

Examiner's Report

Unit Title Advanced Project Management

Unit Code 6UAPM

RQF Level Level 6

Session November 2022

Comments on Global Cohort Performance

Question 1

1. Comments on question/item performance

Learners who were able to develop an appropriate critical assessment of their chosen organisation's structure and how this might impact on the successful management of the selected project tended to produce stronger responses than those who produced work that, perhaps, lacked critical depth. Stronger responses reflected some useful knowledge of internal resources and how they might be aligned with other factors.

Greater insight tended to be developed by candidates who were able to relate their critical assessment to other dimensions of project and programme management. Better pieces of work also reflected an ability to relate their critical assessment to a selected organisational project.

Overall, for this task, performance was moderate. As with previous cohorts, some candidates erred towards responses that were generic or that failed to engage with their chosen organisation with sufficient precision. For some students, an appreciation of concept of alignment between internal resources and other dimensions of organisational life was in need of some development.

2. Quick tips

When a critical analysis is required, ensure that you consider both positive and negative effects, ensure that any response relates principles and concepts to your selected case organisation/project.

Question 2

1. Comments on question/item performance

Overall, responses to this requirement were moderate to good. Some candidates demonstrated a sound and clear ability to critically compare the principles of 'knowledge management' and 'organisational learning' and how these might be applied to the management of projects. In particular, stronger responses also reflected an ability to relate their work to the successful completion of a project. There was also some useful engagement with theory in responses that, generally, were of a stronger quality.

For those students that did not demonstrate a reasonable level of performance in response to this requirement, there was a tendency towards the generic and some evidence of 'rote learning' rather than application and analysis. There was scope for a better focus on the need to develop a critical analysis of the importance of leadership and teamworking in this context.

2. Quick tips

Ensure that a comparison draws out the key features of and similarities and contrasts between two or more items (in this case, theories of leadership).

Question 3

1. Comments on question/item performance

Overall and on balance, candidates demonstrated some useful ability to critically discuss each of the concepts in the context of the identified project. The importance of different resources and how a project will be monitored and managed were addressed in better pieces of work. There was some evidence of relation to management.

Stronger responses were also characterised by a relation of responses to the concepts of both resources and how they might be monitored/managed. Stronger pieces of work reflected an ability to integrate these ideas and to make informed and intelligent judgements about the features that link them together, crucially, in the context of an appropriate project.

For candidates that produced weaker responses, there was a tendency to fail to address one or more of the elements of the requirement. There was also some tendency to be overly descriptive, and/or to fail to relate an assessment to a recognised tool as a framework for their answers.

2. Quick tips

Take care to engage with the substantive elements of any requirement. Try to organise any response accordingly.

Question 4

1. Comments on question/item performance

Overall, responses to this question were reasonable. Some candidates demonstrated good performance. This requirement was addressed with some knowledge and skill: many candidates appeared to be reasonably familiar with the selected model. In particular, better responses reflected an ability to contextualise and relate their critical discussion to practice.

Weaker responses reflected a lack of understanding and/or a lack of critical appreciation. Some candidates did not address the relative strengths and weaknesses of the typical characteristics of the selected model. Some students produced responses that were either overly generic and or what were, in essence, 'repeats' of the study material.

2. Quick tips

Ensure that any critical analysis is developed to a sufficient depth. Try to identify and discuss the key features of a model or concept.