

SAQA ID

58395

DURATION

12 Months

CREDITS

120

SETA

Services

National Certificate:

**PROJECT
MANAGEMENT**

NQF Level 5



WHO SHOULD STUDY THIS COURSE?

The purpose of the qualification is to develop in learners the following competencies to enable them to operate effectively as project managers of small to moderately complex projects. A learner completing this qualification is able to: Manage a simple to moderately complex project whilst:

- Operating in a project context in a variety of routine and non-routine contexts, under general supervision.
- Selecting from a wide choice of procedures ranging from standard and non-standard.
- Taking full responsibility for the nature, quantity and quality of output.
- Taking responsibility for group output as required/possible.
- Showing possession of a wide range of scholastic and/or technical skills applicable in the field of Project Management.
- Demonstrating of a broad knowledge base of project management with substantial depth in some areas.

The use of the term project manager is widespread and inconsistent in interpretation. In some organisations, project manager is a position with the title, while in others, it is a temporary assignment. Whether a full-time position or a part-time assignment, the term Project Manager is linked with a wide variety of responsibilities:

A project manager could be responsible for all aspects of the feasibility, design, construction, and commissioning of a power plant with a budget of well over 10 Billion Rand.

A project manager could be responsible for the development of a research report with a budget of less than 100 hours.

A project manager could be responsible for a subproject that is an element of a larger project or program.

Regardless of the range of responsibilities, project managers at the threshold level of competence are expected to produce essentially the same result outputs and outcomes that are acceptable to relevant stakeholders. However, increasing complexity requires additional competence skills and judgement ability.

The purpose of this qualification is to address the project and general threshold competencies

required to manage simple to moderately complex projects. A Project Manager who is competent at managing a project at NQF Level 5 may not be able to produce the expected results in the context of a higher level competency project (NQF Level 6). The Global Project Management Standards Initiative has developed an approach to differentiating projects based on their management complexity. This is used as input to the specification of the South African project management qualifications and standards.

A project manager operating at NQF Level 5 may act as a full time manager or be involved in the product design and development work as well as the project management work. i.e technical specialist and project manager. They tend to be hands on often with little or no administrative support in the project management processes and resultant outcomes. Typically, the organisation will have set up expectations and rules and procedures to be used on the project before it is given to the project manager. The project manager may well be working with a more senior person with regard to interfaces with clients and stakeholders, gate reviews and closure of the project. Their projects are of a simple to moderately complex nature, the ranges below describe this further:

Simple to moderately complex project can be defined as a project that has:

High degree of stability, few uncertainties or low rate of change with regard to expected deliverables, phase contents, organisational processes and procedures, legislation and team members.

Limited range of different methods or approaches relating to the design and creation of deliverables and end products.

Low to moderate impact on the environment and or socio economic elements; Moderate to low need to comply with legislation; Moderate number of stakeholders affected by or interested in the project.

Low strategic importance to the organisation or organisations involved; not necessary identified in strategic plans.

Stakeholders, that are in agreement about the characteristics of the product of the project; Benefits of the project well defined and agreed.

Low number of different organisations participating in the project; a low number; and or wide variety of interfaces between the project and other organisational entities in order to produce the end deliverable.

Rationale

This National Certificate in Project Management, NQF Level 5 supports the development and recognition of project management skills in every sector. In South Africa there is a widespread need for skilled personnel to work as team members, team leaders, project managers and support specialists to projects. Projects vary in their size and complexity. This qualification focuses on the core project specific skills required to manage or support small to moderately complex projects. It does not encompass all of the skills required but provides a solid foundation of the minimum set of skills needed.

The development of project management skills has historically been undertaken on the job and through short courses. There is still resistance to long learning programmes. This Certificate provides one building block in a series of qualifications that an individual or company can utilise to develop project management competence, in conjunction with application in the workplace, over a period of years.

Many people do not work full time as a project manager and this qualification supports the needs of such individuals and the types of projects that they are managing. It also supports the development of core competence which can be supplemented by further study and utilisation of other qualifications at the same NQF level or a higher level.

The Project industry is integrated in the global business environment and skilled practitioners are required to meet the demands of both community and the industry, providing significant benefits to individuals, global corporations, government and the country.

Exit Level Outcomes

1. Conduct effective communication, while working on a project.
2. Plan the project.
3. Execute and control the project.

Admission Requirements

1. Communications NQF level 4
2. Mathematics NQF level 4

ASSOCIATED ASSESSMENT CRITERIA

Exit Level Outcome 1:

Requirements for verbal and written communications on a project are understood and alternative methods for effective communication are applied to sustain effective communication with stakeholders. Information is gathered, utilised and processed in accordance with project management requirements.

Exit Level Outcome 2:

Project deliverables, scope, work, schedules, costs and risks are defined using project management principles and techniques. Product development and change control procedures are planned and agreed with stakeholders. Project plan components are developed and integrated into an approved and documented project management plan.

Exit Level Outcome 3:

Project work is undertaken and products delivered in accordance with project requirements, the project management plan and agreed procedures. Performance is measured in comparison with project plans and preventative and corrective actions are identified and implemented in line with project plans and procedures.



Project administration is undertaken in accordance with project plan, required standards and procedures.

Integrated Assessment

Competencies may be developed through a combination of informal and formal learning, self-learning, training programmes and work based application. Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place. The learner should be able to assess their progress and determine readiness for a final summative assessment against this Qualification.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated.

Assessment of Communication and Mathematical Literacy should be conducted in conjunction with other aspects and should use authentic Project Operational contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. Groups of standards may also be assessed together.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field

outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

The final summative assessment for the qualification should be undertaken under the direction of the relevant Education and Training Quality Assurance (ETQA) body.

Unit Standard			
CORE MODULE	Determine the work required to accomplish the objectives and organise the scope of a simple to moderately complex project	5	7
	Develop a project cost management plan for a simple to moderately complex project	5	12
	Develop an integrated Project Management plan for a simple to moderately complex project	5	8
	Develop an optimised work and resource schedule for a simple to moderately complex project	5	12
	Manage risks on a simple to moderately complex project	5	6
	Manage stakeholder relations on a project	5	12
	Monitor and control the execution of the project management plan for a simple to moderately complex project	5	12
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Unit Standard			
FUNDAMENTAL	Gather and manage information for decision-making	5	5
	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	5	5
	Write and present for a wide range of purposes, audiences and contexts	5	5
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