout the project lifecycle.
- Highlight the benefits of using a RAAIDD log in ensuring project success by anticipating and addressing potential obstacles.

#### **2.4: I can describe how to utilise highlight reports to monitor project progress accurately**

- Introduce the concept of project progress monitoring, emphasising its importance in ensuring project objectives are being met within the defined timeline.
- Discuss the use of highlight reports to provide concise, regular updates on project status, milestones achieved, and any deviations from the plan.
- Explain the key elements of an effective highlight report, such as summarising the work completed, identifying issues or risks, and outlining next steps.
- Emphasise the value of highlight reports in maintaining visibility and transparency on project progress, and how they can be used to inform decision-making and keep stakeholders informed.

#### **2.5: I can describe how to utilise budget trackers to monitor project financial performance accurately**

- Highlight the significance of monitoring project financial performance to ensure the project remains within the approved budget.

- Explain the purpose of budget trackers in monitoring actual expenditures against the planned budget, and how they can be used to identify and address any financial issues or variances.
- Discuss the key elements of an effective budget tracker, such as tracking cost categories, comparing actual to budgeted amounts, and forecasting future expenditures. Emphasise the importance of regularly updating and reviewing the budget tracker to maintain financial control.
- Encourage students to understand how budget trackers, when used in conjunction with highlight reports, can provide a comprehensive view of project performance and enable proactive management of project finances.

**3.1: I can identify project stakeholders, assess their interests and influence, as well as level of communication and management required**

- Stress the importance of identifying and understanding all relevant project stakeholders, including their level of interest, influence, and the potential impact they can have on the project.
- Discuss strategies for mapping and categorising stakeholders based on their influence and interest, and how this information can inform the appropriate communication and management approaches.
- Emphasise the need to continuously monitor and manage stakeholder engagement throughout the project lifecycle to ensure alignment and support.
- Highlight the need to identify and map out the various project stakeholders, understand their perspectives, and tailor communication and engagement strategies accordingly

**3.2: I can understand the sequential flow of projects from initiation to development, completion, and benefit realisation**

- Provide an overview of the project lifecycle, highlighting the key phases from initiation, through development and execution, to completion and benefit realisation.
- Explain how the project management principles and techniques evolve and are applied differently across these various stages of the project lifecycle.
- Encourage students to recognise the importance of a structured, sequential approach to project management to ensure the successful delivery of project outcomes.

**3.3: I can understand project management techniques to manage and control project activities, ensuring alignment with project goals and objectives**

- Introduce various project management techniques, such as change control, risk management, quality assurance, and performance monitoring, that can be used to manage and control project activities.
- Discuss how these techniques can be applied to ensure ongoing alignment between project execution and the defined goals and objectives.
- Emphasise the need for project managers to continuously adapt and refine their approach based on project progress and changing circumstances.

**3.4: I can identify techniques for reporting project progress to stakeholders and senior management, adapting communication strategies based on stakeholder needs**

- Highlight the importance of effective project reporting and communication to keep stakeholders informed and engaged throughout the project lifecycle.
- Discuss various reporting techniques, modes of communication, and how they can be tailored to meet the specific needs and preferences of different stakeholder groups.
- Encourage students to consider the importance of adapting communication strategies based on stakeholder influence, information requirements, and communication channels.

**3.5: I can explore the transition process from project completion to business-as-usual operations, including documentation, lessons learned, and stakeholder handover**

- Emphasise the importance of the project closeout and transition to business-as-usual (BAU) operations, ensuring a smooth handover of project deliverables and the realisation of intended benefits.
- Discuss the key elements of this transition process, such as the documentation of project outcomes, capturing lessons learned, and engaging with stakeholders to support the integration of project outputs into ongoing operations.
- Encourage students to recognise the criticality of this final phase in the project lifecycle and its impact on the long-term success of the project.

## Accessibility Policies

TLM firmly believes that every learner should have an equal chance to excel in their studies and assessments, regardless of any disabilities they may have. To achieve this goal, TLM has developed a comprehensive and well-structured reasonable adjustment policy that is specifically tailored to cater to the needs of learners with disabilities. This policy is not only an essential aspect of TLM's commitment to inclusivity but also an integral part of creating a diverse and accessible learning environment.

The reasonable adjustment policy is designed to support learners with disabilities in various ways. It encompasses a range of accommodations, such as providing additional time for examinations, offering alternative formats for study materials, permitting the use of assistive technology, arranging for sign language interpreters, and ensuring accessible physical facilities. The implementation of these reasonable adjustments is meticulously carried out to ensure that they meet the individual needs of each learner, acknowledging the unique challenges they may face.

TLM is dedicated to making the reasonable adjustment process transparent and easily accessible for all stakeholders. Thus, the details of the policy are made readily available to all, including learners, educators, and TLM Centres. These details can be found on TLM's official website, ensuring that everyone is well-informed about the support and accommodations available to learners with disabilities.

Additionally, TLM Centres play a crucial role in facilitating this process. They are empowered to submit requests for other reasonable adjustments on behalf of learners, based on their specific requirements and circumstances.

TLM firmly believes that promoting a culture of inclusivity and understanding is fundamental to fostering an environment where learners can thrive, irrespective of their abilities or disabilities. By continuously evaluating and refining its reasonable adjustment policy, TLM ensures that it remains up-to-date with the best practices in the field of inclusive education.

TLM Qualifications is deeply committed to its duty as an awarding organisation to provide reasonable adjustments for learners with disabilities in accordance with the Equality Act 2010. By adhering to its comprehensive reasonable adjustment policy and collaborating closely with TLM Centres, TLM strives to create a learning landscape that supports and empowers all learners, ensuring they can reach their full potential and achieve academic success.

TLM Accessibility Policy: <https://t1m.org.uk/policies/general-requirements-for-regulated-qualifications/#3>

TLM reasonable adjustment policy: <https://t1m.org.uk/reasonable-adjustments-and-special-considerations-policy-2/>

TLM reasonable adjustments request form: <https://t1m.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx>

TLM reasonable adjustments request form: <https://t1m.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx>