EAL Level 4 Diploma in Project Management

Qualification Code: 600/6034/7
Issue: 6.0
# Project Management

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1.0 About EAL

Since 1964, EAL (Excellence, Achievement & Learning Limited) has been awarding superior vocational qualifications and apprenticeship components for engineering, building services and related sectors.

Developed to the highest technical standard, our qualifications are regularly updated to reflect regulatory and technical changes. We support the providers of our qualifications with an exceptional level of service to ensure that learners are well prepared for the roles they plan to take on.

EAL recognise the value of skills in the work environment as one of the key drivers of productivity; essential for economic growth and bringing a number of wider social benefits. Through its programme of continuous improvement EAL strives to meet the demand from employers for high performing, high quality products.

For further information please contact:
EAL Customer Services:
Tel: +44 (0)1923 652400
Email: customercare@eal.org.uk

The Association for Project Management (APM) is committed to developing and promoting professional project and programme management through its Five Dimensions of Professionalism. The association is a registered charity with over 20,500 individual and 550 corporate members making it the largest professional body of its kind in Europe. The association’s services include; membership, qualifications, events, specific interest groups, publications and online services. APM has been awarding qualifications in project management for over 20 years working in all sectors of industry.

The Higher Apprenticeship in Project Management has been jointly developed by EAL and APM to the highest technical standard and will be periodically updated to reflect regulatory and technical changes in line with standard life cycle management. Both EAL and APM offer the providers of the qualification continuous support to enable them to prepare learners for their future roles.

For further information please contact:
Association for Project Management
Tel: 0845 458 1944
Website: www.apm.org.uk

1.1 Equal opportunities and diversity

EAL expects its centres to enable individuals to have equal access to training and assessment for qualifications irrespective of their sex, marital status, age, religion, colour, race, nationality, ethnic origin or disability. In essence centres must deliver our qualifications and units in accordance with relevant Equalities Legislation.

Centres are required to have in place a policy to ensure that such discrimination does not occur either directly, indirectly or as a result of pressure from other bodies. This policy should apply to all satellites and there should be arrangements in place to monitor its application and effectiveness.
2.0 Introduction to the qualification

What is this qualification?
This is an integrated qualification in Project Management, which includes requirements for both technical knowledge and practical competence. The requirements for the qualification have been set at Level 4 which is aligned with that of the first year of Higher Education. The requirements of this qualification have been defined by Excellence, Achievement & Learning Limited (EAL) the Awarding Organisation and the Association for Project Management (APM) the Professional Body for Project Managers, employers from different sectors, educational and training providers (including Higher Education). The requirements were defined in order to align with National and International Occupational Standards relating to project management.

Who is this qualification for?
• The EAL Level 4 Diploma in Project Management is designed specifically for those wishing to embark on a career as a project professional. It will help learners develop and demonstrate knowledge and understanding at Level 4, equivalent to the first year of a degree.
• The diploma is the ideal foundation for a career in project management, offering a basis for further professional development through APM's professional qualification schemes and ultimately its professional standard APM Registered Project Professional.
• It offers greater access to the project management profession for those wishing to develop key competences that form the basis of a successful project management career.
• The qualification provides the underpinning technical knowledge required to manage projects and should be combined with practical experience from the workplace.

What does this qualification cover?
• The principles of project management, these principles are common to projects regardless of whether the projects are undertaken in different sectors or whether they differ in scale and/or complexity.
• The practice of project management, the practice of project management, which requires application in work environments of the principles, are contained within the ten qualification units. Each unit addresses a different project management function, such as stakeholder management, communications management, scope management, schedule management, etc.
• Leadership and delegation, the requirements for leadership and delegation are similar in project management to those in more general management. These requirements are introduced through two units that are shared with general management qualifications.

2.1 Accreditation & Industry Support for this Qualification

This qualification is:
• Recognised as an integrated qualification, which combines competence and technical knowledge elements, and as meeting the vocational qualification requirements of the Higher Apprenticeship in Project Management
• Recognised within Higher Education as matching the requirements for the first year of a relevant two year full time foundation degree (prospective learners should check with individual universities).

2.2 Achievement of the Qualification

This qualification is gained when all the necessary units have been achieved.

However, if a learner is unable to complete the full qualification through a period of continuous study, they can still claim a Certificate of Unit Credit for the units achieved; this will provide proof of their ability and enable them to complete the qualification at a later date.
2.3 Relationship to Other EAL Qualifications

This qualification relates to the following:

- EAL Level 4 Diploma in Engineering Leadership
- EAL Level 5 Diploma in Supply Chain Management
- EAL Level 5 Diploma in Management
- EAL Level 7 Diploma in Management

Details of these qualifications can be obtained from the EAL website www.eal.org.uk or alternatively from EAL Customer Services at customercare@eal.org.uk or on +44 (0) 1923 652400

2.4 Qualification Support Materials

The following materials are available for this qualification:

- **Qualification Units (knowledge unit QDPM-001):**
  This document contains the knowledge assessment criteria. This unit is assessed by a combination of written examination and assignments.
  Also indicated on this unit is:
  - Level & credit value
  - Guided learning hours (GLH)
  - Title, Unit purpose/aims of unit
  - Summary of learning outcomes

- **Qualification Units (competence units QDPM-002-13):**
  These documents contain the competence assessment criteria, as these units are assessed by workplace assessment they provide a recording document where assessments references are recorded in line with the learner's portfolio.
  Also indicated on these units is:
  - Level & credit value
  - Guided learning hours (GLH)
  - Title, Unit purpose/aims of unit
  - Summary of learning outcomes

All these materials can be accessed from the EAL Website www.eal.org.uk

2.5 Funding for this Qualification (upon accreditation and launch)

All questions regarding funding for this qualification should be directed to:

For England:
www.skillsfundingagency.bis.gov.uk

For Wales:
www.dacqw.org.uk

For Northern Ireland:
www.nidirect.gov.uk

For all nations and further guidance:
www.semta.org.uk

Semta
Unit 2, The Orient Centre,
Greycaine Road
Watford
Herts
WD24 7GP
## 3.0 Qualification Structure

### 3.1 EAL Level 4 Diploma in Project Management

The achievement requirement for the qualification is 120 credits. This comprises 50 credits for successful completion of all of the mandatory units, and 70 credits awarded for successful completion of a selection from the optional units.

*Note: GLH = Guided Learning Hours*

**Mandatory Units — All units must be completed:**

<table>
<thead>
<tr>
<th>EAL Code</th>
<th>Unit title</th>
<th>GLH</th>
<th>Ofqual Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>QDPM/001</td>
<td>Principles of project management</td>
<td>200</td>
<td>R/504/1364</td>
</tr>
<tr>
<td>QDPM/002</td>
<td>Project stakeholder management</td>
<td>35</td>
<td>D/504/1366</td>
</tr>
<tr>
<td>QDPM/003</td>
<td>Project communications</td>
<td>35</td>
<td>H/504/1367</td>
</tr>
</tbody>
</table>

**Optional Units — A minimum of 70 credits from the optional units must be achieved:**

<table>
<thead>
<tr>
<th>EAL Code</th>
<th>Unit title</th>
<th>GLH</th>
<th>Ofqual Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>QDPM/004</td>
<td>Business case, project structure and progress monitoring</td>
<td>50</td>
<td>H/504/1370</td>
</tr>
<tr>
<td>QDPM/005</td>
<td>Managing project scope</td>
<td>50</td>
<td>K/504/1371</td>
</tr>
<tr>
<td>QDPM/006</td>
<td>Managing project schedule</td>
<td>50</td>
<td>A/504/1374</td>
</tr>
<tr>
<td>QDPM/007</td>
<td>Managing project finances</td>
<td>50</td>
<td>L/504/1377</td>
</tr>
<tr>
<td>QDPM/008</td>
<td>Managing project risk</td>
<td>50</td>
<td>R/504/1378</td>
</tr>
<tr>
<td>QDPM/009</td>
<td>Managing project quality</td>
<td>50</td>
<td>D/504/1383</td>
</tr>
<tr>
<td>QDPM/010</td>
<td>Managing project resources</td>
<td>50</td>
<td>H/504/1384</td>
</tr>
<tr>
<td>QDPM/011</td>
<td>Managing project contracts</td>
<td>35</td>
<td>K/504/1385</td>
</tr>
<tr>
<td>QDPM/012</td>
<td>Provide leadership and direction for own area of responsibility</td>
<td>30</td>
<td>T/600/9601</td>
</tr>
<tr>
<td>QDPM/013</td>
<td>Plan, allocate and monitor work in own area of responsibility</td>
<td>25</td>
<td>H/600/9674</td>
</tr>
</tbody>
</table>
4.0 Centre and qualification approval

Centres wishing to run the qualification will need to comply with the Qualification Manual and EAL’s centre recognition criteria for this qualification upon accreditation and launch. Centres must also put in place the appropriate physical and human resources and administration systems to effectively run the qualification.

For existing EAL Centres to put the qualification on your centre remit:

- To add this Qualification to your Centre Qualification remit create and complete a Qualification Approval Application form in Smarter Touch and submit to EAL.

For non EAL Centres to gain centre approval to run the qualification:

- Please contact the EAL Customer Services Department who will be delighted to hear from you:
  
  Tel: +44 (0)1923 652400
  Email: customercare@eal.org.uk
5.0 Profiles and requirements

5.1 Staff conducting tuition/instruction - Knowledge unit (SDPM-001)

Tuition/instruction staff must:

- Have 2 years’ experience in teaching/training or hold or be working towards an appropriate teaching/training qualification
- Be qualified in project management or a cognate discipline to at least Level 4 (SCQF Level 8) (or equivalent); those without such qualifications will need to provide evidence of significant personal practice across project management areas in a range of project roles in complex projects
- Have knowledge and understanding of the structure and content of this qualification.

5.2 Staff conducting quality assurance - all units

Assessor Requirements

Assessment must be carried out by competent assessors who must hold or be working towards the appropriate, recognised, Level 3 Assessor (IQA) qualification. Assessors holding older assessor qualifications must be able to demonstrate that they are assessing to the current standards as appropriate to the assessment being carried out.

Specific technical requirements for Assessors

Assessors must be able to demonstrate that they have verifiable, relevant and sufficient technical competence to evaluate and judge the performance and knowledge evidence for this qualification. The assessor will be qualified in project management or a related discipline to at least Level 4 (or equivalent); those without such qualifications will need to provide evidence of significant personal practice in all areas of project management across a range of complex projects.

Assessors must also know:

- the content and meaning of the National Occupational Standards against which assessments are to be carried out
- the Awarding Body's documentation and system of vocational qualifications within which the assessment is taking place.

Verifier Requirements

Internal and External Verifiers must hold, or be working towards, the appropriate Level 4 Verifier (EQA) qualification. Verifiers holding older qualifications must be able to demonstrate that they are verifying to the current standards.

Both Internal and External Verifiers, will also be expected to be fully conversant with the terminology in the National Occupational Standards against which the assessments and verification are to be carried out as well as the Awarding Body's documentation and system of vocational qualifications within which the assessment and verification is taking place.

Specific technical requirements for Internal and External verifiers

Internal and External Verifiers of this qualification and/or units must be able to demonstrate that they have verifiable, sufficient and relevant industrial experience, and must have a working knowledge of the processes, techniques and procedures that are used in Project Management.
5.3 Staff invigilating examinations - Knowledge unit (SDPM-001)
These personnel must:
- Have experience in conducting and controlling exam sessions
- Be supervised, conducting this function, by an individual experienced in conducting and controlling exam sessions
- Have knowledge, understanding and compliance to EAL examination procedures.

Note; A tutor/assessor who has prepared the learners for the subject of the exam must not be the sole Supervisor at any time during an exam of that subject(s).

5.4 Learners
There are no formal entry requirements for this qualification; although, in all cases delivery Centres should ensure that the learners have the potential to achieve the learning outcomes for the units selected and the external assessment.

Learners must have the minimum levels of literacy and numeracy to comply with any health and safety aspects, the completion of the learning outcomes and the external assessment of the qualification.

Centres should make learners with specific learning requirements aware of the practical and theory content of the qualification and they should be given every opportunity to complete all or some of the units. EAL will consider any reasonable suggestions for and from, those with disabilities that would help them to achieve the learning outcomes without compromising the standards required.

Age Restrictions
Due to the complex nature of this qualification and the need to gather valid evidence of competency during project management activities this qualification is restricted to learner’s who are over 18 years of age.
6.0 Assessment

This qualification is assessed by an externally set and marked examination and 2 externally set, internally marked EAL moderated assignments for the knowledge unit QDPM-001. The competence units QDPM-002 to QDPM-013 are assessed by Portfolio of Evidence which is externally verified by EAL. The EAL Centre Operations Manual must be adhered to in the delivery of this qualification.

A key feature of the assessment is that, wherever appropriate and practical, assessment should be holistic across units.

Knowledge unit (QDPM-001)

6.1 External Assessment

Assessment consists of one written and envigilated examination of three hours duration and two externally set and marked assignments.

The examination will be 'Understanding Project Management Principles'. It will comprise ten equally weighted compulsory questions based on learning outcomes:

1.1 - Understand the conceptual basis of project management
1.5 - Understand how to define and manage project scope
1.6 - Understand how to develop and maintain project schedules
1.8 - Understand how to identify and manage risks associated with projects
1.9 - Understand how to define and manage the quality of project outputs
1.12 - Understand the roles of ethics and professionalism within project management

The questions aim to test the learner's ability to demonstrate their understanding and knowledge over a cross section of the learning outcomes.

The Assignments for "Understanding Project Management Principles"

These two written assignments will encompass multiple learning outcomes and can draw from all learning outcomes in the unit. They specifically address scale and complexity within project management.

Assignment 1 will address a range of learning outcomes in:
1.2 - Understand project context and governance structures
1.3 - Understand how to communicate within projects
1.4 - Understand how to establish processes to integrate different components of project management

Assignment 2 will address a range of learning outcomes drawn from:
1.7 - Understand how to provide financial management for projects
1.10 - Understand how to provide and manage the resources required for projects
1.11 - Understand the role of contracts in project management

As this examination specifically addresses scale and complexity within project management, learners can expect individual questions to encompass multiple learning outcomes. The questions will generally require structured answers including a section introducing the answer, one or more sections expanding the detail of the answer and a section in summary.
Questions will use key verbs such as:
- discuss
- compare
- contrast
- evaluate

Guidance notes concerning the style and types of questions which may be used in both the examination and the assignments can be obtained from: [www.apm.org.uk/level4diploma](http://www.apm.org.uk/level4diploma)

**Booking an exam**
The examination can be taken at any point during the qualification; however, it is recommended that candidates undertake at least 6-8 months of learning prior to attempting it.

To book an examination, complete an ‘Examination Notification Booking Form (QA12L4), available from APM. Once completed, the form should be emailed directly to the APM qualifications department at qualifications@apm.org.uk. Ordinarily, 3 weeks notification of an examination is requested although every attempt will be made to accommodate any late bookings. Centres will receive confirmation of the booking together with the due-by date for the application forms. Please note there is a maximum of 20 learners per examination. Centres will be required to supply a learner list for each examination at least 10 working days prior to the examination date. Application forms for the learners must be received by APM by midday at least 5 working days prior to the examination date. Application forms are available from the APM website at: [http://www.apm.org.uk/APMQualifications](http://www.apm.org.uk/APMQualifications). Completed forms should be emailed to: qualifications@apm.org.uk

**Key Points:**
- The examination must be undertaken by the learners under controlled conditions as specified by in EAL's procedures for External Assessment.
- Centres will be sampled by EAL to ensure the written examination is delivered in accordance with APM's instructions.
- A learner list for each examination is requested at least 10 working days prior to the examination date. Application forms for the learners should be received by midday at least 5 working days prior to the examination date.
Dispensations

EAL and APM are committed to promoting a positive attitude towards people with specific learning and physical needs. Both organisations have a great deal of experience in facilitating individual requirements and tailoring adjustments with the aim of removing any unfair disadvantage that the individual may encounter as a consequence of his or her medical or physical condition.

Access to the facilities or arrangements described here can be granted to learners with disabilities learning difficulties who apply to the qualifications department. A dispensation may be allowed for learners with a medical or physical condition that prevents them from completing the exam within the normal regulations.

All requests must be supported by a medical certificate or other relevant medical documentation from their GP or other relevant medical professional. This must be stated at the time of application. All medical evidence must be received by APM by midday at least 5 working days, or for overseas examinations at least 10 working days, prior to the examination date. Failure to do so may result in the dispensation not being granted.

Requests for dispensations must be received by APM at least 10 working days prior to the examination.

Extra time

Extra time is available to learners with certified dyslexia or a medical requirement. This is typically an additional 15 minutes per hour.

Scribe

A scribe is someone to whom learners can dictate their answers during the exam. Scribes can be made available to learners who have dyslexia or those with a medical condition. Such learners will sit their exams in a separate room with their scribe who will also act as their invigilator. The scribe will be a representative of APM and will not have knowledge in the field of project management. Upon request, extra time will usually be given in instances when a scribe is used.

Use of a PC

PCs can be made available to dyslexic learners or those with medical conditions who are unable to write or find it easier to type out their answers using a keyboard. Such learners must also have access to a printer. Exam answers will normally be written in Microsoft Word. Microsoft Excel or other packages allowing calculations cannot be used. Extra time is allowed for printing.

Other aids/equipment available

Large print papers may be produced for partially sighted learners or dyslexic learners with prior arrangement with the qualifications department. Requests for large print papers must be received by midday at least 10 working days before the exam date. Learners may bring cushions, special seats and any other resting aids by prior arrangement with the qualifications department.

Separate examination rooms

In instances where a learner requires the use of a scribe a separate examination room will be required to ensure there are no distractions to other learners. If a learner requires the use of a PC they may sit in the main examination room with the written consent of the other learners. This consent must be received by the qualifications department 5 working days prior to the examination date. However if there are any objections such learners will also be required to use a separate examination room.

Borderline results

If a learner’s paper is a borderline result (i.e. 5% below or 2% above the pass mark), it will automatically be re-marked by another marker. The paper and both markers’ scores will then be sent to the chief moderator for a final judgement.

Appeals

EAL’s standard appeals procedure applies to this qualification and is available on Smarter Touch.
6.2 Assessment Environment

The evidence put forward for the competence units can only be regarded as valid, reliable, sufficient and authentic if achieved and obtained in the working environment during the management of a project(s) and be clearly attributable to the learner. However, in certain circumstances, simulation replication of project activities may be acceptable.

The use of high quality, realistic simulations/replication, which imposes pressures which are consistent with workplace expectations, should only be in relation to the assessment of the following:

- rare or dangerous occurrences, such as those associated with health, safety and the environment issues, emergency scenarios and rare operations at work;
- the response to faults and problems for which no opportunity has presented for the use of naturally occurring workplace evidence of learners competence;
- aspects of working relationships and communications for which no opportunity has occurred presented for the use of naturally occurring workplace evidence of learners competence.

Simulations/replications will require prior approval from EAL and should be designed in relation to the following parameters:

- the environment in which simulations take place must be designed to match the characteristics of the working environment;
- competencies achieved via simulation/replication must be transferable to the working environment;
- simulations which are designed to assess competence in dealing with emergencies, accidents and incidents must be verified as complying with relevant health, safety and environmental legislation by a competent health and safety/environmental control officer before being used;
- simulated activities should place learners under the same pressures of time, access to resources and access to information as would be expected if the activity was real;
- simulated activities which require interaction with colleagues and contacts should require the learner to use the communication media that would be expected at the workplace;
- for health and safety reason simulations need not involve the use of genuine substances materials. Any simulations which require the learner to handle or otherwise deal with materials substances/should ensure that the substitute takes the same form as in the workplace.

6.3 Gathering evidence

The guidance below describes the processes of using evidence generated at work, oral questioning, professional interviews and reflective practice, and also discusses how to ensure that the use of these methods together meets the qualifications requirements.

Use of evidence generated at work

The assessment process

Evidence generated at work by carrying out relevant tasks provides the most direct proof of competence. For this reason, the identification, generation and interpretation of such evidence is the primary method of assessment for the competency units.

The process can be thought of as four stages: planning, evidence gathering and organisation, assessment and feedback, and development of an audit trail.

Planning

Assessment can be carried out unit by unit, or for groups of units in combination.

Assessment should be holistic across groups of units. This has the advantage that it can treat the subject matter more cohesively. It can be designed to match the demands of project management in practice rather than the functional breakdown imposed by the unit structure.
The first stage of the assessment process, which should involve the assessor, the learner and possibly the learner’s employer, should be to identify work activities that align with individual units or with groups of units. They can then determine how the learner might provide evidence from those work activities, which will provide a suitable basis for assessment of the units’ learning outcomes.

Evidence gathering and organisation
This stage will primarily be the responsibility of the learner. Possibly it will involve making arrangements for the assessor to visit the learner’s workplace, but in any event it will involve the gathering together of some documentary evidence that will need to be referenced to the relevant learning outcomes and assessment criteria. The evidence itself might be:

- **behavioural**, (tone, attitude, body language etc) which will necessitate arranging for observation by the assessor
- **substantial**, (a single piece of evidence which is being offered to cover a large majority of the performance criteria) which will necessitate inspection by the assessor
- **documentary**, which might be made up of documentation prepared as a matter of course at work and/or additional records or reports prepared specifically for the assessment process
- **third-person**, which would comprise written or oral testimony from third parties involved with or affected by the learner’s performance of the activities (such as their line managers, colleagues or clients).

Assessment and feedback
This stage is the responsibility of the assessor. It will involve review of the evidence to determine whether it is sufficient to confirm that the learner has demonstrated competence in the learning outcomes in the ways required by the assessment criteria, and the provision of constructive feedback to the learner.

Provision of an audit trail
This is the responsibility of the assessor, but the evidence portfolio that is to serve as an audit trail will need to include, as well as the assessor’s records of decisions and evidence from the assessor (such as notes from observations of behaviour or inspections of substantial evidence), the evidence gathered and organised by the learner. The audit trail is for the use of the internal and external quality assurers who will need to confirm the assessor’s judgements.

The assessment process
Reflective practice
Due to the nature of Project Management at Level 4 and the possible timescales involved in completing large and complex projects a potential supporting assessment method for the competency units is ‘Reflective Practice’. In this context reflective practitioners are adult learners who are engaged in a professional activity and analyse their strengths, weaknesses and areas for development. They should be encouraged to use situations, for example tutorials, group discussions or placements, as a basis for reflecting on what they have learned and where they feel they have demonstrated competence. Assessment by means of reflective practice should be based on evidence generated by the learners at work whilst completing projects supplemented by informal oral questioning and, if necessary, more formal professional discussion. The success of reflective practice as a method of assessment is in supporting the learner in completing the assessment criteria.

Oral questioning
In this manual, the term oral questioning is used to refer to the use of oral questions in conjunction with and as a supplement to the evaluation of evidence generated at work (reflective practice). The term ‘professional interview’ is used to refer to the practice of using formal oral questioning on its own as a primary method of assessment, and this is discussed separately below.

The main benefits of oral questioning are to confirm the authenticity of evidence presented for assessment, and to fill in gaps in that evidence so that all of the learning outcomes in the relevant units are addressed and there is evidence that the learners can carry out the activities specified in all of the assessment criteria.
The challenges of oral assessment are the demands that it makes on the assessor to frame appropriate questions and to evaluate the learner’s responses in real time, and the transient nature of the interactions, which leave no natural records.

As when using evidence generated at work, the assessor will need to note assessment decisions in the portfolio that will provide the audit trail, and will need to include also notes on the questions and responses that informed those decisions. However, unlike for the professional interviews discussed below, there is no need to make audio or video recordings.

**Professional Interviews**

In this guidance, the term professional interview is used to refer to formal interviews used for assessment purposes. The terms ‘oral examination’ or ‘viva voce’ are sometimes used to refer to the same process. The benefit of a professional interview is that the assessor can probe the learner’s initial responses to investigate the learner’s abilities in considerable depth. This is particularly useful for learning outcomes and assessment criteria that require learners to have a critical understanding of complex issues and the ability to analyse and evaluate arguments.

The process of assessment using professional interviews can be viewed as comprising five distinct stages.

**Planning**

The assessor needs to identify the learning outcomes and assessment criteria to be addressed during the interview, and to note down the main questions to be asked. These are likely to include ‘open questions’ that invite the learner to explain matters at length in relation to the specified learning outcomes and assessment criteria, rather than ‘closed questions’ that invite brief answers such as yes or no.

**Set up**

A professional interview, which is potentially stressful for the learner, requires a quiet and private location; and it needs to be recorded, as either audio or video, to provide for the audit trail. These arrangements need to be set up in advance. Also, the learner needs to be briefed on the purpose of the interview, specifically the learning outcomes and assessment criteria that will be addressed, and on the type of information that the assessor will require.

**The interview**

The same principles of good practice apply as in other interviews such as for appraisal or for selection.

The assessor should try to put the learner at ease, possibly explaining that the purpose of the recording is so that the internal and external quality assurers can check up on the assessor’s own behaviour rather than the learner’s responses.

The pre-planned questions that provide the main structure for the interview should ideally first address topics where the learner is likely to be confident answering, possibly by relation to evidence generated at work, before moving to any more challenging areas. Not all of the questions can be pre-planned: the assessor is also likely to need to probe using follow-up questions to prompt the learner to address the assessment criteria fully.

The conduct of the interview should always be related to the relevant learning outcomes and assessment criteria. The assessor should make brief notes of whether the learner has provided confirmation of meeting their requirements and how. As soon as such a judgement is possible, the interview can move on to the next topic, and when all of the relevant learning outcomes and assessment criteria have been addressed, the interview should be brought to a close.

**Feedback**

The provision of feedback should be left until after the interview, and preferably not immediately afterwards, so that the assessor has time to reflect on the process and the outcomes before making final decisions.
Provision of an audit trail
The assessor's decisions and notes on the questions and responses that prompted the decisions should be included in the portfolio that will serve as an audit trail. The recording of the interview should also be kept to be available for review by the internal and external quality assurers.

6.4 Carrying Out Assessment
EAL strongly recommends that a holistic approach to assessment is adopted and all evidence submitted by the learner wherever possible is assessed for more than one competence unit. Competent performance is more than just carrying out a series of individual set tasks. Many of the competence units contain statements that require the learner to provide evidence that proves they are capable of combining the various features and techniques with the unit. Where this is the case, separate fragments of evidence would not provide this combination of features and techniques and will not, therefore, be acceptable as demonstrating competent performance.

6.5 Minimum Performance Evidence Requirements
Performance evidence must be the primary form of evidence gathered for the assessment of the competence units. In order to demonstrate consistent, competent performance for a competence unit, it is expected that 3 different types of evidence are provided, one of which must be performance evidence.

Due to the nature and complexity of Project Management at Level 4 and the possibility that the learner may be engaged on a large and complex project for a considerable time it is acceptable to submit supporting evidence from a variety of sources including self-reflective practice and verbal questioning during professional interviews.

The unit must be covered by 3 forms of evidence holistically wherever possible. These forms of evidence can be from one or more projects. Each performance criterion (PC) must be covered by at least one piece of evidence

The most effective way of assessing competence, is through direct observation of the learner. Assessors must make sure that the evidence provided reflects the learner's competence and not just the achievement of a training programme.

Evidence that has been produced from team activities, for example, during a large project is only valid when it clearly relates to the learners specific and individual contribution to the activity, and not to the general outcome(s).

If there is any doubt as to what constitutes valid, authentic and reliable evidence, the internal and/or external verifier should be consulted.

6.6 Witness Testimony
Where observation is needed to obtain assessment evidence, this must be carried out against the competence unit assessment criteria. Best practice would require that such observation is carried out by a qualified Assessor. If this is not practicable, then alternative sources of evidence may be used.

For example, the observation may be carried out against the assessment criteria by someone else that is in close contact with the learner. This could be a team leader, supervisor, mentor or line manager who may be regarded as a suitable witness to the learner's competency. However, the witness must be technically competent in the process or skills that they are providing testimony for, to at least the same level of expertise as that required of the learner. It will be the responsibility of the assessor to make sure that any witness testimonies accepted as evidence of the learner's competency are reliable, auditable and technically valid.
6.7 Quality Control of Assessment

General
There are two major points where EAL interacts with the Centre in relation to the External Quality Control of Assessment for a qualification and these are:

- **Approval:** When a Centre take on new qualifications, the EAL External Verifier (EV) ensures that the Centre is suitably equipped and prepared to deliver the new qualification.
- **Monitoring:** Throughout the ongoing delivery of the qualification EAL, through EV monitoring and other mechanisms will maintain the quality and consistency of the assessment of the qualification.

**Approval**
In granting approval, EAL, normally through its External Verifiers (EVs) will ensure that the prospective Centre:

- meets any procedural requirements specified by the Awarding Organisation,
- has sufficient and appropriate physical and staff resources,
- meets relevant health and safety and/or equality and access requirements,
- has a robust plan for the delivery, assessment and QA for the qualifications.

EAL may decide to visit the Centre to view the evidence provided. The Awarding Organisation must have a clear rationale for the method(s) deployed.

**Monitoring**
EAL, through EV monitoring and other mechanisms will ensure:

- that a strategy is developed and deployed for the ongoing monitoring of the Centre. This strategy is based on an ongoing risk assessment of the Centre. In particular the strategy will identify the learner, assessor and IV sampling strategy to be deployed and the rationale behind this,
- that the Centre's internal quality assurance processes are effective in assuring the quality of learner assessment,
- actions for improvement, restrictions and sanctions are applied to a Centre where necessary and that corrective actions are taken by the Centre and monitored by the EV, that reviews of EAL's external auditing arrangements are undertaken.
7.0 About the Qualification Units

This qualification is made up of a number of nationally recognised units. The unit documentation allows both the Candidate and the assessor to record the progress through the qualification. The units contain the performance to be assessed, the knowledge to be assessed and the evidence required from the Candidate to demonstrate their competence. All units contain the following information:

- Qualification and unit title
- Qualification Level
- Guided Learning Hours (GLH)
- Unit aims
- Unit and assessment information
- Learning outcomes
- Assessment criteria

Please refer to Section 6 for assessment of these units.
8.0 Potential Sources of Teaching Information

One recommended point of reference is:

- Association for Project Management Body of Knowledge (BoK) 6th edition

The following publication list may also be of use in delivering this qualification:

Appendix 1: Learner Registration & Certification

Learners must be registered with EAL on a code which relates to the qualification – this must be completed prior to assessment. Both learner registration and certification can be completed on line at the EAL Website www.eal.org.uk. For paper based registration and certification use forms CRF1, and CAF1A. These are located in the centre operations manual.

To Register the Learner on the Chosen Qualification/Pathway Code

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL Level 4 Diploma in Project Management</td>
<td>600/6034/7</td>
</tr>
</tbody>
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For further information please contact EAL Customer Services +44 (0)1923 652 400.