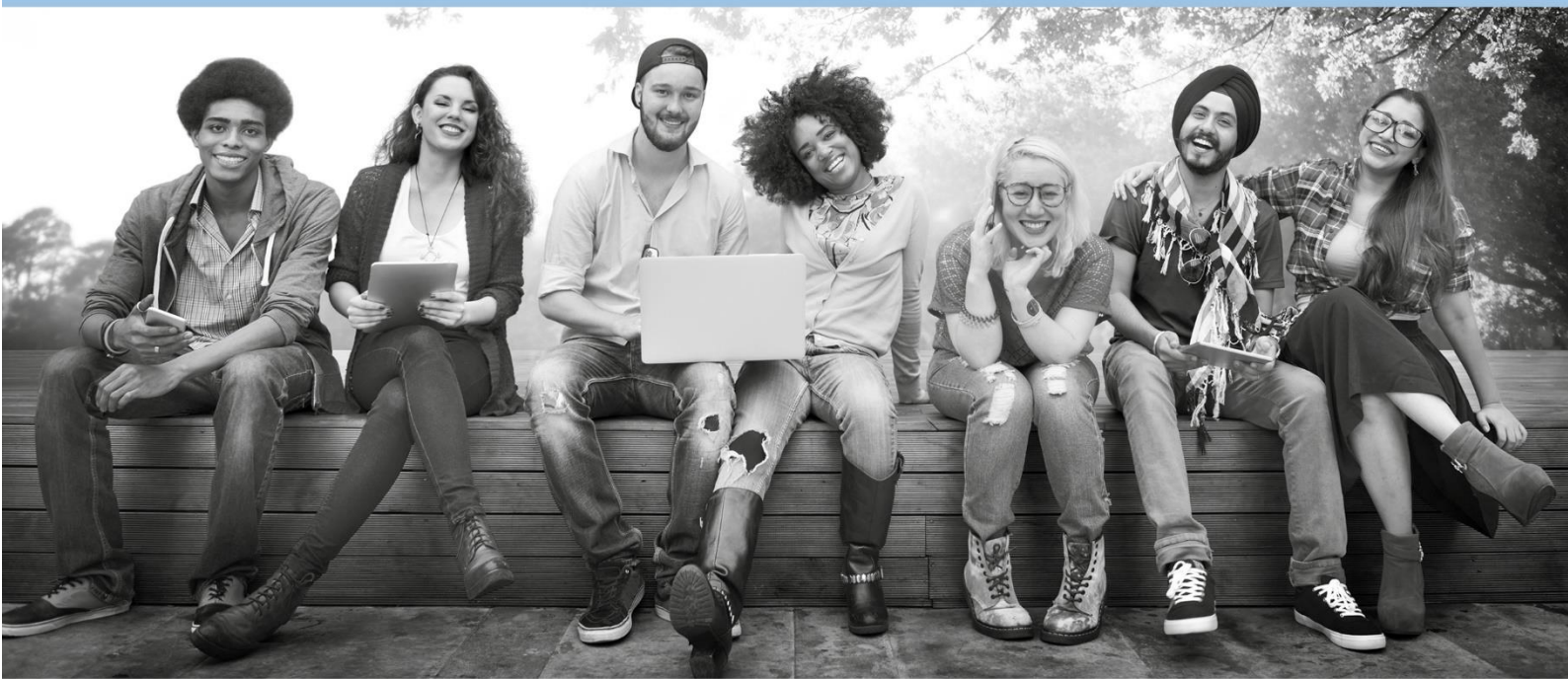# ICM Level 5 Professional Diploma in Business Management with Project Management Qualification Specification

Statement of Intent

"ICM is committed to providing inclusive education in a changing world. We achieve this by responding to the needs of our Centres, Learners and other stakeholders in order to evolve our offer of fit for purpose, accessible qualifications. Taking a collaborative, open approach and to giving and receiving feedback, we are able to meet the needs of a range of employers in a range of sectors by preparing Learners for the challenges of the contemporary agile workplace.

This document is one in a series of policies, procedures and handbooks designed by ICM with consideration to equity, diversity and inclusion in the design, development, delivery and awarding of qualifications. Our continual endeavours aim to achieve accessibility in assessments (examinations for the assessment of knowledge and practical observations for the assessment of skills) and more specifically for the fair and valid assessment of Learners against educational standards."

Adair Ford
CEO

Our **Mission**

To help progress people's lives through providing affordable, inclusive and high-quality education for all, including hard to reach Learners.

Our **Vision**

We endeavour to demonstrate the provision of quality education by ensuring that we comply with all legal and regulatory requirements, our vision is twofold:

- To ensure, with professional advice as appropriate, that ICM complies with all constitutional, legal, regulatory and statutory requirements.
- To understand and comply with the constitution and rules that govern ICM, and to review the constitution regularly (at least every three years) to ensure it is fit for purpose.

Our **Values**

- ICM value transparency in the way we operate and in our charging structure.
- We value fairness in how we assess our Learners and in how we treat people.
- We value honesty, accountability and integrity in how our charity is governed.
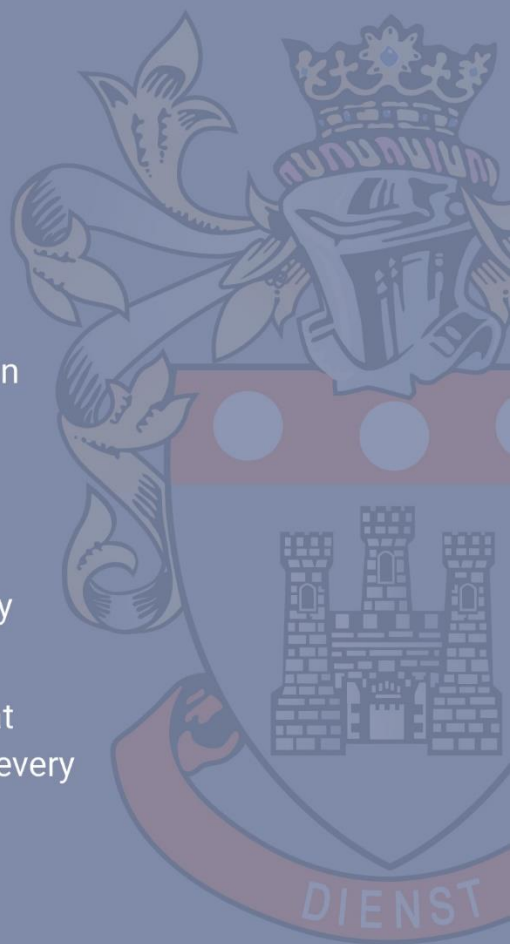
Contents

1.0 Introduction
This qualification specification provides details about the ICM Level 5 Professional Diploma in Business Management with Project Management; it outlines the qualification's objectives and explains how the Learning Outcomes are assessed. This is an essential reference document for Learners, Centres and Examiners which can be used before, during and after delivery of the qualification. ICM Approved Centres will be notified of any changes to this specification. The most up-to-date version of this qualification specification can always be found on ICM's website via the Centre SharePoint at: https://www.icm.education/centres/sharepoint and further information on ICM and our qualifications can be found at: https://www.icm.education/explore-our-qualifications.

2.0 ICM Qualifications
Established as a charity for global outreach in 1979, the Institute of Commercial Management (ICM) is an Awarding Organisation (AO) for commercial and business development staff. ICM provides a wide range of self-regulated qualifications in business, management and vocational areas. Our qualifications are designed to address and respond to the regional training needs, as well as the personal development of Learners, whether entering or continuing to work within the wide and varied commercial sector.

3.0 About this Qualification: ICM Level 5 Professional Diploma in Business Management with Project Management
The aim of the ICM Level 5 Professional Diploma in Business and Project Management is to enable Learners to gain an understanding of business management and administrative functions. This qualification also aims to equip learners with the ability effectively manage various projects for organisations using project management tools and theories.

3.1 Qualification Objectives
The objectives of the ICM Level 5 Professional Diploma in Business Management with Project Management are to:
- Provide a qualification in business and project management that combines subject knowledge with relevant industrial based examples that are essential for Learners to start or advance their career in business and project management industries.
- Provide Learners with an understanding of management framework and functions and their interrelation to be able to manage businesses effectively.
- Equip Learners with the ability to apply project management tools and theories to manage different projects in the domestic and international business environments.
- Provide an applied balance between employability skills and the knowledge and understanding essential for the Learners' career, professional development or academic aspirations.
- Provide opportunities for Learners to develop the skills, techniques and personal attributes essential for successful working lives within the business and project management industries.

3.2 Qualification Rationale

This qualification serves as a structured pathway for Learners to initiate or advance their careers in business and project management. This qualification is designed to accommodate Learners' career advancements by offering a focused study of directly appliable topics that have a broad relevance, particularly in the roles of business executives or project managers.

3.3 Overview of Knowledge, Understanding and Skills

On successful completion of this qualification, Learners are equipped with a range of knowledge and understanding including, but not limited to:

- Business management frameworks
- Characteristics of business organisations
- Role of business administrators
- Business functions and their interrelations
- Project management principles
- Application of project management tools and techniques
- Different project management stages

Entry requirements for Learners:

- While ICM do not set specific academic entry requirements for the qualification, ICM Approved Centres are required to review and make entry decisions based on learners' academic qualifications, prior knowledge and experience to ensure that Learners have the ability and understanding at the right level to undertake the qualification.
- Where English is an additional language, ICM recommends Learners have a level of spoken and written English equivalent to CEFR level B2/IELTS level 6. Centres assess Learners' level of spoken and written English prior to the commencement of teaching. For more information about IELTS please go to https://www.ielts.org/what-is-ielts/ielts-introduction. For more information about CEFR levels please go to https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale.
- The minimum age for registration on ICM qualifications is 18 years.

3.4 Accreditation of Prior Learning (APL) and Unit Exemption

Accreditation of Prior Learning (APL) is a process for assessing and where appropriate, recognising prior learning and/or experience or prior certificated learning for academic purposes. This recognition may give the Learner unit(s) exemption and allow the previous learning to be counted towards the completion of a qualification. If a Learner has acquired any previous qualifications and can apply for Accreditation of Prior Learning (APL), they must inform the ICM Approved Centre when registering for ICM qualifications with a proof of relevant practical experience or relevant previous academic learning. For more information on APL, see the ICM Accreditation of Prior Learning (APL) Policy and Procedure.

3.5 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

A qualification is made up of Guided Learning Hours (GLH) and Non-Guided Learning Hours (NGLH). The amount of GLH allocated to each specific unit is set out in the qualification overview section.

These hours are given for guidance only and the amount of time required by individual Learners will vary. The Total Qualification Time (TQT) is the sum of guided learning hours and independent learning hours, representing the total amount of time a Learner may take to complete each unit.

3.6 Credit Value

The credit value for the ICM Level 5 Professional Diploma in Business Management with Project Management is 40 credits. The credit value of the qualification is based on the total notional learning hours and as a guide, 10 notional learning hours are equal to one credit.

3.7 Progression Opportunities

This qualification provides Learners with the knowledge, understanding and attributes required to pursue a career in the business and project management industries. Upon successfully completing this qualification, Learners can explore various progression opportunities, including:

- Seek employment in variety of business and project management related roles.
- Specialise further in specific areas of business and project management.
- Advance their academic journey by pursuing higher education in business management or project management.

For more information on the structure of qualification levels and ICM equivalencies, please visit https://www.icm.education/explore-our-qualifications/relative-equivalencies.

3.8 Assessment Overview

The assessment method for this qualification is via open book assignment-based assessment (set and marked by ICM). Further information about the assessment process can be found in section 5 of this document.

3.9 Levels of Attainment

Levels of attainment reflect the skills and knowledge set out in the level descriptors for the Regulated Qualifications Framework (RQF) below:

Level	Knowledge descriptor (the holder…)	Skills descriptor (the holder can…)
Level 4	Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

Level 5	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.
Level 6	Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Understands different perspectives, approaches or schools of thought and the theories that underpin them. Can critically analyse, interpret and evaluate complex information, concepts and ideas.	Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. Use and, where appropriate, design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.

3.10 Delivery Requirements
Centres are required to have the facilities and resources to effectively deliver the qualification. A number of resources and (GLH) are listed within each unit.

3.11 Requirements for Centres
To offer this qualification, Centres must apply for ICM Approved Centre status. To apply please visit https://www.icm.education/Centres/approved-Centre-application and fill in the application form.

3.12 Assessment Command Words
ICM have provided a list of assessment command words which can be used when writing assessments at this level.

Level 4 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how main ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas

Assess	Use available information to make a judgement about an idea
Compare	Explain two (or more) ideas to look for similarities
Contrast	Explain two (or more) ideas to look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide a detailed account about a topic/concept
Discuss	Give a detailed account of at least two sides of an idea
Distinguish	Explain two (or more) ideas to look for differences
Draw conclusions	Make a final decision about an argument provided in an answer
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw a conclusion
Explain	Show understanding of underpinning concepts and ideas
Illustrate	Give clear information about an idea with detailed descriptions
Judge	Form an opinion about an idea
Justify	Provide a clear rationale for an idea presented/argued for with an appropriate conclusion
Outline	Briefly describe an idea
Plan	Organise information in a logical manner and format
Suggest	Propose an idea or a way of doing something that is clearly based on knowledge
Summarise	Present an abstract of the main points of an idea/concept

Level 5 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards
Assess	Use available information to make a judgement about an idea
Compare	Examine in detail two (or more) ideas and look for similarities
Contrast	Examine in detail two (or more) ideas and look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide an extended account of a topic/concept in a logical manner
Discuss	Give a detailed account including a range of views about a particular concept with a brief conclusion

Draw conclusions	Make a final, clear decision about an argument provided in an answer
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw one or more conclusions
Explain	Show understanding of underpinning concepts and ideas using examples
Illustrate	Give clear information about an idea with detailed descriptions to highlight an argument
Judge	Form an opinion about an idea that is logical and based on knowledge
Justify	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion
Suggest	Form an opinion about an idea that is logical and based on knowledge and justified
Summarise	Select and then present the main ideas or arguments about a concept in a concise way

Level 6 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards and provide a logical conclusion/outcome
Assess	Use available information to make a judgement about an idea
Compare	Examine in detail two (or more) ideas and look for similarities
Contrast	Examine in detail two (or more) ideas and look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide an extended account of a topic/concept in a logical manner
Discuss	Give a detailed account including a range of views about a particular concept with a detailed and logical conclusion
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw appropriate conclusions based purely on fact
Explain	Show understanding of underpinning concepts and ideas using a range of examples
Illustrate	Give clear information about an idea with detailed descriptions to highlight an argument
Judge	Form an opinion about an idea that is logical and based on knowledge and explaining all points made
Justify	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion
Suggest	Form an opinion about an idea that is logical, based on knowledge and fully justified

Summarise	Select and then present the main ideas or arguments about a concept in a concise way

3.13 Guide to the Units
The qualifications are split into units specifying the knowledge and skills a Learner must demonstrate in their assessments.

Unit Title	Title of Unit
Unit Level	The RQF level of demand placed upon Learners in line with the RQF Level Descriptors.
Unit Code	A unique code assigned to a unit.
Credit Value	The credit value of the qualification based on the total notional learning hours and, as a guide, 10 notional learning hours equate to one credit.
Unit Aims	The unit aims help to define the scope, style and depth of learning of the unit.
Learning Outcomes	Sets out what is expected of the Learner and defines the knowledge, understanding and/or skills they will acquire on completion of the unit.
Indicative Teaching Content	Facts, concepts, theories, and principles that are taught and learned for a specific unit.
Assessment Method	Defines the type of assessment and the way it will be used to assess achievement.
Teaching and Learning Resources	Resources that support the learner in understanding the content of the unit being taught
Total Qualification Time (TQT)	Total hours required to complete the unit, including independent study and assessment.
Guided Learning Hours (GLH)	This indicates the number of teaching hours required.
Non-Guided Learning Hours (NGLH)	Recommended hours of independent study.

4.0 Qualification Overview

4.1 Unit List

Qualification Title: **ICM Level 5 Professional Diploma in Business Management with Project Management**

Total Credit Value: **40**

Total Guided Learning Hours (GLH): **250**

Total Qualification Time (TQT): **400**

ICM Unit Code	Unit title	GLH	TQT	Credits	Assessment Method
PDMF04	Management Frameworks	75	100	10	Open book Assignment
PDBF04	Business Functions	75	100	10	Open book Assignment
PDPPM05	Principles of Project Management	40	80	8	Open book Assignment
PDPPE06	Project Planning and Execution	60	120	12	Open book Assignment

4.2 Unit Descriptors

Unit Title	Management Frameworks
Level	4
Unit Code	PDMF04
Credit Value	10

Unit Aim
Management Frameworks aims to equip Learners with an understanding of management frameworks as these apply to business administration.

Learning Outcomes
On completion of this unit the Learner will know and understand: A. The frameworks in organisational management B. Managerial models and options for evolving organisations C. Managerial ethics for evolving organisations D. Role of the business administrator in organisational management

Indicative Teaching Content

1. The Management Framework to Business Administration
1.1. What are business administration and management?
1.2. The board of directors
1.3. Organisational values, vision, mission and strategy
1.4. Functions within an organisation
1.5. The 'systems' approach to organisation
1.6. Planning-control feedback cycles
1.7. Management and Organisations
1.8. Understanding Management's Context: Constraint and Challenges

2. Characteristic Features of Organisations
2.1. The structure of organisations and the need for authority
2.2. The features of bureaucratic and non-bureaucratic organisations
2.3. Traditional principles and types of organisation
2.4. More about systems and subsystems

3. The Structure of Business
3.1. Organisational Design
3.2. The pattern of organisations
3.3. Business types including; sole-trader enterprises, partnerships, limited partnerships, the limited liability company, non-profit-making units (clubs & societies), public enterprises
3.4. Public sector organisations; autonomous public corporations, nationalised industries, local government institutions, central government departments
3.5. Managing Social Responsibility and Ethics

4. The Business Administrator
4.1. Roles and responsibilities
    4.1.1. Business correspondence
    4.1.2. Organising Meetings and conferences
    4.1.3. Managing the Security aspects of business
    4.1.4. Claimants and risk management
    4.1.5. The wider organisational environment
    4.1.6. Facilities management

Assessment Method

Management Frameworks is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of management frameworks as these apply to business administration.
 	
At level 4 Learners must demonstrate an ability to:
   (i) Analyse, interpret and evaluate information related to features of Management Frameworks.
   (ii) Apply theoretical/technical knowledge to demonstrate an understanding of Management Frameworks.
   (iii) Present an informed awareness of approaches to Management Frameworks.
   (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources
Bright, J. (2023). Modern Management and Leadership: People, Places and Organisations. University of Buckingham Press Robbins, S. and Coulter, M. (2020). Management. 15th Ed. New Jersey: Prentice Hall. Whitehead, G. and Whitehall, G. (1999). Business Management and Administration. Christchurch: Institute of Commercial Management. Robbins, S. and Coulter, M. (2012). Management. 11th Ed. New Jersey: Prentice Hall. Appleby, R. (1994). Modern Business Administration. 6th Ed. England: Prentice Hall. Buckley, M. (1994). The Structure of Business. 3rd Ed. Harlow, Essex: Longman. https://www.cambridge.org/core/journals/journal-of-management-and-organization/open-access

The Total Qualification Time (TQT) for this unit is 100 hours.
The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).

GLH = 75	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 25	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	Business Functions
Level	4
Unit Code	PDBF04
Credit Value	10

Unit Aim

Business Functions aims to equip Learners with an understanding of the interrelationship between business functions.

Learning Outcomes

On completion of this unit the Learner will know and understand individually and the interrelationships between:
    A.   The People Management Function
    B.   The Purchasing and Production Functions
    C.   The Research and Development Function
    D.   The Marketing Function

Indicative Teaching Content

1.   The People Management Function
1.1.   Understanding Individual Behaviour
1.2.   Strategic Management
    1.2.1. Managers as decision makers
    1.2.2. Managers as leaders
    1.2.3. Tools and Techniques
1.3.   Managing Teams
    1.3.1. Managing Operations
    1.3.2. Managing Communications
1.4.   The functions of the personnel department and a personnel policy
    1.4.1. Employee records
    1.4.2. The remuneration of staff
    1.4.3. Promotion, transfer, termination and dismissal
    1.4.4. Industrial relations practice
    1.4.5. Talent management cycle
    1.4.6. Human resource planning and human resource management

2.   The Purchasing and Production Functions
2.1.   The nature of purchasing
2.2.   The role of the purchasing department
2.3.   Purchasing department procedures
    2.3.1. Inventory control
    2.3.2. Stores control
    2.3.3. Economic order quantity
2.4.   The production process
    2.4.1. Types of production
    2.4.2. Costing of production
    2.4.3. Production administration
2.5.   Site selection
2.6.   Factory planning
2.7.   Plant and equipment
2.8.   Materials and materials handling
2.9.   Maintenance and production

2.10. Computer-Aided Design (CAD) Computer-Aided Manufacturing (CAM) and Computer-Aided Manufacture (CIM)

2.11. Work study

3. The Research and Development Function
3.1. The functions of the research and development department
3.2. Conducting research
3.3. Problem-based research
3.4. Emergent research
3.5. Applied research and development
3.6. Patents, trademarks and service marks

4. The Marketing Function
4.1. Marketing philosophies
4.2. Market analysis and research
4.3. Promotion, publicity and public relations
4.4. Pricing policy
4.5. Credit control
4.6. Sales administration
4.7. Transport and distribution (logistics)
4.8. Export marketing

Assessment Method

Business Functions is assessed by an open book assignment-based examination There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of the interrelationship between business functions.

At level 4 Learners must demonstrate an ability to:
  (i) Analyse, interpret and evaluate information related to features of Business Functions.
  (ii) Apply theoretical/technical knowledge to demonstrate an understanding of Business Functions.
  (iii) Present an informed awareness of approaches to Business Functions.
  (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

Whitehead, G. and Whitehall, G. (1999). Business Management and Administration. Christchurch: Institute of Commercial Management.

Bright, J. (2023). Modern Management and Leadership: People, Places and Organisations. University of Buckingham Press

Coulter, M. and Robbins, S. (2020). Management. 15th Ed. New Jersey: Prentice Hall.

Robbins, S. and Coulter, M. (2012). Management. 11th Ed. New Jersey: Prentice Hall.

Appleby, R. (1994). Modern Business Administration. 6th Ed. England: Prentice Hall.

Buckley, M. (1994). The Structure of Business. 3rd Ed. Harlow, Essex: Longman.

The Total Qualification Time (TQT) for this unit is 100 hours. **The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**	
GLH = 75	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 25	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	**Principles of Project Management**
Level	**5**
Unit Code	**PDPPM05**
Credit Value	**8**

Unit Aims

Principles of Project Management aims to equip Learners with an understanding of key principles towards robust project management including tools and techniques used for initiation of complex projects.

Learning Outcomes

On completion of this unit the Learner will know:
- A. Key approaches to and principles involved in managing a project
- B. Key organisational frameworks available for the strategic implementation, control and oversight of a project
- C. The principles and key approaches to be adopted in managing conflict and negotiation in the project development and delivery processes
- D. Key issues in the strategic selection, adoption and delivery of a project

Indicative Teaching Content

1. Role of the Project Manager
1.1. Job description and person specification
1.2. Technological resources
1.3. Sourcing resources worldwide

2. Project Organisation
2.1. Functional organisation
2.2. Pure project organisation
2.3. Matrix organisation
2.4. Mixed organisational systems
2.5. Project teams and the human factor

3. Conflict and Negotiation
3.1. Stakeholder communications
3.2. Partnering and cooperation
3.3. Chartering and change
3.4. Conflict management and resolution
3.5. Principles of negotiation

4. Strategic Project Management
4.1. The Project Life Cycle (PLC)
4.2. Project management maturity
4.3. Project selection and criteria of choice
4.4. Types of project selection models
4.5. Net present value

Assessment Method

Principles of Project Management is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to

demonstrate an understanding of key principles towards robust project management including tools and techniques used for initiation of complex projects.

At level 5 Learners must demonstrate an ability to:
   (i)   Analyse, interpret and evaluate relevant information and ideas related to Principles of Project Management.
   (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Principles of Project Management to address defined questions that are complex.
   (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Principles of Project Management and the reasoning behind them.
   (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources
Meredith, J.R, Shafer., M. S., & Mantel, S.J (2017). Project Management, A Managerial Approach. 10th ed. Hoboken NJ: Wiley

Meredith, J.R, Shafer., M. S., & Mantel, S.J (2021). Project Management, A Managerial Approach. 11th ed. Hoboken NJ: Wiley

Maylor, H., Turner, N. (2022). Project Management, 5th ed. Pearson

Kerzner, H.R.(2006). Project Management, A Systems Approach to Planning, Scheduling & Controlling. 9th ed. Hoboken NJ: Wiley

Project Management Institute. (2021). A Guide to Project Management Body of Knowledge. 7th ed. Project Management Institute. Newtown, Pennsylvania

Verzuh, E (2008). The Portable MBA in Project Management. Hoboken NJ: Wiley |

The Total Qualification Time (TQT) for this unit is 80 hours. **The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**	
GLH = 40	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 40	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	Project Planning and Execution
Level	**6**
Unit Code	**PDPPE06**
Credit Value	**12**

Unit Aims
Project Planning and Execution aims to equip Learners with an understanding of the methods adopted for management of complex projects at planning and executing stages.

Learning Outcomes
On completion of this unit the Learner will have knowledge and application on: A. Key resource planning and allocation issues in project management B. Project management tools and techniques available to support the project management cycle C. Approaches, techniques and tools for the control and auditing of project implementation and evaluation D. The decision choices, processes and approaches involved in project termination

Indicative Teaching Content

1.   Project Costing, Planning, Scheduling and Resource Allocation
1.1.   Initial project coordination
1.2.   Systems integration
1.3.   Work breakdown structure
1.4.   Linear responsibility chart
1.5.   Estimating project budgets
1.6.   Improving the process of cost estimation
1.7.   Network techniques: PERT and CPM
1.8.   Resource
  1.8.1. Allocation
  1.8.2. Loading
  1.8.3. Levelling
  1.8.4. Crashing

2.   Monitoring and Information Systems
2.1.   The planning-monitoring-controlling cycle
2.2.   Information needs and the reporting process
2.3.   Earned value analysis
2.4.   Computerised project management information systems

3.   Project Control and Auditing
3.1.   The fundamental purpose of control
3.2.   Three types of control process
3.3.   Design of control system
3.4.   Control as a function of management
3.5.   Balance in a control system
3.6.   Control of creative activities, change and scope creep
3.7.   Auditing the project
  3.7.1. The audit report
  3.7.2. The project audit and life-cycle
  3.7.3. Purpose of evaluation

4.   Project Termination

4.1.	The varieties of project termination
4.2.	When to terminate a project
4.3.	The termination process
4.4.	The final report and project history

Assessment Method

Project Planning and Execution is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of the methods adopted for management of complex projects at planning and executing stages.

At level 6 Learners must demonstrate an ability to:
   (i) Critically analyse, interpret and evaluate complex information, concepts and ideas related to Project Planning and Execution.
   (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Project Planning and Execution to address defined questions that are complex and involve many interacting factors.
   (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Project Planning and Execution and the theories that underpin them.
   (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

Meredith, J.R, & Mantel, S.J (2011). Project Management, A Managerial Approach. 8th ed. Hoboken NJ: Wiley

Meredith, J.R, Shafer., M. S., & Mantel, S.J (2017). Project Management, A Managerial Approach. 10th ed. Hoboken NJ: Wiley

Meredith, J.R, Shafer., M. S., & Mantel, S.J (2021). Project Management, A Managerial Approach. 11th ed. Hoboken NJ: Wiley

Maylor, H., Turner, N. (2022). Project Management, 5th ed. Pearson

Project Management Institute. (2021). A Guide to Project Management Body of Knowledge. 7th ed. Project Management Institute. Newtown, Pennsylvania

Kerzner, H.R.(2006). Project Management, A Systems Approach to Planning, Scheduling & Controlling. 9th ed. Hoboken NJ: Wiley

Verzuh, E (2008). The Portable MBA in Project Management. Hoboken NJ: Wiley

The Total Qualification Time (TQT) for this unit is 120 hours.
The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).

| GLH = 60 | This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments. |
| NGLH = 60 | This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio. |

5.0 Assessment and Quality Assurance

ICM assessments are designed to fulfil the objectives of each qualification. The Learning Outcomes for each unit are set externally by ICM, and can be found in the individual unit descriptors.

5.1 The Assessment

The assessment method for the ICM Level 5 Professional Diploma in Business Management with Project Management is an open book assignment-based examination comprised of two papers with two parts. One paper assesses the Management Frameworks (Part A) and Business Functions (Part B) units. One paper assesses the Principles of Project Management (Part A) and Project Planning, Execution and Control (Part B) units. Learners must answer all 4 compulsory 750-word, 25-mark questions in each paper from Part A and Part B. The open book assignment-based examination takes place four times each year, March, June, September and December and the assessment window is four weeks.

5.2 Grading

Achievement in this qualification requires a demonstration of an in-depth knowledge and understanding of each unit and the ability to acquire skills transferable to industry employment. To achieve each unit, the pass rate for each assessment component is set at a minimum of 40%. This threshold is indicative of the expected level of competence to achieve a pass grade for each unit. To achieve the qualification Learners must achieve a pass grade across all units.

5.3 Examination Grades

Grades boundaries are:

Grade	Percentage
A	70% and above
B	60% to 69%
C	50% to 59%
D	40% to 49%
F	39% and below
Ungraded is issued should evidence of malpractice or maladministration occur.	

5.4 Quality Assurance and ICM Business Development and Delivery Consultants

The ICM Approved Centre must demonstrate a quality management system with a committed and supported teaching team, (sufficient in number for the planned provision) adequate Learner resources and guidance; regular Learner feedback; evidence of equal opportunities; equity and inclusivity in learning and assessment. Refer to ICM's Inclusion and Diversity Policy for further information. ICM Business Development and Delivery Consultants support Centres in the event that Centres need assistance in demonstrating progression routes for Learners and preparation for work, and/or further study of ICM qualifications. ICM Business Development and Delivery Consultants carry out announced and unannounced spot check visits. It is important that ICM Approved Centres

are able to provide safe access to the premises, office accommodation, data and other facilities as reasonably required by ICM.

6.0 Administration Arrangements

6.1 Results
Results are released to ICM Centres within three months, see the ICM website for important dates: https://www.icm.education/important-dates. ICM send results directly to ICM Approved Centres for collection by Learners.

6.2 Enquiries about Results (EAR)
ICM Approved Centres are advised to submit **Enquiries about Results** (EAR) as soon as possible after results are issued. ICM will consider EAR if the application is made within the key deadlines published on the ICM website alongside the soft copy results dates: https://www.icm.education/important-dates.

ICM offer two services for EAR as follows:
1. Priority Review of Marking: ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 5 business days of results being issued by ICM. The outcome is issued within 5 business days of request.
2. Review of Marking: ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 10 business days of results being issued by ICM. The outcome is issued within 10 business days of request.

For more information, please see the ICM Enquiries About Results (EAR) Policy and Procedure.

6.3 Certificates
Certificates are only issued following the successful completion of a qualification. Certificates are printed and issued by ICM on watermarked paper for security purposes; these are then securely dispatched to the ICM Approved Centre or the Business Development and Delivery Consultant for distribution to the Learners. Each Learner's unique ID number is recorded which verifies the identification of Learners' records. All information indicated on certificates enables ICM to identify and verify authenticity. In potential cases of fraudulent reproduction of ICM qualifications, ICM investigates and prosecutes where necessary. For more information, see the ICM Fraud Policy and Procedure.

6.4 Reasonable Adjustments
ICM and ICM Approved Centres have a duty to ensure the rights of individual Learners to have access to qualifications and examination materials, in a way in which is most appropriate for their individual needs. A Reasonable Adjustment is any action that helps to reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in an assessment and must be arranged before that assessment. A Learner may be granted reasonable adjustments in

their assessments in accordance with ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

6.5 Special Consideration

Special Consideration may be given after a scheduled assessment to Learners who suffer temporary illness, injury or indisposition at the time of the assessment. The type of Special Consideration given will depend on the circumstances and reflect the difficulty faced by the Learner. For further guidance refer to ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

6.6 Integrity of Assessment

ICM and ICM Approved Centres have a duty to ensure the fairness and integrity of assessment and to identify, manage and prevent malpractice. Malpractice includes those actions and practices, which threaten the integrity of ICM's assessments and certification, and/or damage the authority of those responsible for conducting them. It also includes impersonation, use of Artificial Intelligence (AI) language models in generating content. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#) and ICM's Artificial Intelligence Policy and Procedure.

6.7 Plagiarism and the use of Artificial Intelligence

Plagiarism means claiming work to be one's own which has been copied from someone or created by someone else. ICM Approved Centres must put the necessary mechanisms in place to ensure that all work submitted by learners is their own unless clearly and correctly referenced**.** This also includes learners using content generated by AI or engines such as google translate which includes AI-powered features. Trainers at ICM Approved Centres must explain to Learners how to accurately reference, cite and create a reference list. If an ICM Approved Centre or ICM discovers evidence that learners work is copied from elsewhere, learners may be subject to the ICM Approved Centre's and ICM's malpractice procedures and relevant sanctions. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#), ICM's [Sanctions Policy and Procedure](#) and ICM's Artificial Intelligence (AI) Policy and Procedure.

6.8 Appeals and Complaints

An appeal is defined as an ICM Approved Centre or Candidate asking ICM to review and, where appropriate, reconsider decisions on results given by ICM. This may be where a Candidate wants reconsideration of an ICM decision i.e. a sanction. Should a Learner wish to appeal, please refer to ICM's [Appeals Policy and Procedure](#) for further information. To submit a complaint regarding any aspect of ICM services, contact info@icm.education. Refer to ICM's [Complaints Policy and Procedure](#) for further information.

6.9 Resources and Available Support

ICM's website has a [SharePoint](#) dedicated to ICM Learners which provides access to resources and materials to support ICM qualifications which are downloadable and free of charge, these include:

- Reading lists and main topics for each qualification.
- Sample Assessment Materials.
- Downloadable resources to facilitate study skills, including a revision timetable template.

- ICM examiner-led tutorials and webinars to reinforce skills and offer Learners the tips needed to perform well in their exams.
- eLearning

7.0 Policy and Procedures

ICM has policies and procedures in place to support Centres and Learners. All Centres must also implement their own policies, which comply with ICM's requirements; these will be checked during the Centre Approval process and in subsequent Centre monitoring activities. It is each Centre's responsibility to make relevant polices available to Learners.

Relevant policies include:

- **Appeals Policy and Procedure**: Allows Learners to take action if they feel they have been treated unfairly.
- **Reasonable Adjustment and Special Considerations Policy**: Allows Centres to make or request any necessary adjustments to assessments in light of a Learners individual circumstances.
- **Malpractice and Maladministration Policy**: Provides a framework through which any concerns about the delivery and assessment of the qualification can be addressed.
- **Inclusion and Diversity Policy**: Ensures Centres treat Learners fairly without any bias.
- **Conflict of Interest Policy and Procedure**: Explains how ICM prevents, identifies and manages activities that might give rise to actual or perceived conflicts of interest.
- **Adverse Effects and Event Notification Policy and Procedure**: Explains how ICM should act to prevent, manage and report 'adverse events' and ensures that the effects to Learners are mitigated.
- **Complaints Policy and Procedure**: Explains the ICM complaints process.
- **Whistle-blowing Policy and Procedure**: The aim of this policy is to encourage employees and others who have serious concerns about any aspect of ICM's operations and services to come forward and voice those concerns.

Learners should ensure they also refer to the policies and procedures of the Centre with which they are registered. ICM Policies and other key documents are available on our website at:
https://www.icm.education/policies-and-handbooks.