Qualification Manual

EAL Level 4 Diploma in Project Management (Competence)

Qualification Number: 603/7810/4

www.eal.org.uk

CLOSER TO INDUSTRY

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1.0 About EAL

For over fifty years, EAL has been the specialist awarding organisation for engineering, manufacturing, building services and related sectors. Developed to the highest technical standards, our qualifications reflect ever-changing industry and regulatory needs. We support the providers of our qualifications with an unparalleled level of service to ensure that learners are well prepared to take the next step in their journeys, whether study, an apprenticeship or work.

Through industry partnerships with EAL centres and training providers, decades of experience supporting our core sectors, and our role as part of the Enginuity Group, we have built unrivalled knowledge and understanding of employer skills needs. As a result, EAL's skills solutions, including apprenticeship End-Point Assessment, External Quality Assurance and qualifications are respected and chosen by employers to deliver real lifelong career benefits for all our learners. That is why in the last ten years, 1.2 million people across the UK have taken EAL qualifications.

1.1 Equal Opportunities and Diversity

EAL expects its centres to enable learners to have equal access to training and assessment for qualifications in line with equalities legislation. Further details can be located in the EAL Equal Opportunities and Diversity Policy:
http://www.eal.org.uk/centre-support/centre-support/policies-and-important-documents

1.2 Customer Experience and Feedback

Customer Experience is a fundamental part of EAL's commitment to you. EAL aims to ensure that all customers receive a high-quality efficient service. We are always interested in feedback and if you have any comments or feedback on our qualifications, products or services, please contact the Customer Experience team:

EAL Customer Experience
Tel: +44 (0)1923 652 400
Email: Customer.Experience@eal.org.uk

2.0 Introduction to the Qualification

The EAL Level 4 Diploma in Project Management (Competence) is gained when all the necessary assessment routes have been achieved. The Centre will then be able to apply for the learner's certificate of achievement. The learner will also receive a certificate of unit credit, listing all the assessment routes they have achieved.

If the learner does not complete the full qualification, they can still claim a certificate of unit credit for the assessment routes achieved. This will mean they will have proof of their ability and could complete the qualification at a later date.

Assessment routes can also be taken individually (stand-alone units). This manual must be used in conjunction with the delivery and assessment of any individual assessment routes to ensure that assessment requirements and methodologies are consistently applied.

2.1 Qualification Support Materials

The following assessment support materials are available:

Assessment routes:

These contain the details of the nationally recognised assessment routes (units). The documents allow both the learner and assessor to record the learners progress through the qualification selected. The assessment routes contain the performance to be assessed, the knowledge to be assessed and the evidence required from the learner to demonstrate their competence.

2.2 Achievement of The Qualification

The EAL Level 4 Diploma in Project Management (Competence) qualification is achieved once the learner has completed the eight mandatory units listed in Section 3.0 Qualification Structure.

The overall grading of this qualification is Pass/Fail.

Learners will be required to create a portfolio of evidence to prove their competence in the workplace.

3.0 Qualification Structure

3.1 Rule of Combination

To achieve the EAL Level 4 Diploma in Project Management (Competence) qualification learners are required to obtain all eight mandatory units.

This qualification has 1640 Guided Learning Hours (GLH) and a Total Qualification Time (TQT) of 1640 hours which is the notional time required by the learner to complete the qualification.

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

EAL Code	Unit Title	Level	GLH	Ofqual Code
PMC4-001	Developing personal and professional practice through project delivery	4	240	D/618/8281
PMC4-002	Project initiation	4	240	H/618/8282
PMC4-003	Project planning and scheduling	4	200	K/618/8283
PMC4-004	Project monitoring and reporting	4	210	M/618/8284
PMC4-005	Contract and quality management	4	210	T/618/8285
PMC4-006	Managing teams and stakeholders	4	200	A/618/8286
PMC4-007	Managing budgets and risk	4	210	F/618/8287
PMC4-008	Understanding your organisation and its approaches to project management	4	130	J/618/8288

4.0 Centre and Qualification Approval

Centres wishing to deliver the EAL Level 4 Diploma in Project Management (Competence) will need to comply with the Qualification Manual and EAL's Centre recognition criteria. Centres must also put in place the appropriate physical and human resources and administration systems to effectively run the qualification.

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

To add the EAL Level 4 Diploma in Project Management (Competence) qualification to your Centre qualification remit, create and complete a qualification approval application form in Smarter Touch and submit to EAL.

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

Please contact the EAL Customer Experience Team who will be delighted to hear from you:

EAL Customer Experience
Tel: +44 (0)1923 652 400
Email: Customer.Experience@eal.org.uk

EAL provides a wide range of other qualifications some of which can be used as a progression route from this qualification, details on these can be obtained from the EAL website or alternatively, contact:

EAL Customer Experience
Tel: +44 (0)1923 652 400
Email: Customer.Experience@eal.org.uk

5.0 Profiles and Requirements

5.1 Staff Responsible for Registering and Certification of Learners

Centres are required to appoint a suitable member of staff who can take responsibility for registering learners onto qualifications, submitting entries for assessments to EAL, and taking receipt of external assessment procedures (if appropriate). They may also be responsible for applying to EAL for learner certificates. The role may be undertaken by the same person who undertakes quality assurance.

5.2 Learners

The Level 4 units have been designed to cover those learners who are either:

- individuals who need to acquire project management competencies to enable them to become qualified project managers.
- individuals employed as project managers but require additional competencies as part of an existing job role or to enable career progression.

There are no formal entry requirements for this qualification. Learners must have been initially assessed to ensure they have both the potential and opportunity to achieve the assessment criteria set out in the qualification units and gain evidence from the workplace.

Learners are required to obtain evidence against each assessment criteria when competence has been proven.

Performance, Skills and **Knowledge** evidence must be sufficiently covered and recorded in the Evidence Reference boxes contained within the units, to ensure all criteria has been met.

5.3 Assessors

Assessment must be carried out by competent assessors who must hold or be working towards an appropriate assessor qualification.

Assessors holding older assessor qualifications (such as: D32/33 or A1/A2) must be able to demonstrate that they are assessing to the current standards appropriate to the assessment being carried out.

Specific technical requirements for assessors

Assessors must be able to demonstrate that they have verifiable, relevant and sufficient technical competence to evaluate and judge evidence for the qualification. This will be demonstrated either by holding a relevant technical qualification or by proven industrial experience of the technical areas to be assessed. The assessor's competence must, as a minimum, be at the same level as that required of the learner(s) in the units being assessed.

Assessors must also know:

- the content and meaning of the qualification against which the assessments are to be carried out
- the relevant EAL documentation and system of vocational qualifications within which the assessment is taking place

5.4 Internal Quality Assurers

Internal quality assurance (IQA) must be carried out by competent IQA's that as a minimum must hold a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices. Current and operational IQA's that hold internal quality assurance units V1 or D34 will not be required to achieve the Level 4 Award as they are still appropriate for the IQA requirements set out in this unit assessment strategy.

IQA's must be familiar with, and preferably hold, either the nationally recognised assessor units D32 and/or D33 or A1 and/or A2 or a Level 3 Award in Assessing Competence in the Work Environment.

In addition, IQAs must:

a) demonstrate their ability and commitment to maintain their occupational competence.
b) be able to relate the national occupational standards against which they will be assessing learners, to activities in the workplace.
c) provide evidence that they:
- understand the structure of national occupational standards and qualifications.
- can interpret the standards in accordance with awarding body requirements.

- recognise acceptable sources of evidence for the qualification; and
- can implement the recording procedures required by the awarding body.
- can implement the awarding body quality assurance and administration procedures.

    d)   be in regular contact with the assessor and

    e)   hold the appropriate IQA award (as defined by the regulatory authorities) or have a clear plan for achieving the award(s) within 18 months of commencing assessments.

It is recommended that IQAs hold the appropriate assessor qualification.

Evidence of individuals meeting all of the above criteria should be confirmed by the awarding body, which may be through the EQAs. Evidence of meeting criteria c and d above may be provided as a result of successfully completing a relevant training course, on which attendance is not mandatory but is strongly recommended.

Specific technical requirements for Internal and External Quality Assurers

Internal and External Quality Assurers must be able to demonstrate they have verifiable, sufficient and relevant industrial experience, and must have a working knowledge of the processes, techniques and procedures that are used in the relevant sector/occupation.

The tables on the following page show the recommended levels of technical competence for assessors, IQA's and EQA's.

Technical Requirements for Assessors and Quality Assurers

Position	Prime activity requirements	Support activity requirements	Technical requirements (see notes)
Assessor	Assessment Skills	IQA Systems	Technical competence in the areas covered by the units being assessed
IQA	Quality Assurance Skills	Assessment Knowledge	Technical understanding of the areas covered by the qualifications
EQA	Quality Assurance Skills	Assessment Understanding	Technical awareness of the areas covered by the qualifications

Notes:

1. Technical **competence** is defined here as a combination of practical skills, knowledge, and the ability to apply both of these, in familiar and new situations, within a real working environment.
2. Technical **understanding** is defined here as having a good understanding of the technical activities being assessed, together with knowledge of relevant Health and Safety implications and requirements of the assessments.
3. Technical **awareness** is defined here as a general overview of the subject area, sufficient to ensure that assessment and portfolio evidence are reliable, and that relevant Health and Safety requirements have been complied with.

4. The competence required by the assessor, IQA and EQA, in the occupational area being assessed, is likely to exist at three levels as indicated by the shaded zones in the following table.

Technical Competence required by:	An ability to discuss the general principles of the competences being assessed	An ability to describe the practical aspects of the competence being assessed	An ability to demonstrate the practical competences being assessed
Assessor	▓	▓	▓
IQA	▓	▓	
EQA	▓		

5.5 Expert Witnesses

Witness testimony evidence can only be accepted if the testimony is completed by a technically and occupationally competent witness and will normally be in the form of a completed and signed Work Experience Log with other supporting evidence (e.g. company or employer records, photographic evidence).

The evidence provided by Witness Testimony and other non-observed sources must be substantiated by an Assessor (e.g. by confirming the suitability of the witness and by professional discussion). Once the evidence has been substantiated and suitably documented, then it can be referenced appropriately by the Assessor.

Where "Expert Witnesses" are used in the assessment process they must be:

- sector competent individuals who can attest to the learner's performance in the workplace.
- it is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor
- must assess the performance evidence provided by an expert witness.
- evidence from expert witnesses must meet the tests of validity, reliability, authenticity and
- sufficiency.
- expert witnesses will need to demonstrate:
  - they have relevant current knowledge of industry working practices and techniques,
  - that they have no conflict of interest in the outcome of their evidence.

The EAL External Quality Assurer will be able to give further advice on the use of witness testimony.

6.0 Assessment

6.1 Introduction

The EAL Level 4 Diploma in Project Management (Competence) has been specifically developed to cover a wide range of activities and is assessed in the workplace. The evidence produced for the units will, therefore, depend on the learner's workplace and tasks they undertake.

6.2 Recommended Entry Requirements

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

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

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

Learners may use, aids or appliances during assessment, providing they do not compromise the standard required. Please consult the EAL External Quality Assurer if in any doubt.

Age Restrictions

Due to the complex nature of this qualification and the need to gather valid evidence of competency during project management activities this qualification is restricted to learners who are 18 years of age and over.

6.3 Performance Evidence Requirements

Performance evidence must be the main form of evidence gathered. To demonstrate consistent competent performance for a unit, a minimum of two example of performance, covering the unit and performance criteria will be required, unless otherwise stated.

Items of performance evidence often contain features that apply to more than one unit. The assessors may consider the Learner examples of performance can cover the unit holistically or a combination of units holistically.

Performance evidence must be:

- products of the learners' work, such as items that have been produced or worked on, plans, charts, reports, standard operating procedures, documents produced as part of a work activity, records or annotated photographs of the completed activity.

Together with:

- evidence of the way the learners carried out the activities, such as witness testimonies, assessor observations or authenticated learner reports of the activity undertaken.

Competent performance is more than just carrying out a series of individual set tasks. The units set out the standard for how the examples of performance must be carried out. Many of the units contain statements that require the learner to provide evidence that proves they can combine various features and techniques. Separate fragments of evidence would not provide this combination of features and techniques and, therefore, will not be acceptable as demonstrating competent performance.

Assessment planning is essential to ensure the scope of the Learners working activities, provides the Learners access to cover the requirements of the standards and where appropriate contingencies are planned within the holistic example of performance such as non-natural occurring events related to safety such, as fire evacuation and accidents.

6.4 Simulation

Direct evidence produced through normal performance in the workplace is the primary source for meeting the evidence requirements of this qualification.

If the learner cannot meet all assessment criteria under naturally occurring activities in their workplace and need to simulate a specific task, please refer to the guidance notes "Centre Guidance for Developing Assessments for Simulation/Replication" in smarter touch.

6.5 Assessing Knowledge and Understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide enough evidence in this area. Where the learner's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

EAL expects oral questioning and practical demonstrations to be used, as these are considered the most appropriate for these units. Assessors should ask enough questions to make sure that the learner has an appropriate level of knowledge and understanding, as required by the unit.

The achievement of the specific knowledge and understanding requirements of the units cannot simply be inferred by the results of tests or assignments from other units, qualifications or training programmes. Where evidence is submitted from these sources, the assessor must, as with any assessment, make sure the evidence is valid, reliable, authentic, directly attributable to the learner, and meets the full knowledge and understanding requirements of the unit.

Where oral questioning is used, the assessor must retain a record of the questions asked, together with the learner's answers.

Please note: Knowledge and understanding can be demonstrated in a number of different ways.

6.6 Witness Testimony

Where observation is used to obtain performance evidence, this must be carried out against the unit performance criteria. Best practice would require that such observation is carried out by a qualified Assessor. If this is not practicable, then alternative sources of evidence may be used. For example, the observation may be carried out against the performance criteria by someone else that is in close contact with the learner. This could be a team leader, supervisor, mentor or line manager who may be regarded as a suitable witness to the

learner's competency. However, the witness must be technically competent in the process or skills that they are providing testimony for, to at least the same level of expertise as that required of the learner. It will be the responsibility of the assessor to make sure that any witness testimonies accepted as evidence of the learner's competency are reliable, auditable and technically valid.

7.0 Quality Control of Assessments

There are two major points where EAL interacts with the Centre in relation to the external quality control of assessment for a qualification and these are:
- Approval - when a centre takes on new qualifications, the awarding organisation, normally through an External Quality Assurer (EQA) ensures that the centre is suitably equipped and prepared to deliver the new qualification.
- Monitoring - throughout the on-going delivery of the qualification the awarding organisation, through EQA monitoring and other mechanisms must maintain and the quality and consistency of assessment of the qualification.

7.1 Approval

In granting approval, the awarding organisation, normally through its External Quality Assurer (EQA) must ensure that the prospective centre:
- meets any procedural requirements specified by the Awarding Organisation.
- has sufficient and appropriate physical and staff resources.
- meets relevant health and safety and/or equality and access requirements.
- has a robust plan for the delivery, assessment and QA for the qualifications.

EAL will visit the centre to view the evidence provided. The Centre must have a clear rationale for the method(s) deployed.

7.2 Monitoring

The Awarding organisation, through EQA monitoring and other mechanisms must ensure:
- that a strategy is developed and deployed for the on-going awarding organisation monitoring of the centre. This strategy must be based on an active risk assessment of the centre. In particular the strategy must identify the learner, assessor and IQA sampling strategy to be deployed and the rationale behind this.
- that the centre's internal quality assurance processes are effective in learner assessments.
- that sanctions are applied to a centre where necessary and that corrective actions are taken.
- by the centre and monitored by the awarding organisation/EQA.
- that reviews of awarding organisation's external auditing arrangements are undertaken.

8.0 About the Qualification Units

The EAL Level 4 Diploma in Project Management (Competence) is made up of a number of nationally recognised units which EAL has converted into performance criteria and knowledge and understanding assessment material. These documents allow both the learner and the assessor to record the progress through the qualification.

The units contain the performance to be assessed, the knowledge to be assessed and the evidence required from the learner to demonstrate their competence.

All units in these qualifications contain the following information:

- qualification and unit title.
- unit level.
- unit summary.
- performance to be assessed and evidenced.
- knowledge to be assessed and evidenced.
- application of endorsement.

8.1 Learner's Portfolio Building and Referencing

For guidance to assessment and exemplars on completing documentation including completed assessment units and assessment planning documentation please refer to EAL Centre guidance.

For further information please contact EAL Customer Experience:

EAL Customer Experience
Tel: +44 (0)1923 652 400
Email: Customer.Experience@eal.org.uk

Appendix 1 Unit Overview/Summary

Unit Title: Developing personal and professional practice through project delivery
Unit Code: PMC4-001
Level: 4
GLH: 240
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their skills in personal and professional practice through project delivery and will assist in preparing them for a career in Project Management.
Goal: To develop personal and professional skills in complex meaningful work contexts through project-based learning and assessment, regular reflective practice, feedback and proactive personal development in line with organisational requirements.
Summary of learning outcomes   The learner will: 1. Evaluate their meta-skills self-assessment and plan their development of meta-skills over the course of their apprenticeship.   2. Initiate, plan and lead the delivery of a complex business project to improve their area of work.   3. Evaluate their project, analysing their application of professional, technical skills, knowledge and the meta-skills used throughout delivery.   4. Critically analyse the development and application of their meta-skills in the completion of their work, project and wider apprenticeship.   5. Develop their professionalism through personal, professional and ethical practice.
Brief outline: The purpose of this work situation is to encourage individuals to reflect on the role of meta-skills in their workplace effectiveness. Individuals are expected to proactively and critically reflect on their personal and professional skills and ethical practice to plan their development by undertaking meaningful and significant work activities such as project, problem solving or other complex work activities.

Unit Title: Project initiation
Unit Code: PMC4-002
Level: 4
GLH: 240
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their skills in project initiation and will assist in preparing them for a career in Project Management.
Goal: To support the preparation of the project business case and resource requirements to gain support from relevant stakeholders in line with organisational requirements.   To support the procurement process to ensure resources are obtained to complete the project in line with organisational requirements.
Summary of learning outcomes   The learner will: 1. Provide Support to develop the business case in line with organisational requirements.   2. Support procurement processes in line with organisational requirements.
Brief outline: This is about individuals providing support in preparing and updating business cases that justify the start or continuation of projects in terms of benefits, costs and risks. It is also about ensuring alignment of the project management plan as the business case develops and testing it is still valid.   Individuals will be involved in supporting the procurement process to obtain the resources internally and/or externally with a procurement requirement, to deliver a project in line with project scope.

Unit Title: Project planning and scheduling
Unit Code: PMC4-003
Level: 4
GLH: 200
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their skills in project planning and scheduling and will assist in preparing them for a career in Project Management.
Goal: To plan project scope, schedule and resources in line with agreed objectives and organisational requirements.
Summary of learning outcomes The learner will: 1. Plan and schedule projects, taking account of dependencies and resource requirements in line with organisational requirements.
Brief outline: Individuals will engage with all stakeholders to agree a project management plan covering project scope, schedule and resources.

Unit Title: Project monitoring and reporting
Unit Code: PMC4-004
Level: 4
GLH: 210
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their skills in project monitoring and reporting and will assist in preparing them for a career in Project Management.
Goal: To support project governance and reporting activities and to generate or analyse project reports in line with organisational requirements.

Summary of learning outcomes
The learner will:
    1. Prepare and maintain project documentation in line with organisational requirements.
    2. Support governance arrangements through appropriate reporting of progress in line with organisational requirements.

Brief outline: This work situation is about individuals interacting with internal and external stakeholders to support project governance and reporting activities. This will involve complying with governance arrangements for the delivery of projects; and individuals will have to monitor and review project progress and produce project reports

Unit Title: Contract and quality management
Unit Code: PMC4-005
Level: 4
GLH: 210
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their skills in contract and quality management and will assist in preparing them for a career in Project Management.
Goal: To support the management of contracts to ensure quality goods and/or services are delivered on time, within budget and in line with organisational requirements. To contribute to the development, maintenance and application of quality management processes in line with organisational requirements.
Summary of learning outcomes The learner will:

| | 1. Support contract management arrangements in line with organisational requirements. |
| | 2. Contribute to quality management processes in line with organisational requirements. |

Brief outline: Individuals will support the organisation with the management of contracts for project activities to ensure goods and or services are delivered on time, within budget and to the specified quality.
This is about individuals, under the direction of their line manager, contributing to the development, maintenance and application of a quality plan and quality management processes. It will involve identifying and responding to any areas of non-compliance; and maintaining records suitable for quality audits.

Unit Title: Managing teams and stakeholders
Unit Code: PMC4-006
Level: 4
GLH: 200
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their skills in managing teams and stakeholders and will assist in preparing them for a career in Project Management.
Goal: To understand and create positive relationships with stakeholders in order to enable their expectations to be managed in line with organisational requirements.
To organise and facilitate meetings in order to achieve project objectives in line with organisational requirements.
To lead and manage teams to support the delivery of project outcomes in line with organisational requirements.
Summary of learning outcomes
The learner will:
1. Lead and support teams to develop solutions in line with organisational requirements.
2. Communicate effectively with stakeholders in line with organisational requirements.
3. Organise and facilitate meetings in line with organisational requirements.
Brief outline: The purpose of this work situation is for individuals to communicate and support project outcomes and influence and align people to achieve a specific aim within agreed parameters and in line with organisational requirements.
This is about identifying the various stakeholders involved with projects and understanding the relationships between the stakeholders. Individuals will also create positive relationships with all stakeholders involved in projects and communicate with them in an effective manner.
This is about organising and facilitating meetings, with stakeholders to achieve project objectives. This may be to solve problems, take decisions, consult with people or to exchange information and knowledge relating to a project.

Unit Title: Managing budgets and risk
Unit Code: PMC4-007
Level: 4
GLH: 210
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their skills in managing budgets and risk and will assist in preparing them for a career in Project Management.
Goal: To contribute to project estimating activities and assist in the development of project budgets in line with organisational requirements. To mitigate and minimise the impact of unplanned events on project delivery in line with organisational requirements.
Summary of learning outcomes The learner will: 1. Contribute to the development and monitoring of project budgets in line with organisational requirements. 2. Identify, assess and manage project risks and other issues affecting projects in line with organisational requirements.
Brief outline: This is about assisting in project estimating activities and the development of the budget for specific projects and associated activities. Individuals should have knowledge of how to prepare different levels of project estimates and the development of project budgets. This work situation is about individuals contributing to the identification of, and considering the probability and impact of risks, and mitigating/minimising these risks. Individuals will also contribute to the monitoring and reviewing of project risks, which will involve working with stakeholders to identify and deal with opportunities, issues, assumptions and dependencies. This will include amending plans for managing project risks, where required, and reviewing the effectiveness of measures for controlling risks.

Unit Title: Understanding your organisation and its approaches to project management
Unit Code: PMC4-008
Level: 4
GLH: 130
Overview: This EAL assessment route covers a broad range of competences that will enable the learner to develop their knowledge of the organisation and its approaches to project management and will assist in preparing them for a career in Project Management.
Goal: To understand how project work activities fit into the landscape and context of own organisation and the environment it operates in.
Summary of learning outcomes The learner will: 1. Understand project management operations within the context of own organisation and operating environment.
Brief outline: This is about the individuals understanding and linking project deliverables to organisational structure, objectives, strategy and culture. Individuals will also understand the external environment that the organisation operates in.

Appendix 2: Learner Registration and Certification

Learners must be registered with EAL on a code which relates to the qualification -this must be completed prior to assessment. Both learner registration and certification can be completed online at the EAL Website www.eal.org.uk. For paper-based registration and certification use the appropriate forms. These are located on the EAL Website, for guidance on registration and Certification please refer to the Registration and Certification User Guide.

To register the learner on the chosen qualification code:

Title:	Code:
EAL Level 4 Diploma in Project Management (Competence)	603/7810/4