



FAI

Vendor Submission Process

June 2010

Vendor Submission Instructions

Preparing Today's Workforce for Tomorrow's Challenges.

Federal Acquisition Institute

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Introduction

This *Vendor Submission Instructions* document along with the MS Excel spreadsheet, titled *Vendor Submission Templates: FAC-P/PM Learning Map*, (together referred to as the “Vendor Submission Process”) are the two documents that vendors must utilize if they wish to have the Federal Acquisition Institute (FAI) review their training course(s) for alignment with the FAC-P/PM competencies. This document explains the FAC-P/PM certification and outlines the process vendors should follow when submitting course(s) to FAI for review. The information below also details the prerequisite experience, the competencies, and the minimum number of training hours for Program and Project Managers to become certified at each of the three levels (entry, mid, and senior). This information should help vendors tailor their courses to the appropriate audience level. The FAC-P/PM certifications are not cumulative and thus one does not have to acquire entry level certification to be eligible for mid or senior level certification. Likewise, one does not need to have mid level certification completed to become senior level certified.

The *Vendor Submission Templates: FAC-P/PM Learning Map* should be used by vendors to compare existing training courses or certification programs to FAC-P/PM or to plan new training and certification programs to align with the FAC-P/PM. The appropriate templates must be filled out and submitted to FAI by vendors who would like to have their training course(s) reviewed.

Vendor Submission Process

FAI is currently accepting course submissions from vendors to demonstrate alignment with the FAC-P/PM requirements. FAI plans to post those vendor courses that sufficiently map to the FAC-P/PM requirements on the Vendor Consortium webpage. This webpage was created to promote shared services between agencies for training vendors. In order for vendors to submit their courses for review, they must follow the vendor submission process detailed below.

- 1) Vendors download the MS Excel spreadsheet, *Vendor Submission Templates: FAC-P/PM Learning Map* to their computer. A template exists for each FAC-P/PM competency for each certification level (entry, mid, and senior). Vendors must first determine which of the three levels their training course(s) address.
- 2) Vendors demonstrate how training courses meet certain FAC-P/PM competencies and aligned skills by stating the course’s learning objectives, supporting learning activities and proficiency levels for each of the aligned skills under the overarching competency. Vendors must submit a template for each competency at the identified certification level (entry, mid and senior) that their training course(s) address. In completing the templates, vendors should consider to which FAC-P/PM competencies their course(s) map. There is no set rule as to the number of competencies a course

may address. The comprehensiveness of focus and subject of a course often dictates this number. A competency should be mapped to a course, only if it appears to be the explicit aim of the course to develop the competency.

Example: A course on system engineering might require a student to research and prepare a report that is presented to the class. While the preparation and presentation of the report helps develop a student's Oral Communication and Writing competencies, this is not the overall intent of the course, and therefore, should not be included in the mapping.

When vendors map competencies to a course, they should think about the course from a training participant's perspective. The participant should be able to clearly make the connection between the course and the competency it intends to develop.

Example: A participant wants to develop their Influencing/Negotiating competency; suggested courses should not include a course such as Federal Budgetary Policies and Processes even though part of the course briefly touches on using influencing skills to prepare a winning budget presentation.

The first tab of the *Vendor Submission Templates: FAC-P/PM Learning Map* provides detailed instructions on how vendors should properly fill out the templates. The next tab provides proficiency level definitions followed by a detailed example that demonstrates how to properly fill out the FAC-P/PM Learning Map templates (below is a snapshot of the Vendor Submission Template). If vendors do not have a program or course(s) that match certain competencies and aligned skills, the vendor should leave those templates blank. Vendors should note that if their course does not map to the overarching competency defined on the top portion of the template then the course cannot map to the aligned skills under that competency. Vendors need to make sure that their course first maps to the overarching competency before they map the course to the aligned skills.

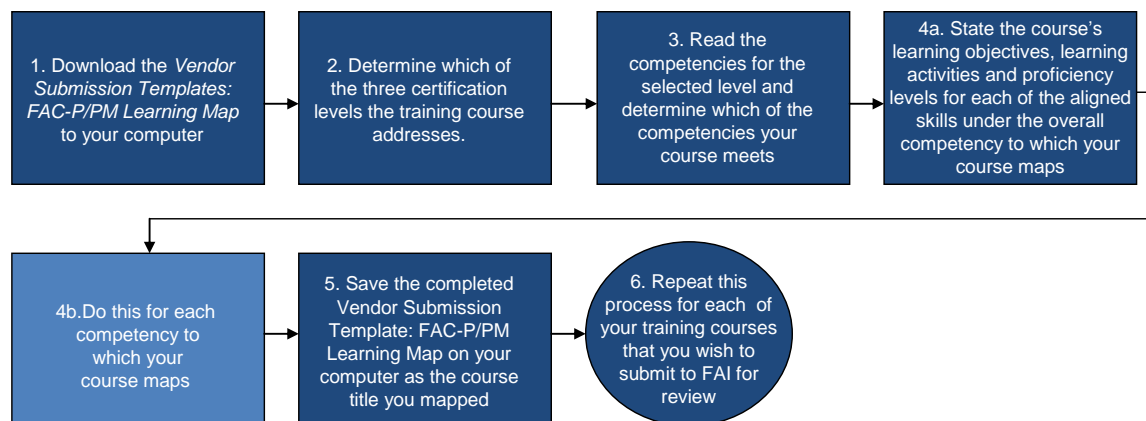
A1 FAC-PPM Certification Level: ENTRY LEVEL				
A	B	C	D	E
FAC-PPM Certification Level: ENTRY LEVEL				
Course Title:			Length of Training:	
Overarching Competency: Requirements/Management Development Process				
Knowledge of government-wide and agency-specific investment management requirements, acquisition policies, and program management strategies that support assigned missions and functions through understanding how to manage risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs and projects that deliver quality, affordable, supportable, and effective systems/products.				
Aligned Skills & Definitions		Course Learning Objectives		Proficiency
		Supporting Learning Activities		Required Level
				Vendor Course Level
<p>Requirements Development Process: Knowledge of the Agency process that is the precursor to the acquisition process and is aimed at identifying, assessing and prioritizing needed mission oriented capability gaps, and is performed in coordination with potential users. Ability to participate in, under supervision, a study of different non-system specific, or activity specific, material and non-material approaches (concepts) to provide a required capability, assessing in an operational context the performance characteristics of alternatives.</p> <p>Concept Selection Process: Ability to define the process and participate in, under instruction, an analysis of the alternative, and application of OMB A-94 to reduce the number of and refine the concept(s) to better meet the mission capability gap.</p> <p>Knowledge of the Agency process for selection of material/non-material course of action relative to satisfying the capability gap. Ability to establish performance measures and associated metrics to evaluate a possible solution. Ability to define a process that the Agency will use to select a preferred system concept (if the preferred concepts includes a material solution) that may be continued into Technology Development. Knowledge of the key features of a Technology Development Strategy that flows from the completed analysis of alternatives, studies to date, draft plans and selected material concepts.</p>				
<p>Technology Development Process: Ability to expand, if applicable, together with the user, "customer needs" into system requirements: Performance parameters, objectives and thresholds (the difference being Trade Space), Affordability constraints, Scheduling constraints, Technical constraints, Environmental issues, Joint, combined, and inter-agency interoperability</p> <p>Knowledge of a limited number of key performance parameters that are critical to the development of an effective capability.</p> <p>Knowledge of a process to derive, if applicable, an acquisition project baseline from the user's performance and schedule requirements, and best estimates of total project cost consistent with projected funding.</p> <p>Ability to plan technology developments and demonstrations (in coordination</p>				

- 3) Once vendors complete the appropriate templates, based upon the certification level the course meets and the competencies and aligned skills the course maps to, vendors prepare a one page letter to FAI. The letter should summarize the training course(s) or certification program for which the vendor has completed templates, specifying the course level (entry, mid, senior) the vendor is asking FAI to review for alignment with FAC-P/PM.
- 4) Vendors electronically submit the letter, the completed *Vendor Submission Templates: FAC-P/PM Learning Map* and course descriptions (each course descriptions should not exceed 250 words) for each course submitted to Michael Bevis michael.bevis@fai.gov with a carbon copy to Kelly Hamel kehamel@deloitte.com.
- 5) FAI reviews and evaluates each course submitted to determine FAC-P/PM competency alignment. Those courses that FAI has identified as mapping to FAC-P/PM competencies, may be posted (with the vendor's permission) to the "Vendor Consortium: Available FAC-P/PM Training from Vendors" area of the FAI website (<http://www.fai.gov/certification/VendorConsortium.asp>). This public site is intended for those seeking training courses to fulfill their required training hours to be FAC-P/PM certified at the qualified level.
- 6) FAI notifies and provides feedback to vendors who have submitted their course for review within 2-4 weeks stating which courses map to FAC-P/PM competencies in addition to giving an overview of the high-level gaps.

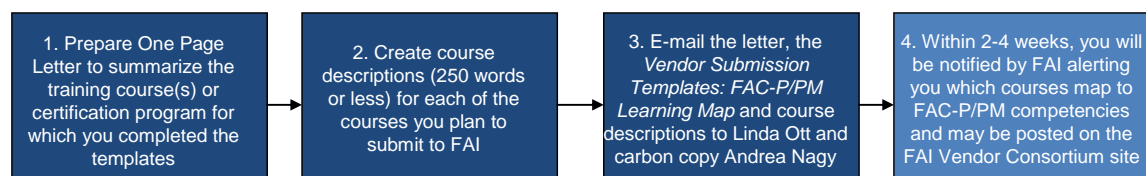
Should vendors chose to do so, vendors may correct the gaps identified by FAI, and re-submit courses to FAI for another evaluation.

FAC-P/PM Vendor Submission Process

(A) *Vendor Submission Process: Course Mapping*



(B) *Vendor Submission Process: Preparation of Submission Documents*



FAC-P/PM Entry Level Certification Requirements

The following pages outline the detailed requirements for mapping courses and certification programs to the FAC-P/PM. These requirements are to be used in conjunction with *Vendor Submission Templates: FAC-P/PM Learning Map* and should guide the vendors decision as to whether their course(s) address entry, mid or senior certification levels.

Outlined below are the prerequisites, as well as the essential competencies, for Entry Level FAC-P/PM. Also included are the required hours for Entry Level FAC-P/PM consideration.

Prerequisites

Experience at Entry Level: It is recommended that the individual have at least one year of project management experience within the last five years. Project management experience includes:

- Constructing a work breakdown structure
- Preparing project analysis documents
- Tailoring acquisition documents to ensure that quality, effective, efficient systems or products are delivered
- Analyzing and/or developing requirements
- Monitoring performance
- Assisting with quality assurance
- Creating and monitoring budgets

Entry Level Competencies

Entry level competencies consist of the following:

- Requirements/Management Development Process
- Systems Engineering
- Test and Evaluation (T&E)
- Life Cycle Logistics (LCL)
- Contracting
- Business, Cost Estimating & Financial Management
- Leadership/Professional

Entry Level Hours

A Project Manager at the Entry Level is required to have a minimum of 112 hours of training. Within the 112 hours of training, all competencies required for the entry level must be covered in their entirety.

FAC-P/PM Mid Level Certification Requirements

Outlined below are the prerequisites, as well as the essential competencies, for Mid Level FAC-P/PM. Also included are the required hours for Mid Level FAC-P/PM consideration.

Prerequisites

Experience at Mid Level: It is recommended that the individual have at least two years of program or project management experience within the last five years. Project or project management experience includes experience at the entry level as well as experience in the following:

- Performing market research
- Developing documents for risk and opportunity management
- Developing and applying technical processes and technical management processes
- Performing or participating in source selection
- Preparing acquisition strategies
- Managing performance based service agreements
- Developing and managing a project budget
- Writing a business case
- Utilizing strategic planning

Mid Level Competencies

Mid level competencies consist of the following:

- Management Process
- Systems Engineering
- Test and Evaluation (T&E)
- Life Cycle Logistics (LCL)
- Contracting
- Business, Cost Estimating and Financial Management
- Leadership/Professional

Mid Level Hours

A Project Manager at the Mid Level is required to have a minimum of 88 hours of training. Within the 88 hours of training, all competencies required for the mid level must be covered in their entirety.

FAC-P/PM Senior Level Certification Requirements

Outlined below are the prerequisites, as well as the essential competencies, for Senior Level FAC-P/PM. Also included are the required hours for Senior Level FAC-P/PM consideration.

Prerequisites

Experience at Senior Level: It is recommended that the individual have at least four years of program and project management experience on federal projects and/or programs including:

- Managing and evaluating Agency acquisition investment performance
- Developing and managing a program budget
- Building and presenting a successful business case
- Reporting program results
- Incorporate strategic planning
- Utilize high-level communication with internal and external stakeholders

Senior Level Competencies

Senior level competencies consist of the following:

- Management Process
- Systems Engineering
- Test and Evaluation (T&E)
- Life Cycle Logistics (LCS)
- Contracting
- Business, Cost Estimating and Financial Management
- Leadership/Professional

Senior Level Hours

A Project Manager at the Senior Level is required to have a minimum of 112 hours of training. Within the 112 hours of training, all competencies required for the senior level must be covered in their entirety.