



ABE Level 4 Certificate in  
Project Management in Organisations  
610/7490/1

Qualification Specification v2

## Version Control

Version and date	Change details	Section
V1-2026-05-14	Draft for accreditation	
V2-2026-05-28	Updated Ofqual numbers, assessment, and operational start date	

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## About ABE

### Our Mission

We aim to build trust, resilience and reassurance in global business interactions leading to greater equity within and between nations. Our mission is to empower people to transform their lives and communities through gaining high-quality business, leadership and entrepreneurial skills.

### Our Vision

We believe in an open, inclusive, global market economy where everyone benefits from responsible globalisation and trade. We believe that this will create a safer and more prosperous future for all.

### ABE Qualifications

Our qualifications are created and designed to respond to the changing demands of business, in the UK and internationally, the pan sector and specialist subject areas. They enable you, through the learning, to develop expertise in particular disciplines with an underpinning focus on business management, leadership and enterprise. They integrate the latest in professional standards and provide opportunities for learners to develop professional knowledge and transferable skills for their current and future careers, they are:

<b>Professional</b>	Our qualifications are designed to give you the knowledge and transferable skills you need to excel in your career journey.
<b>Affordable</b>	ABE is a not-for-profit organisation; as such we endeavour to keep costs to a minimum. Our fast-track routes to degrees are often much less expensive than traditional routes.
<b>Recognised</b>	In addition to respected regulatory authorities, our qualifications are recognised by colleges, universities, employers and governments globally.
<b>Supported</b>	As an ABE learner and centre, you can access resources designed to support your studies and enhance your learning experience.
<b>International</b>	For more than 50 years, learners around the world have been benefitting from ABE qualifications.
<b>Proven</b>	Our learners speak for themselves – see their testimonials on our website. They work in a diverse range of industries and organisations.
<b>Flexible</b>	You can study full time or part time at a pace that suits you. Our qualifications provide expertise in pan sector and specific subject areas which are underpinned by Business Management, Leadership and Enterprise.

## Recognition

These ABE qualifications are accredited as part of the Regulated Qualifications Framework (RQF) by Ofqual, the qualifications regulator for England. Internationally ABE has agreements or recognition by regulatory authorities in other countries where we operate, full details can be located on our website.

## Progression

ABE qualifications have been designed with progression in mind and, after completing one of our qualifications, learners can progress onto a higher level of study or employment.

ABE offers a full framework of qualifications that have been designed for learners to be able to progress from Level 2 to Level 6.

These qualifications do not have any pre-requisites, and learners are free to start on the Level that best suits where they are in their learning journey and the scope of the academic requirement in each qualification. ABE recommends following the learning of one qualification at a time, but this is not a requirement.

## Who is it for?

These qualifications are for learners that are 16 and over. It could be offered to those in employment, higher education or for those wanting to enhance their Continuous Professional Development (CPD).

## Entry guidance and criteria

There are no formal entry requirements to study ABE Level 4 Project Management in Organisations qualification; however, there must be a reasonable expectation of success on the programme by assessing a learner's previous qualifications and/or related work experience.

It is a centre's responsibility to use professional and academic judgement when assisting learners in making the decision at which level they should enter ABE programmes.

In order to study successfully for an ABE qualification, you should have an appropriate level of English language skills (reading, writing, speaking and listening). For the ABE Level 4 qualifications, ABE recommends the following standards are met:

- IELTS - 6
- Cambridge ESOL - Cambridge English First- Cambridge English Advanced (points score 196 or above)
- Pearson Test of English Academic (PTE Academic) - 56
- Common European Framework of Reference (CEFR) - B2

Centres can use other English language tests as a measure of a learner's English language skills; but the centre must be satisfied that the score is equivalent to those recommended above.

## Recognition of prior learning (RPL), accreditation of prior learning (APL), and exemptions

If a learner holds other qualifications from either another professional body or university which is similar in content and level the learner is registering for, they may qualify for RPL, APL or an exemption from some ABE units.

If learners would like to find out if they qualify for any exemptions before registering for an ABE qualification, please send a letter or an email to [admissions@abeuk.com](mailto:admissions@abeuk.com) to request a copy of the ABE Exemptions Policy and application form.

A registered learner can find further information on the [ABE Portal](#).

## Qualification Structure

ABE Qualification Reference	Unit Title	Level	Credits	GLH
4CPMO	Certificate in Project Management in Organisations	4	15	75

See individual qualification sections for any unit Rules of Combination (RoC). Learners must complete all the required units to achieve each qualification, and learners must achieve a minimum of a Pass for each unit.

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
4UPMO	Project Management in Organisations	4	15	75	TOBE

The objectives of the ABE Level 4 Project Management in Organisations are to:-

- equip learners with knowledge and understanding of the principles, tools and techniques used in project management within organisational contexts.
- develop learners' ability to plan, schedule, resource and monitor projects using appropriate project management methods and techniques.
- provide learners with an understanding of project life cycles, project planning approaches and project risk management.
- develop learners' ability to apply project management techniques such as network planning, critical path analysis, budgeting and project control.
- provide opportunities for learners to develop practical and transferable skills relevant to managing projects in a range of business sectors and organisational environments.
- develop learners' awareness of the importance of effective project delivery in meeting organisational objectives and supporting business performance.
- provide opportunities for learners to progress in employment, career development or further study in project management and related business disciplines.
- provide opportunities for learners to achieve a nationally recognised professional qualification.
- offer learners the opportunity to develop professional skills relevant to contemporary project management practice, including collaboration, problem solving and decision-making.
- support learners in developing an awareness of modern project management environments, including digital tools, distributed teams and organisational change.

## Resources for the qualification

For each unit ABE will provide the following learning materials:

- Study Guides for learners.
- Tutor Resource Packs for centres.
- A Recommended Reading List, including online resources, available on the ABE Portal.

## Assessment

ABE's assessments are specifically designed to fit the purpose and objectives of the qualification. These qualifications are assessed by assignments, externally set by ABE. You can find out how each unit is assessed by checking the Unit Specification in this document, or the qualification tables above.

## Timed Open Book Exam

ABE sets Timed Open Book Exams in the format of an OBE question paper and template answer booklet. Sometimes a scenario is provided. Like the assignments, there is a requirement for an organisational context. Learners can find the word count for Timed OBEs clearly outlined in the brief and repeated in the template answer booklet. In addition, there is a separate guidance document outlining guide times for each Timed OBE.

Learners can submit Timed Open Book Exams for these qualifications to ABE each month. For further details please visit the assessment section of the ABE website: <https://www.abeuk.com/assessments>.

All Timed Open book Exams submitted are marked by ABE. Results are usually released by ABE within eight weeks of submission.

For more information on results release, please consult ABE Website. Centres can find out more information about submitting Timed Open Book Exams in the Centre Delivery Guide.

## Marking and moderation

ABE has a broad and varied external academic team with a breadth of experience across the qualification areas and levels. Our external assessment team marks and is very familiar with ABE learners and the format of ABE exams and assignments. ABE has a very robust marking and moderation process: assessments are marked and standardised by our external team, after which they go through two phases of moderation. The results are presented to the assessment board for ratification, prior to publishing.

## Additional examination requirements

There are no additional examination requirements for this qualification.

## Reasonable adjustments and special considerations

ABE has taken steps in the development of this qualification to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations policies are available from the ABE Portal.

## Appeals and Enquiries About Results (EARs)

ABE has an appeals procedure that has been written in accordance with the regulatory arrangements in the Ofqual General Conditions of Recognition. Full details of this procedure, including how to make an application, are available on the [ABE Portal](#).

You can find further information relating to ABE assessment on the Exam Regulations section of the [ABE website](#).

## Grading

To achieve an ABE qualification, you must demonstrate sufficient depth of study and acquisition of knowledge and skills expected for the qualification. You will need to demonstrate your achievement through the assessments set by ABE. On completion of your ABE qualification, you will be awarded an overall qualification grade based on your performance across all your unit assessments.

The following qualification grades are available:	Units will be assessed using the following grading scale:	
Grade	Grade	Boundary
Distinction	Distinction	70 - 100
Merit	Merit	55 - 69
Pass	Pass	40 - 54
Fail	Fail	0 - 39

## Calculation of the qualification grade

The overall qualification grade will be calculated based on learner performance at unit level. Each unit carries a maximum of 100 points. The calculation of the overall qualification grade is based on the learner's performance in all units. All units in multi-unit qualifications must be attempted and contribute to your final grade. A minimum of Pass is required for all units to complete the qualification.

### ABE Level 4 Certificate in Project Management in Organisations (1 unit)

Grade	Boundary points threshold
Distinction	70 – 100
Merit	55 – 69
Pass	40 – 54
Fail	0 – 39

## Grade descriptors

The table below details the grade descriptors that will be used to make judgements on grade boundaries. These descriptors will also help you to understand what we expect to see in order to achieve each grade.

### Level 4

0-39 Fail	40-54 Pass	55-69 Merit	70-100 Distinction
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#### Knowledge and understanding of the subject matter including underpinning theoretical concepts

Lack of, limited or incomplete knowledge and understanding of the subject matter and underpinning concepts and theories, including their relevance; lack of ability to apply concepts to a relevant context.	Adequate knowledge and understanding of most key areas of the subject matter and basic use of their underpinning concepts and theories; sometimes able to apply to a relevant context.	Sound knowledge and understanding of the subject matter and in the appropriate use of concepts and theories; understands how to apply them to a relevant context.	Extensive knowledge and understanding of the subject matter and in the appropriate use of related concepts and theories, including in-depth understanding and application to a relevant context.
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#### Awareness of relevant ethical, social, legal, regulatory and other local issues of relevance

Lack of awareness of relevant ethical, social, legal, regulatory and local issues.	Adequate awareness of relevant ethical, social, legal, regulatory and local issues.	Clear recognition of relevant ethical, social, legal, regulatory and local issues.	In-depth recognition of relevant ethical, social, legal, regulatory and local issues.
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#### Professionalism, business acumen, innovation and professional practice

Lack of or limited awareness of business acumen, innovation and consideration of relevant professional practice.	Adequate awareness of business acumen, innovation and consideration of relevant professional practice.	Sound awareness of business acumen, innovation and consideration of relevant professional practice.	Clear evidence of awareness of business acumen, innovation and consideration of relevant professional practice.
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#### Investigating and solving problems using different methods including data gathering and use of literature

Lack of or limited use of information gathering, investigation and problem solving methods; limited use of data and of relevant literature.	Adequate use of information gathering, investigation and problem solving methods; some use of data and of relevant literature.	Sound use of a range of information gathering, investigation and problem-solving methods; good use of data and relevant literature.	Clear, consistent and appropriate use of a wide range of information gathering, investigation and problem-solving methods; use of data and relevant literature throughout.
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<b>0-39</b> <b>Fail</b>	<b>40-54</b> <b>Pass</b>	<b>55-69</b> <b>Merit</b>	<b>70-100</b> <b>Distinction</b>
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### **Critical evaluation, analysis and independent thinking**

Lack of or limited evidence of evaluation, analysis and independent thinking; conclusions are unsupported or lacking; content is highly descriptive.	Adequate level of evaluation, analysis and independent thinking, although some content is descriptive; conclusions are generally made but often lack support.	Sound evidence of evaluation, analysis and independent thinking, points made are generally explored and supported; conclusions made where appropriate and are supported.	Clear and consistent evidence of evaluation, analysis and independent thinking, points made are appropriately detailed and supported; conclusions are consistently made, clear, relevant and justified.
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### **Professional communication**

Poor or inappropriate standard of communication and editing, lacking in relevant examples; limited consideration of the audience; inappropriate choice of media and format; poorly referenced.	Adequate standard of communication and editing, generally using in relevant examples where appropriate; some consideration of the audience; some appreciation of the choice of media and format; referencing is generally adequate but inconsistent.	Good standard of communication and editing, using in relevant examples where appropriate; consistent consideration of the audience; sound appreciation of the choice of media and format; work is accurately referenced throughout.	Outstanding communication and editing, using highly relevant and topical examples where appropriate; clear and consistent consideration of the audience; thorough appreciation of the choice of media and format; high quality referencing throughout.
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## **Results and certification**

The results are usually released within eight weeks of the assessment submission.

Certificates are usually dispatched around six weeks after results have been published unless your result is subject to an EAR or an Appeal. Transit times vary according to which country you are in.

# ABE Level 4 Certificate in Project Management in Organisations

## Ofqual reference

610/7490/1

## ABE reference

4CPMO

## Credit value

15

## Operational start date

08<sup>th</sup> June 2026

## Guided Learning Hours (GLH)

75

## Total Qualification Time (TQT)

150

## Qualification summary

The Certificate in Project Management in Organisations is designed to equip learners with knowledge and understanding of the principles, tools and techniques used to plan, manage and monitor projects within organisational contexts. The qualification introduces learners to the project life cycle and the practical application of project management methods used across a wide range of business sectors and industries.

Learners will develop an understanding of key project management techniques including project planning, network diagrams, Gantt charts, critical path analysis, resource planning and budgeting. They will also explore the importance of project monitoring and control, including the management of project risks, schedules and costs.

The qualification develops learners' ability to apply project management tools and techniques to practical business situations and organisational projects. Learners will gain an understanding of how projects contribute to organisational objectives and how effective project management supports successful business performance.

The qualification also introduces learners to contemporary project management practices, including the use of project management software, digital collaboration tools and the management of projects within modern organisational environments.

This qualification supports both personal development and career progression by developing learners' knowledge, practical skills and professional understanding relevant to project management roles across a range of organisations and industries.

## Units of achievement

ABE Unit Reference	Unit Title	Level	Credits	GLH	Assessment Method
4UPMO	Project Management in Organisations	4	15	75	TOBE

Learners must complete the required unit to achieve this qualification and achieve a minimum of a Pass for this unit.

## ABE Unit Number: 4UPMO

<b>Unit Title</b>	<b>Project Management in Organisations</b>
<b>Ofqual Unit Ref</b>	<b>T/652/1769</b>
<b>Unit Purpose &amp; Aim(s)</b>	<p>In the current business environment, a key business skill covering multiple disciplines and business sectors is the ability to manage projects from inception to a successful delivery. This is a different challenge to being involved with regular 'business as usual' work as very often projects will be considered 'mission critical' as the outcomes will impact directly the overall performance of the business organisation. Taking into account this priority, this unit expands the basic theory of project management into a practical, operational context and integrates all the fundamental tools and techniques required to manage business projects successfully.</p> <p>You will be exposed to a set of modern project management techniques: network planning, critical path analysis, costing/budgeting, and resource management. Subsequent activities include progress monitoring, trouble-shooting, and controls.</p> <p>On successful completion of this unit, you will be able to apply the tools and techniques to a variety of business projects in your place of employment. A careful application will increase the chance of the project being successful in terms of the deliverables being fit for purpose, meeting agreed delivery deadlines, and staying within the budget cost agreed at the outset. Being able to contribute in this way should have a successful impact on the performance of the organisation.</p>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>15</b>
<b>GLH</b>	<b>75</b>
<b>Grades</b>	<b>Fail/Pass/Merit/Distinction</b>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Indicative Content</b>
1. Discuss the concept of the project life cycle and delivery approaches in a variety of business organisations and contexts	1.1 Explain the stages of the project management life cycle and the activities which are carried out at each stage	<ul style="list-style-type: none"> <li>• The concept, application and importance of the project life cycle (PLC)</li> <li>• Typical project lifecycle phases – initiation, planning, execution, closure and evaluation</li> <li>• The activities which generally take place at each stage of the project life cycle               <ul style="list-style-type: none"> <li>○ Traditional (predictive) and iterative (agile or hybrid) approaches</li> </ul> </li> </ul>
	1.2 Apply the basic concept of a project business case based on a set of basic cost and revenue inputs, including the application of some simple metrics such as Return on Capital, payback and net present value (NPV)	<ul style="list-style-type: none"> <li>• What precisely is meant by a project ‘business case’</li> <li>• Developing a simple table of positive and negative cash flows over the lifetime of a project, based on a set of basic cost and revenue inputs</li> <li>• The application of appraisal metrics such as Return on Capital, payback and net present value (NPV)</li> <li>• Deciding whether a project may be financially viable</li> <li>• Consideration of non-financial constraints (e.g., regulatory, sustainability, strategic alignment)</li> <li>• The role of benefits realisation and success criteria</li> </ul>
	1.3 Discuss the concept of a work breakdown structure (WBS)	<ul style="list-style-type: none"> <li>• The basic concept of a work breakdown structure (WBS) with simple examples to analyse</li> <li>• Understanding how project complexity can be managed by breaking down the scope of work into a simple hierarchy of work</li> <li>• Using the WBS to estimate overall costs</li> </ul>
	1.4 Discuss the risks that may emerge on a major project	<ul style="list-style-type: none"> <li>• A consideration of the typical risks encountered on a significant business project (digital and cybersecurity risks, data protection and regulatory risks, supply chain and operational resilience risks, sustainability and environmental risks)</li> <li>• The basic risk management process: identification, analysis, prioritisation, response, monitoring/review</li> <li>• The use of risk registers and basic risk matrices</li> <li>• Recommending appropriate responses to various risks</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Indicative Content</b>
2. Develop a project plan based on a set of input data	2.1 Construct a network diagram from a set of tasks	<ul style="list-style-type: none"> <li>• Create a network diagram based on a set of inputs (e.g. a table of tasks with estimated durations and predecessors)               <ul style="list-style-type: none"> <li>○ Use of digital planning tools (e.g. project management software) to construct and update network diagrams</li> </ul> </li> </ul>
	2.2 Develop a simple Gantt chart from a set of tasks	<ul style="list-style-type: none"> <li>• Create a Gantt chart based on a set of inputs (e.g. a table of tasks with estimated durations and predecessors)               <ul style="list-style-type: none"> <li>○ Use of digital planning tools (e.g. project management software) to construct and update network diagrams</li> </ul> </li> </ul>
	2.3 Apply critical path analysis to determine the planned duration of a project	<ul style="list-style-type: none"> <li>• Isolate the critical path on a network diagram</li> <li>• Find the planned duration of the project</li> </ul>
	2.4 Calculate the start and finish dates of a project and its tasks	<ul style="list-style-type: none"> <li>• Calculate start and finish dates for the project and individual tasks</li> <li>• Calculate and interpret float on individual tasks</li> <li>• Assess options for saving time</li> <li>• Concepts of fast-tracking and crashing</li> <li>• Impact of schedule changes on cost and risk</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Indicative Content</b>
3. Calculate a resource-based budget for a project based on a set of inputs	3.1 Explain the variety of resources needed by a project	<ul style="list-style-type: none"> <li>• The key types of resources required by a project: finance, human resources, equipment, facilities, and materials</li> <li>• Digital and technology resources (where applicable)</li> </ul>
	3.2 Explain what is meant by top-down and bottom-up project budgets	<ul style="list-style-type: none"> <li>• The differences and similarities between top-down and bottom-up approaches to project budgeting</li> </ul>
	3.3 Calculate the cost of time-related and fixed price resources	<ul style="list-style-type: none"> <li>• Quantify time-related and fixed price resources</li> <li>• Determine the budget cost of each project task</li> <li>• Understanding recurring versus one-off costs</li> </ul>
	3.4 Total all resource costs to arrive at a bottom-up project budget	<ul style="list-style-type: none"> <li>• Calculate the total budget for a project</li> <li>• Identification of options for reducing costs</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Indicative Content</b>
4. Explain how a project could be monitored and controlled during the execution phase to manage time, cost and risk	4.1 Explain the concepts of a baseline plan and an approved budget	<ul style="list-style-type: none"> <li>• Concept of a baseline plan</li> <li>• Concept of an approved budget</li> </ul>
	4.2 Calculate the difference between planned and actual progress	<ul style="list-style-type: none"> <li>• Interpretation of a Gantt chart to determine the planned progress of any task at any point</li> <li>• Comparison of planned and actual progress for each task</li> <li>• Comparison of actual spending with the budget for each task and the entire project</li> </ul>
	4.3 Explain a range of tactics that could be used to recover lost time	<ul style="list-style-type: none"> <li>• Options for interventions where required to recover lost progress</li> </ul>
	4.4 Discuss how project management software can be used to plan and monitor a project	<ul style="list-style-type: none"> <li>• Ways in which project management software can be used to plan and monitor a project</li> <li>• Real-time dashboards and reporting</li> <li>• Collaboration features for distributed teams</li> </ul>

1.	TOBE
2.	TOBE
3.	TOBE
4.	TOBE

<b>Additional Information</b>	
Relationship to National Occupational Standards	
Links (s) to IoL's Dimensions / modules of My Leadership	
Ofqual subject/sector classification	

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