

Te Whakaaetanga me te Uiuitanga | Programme Acceptability and Consultation

Programme of Study:

**New Zealand Certificate in Project Management
(Level 4)**

Leading to the award of:

**2462 New Zealand Certificate in Project Management
(Level 4)**



Te Pūkenga

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1 New Zealand Certificate in Project Management (Level 4)

1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga aims to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga (students) at the centre. This application for programme approval and accreditation forms part of the development of a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction, which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. Currently, Te Pūkenga needs to work within the parameters of Programmes of Industry Training reporting via the ITR and Programmes of Study reporting via the SDR (as integrated NZ Programmes / Skills Standards and an integrated TEC reporting system are not yet available). The unified programme of study presented here unifies on-campus, blended and distance approaches, reported through the current SDR.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by [Te Pūkenga Charter](#) and our commitments under [Te Pae Tawhiti](#), our Te Tiriti o Waitangi Excellence Framework, and [Te Rito](#), our Ākonga at the Centre research project and reports. This approach also fulfills the expectations of the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework).

One of Te Pūkenga educational priorities is a relentless focus on equity and ensuring participation. Therefore, equity is integrated and embedded into Te Pūkenga operating model blueprint and business case. Te Pūkenga is also committed to putting ākonga at the centre of all we do, and working towards equity and success for ākonga of all genders, ethnicities, cultures and abilities, as outlined in our [Equity and Ākonga Success Strategy](#).

In 2020, Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. The research led to three [Te Rito reports](#), focusing on Māori, Pacific and Disabled ākonga, respectively. [Te Rito](#) framework builds towards our Equity Outcomes framework, its purpose being to guide Te Pūkenga in its response to the unique needs of all ākonga, with a priority focus on Māori, Pacific and Disabled ākonga.

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa New Zealand. This objective comes from our Charter, our legislative mandate, and from the will of our Council, and is supported by the opportunities outlined in [Te Rito Report Part One](#). In working to achieve this objective, we know it is not Māori ākonga or communities that need to change to fit with us; rather it is our responsibility to ensure our services improve for the betterment of Māori.

In terms of the needs of Pacific ākonga, [Te Rito Report Part Two](#) indicated a range of opportunities to be taken up by Te Pūkenga. These range from targeted support for the wellbeing of Pacific

learners to empowering and bringing effect to Pacific hopes and dreams for intergenerational development and prosperity. Te Pūkenga is committed to ensuring all Pacific ākonga and kaimahi feel that they belong, that their voices are heard, that the use of Pacific languages is normalised and that their cultures are valued.

In terms of the needs of Disabled ākonga, [Te Rito Report Part Three](#) indicated the need for Te Pūkenga to provide appropriate impairment-related learning support for Disabled ākonga to achieve their academic potential and to resolve barriers to learning. The research also indicated the need for mental wellbeing support, the reduction of financial barriers, a focus on the development of digital literacy skills and ensuring access to the physical learning environment. Te Pūkenga has developed a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The National Strategic Disability Action Plan implements the Accessibility Charter across Aotearoa New Zealand and supports consistent data collection on Disabled ākonga, and training. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga and kaimahi (staff). The plan provides a comprehensive road map towards a vocational system that hears the voices of Disabled ākonga and what they need to succeed.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes that responds to the needs of ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities. This also begins to take us towards addressing some of the inequities that exist for priority ākonga.

1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

The 2462 New Zealand Certificate in Project Management (Level 4) qualification was updated with Version 2 published in July 2022. The last date for assessments to take place for Version 1 of this qualification is 31 December 2023. Therefore, rather than each network partner dedicating time and resource to develop programmes of study for the new version individually, one programme of study was selected and revised to become the unified programme of study.

The programme of study presented here is based on a collaborative design process across the following Te Pūkenga network partners:

- Ara Institute of Canterbury Ltd (Ara)
- Manukau Institute of Technology Ltd (MIT)
- Northland Polytechnic Ltd (NorthTec)
- Otago Polytechnic Ltd (Otago)
- Waikato Institute of Technology Ltd (Wintec)

The collaborative design process was supported by two groups: (i) a Steering Group with representation from every relevant network partner, i.e., every network partner delivering programmes of study in the broad discipline area of Business; and (ii) a Working Group tasked specifically with the unification of this programme of study. The Workforce Development Council was included in the Steering Group membership, and has thus been engaged in the unification process. The functions of the Steering Group were defined in a mutually agreed Terms of Reference, and included the following:

- oversight of the development of a single unified programme for each qualification Te Pūkenga delivers in the discipline area
- leading engagement with regional internal and external partners (including (i) relevant regional industry, including Māori and Pacific employers; (ii) communities at a local level, including hapū and iwi, and Pacific communities; (iii) Te Pūkenga kaimahi; and (iv) ākonga)
- steering programme unification work and providing advice and support to Working Groups

The Working Group of members from the collaborating Te Pūkenga network partners listed above selected the Ara programme of study (an existing approved programme) for the programme unification process. The programme selection criteria included the following:

- Version changes or accreditation/regulatory body changes have already been made.
- The programme was developed in close partnership with industry, hapū, iwi and Pacific communities.
- The programme was updated within the past three years.
- Minor updates to the programme will allow it to align with Te Pūkenga Charter.
- The programme already enables multiple modes of delivery.
- Te Tiriti o Waitangi is evident across the programme.
- The programme is ākonga-centred and allows a focus on under-served ākonga (Māori, Pacific, Disabled) and adult and second-chance ākonga).
- Minor updates to the programme will enable it to align with industry and community needs and allow regional flexibility.
- The programme addresses identified future needs of ākonga, industry and community.

1.3 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of **transition** to a single unified programme, developed on the basis of existing approved programme offerings that were informed by regional/local needs. Thus, programme content and delivery are contextualised, and provide relevant pathways to meet the needs of those local communities.

It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspects of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme. A Mātauranga Māori snapshot tool will be applied to this unified programme to identify how contextualised Mātauranga Māori content is evident and what next steps are required to enhance or develop this further.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes and takes us a step towards addressing some of the inequities that exist for priority ākonga. Transition arrangements may be required for ākonga who fail to successfully complete courses within the existing programme of any given network partner. To this end, each network partner currently delivering this programme will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

Appendix 1: Te Hono o te Kahurangi | Qualification Details

| Details for the programme of study | NZQA Reference No. | Version No. | Credits | Level |
|------------------------------------|--------------------|-------------|---------|-------|
| Programme Title | XXXXX | 1 | 60 | 4 |

which leads to the award of the following qualification

| Qualification Title | 2462 | 2 | 60 | 4 |
|---------------------------------|---|---|----|---|
| NZSCED | 080315 Management and Commerce>Business and Management>Project Management | | | |
| Qualification developer | Ringa Hora Services Workforce Development Council | | | |
| Quality assurance body | New Zealand Qualifications Authority | | | |
| Next review | 31/07/2025 | | | |
| Next planned consistency review | 20236 | | | |

Strategic purpose

The purpose of this qualification is to provide Aotearoa New Zealand with people who can carry out a broad range of support roles as a project team member and take responsibility for some parts of a project(s).

This qualification will benefit Aotearoa New Zealand by increasing project success through consistent application of project management skills.

Graduates of this qualification will be able to support the management of a project(s) under broad guidance, in accordance with ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi), and in a multi-cultural environment.

Graduate profile

Graduates of this qualification will be able to:

1. Support a project(s) through its life cycle through the selection and application of project management knowledge, tools, and techniques.
2. Lead aspects of a project(s) under broad guidance.
3. Behave professionally and ethically and in a socially and culturally responsible manner, and apply personal and interpersonal skills to support the performance of the project.

Qualification education pathway

Graduates of this qualification may progress to further study in:

- New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management [Ref: 2459]
- relevant industry and/or academic certifications and/or qualifications.

Award of this qualification may equip graduates towards credentials from the Project Management Institute and other professional bodies in Project Management.

Employment/cultural/community pathway

Graduates of this qualification may be employed in project roles in a variety of business entities. They may also contribute to community groups in volunteer project roles.

Professional recognition/accreditation

n/a

Other requirements of the qualification (including regulatory body or legislative requirements)

None

General conditions for programme

Programme delivery and all assessment must be conducted in real business context(s) or based on scenario(s) which must reflect the requirements and practicalities for conducting business in Aotearoa New Zealand.

Socially and culturally relates to ngā kaupapa o te Tiriti o Waitangi and multi-culturalism in Aotearoa New Zealand, in the context of this qualification.

Additional guidance and recommendations for programme development can be found on the Ringa Hora website at [Business, Professional and Personal Services - Ringa Hora](#).

Qualification version transition information

Version 2 of this qualification was published in July 2020 following scheduled review.

Please refer to Qualifications and Assessment Standards Approvals for further information.

The last date for assessments to take place for version 1 of this qualification is 31 December 2023.

It is the intention of Ringa Hora Services Workforce Development Council that no existing learner should be disadvantaged by these transition arrangements.

Any person who considers they have been disadvantaged may contact:

Ringa Hora Services Workforce Development Council

PO Box 445

Wellington 6140

Telephone: 04 909 0306

Email: qualifications@ringahora.nz.

Appendix 2: Waeture ā-Hōtaka | Programme Regulations

In the regulations presented here, unless the context otherwise requires, ‘delegated authority’ refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the programme. Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled and other equity groups.

Whakatapoko | Admission

| | |
|--------------------------------------|--|
| General admission | To be admitted to this programme, applicants must hold one of the following: <ul style="list-style-type: none"> - 40 credits at NCEA Level 1, including 10 Literacy credits and 10 Numeracy credits OR - a relevant qualification at NZQF Level 2 OR - a recognised equivalent qualification |
| Special admission | Any ākonga who is 20 years of age or older and has not reached the general admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with the ākonga to ensure they are prepared for their intended programme. |
| Discretionary admission | Any ākonga who is not yet 20 years of age and has not reached the general admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on the applicant’s level of preparedness for their intended programme. |
| English language requirements | All applicants (international and domestic) for whom English or te reo Māori is not a first language need to provide evidence that they have the necessary English language proficiency required for the programme. International applicants are required to have an IELTS score of 5.5 (general or academic) with no individual band lower than 5 from one test taken in the preceding two years, or an equivalent described in NZQA Rules . |

Tūtukitanga Whakamihi | Credit Recognition

The provisions and procedures for credit recognition through cross credit, credit transfer and recognition of prior learning in this programme are set out in with [Te Kawa Maiororo | Educational Regulatory Framework](#).

Tohu o te Hōtaka | Award of Qualification

| | | | | |
|----------------------------|--|--------------------|------------------|---------------|
| Credit requirements | To be awarded the 2462 New Zealand Certificate in Project Management (Level 4) , ākonga must achieve a minimum of 60 credits in the pattern set out in Table 1 below from the courses set out in Table 2 below. | | | |
| | Table 1: Credit Requirements | | | |
| | Level | Compulsory credits | Elective credits | Total credits |
| | 4 | 60 | 0 | 60 |

| Table 2: Schedule of Courses | | | |
|-------------------------------------|------------------------------------|-----------|----------------|
| Course code | Course title | Credits | Pre-requisites |
| 2401 | Introduction to Project Management | 15 | Nil |
| 2402 | Scope Management | 15 | Nil |
| 2403 | Lead a Project Component | 15 | Nil |
| 2404 | Project Monitoring and Controlling | 15 | Nil |
| TOTAL CREDITS | | 60 | |

| | |
|-----------------------------|--|
| Programme completion | <p>The minimum time to complete this programme is six months (full-time study) or one year (part-time study).</p> <p>The maximum time to complete this programme is four years.</p> <p>The delegated authority may approve an alternative maximum completion time.</p> |
|-----------------------------|--|

Waeture Aromatawai | Assessment Regulations

| | |
|---|--|
| Grading | <p>Assessment in this programme is achievement-based.</p> <p>Grading follows the guidelines in Te Kawa Maiororo Educational Regulatory Framework.</p> <p>Specific assessment and/or course pass requirements are detailed in programme delivery documentation.</p> |
| Assessment submission and additional opportunities | <p>Requirements and processes for</p> <ul style="list-style-type: none"> • assessment submission, • resit and/or resubmission opportunities for failed assessments, • reassessment opportunities for failed courses, • late submission of assessments, and • extension of assessment deadlines <p>are outlined in programme delivery documentation provided to ākonga at the start of their course.</p> |

Appendix 3: Ngā Hua o te Ako me te hāngai ki Ngā Putanga Ako a te Tauira | Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

| | | | | Support a project(s) through its life cycle through the selection and application of project management knowledge, tools and techniques | Lead aspects of a project(s) under broad guidance. | Behave professionally and ethically and in a socially and culturally responsible manner, and apply personal and interpersonal skills to support the performance of the project. | |
|---------------------|------------------------------------|-----|--|---|--|---|---|
| Course Code & Title | Course Aim & Outcomes | | Assessment | GPO 1 | GPO 2 | GPO 3 | |
| 2401 | Introduction to Project Management | Aim | To enable students to contribute as a member of a project team to the various stages of a project. | | | | |
| | | LO1 | Develop a project communication plan for a project. | All LOs: Assessment portfolio (100%) | ✓ | | ✓ |
| | | LO2 | Manage oneself to contribute to achievement of team objectives for the development of a project. | | | ✓ | |
| | | LO3 | Describe a project, its life cycle stages and project management processes for a project. | | ✓ | | ✓ |
| 2402 | Scope Management | Aim | To enable students to scope a project | | | | |
| | | LO1 | Generate a project scope statement for a project. | All LOs: Assessment portfolio (100%) | ✓ | | ✓ |
| | | LO2 | Generate a work breakdown structure for a project. | | ✓ | | ✓ |
| 2403 | Lead a Project Component | Aim | To enable students to effectively lead an aspect of a project(s) under broad guidance. | | | | |
| | | LO1 | Generate a project planning chart for a project | All LOs: Assessment portfolio (100%) | ✓ | ✓ | ✓ |
| | | LO2 | Generate a project cost estimate for a project | | ✓ | ✓ | ✓ |
| | | LO3 | Generate updates to project documentation during project execution for a project | | ✓ | ✓ | ✓ |
| 2404 | Project Monitoring and Controlling | Aim | To enable students to assist with the monitoring and controlling of resources and processes necessary to achieve project objectives. | | | | |
| | | LO1 | Describe the generic project monitoring and control processes | All LOs: Assessment portfolio (100%) | ✓ | | |
| | | LO2 | Generate a range of project performance reports for a project | | ✓ | ✓ | ✓ |
| | | LO3 | Apply closeout project procedures for a project | | ✓ | ✓ | ✓ |

Appendix 4: Akoranga | Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

| INTRODUCTION TO PROJECT MANAGEMENT | | | | | |
|------------------------------------|---|--|-----|---------|-----|
| Course code | 2401 | Level | 4 | Credits | 15 |
| Pre-requisites | Nil | Co-requisites | Nil | | |
| Main programme | New Zealand Certificate of Project Management | Other programmes | Nil | | |
| Delivery modes | Provider-based Provider-based (extramural) | Total learning hours (See course delivery document for detailed breakdown.) | | | 150 |

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable students to contribute as a member of a project team to the various stages of a project.

Ngā Hua o te Ako | Learning Outcomes

| Upon the successful completion of this course, ākongā will be able to... | | Graduate outcome alignment |
|--|--|----------------------------|
| LO1 | Develop a project communication plan for a project. | 1,3 |
| LO2 | Manage oneself to contribute to achievement of team objectives for the development of a project. | 2 |
| LO3 | Describe a project, its life cycle stages and project management processes for a project. | 1,3 |

Ngā Tūtohu o te Kiko | Indicative Content

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> Communication and collaboration strategies and tools Identify stakeholders and their roles Develop a communication plan |
| LO2 | <ul style="list-style-type: none"> Team motivation, behaviour and dynamics Contribution evaluation Confliction resolution strategies Professional and ethical behaviour Cultural and social diversity focused on Te Tiriti o Waitangi and Multiculturalism Emotional intelligence |
| LO3 | <ul style="list-style-type: none"> Project Management Body of Knowledge (PMBOK) - knowledge areas and processes Initiation, Planning, Executing, Monitoring, Controlling, Close out Work breakdown structures Problem solving Project management life cycle (scope, cost and time) |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

| Assessment activity | Weighting | Learning outcomes |
|--|-----------|-------------------|
| Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. | 100% | All |

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

| Ver No. | Approved by | Approval date | Effective from | Description of change |
|---------|-------------|---------------|----------------|-----------------------|
| | | | | |
| | | | | |
| | | | | |

| SCOPE MANAGEMENT | | | | | |
|------------------|---|--|-----|---------|-----|
| Course code | 2402 | Level | 4 | Credits | 15 |
| Pre-requisites | | Co-requisites | Nil | | |
| Main programme | New Zealand Certificate of Project Management | Other programmes | Nil | | |
| Delivery modes | Provider-based Provider-based (extramural) | Total learning hours (See course delivery document for detailed breakdown.) | | | 150 |

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable students to scope a project.

Ngā Hua o te Ako | Learning Outcomes

| Upon the successful completion of this course, ākonga will be able to... | | Graduate outcome alignment |
|--|---|----------------------------|
| LO1 | Generate a project scope statement for a project. | 1,3 |
| LO2 | Generate a work breakdown structure for a project | 1,3 |

Ngā Tūtohu o te Kiko | Indicative Content

| | |
|-----|--|
| LO1 | <ul style="list-style-type: none"> Project scope statement Project deliverables, and objectives High level risk Stakeholders Approved Budget Project description Summary milestones Methodologies Project lifecycle Ethics and culture |
| LO2 | <ul style="list-style-type: none"> Work breakdown structure Summary and Sub Tasks Milestones Outline numbering Ethics and culture |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

| Assessment activity | Weighting | Learning outcomes |
|--|------------------|--------------------------|
| Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. | 100% | All |

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

| Ver No. | Approved by | Approval date | Effective from | Description of change |
|----------------|--------------------|----------------------|-----------------------|------------------------------|
| | | | | |
| | | | | |
| | | | | |

| LEAD A PROJECT COMPONENT | | | | | |
|--------------------------|---|--|-----|---------|-----|
| Course code | 2403 | Level | 4 | Credits | 15 |
| Pre-requisites | Nil | Co-requisites | Nil | | |
| Main programme | New Zealand Certificate of Project Management | Other programmes | Nil | | |
| Delivery modes | Provider-based Provider-based (extramural) | Total learning hours (See course delivery document for detailed breakdown.) | | | 150 |

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable students to effectively lead an aspect of a project(s) under broad guidance.

Ngā Hua o te Ako | Learning Outcomes

| Upon the successful completion of this course, ākonga will be able to... | | Graduate outcome alignment |
|--|---|----------------------------|
| LO1 | Generate a project planning chart for a project. | 1, 2, 3 |
| LO2 | Generate a project cost estimate for a project. | 1, 2, 3 |
| LO3 | Generate updates to project documentation during project execution for a project. | 1, 3 |

Ngā Tūtohu o te Kiko | Indicative Content

| | |
|-----|--|
| LO1 | <ul style="list-style-type: none"> • Planning Chart for a designated scenario • Gantt Chart for a designated scenario • Problem solving • Performance monitoring of a specific project • Incorporating the social and cultural needs of ngā kaupapa o te Tiriti o Waitangi and multi-culturalism in Aotearoa New Zealand. |
| LO2 | <ul style="list-style-type: none"> • Evaluation reporting • Recording and reconciling • Project costing |
| LO3 | <ul style="list-style-type: none"> • Evaluation reporting • Performance monitoring • Problem solving • Baseline • Monitoring actual against planned |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

| Assessment activity | Weighting | Learning outcomes |
|---|-----------|-------------------|
| Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā. | 100% | All |

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

| Ver No. | Approved by | Approval date | Effective from | |
|---------|-------------|---------------|----------------|--|
| | | | | |
| | | | | |
| | | | | |

| PROJECT MONITORING AND CONTROLLING | | | | | |
|------------------------------------|---|--|-----|---------|-----|
| Course code | 2404 | Level | 4 | Credits | 15 |
| Pre-requisites | Nil | Co-requisites | Nil | | |
| Main programme | New Zealand Certificate of Project Management | Other programmes | Nil | | |
| Delivery modes | Provider-based Provider-based (extramural) | Total learning hours (See course delivery document for detailed breakdown.) | | | 150 |

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable students to assist with the monitoring and controlling of resources and processes necessary to achieve project objectives.

Ngā Hua o te Ako | Learning Outcomes

| Upon the successful completion of this course, ākonga will be able to... | | Graduate outcome alignment |
|--|---|----------------------------|
| LO1 | Describe the generic project monitoring and control processes | 1 |
| LO2 | Generate a range of project performance reports for a project | 1,3 |
| LO3 | Apply closeout project procedures for a project | 1,3 |

Ngā Tūtohu o te Kiko | Indicative Content

| | |
|-----|--|
| LO1 | <ul style="list-style-type: none"> Tracking, Monitoring and controlling Problem solving Performance monitoring |
| LO2 | <ul style="list-style-type: none"> Evaluation reporting Recording and reconciling Relevant project management tools |
| LO3 | <ul style="list-style-type: none"> Project closeout Stakeholder acceptance meeting Relevant reports |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

| Assessment activity | Weighting | Learning outcomes |
|----------------------|-----------|-------------------|
| Assessment portfolio | 100% | All |

| | | |
|---|--|--|
| Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. | | |
|---|--|--|

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

| Ver No. | Approved by | Approval date | Effective from | Description of change |
|---------|-------------|---------------|----------------|-----------------------|
| | | | | |
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