Programme Curriculum, Strategy and Alignment document

Learning Programme Overview	
Learning Programme Title	Fundamentals of project management
Learning Programme Description	Unit standard based learning and/or skills programme
Learning Programme overall purpose	To provide learners with the required knowledge and skills to: Explain fundamentals of project management
Learning Programme entry level requirements	It is assumed that people learning towards this Unit Standard are already competent in: • computer literacy, numeracy, literacy and communications at NQF level 4 or equivalent Learners applying to enter this learning programme need to submit proof of entry requirements being met, e.g. school certificates / reports. Learners who cannot provide proof of entry level requirements being met will need to undergo testing at accredited assessment centres – information about this will be provided to the learner as required.
Target audience, population and learner profile	This generic and/or vocational learning programme is intended for all persons who need to explain fundamentals of project management. The person credited with this unit standard is able to begin operating in a project environment by understanding the terminology used and interpreting and explaining fundamental concepts of project management. This standard will also add value to learners who are running their own business and recognise that project management forms an integral component of any business. This learning programme allows entry to certain positions / is required job specific training / links with other vocations / enhances current job skills, specific to the individual learner. These will be identified for the individual learner upon entry to the learning programme.

Unit Standard Alignment								
Unit Standard(s) against which provision is aligned	**Unit Standard**	Explain fundamentals of project management		**SAQA ID**	120372	**Level**	4	**Credits**	5
	Registration End Date	2015-06-30					**Total**	5

Learning Outcomes	At the end of this learning programme, the learner will be able to: Explain the nature of a project. Explain the nature and application of project management. Explain the types of structures that are found in a project environment. Explain the application of organisation structures in a project environment. Explain the major processes and activities required to manage a project
Articulation, construct and portability with other courses / qualifications	The unit standard this learning programme has been aligned to forms part of the qualification: SAQA ID: 50080: Further Education and Training Certificate: Project Management; NQF 4 and other qualifications listed on the SAQA Unit Standard document

Programme Design and Delivery			
Learning strategy	The learning programme will be: • Scheduled and managed by the training provider according to the set QMS • Facilitated by qualified facilitators with the required skills and subject matter expertise • Assessed and moderated by qualified assessors moderators with the required skills and subject matter expertise • Attended by learners in a classroom situation with learning activities that include individual, group and self-study activities as well as practical reinforcement within a structured work environment, with workplace activities, exposure, coaching & mentoring activities, assessments, etc.		
Infrastructure	• Training Venue • PowerPoint Slides	• Data Projector • Flipchart stand	• Flipchart paper • Flipchart Pens	• Laptop • Pre-designed assessment instruments

Learning material to be used	• Learner guide • Learner workbook • Learner PoE guide	• Facilitator guide • Assessor guide, feedback document, review and report • Moderator guide, plan, review and report	

Learning map (delivery structure)	Notional Hours: 50	**Mode**	**Methods**	**Media**
		Contact Session 36% = 18 hours ▪ Training and Formative Assessment - 16 hours (2 days) ▪ Prescribed reading, support and coaching – 2 hours	Lecturing Facilitated workshop Group discussion and feedback Facilitation of class activities: Individual, Pair and Group, Mentored discussion, Self-Reflection and Assessment	Learner guide Facilitator guide PowerPoint slides Learner workbook
		Experiential Learning 64% = 32 hours ▪ Learning at the Workplace – 24 hours ▪ Summative Assessment – 8 hours	Practical workplace activities On-site / workplace monitoring and observation Self-reflection and logbook/diary Assessment	Learner guide Learner PoE guide
		Reflexive learning ▪ CCFOs integrated with summative assessments	On-site / workplace monitoring and observation Self-reflection and logbook/diary Assessment	Learner guide Learner PoE guide

Facilitators for learning programme	Facilitators need to be subject matter experts with proven competence / experience in the field of learning. Preference will be given to facilitators who hold a related qualification at an NQF level higher than this learning programme.
Delivery Methods	Presentation of learning through various training methods, such as lecturing, case studies, on-site monitoring or observation, facilitation etc.

Assessment Strategy and Design	
Assessment methods and conditions	The assessment methodologies used in this learning programme has as its purpose to determine and recognise learner competence against the criteria in the related unit standard(s). Learners are required to successfully complete both formative and summative assessments: • Formative Assessment: Learner completes the Class Activities in the Learner Workbook during the training session (training room / boardroom) • Summative Assessment: Learner creates a Portfolio of Evidence, comprising of Knowledge Questions and practical workplace activities, such as a Practical Activity, Summative Project and a Logbook (diary) to show application of the related unit standard criteria, within a structured work environment (where the learner is employed, or otherwise agreed upfront with a host employer) Evidence gathered during formative assessment will be used towards summative assessment.
Assessment approach and resources	The learner will complete the formative assessment during the training and session and then create and submit the Portfolio of Evidence to the training provider within the stipulated time period (e.g. 2 weeks) as per the training provider QMS, for assessment by the assessor. The assessor will assess the portfolio, make a judgement and provide the learner with feedback about the outcome of the assessment within the stipulated time period (e.g. 3 weeks) as per the training provider QMS. Learners found to be Not Yet Competent in the assessment will be provided with one re-assessment opportunity, in which the learner will use the feedback they have received to provide more evidence in the portfolio. Internal moderators will be moderating all assessment activities to validate the quality of the judgements made by assessors within the stipulated time period (e.g. 2 weeks) as per the training provider QMS Provision for RPL is made in accordance with the policies and procedures of the training provider

Assessors and Moderators for learning programme	Assessors need to be qualified as assessors and registered as constituent assessors with the relevant SETA as required by this unit standard. Moderators need to be qualified as moderators and registered as constituent moderators with the relevant SETA as required by this unit standard The assessor and the moderator needs to be sufficiently experienced in the related field of assessment and moderation	
Learner needs	• Special needs are identified through the learner information form completed during enrolment and verified during the Assessment Preparation which takes place during the learning intervention as part of the Learner PoE Guide. • Special needs include, but are not limited to: Hearing impairment, Physical impairment, Learning disabilities, Visual impairment, Speech impairment and Medical conditions • Assessment should be adjusted based on special needs requests, provided that the fairness, validity and reliability of the assessment are not compromised.	
Principles of assessment for Assessment Tools and Evidence	**Valid**	The assessment tools cover all of the specific outcomes, assessment criterion, embedded knowledge (where applicable) and critical cross field outcomes of the unit standard. The tools measure the requirements of this unit standard.
	Authentic	The learners are required to sign a declaration sheet that states that they have submitted their own work. The assessor checks that this sheet is submitted in the learner's portfolio of evidence. In line with the principles of assessment, the assessor will ensure that they are satisfied that work being assessed belongs to the learner in question.
	Reliable	Consistent results will be obtained with different assessors by making use of these assessment tools.
	Current	The evidence presented will be current – not older than 3 years.
	Sufficient	The assessment tools selected for this assessment provides enough evidence to show that the learners have met the criteria and specific outcomes required to be found competent against this unit standard. This performance can be repeated consistently with the same results.
Learner Support Strategy		
Learner role and responsibilities	• Attend the required number of contact training sessions and participate where required to show learning and application of the related knowledge and skills in this learning programme • Submit a portfolio of evidence, as outlined in the Learner Portfolio of Evidence guide (both formative and summative assessment activities completed), for assessment • Learning facilitation • Facilitator / Assessor guidance and support with completion of Summative Assessments • Mentoring and coaching (provided by supervisor) • Facilitator guidance and support with workshop activities	
Training provider role and responsibilities	• Facilitate the learning process by ensuring an effective schedule, conducive learning environment and materials, facilitation, assessment and moderation, feedback and guidance and/or support with the learning and assessment processes • Keep record of attendance, and assessment outcomes (NLRD) • Facilitator and assessor to provide constructive feedback and coaching where needed by individual learners	
Learner appeals procedures	Training provide provides for the appeals procedures and policy with an explanation and forms provided in the Learner PoE Guide	
Learning Programme Evaluation		
Programme, facilitator and logistics evaluation	The learning programme will be reviewed in accordance with the QMS of the training provider. The following elements will be evaluated: • facilitators • training equipment, aids and material • venue • learner support • assessment strategy and method • programme timing • follow up evaluation of the learner – method and interval after initial training, • impact of training on the work environment etc.	

Principles for Programme Evaluation	Transparent, fair and equitable	The programme evaluation process will be open, equitable, fair, transparent and as simple as possible while at the same time being efficient and cost effective
	Inclusive, accessible and flexible	The programme evaluation process encourages flexibility that allows for inclusion and access to the NQF system for providers and practitioners, thereby creating flexible options of learning for all stakeholders
	Consistent, relevant and compliant	All programme evaluation decisions will be made against appropriate and clearly stated criteria and conforming evidence requirements in direct alignment to the SAQA and relevant SETA policy and criteria guidelines
	Validation and Verification	Continuous, rigorous validation and verification of programme evaluation will be followed in order to ensure provider ethics, thereby protecting the interest of the learners and the sector at large
	Development for quality and continuous improvement	The programme evaluation process is a supportive, developmental process that encourages continuous improvement of provider practices towards total quality provision

Note:
Formative assessment is done through the Class Activities in the Learner Workbook
Summative assessment is done through the specific activities in the Learner PoE Guide, such as Knowledge questions, Practical Activity, Summative Project and Logbook

Key to Assessment Methods:
D - Individual, pair, group, or mentor discussion
Q - Knowledge question
P - Practical workplace assignment and observation
R - Reflection and Logbook

| Unit Standard | Explain fundamentals of project management | | SAQA ID | 120372 | Level | 4 | Credits | 5 |

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
Unit Standard Range									
☐ Project level will include but is not limited to working as a leader in the context of a small project/sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader.									
☐ Projects may include but are not limited to all projects including technical, developmental and business related projects.									
☐ Processes and sub-processes may include but are not limited to initiating, planning, controlling, execution, close out processes, budgeting, approval, implementation, monitoring, evaluation, elementary risk identification, analysis, quantification, time management, risk management, quality management, resources management, communication management, scope management, contract management and supplies management.									
☐ Life cycle phases may include but are not limited to concept, development, design, implementation, construction, close out, identification, formulation, financing and evaluation.									
☐ Basic terminology and definitions may include but is not limited to project management, project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications.									
☐ Roles may include but are not limited to Project Sponsor, Project Manager, Project Administrator, Project Engineer, Steering Committee, Team member.									
☐ Understanding and explanations will reflect the nature of project experience, the sector within the learner is operating and prior management experience.									
☐ International and local professional bodies linked to project management practice and standards will include but are not limited to Project Management Institute (PMI), Australian Institute of Project Management (AIPM), International Project Management Association (IPMA), and Association for Project Management (APM), Association for Construction Project Managers (ACPM), Cost Engineering Association of South Africa (CEASA) and Project Management South Africa (PMSA).									
☐ Recognised published standards may include but not limited to those published by APM, PMI, IPMA, Global Performance Standards for Project Management Personnel, American National Standard Institute, International Standards Organisation, British Standard and South African National Standards.									
☐ Policies and procedures may be organisation specified systems, policies and procedures or where these do not exist, accepted industry best practice.									
Specific Outcome 1: Explain the nature of a project									
1. The characteristics of a project are explained with examples	At the end of this module, the learner will be able to: • Explain the characteristics of a project with examples • Explain the differences between project and non-project work with examples of each • Explain a basic project life cycle with examples of possible phases • Explain the reasons for undertaking projects with practical examples • Explain a range of types of projects and their complexity in simple terms	Module 1.1 P 10	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 1 Practical Activity 1 Summative Project Logbook	3 31 38 40 41	✓	✓	✓ ✓	✓
2. Differences between project and non-project work are explained with examples of each		Module 1.2 P 12		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 2 Practical Activity 1 Summative Project Logbook	3 31 38 40 41	✓	✓	✓ ✓	✓
3. A basic project life cycle is explained with examples of possible phases		Module 1.5 P 16		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 3 Practical Activity 1 Summative Project Logbook	3 31 38 40 41	✓	✓	✓ ✓	✓
4. The reasons for undertaking projects are explained with practical examples		Module 1.3 P 13		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 4	3 31	✓	✓		

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	D	Q	P	R
				Practical Activity 1	38			✓	
				Summative Project	40			✓	
				Logbook	41				✓
5. A range of types of projects and their complexity are explained in simple terms Range: Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new products		Module 1.4 P 13		**Learner Workbook** Class Activity 1 **Learner PoE Guide** Knowledge Question 5 Practical Activity 1 Summative Project Logbook	3 31 38 40 41	✓	✓	✓ ✓	✓
Specific Outcome 2: Explain the nature and application of project management									
1. Project management is defined and its application is explained according to recognised published standards	At the end of this module, the learner will be able to: • Define project management and explain its application according to recognised published standards • Describe the major project management processes and explain it according to recognised best practice • Explain the differences between project management and general management with examples of each • Explain the difference between project management processes and technical (end product related) processes with examples of each • Explain the difference between a project team member and the project manager in accordance with role descriptions	Module 2.1 P 20	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 6 Practical Activity 1 Summative Project Logbook	6 31 38 40 41	✓	✓	✓ ✓	✓
2. The major project management processes are described and explained according to recognised best practice		Module 2.3 P 28		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 3 Practical Activity 1 Summative Project Logbook	6 31 38 40 41	✓	✓	✓ ✓	✓
3. The differences between project management and general management are explained with examples of each		Module 2.2 P 26		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 7 Practical Activity 1 Summative Project Logbook	6 31 38 40 41	✓	✓	✓ ✓	✓
4. The difference between project management processes and technical (end product related) processes is explained with examples of each Range: Project management processes are those associated with		Module 2.3 P 28		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 8 Practical Activity 1 Summative Project Logbook	6 31 38 40 41	✓	✓	✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	D	Q	P	R
the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project									
5. The difference between a project team member and the project manager is explained in accordance with role descriptions		Module 2.4 P 30		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 9 Practical Activity 1 Summative Project Logbook	6 31 38 40 41	✓	✓	✓ ✓	✓
Specific Outcome 3: Explain the types of structures that are found in a project environment									
1. The reasons for defining structures for a project is explained with examples Range: Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product /work/cost/organisation breakdowns note - structure is a set of interconnecting parts of any complex thing, a framework	At the end of this module, the learner will be able to: • Explain the reasons for defining structures for a project with examples • Explain the concept of programme and project hierarchies with an example • Explain the purpose of decomposing a project into manageable components or parts with practical examples • Explain the concepts of breakdown structures for product, work and cost in simple terms	Module 3.1 P 37	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 3 **Learner PoE Guide** Knowledge Question 10 Practical Activity 1 Summative Project Logbook	9 31 38 40 41	✓	✓	✓ ✓	✓
2. The concept of programme and project hierarchies is explained with an example Range: Programmes include related projects, which may be broken down into sub projects, phases or other components/units		Module 3.2 P 37		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Knowledge Question 11 Practical Activity 1 Summative Project Logbook	9 31 38 40 41	✓	✓	✓ ✓	✓
3. The purpose of decomposing a project into manageable components or parts is explained with practical examples Range: Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition		Module 3.3 P 39		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Knowledge Question 10 Practical Activity 1 Summative Project Logbook	9 31 38 40 41	✓	✓	✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	D	Q	P	R
4. The concepts of breakdown structures for product, work and cost are explained in simple terms Range: Product may include products, services or results. The term deliverable is associated with Product, a common interpretation is that deliverables are produced as the project progresses resulting in an end product		Module 3.3 P 39		**Learner Workbook** Class Activity 3 **Learner PoE Guide** Knowledge Question 10 Practical Activity 1 Summative Project Logbook	9 31 38 40 41	✓	✓	✓ ✓	✓
Specific Outcome 4: Explain the application of organisation structures in a project environment									
1. The basic differences between a matrix and functional organisation structure are explained with examples of each Range: Limited to organisational matrix and functional structures not extended to their impact on a project	At the end of this module, the learner will be able to: • Explain the basic differences between a matrix and functional organisation structure with examples of each • Describe and explain the project organisation structure in a written format • Describe the purpose and key responsibilities of two roles on a project in a written format • Explain stakeholders with examples of at least six different stakeholders	Module 4.1 P 43	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 4 **Learner PoE Guide** Knowledge Question 12 Practical Activity 1 Summative Project Logbook	12 31 38 40 41	✓	✓	✓ ✓	✓
2. The project organisation structure is described and explained in a written format Range: ☐ Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing description of roles, responsibilities and reporting lines, progress and communication reporting, authority hierarchy, decision-making accountability. ☐ Reporting lines, authority levels, single point of responsibility/accountability		Module 4.1 P 43		**Learner Workbook** Class Activity 4 **Learner PoE Guide** Knowledge Question 14 Practical Activity 1 Summative Project Logbook	12 31 38 40 41	✓	✓	✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	D	Q	P	R
3. The purpose and key responsibilities of two roles on a project are described in a written format		Module 2.5 P 32		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 9 Practical Activity 1 Summative Project Logbook	6 31 38 40 41	✓	✓	✓ ✓	✓
4. Stakeholders are explained with examples of at least six different stakeholders		Module 2.5 P 32		**Learner Workbook** Class Activity 2 **Learner PoE Guide** Knowledge Question 13 Practical Activity 1 Summative Project Logbook	6 31 38 40 41	✓	✓	✓ ✓	✓
Specific Outcome 5: Explain the major processes and activities required to manage a project									
1. Key processes and activities that take place to manage a project are described from beginning to end Range: The processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating	At the end of this module, the learner will be able to: • Describe key processes and activities that take place to manage a project from beginning to end • Briefly describe the supplementary management sub-processes and activities required to support the key processes and activities with examples of each • Explain the reasons for planning and controlling a project with examples of the consequences of not planning and controlling	Module 5.1 P 50	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner Workbook** Class Activity 5 **Learner PoE Guide** Knowledge Question 3 Practical Activity 1 Summative Project Logbook	13 31 38 40 41	✓	✓	✓ ✓	✓
2. The supplementary management sub-processes and activities required to support the key processes and activities are briefly described with examples of each Range: Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management		Module 5.1 P 50		**Learner Workbook** Class Activity 5 **Learner PoE Guide** Knowledge Question 3 Practical Activity 1 Summative Project Logbook	13 31 38 40 41	✓	✓	✓ ✓	✓
3. The reasons for planning and controlling a project are explained with examples of the consequences of not planning and controlling		Module 5.2 P 54		**Learner Workbook** Class Activity 5 **Learner PoE Guide** Knowledge Question 15 Practical Activity 1 Summative Project Logbook	13 31 38 40 41	✓	✓	✓ ✓	✓

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
EEK1 Basic terminology and definitions of project management including: project management, project, programme, phase, stage, life cycle, product, deliverable, milestone, activities, tasks, close out, scope, risk, scheduling		Module 2.1 P 20	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback ▪ Facilitation of class activities	**Learner PoE Guide** Knowledge Question 13 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK2 The concept and role of product, project and operations life cycles		Module 2.3 P 28		**Learner PoE Guide** Knowledge Question 2 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK3 The Life cycle approach in the structuring of projects		Module 1.5 P 16		**Learner PoE Guide** Knowledge Question 3 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK4 Simple project life cycles		Module 1.5 P 16		**Learner PoE Guide** Knowledge Question 3 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK5 How to decompose a project into manageable components or parts		Module 3.3 P 39		**Learner PoE Guide** Knowledge Question 10 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK6 The elements of a project: uniqueness, constraints of time and resources, specified deliverables		Module 1.1 P 10		**Learner PoE Guide** Knowledge Question 1 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK7 Alternative organisation structures and their implications, for example functional versus matrix		Module 4.1 P 43		**Learner PoE Guide** Knowledge Question 12 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK8 How various role-players are involved over the project and product life cycle		Module 2.4; 2.5 P 30; 32		**Learner PoE Guide** Knowledge Question 13 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK9 Key project management activities		Module 5.1 P 50		**Learner PoE Guide** Knowledge Question 15 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
EEK10 The relationship between processes, sub-processes and core knowledge areas		Module 2.3 P 28		**Learner PoE Guide** Knowledge Question 8 Practical Activity 1 Logbook	31 38 41		✓	✓	✓
CCFO3: ORGANISING Organise and manage oneself and one's activities responsibly and effectively to gain the required understanding of the fundamentals of project management		Integrated throughout learner guide and assessments	▪ Lecturing ▪ Facilitated workshop ▪ Group discussion and feedback	**Learner Workbook** Class Activity 1-5 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3-13 38 40 41	✓		✓ ✓	✓
CCFO4: COLLECTING Collect, organise, and critically evaluate information pertaining to the fundamentals of project management and recognised best practices				**Learner Workbook** Class Activity 1-5 **Learner PoE Guide** Practical Activity 1 Summative Project	3-13 38 40	✓		✓ ✓	

Assessment Criteria	Learning Outcomes	Where it is covered	Facilitation Method	Formative(Workbook) and Summative (PoE) Assessment	Page	Assessment Method			
						D	Q	P	R
				Logbook	41				✓
CCFO6: SCIENCE Use of science and technology in representing and communicating the fundamentals of project management				**Learner Workbook** Class Activity 1-5 **Learner PoE Guide** Practical Activity 1 Summative Project Logbook	3-13 38 40 41	✓		✓ ✓	✓