



# **Assessment Tasks**

## **Assessor Guide**

**BSBPMG510A: Manage projects**

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United Business Services (Aust) Pty Ltd  
50 Cupania Street  
Algester Qld 4115

Ph: (07) 3276 0549  
Email: [info@ubsconsultants.com.au](mailto:info@ubsconsultants.com.au)  
Web: [www.ubsconsultants.com.au](http://www.ubsconsultants.com.au)

## Assessment Documentation

This Assessor Guide is designed to provide standardised documentation and assessment procedure for the assessment processes conducted by this RTO.

The assessment tools that are used by you (the assessor) will result in evidence being generated by the student targeting this unit of competency. The evidence is kept by the RTO and is required for audit purposes.

The following table summarises the types of evidence students can generate as proof of competence. The table contains information based on the AQF (Australian Qualifications Framework) Level for the unit **BSBPMG510A: Manage projects**. Sample assessment tools have been suggested as a means of assisting students in generating the appropriate form of evidence for this unit.

AQF Level	Distinguishing Features (Source: AQF Implementation Handbook 2007: Guidelines)	Type of evidence to be used	Sample assessment tools
Diploma	<ul style="list-style-type: none"><li>▪ Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas</li><li>▪ Analyse and plan approaches to technical problems or management requirements</li><li>▪ Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</li><li>▪ Evaluate information using it to forecast for planning or research purposes</li><li>▪ Take responsibility for own outputs in relation to specified quality standards</li><li>▪ Take some responsibility for the achievement of group outcomes</li></ul>	<ul style="list-style-type: none"><li>▪ Workplace achievement</li><li>▪ Answers to case study</li><li>▪ Work samples from a range of areas</li><li>▪ Practical demonstration</li><li>▪ Role playing a specific process</li><li>▪ Log book</li><li>▪ Photographs / videos</li><li>▪ Third party report</li></ul>	<ul style="list-style-type: none"><li>▪ Performance checklist for demonstrations / role plays</li><li>▪ Case study scenarios and questions with benchmark answers</li><li>▪ End product summary checklist</li><li>▪ Written/oral questions and benchmark answers</li></ul>

The assessment activities associated with the unit of competency **BSBPMG510A: Manage projects** are listed below:

Assessment 1: Written	▪ Written answers to questions
Assessment 2: Project	▪ Written responses to tasks
Assessment 3: Project	▪ Written responses to tasks
Assessment 4: Project	▪ Written responses to tasks
Assessment 5: Project	▪ Written responses to tasks
Assessment 6: Project	▪ Written responses to tasks

## Assessment Information

*The candidate has been given the following information*

This guide contains all of the assessment tasks required for completion of unit of competency **BSBPMG510A: Manage projects**.

Prior to commencing the assessments your assessor will explain each task to you. You will be given the opportunity to ask questions and to seek clarification on any of the tasks, and your assessor will remain available to support you through the assessment process.

Your assessor is also available to discuss Recognition of Prior Learning and whether this applies to your circumstances.

## Terms and conditions

### Submitting your evidence portfolio

You are recommended to seek the advice of your assessor when putting together your evidence portfolio in order to confirm that you have provided sufficient evidence of competency.

You should note that your evidence portfolio must be retained by the Registered Training Organisation for audit purposes and will not be returned to you. If you wish to keep any evidence, you should make a copy prior to submission for assessment. You are advised to make sure you clearly label each answer and task and complete all sections of each assessment.

If possible, you should also submit copies of any workplace documents that may be relevant to this unit of competency. In this case you will need to gain approval to provide the copies from your employer.

### Ownership and plagiarism

You are advised by accepting these terms and conditions you have declared the evidence that you submit is your own work or the result of your own research. By signing the declaration below you acknowledge your assessment is your own and contains no material written by another person except where due reference is made. Note that if you quote any source in your evidence, you must provide a reference to the source in order to ensure that you do not breach Copyright legislation. You need to be aware that a false declaration may lead to the withdrawal of a qualification.

### Re-submission of your evidence portfolio

If your evidence meets the requirements of the unit of competency you will be assessed as Competent (**C**) in this unit. If your evidence does not meet the requirements of the unit of competency you will be assessed as Not Yet Competent (**NYC**). If you are assessed NYC, it is important to discuss your re-submission with your assessor as you will be given one opportunity only to revise and re-submit your evidence portfolio.

### Candidate's declaration of original authorship

The candidate is required to sign the following declaration in the Candidate copy of this Assessment.

I declare that this assessment is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification

## BSBPMG510A: Manage projects

### Elements

#### 1. Define project

*Performance Criteria (PC):*

- 1.1 Access project scope and other relevant documentation
- 1.2 Define project stakeholders
- 1.3 Seek clarification from delegating authority of any issues related to project and project parameters
- 1.4 Identify limits of own responsibility and reporting requirements
- 1.5 Clarify relationship of project to other projects and to the organisation's objectives
- 1.6 Determine and access available resources to undertake project

#### 2. Develop project plan

*Performance Criteria (PC):*

- 2.1 Develop project plan including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters
- 2.2 Identify and access appropriate project management tools
- 2.3 Formulate risk management plan for project, including occupational health and safety (OHS)
- 2.4 Develop and approve project budget
- 2.5 Consult team members and take their views into account in planning the project
- 2.6 Finalise project plan and gain any necessary approvals to commence project according to documented plan

#### 3. Administer and monitor project

*Performance Criteria (PC):*

- 3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements
- 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met
- 3.3 Establish and maintain required record keeping systems throughout the project
- 3.4 Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality
- 3.5 Complete and forward project reports as required to stakeholders
- 3.6 Undertake risk management as required to ensure project outcomes are met
- 3.7 Achieve project deliverables

#### 4. Finalise project

*Performance Criteria (PC):*

- 4.1 Complete financial record keeping associated with project and check for accuracy
- 4.2 Assign staff involved in project to new roles or reassign to previous roles
- 4.3 Complete project documentation and obtain any necessary sign offs for concluding project

#### 5. Review project

*Performance Criteria (PC):*

- 5.1 Review project outcomes and processes against the project scope and plan
- 5.2 Involve team members in the project review
- 5.3 Document lessons learnt from the project and report within the organisation

### Required Skills

- |       |  |
|-------|--|
| RS 1. | •communication and negotiation skills to work with team members and other stakeholders to maintain project schedules         |
| RS 2. | •literacy skills to read, write and review a range of documentation  |
| RS 3. | •planning and organising skills to develop, monitor and maintain implementation schedules                                    |
| RS 4. | •numeracy skills to analyse data, and to compare time lines and promotional costs against budgets                            |
| RS 5. | •culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities. |

### Required Knowledge

- RK 1. •relevant legislation from all levels of government that may affect aspects of business operations, such as:
- anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - OHS
- RK 2. •organisational structure, and lines of authority and communication within the organisation
- RK 3. •how the project relates to organisation's overall mission, goals, objectives and operations.

### Critical aspects of evidence

*Evidence of the following is essential:*

- CAE 1. •development of a project plan
- CAE 2. •details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project
- CAE 3. •knowledge of relevant legislation.

### Employability Skills

*Industry and enterprise requirements for the qualification:*

- ES 1. Communication
- conducting research to collect and analyse information in a range of reports
  - consulting with others to develop a range of plans and reports
  - liaising with stakeholders and promoting participative workplace arrangements
  - negotiating solutions to new and emerging issues
- ES 2. Teamwork
- contributing to the development of other team members
  - providing feedback on team performance to colleagues and managers
- ES 3. Problem solving
- applying risk management processes to business operations
  - assessing financial viability of new opportunities and matching organisational capability with market needs
- ES 4. Initiative and enterprise
- encouraging creative and innovative workplace solutions
  - identifying new and emerging opportunities for the business and developing strategies to capitalise on them
  - managing, fostering and facilitating change
- ES 5. Planning and organising
- developing systems that are flexible and responsive to changing circumstances
  - planning for contingencies and performance of staff and systems
- ES 6. Self management
- dealing with contingencies
  - managing own time and priorities
  - taking responsibility as required by work role and ensuring all organisational policies and procedures are adhered to
- ES 7. Learning
- assisting others to acquire new knowledge and skills to improve team and individual performance
- ES 8. Technology
- using electronic communication devices and processes such as internet, intranet, email to produce written correspondence and reports
  - using technology to assist the management of information and to assist the planning process

Candidates targeting unit **BSBPMG510A: Manage projects** need to complete all formative activities in preparation for the six summative assessment activities required for this unit. The candidate is provided with instructions for each of the summative assessment activities in her/his assessment task book.

**If at any stage of the assessments, you believe that the safety of anyone is in jeopardy, you should abort the assessment session.**

## Assessment 1: Written Test

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

You are required to answer the following questions to confirm your knowledge in relation to unit **BSBPMG510A: Manage projects**.

You may refer to your training materials and other research while completing the answers.

Write your answers in the spaces below using a blue or black pen. Alternatively type a document and provide a printed copy. If you re-type the document, repeat each question in the document and type your answer under the question.

### Instructions to Assessor: Written Benchmark Answers

The following answers are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed answers. The benchmark answers in the following table are intended as a guide to ensure consistency of assessment.

Questions and benchmark answers	Mapping
Question 1. What is the correct name and date of the Act (legislation) that governs occupational health and safety in your organisation?	
Answers will vary according to the candidate's state eg: <ul style="list-style-type: none"><li>Queensland: Workplace Health &amp; Safety Act, 1995</li></ul>	RK 1 CAE 3
Question 2. List the correct names and dates of 3 Commonwealth Acts (legislation) that relate to anti-discrimination	
Commonwealth legislation includes: <ul style="list-style-type: none"><li>Disability Discrimination Act, 1992</li><li>Sex Discrimination Act, 1984</li><li>Age Discrimination Act, 2004</li><li>Racial Discrimination Act, 1975</li></ul>	RK 1 CAE 3
Question 3. Define in your own words what is meant by a "code of practice".	
<i>Answers should be worded to indicate:</i> A set of guidelines and regulations to be followed by members of a profession, trade, occupation, organisation etc. It does not normally have the force of law	RK 1 CAE 3
Question 4. Define in your own words the ethical principle of duty of care	
<i>Answers should be worded to indicate:</i> The duty not to cause injury (either physical or mental) to another person through action or through inaction, where you could reasonably foresee that injury might result. Employer's duty of care: To provide and maintain, as far as is reasonably practicable, an environment at the workplace and/or adjacent to the workplace that is safe and without risk to persons. <b>Assessor note: refer to</b> <a href="http://www.workplacehealthandsafety.com.au/servlet/Web?s=1309068&amp;p=WHSM">http://www.workplacehealthandsafety.com.au/servlet/Web?s=1309068&amp;p=WHSM</a> <a href="#">S Legislation Australia</a>	RK 1 CAE 3

Questions and benchmark answers	Mapping
<p>Question 5. The Privacy Act, 1988 (Commonwealth) outlines eleven Privacy Principles. These relate to: collecting information, record-keeping and authorised access to information. How would you apply these principles to customer information: conducting a marketing mail-out by email? Would you place all the customer addresses in the TO: field, the CC: field or the BCC: field – and why?</p>	
<p>In the <b>BCC</b> field – Blind Courtesy Copy ensures that the customers do not see the email addresses and contact details of other customers.</p>	<p>RK 1 CAE 3 ES 8</p>
<p>Question 6. The Environment Protection and Biodiversity Conservation Act, 1999 (Commonwealth), the Environmental Protection Act 1994 (Qld) and other State legislation relates to the protection of the environment and the conservation of biodiversity, and for related purposes. What are the 4 key areas of pollution covered by environmental protection legislation?</p>	
<p>1. Water 2. Air 3. Noise 4. Waste disposal Assessor note: Environmental Protection Act 1994 (Qld) has separate policies for each area.</p>	<p>RK 1 CAE 3</p>
<p>Question 7. Briefly explain in your own words what is meant by a “performance standard” in relation to a project.</p>	
<p><i>Answers should be worded to indicate:</i> A quality standard, goal, objective or outcome identified in the project plan. Used to design performance indicators in order to monitor and evaluate the project plan’s efficacy.</p>	<p>RK 3</p>
<p>Question 8. List the words relating to the acronym SMARTT (used in planning performance indicators and clarifying project deliverables)</p>	
<ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Realistic</li> <li>• Trackable</li> <li>• Time framed</li> </ul>	<p>RK 3</p>
<p>Question 9. List 4 ways that you would review the success of a project’s outcomes and its implementation process.</p>	
<p><i>Answers should indicate 4 of the following:</i></p> <ul style="list-style-type: none"> <li>• Project outcomes compared to initial scope/brief</li> <li>• Project outcomes compared to original project plan</li> <li>• Feedback from the team on the implementation / success</li> <li>• Lessons learned for future projects</li> <li>• How project outcomes promote organisation’s objectives / operations</li> <li>• Timelines compared to the original project plan</li> <li>• Budget compared to the original project plan</li> </ul>	<p>RK 3</p>



Questions and benchmark answers	Mapping
<p>Question 10. When developing a project scope in preparation for development of the project plan, what organisational documents would you research in order to identify the relationship of the project to the organisation's mission, overall operation and goals? List 3 documents.</p>	
<p><i>Answers should indicate 3 of the following</i></p> <ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Policy Document</li> <li>• Vision, Mission, Values</li> <li>• Organisational Plan / Business Plan</li> <li>• Code of Conduct, Code of Ethics</li> <li>• Relevant legislation</li> <li>• Risk Management Plan</li> </ul>	RK 3
<p>Question 11. What are the 2 key roles of a project sponsor?</p>	
<p><i>Answer should indicate</i></p> <ol style="list-style-type: none"> <li>1. Project stakeholder - originator/initiator of the project scope</li> <li>2. Delegating authority for the project and usual line of authority for final sign-off of the project at completion.</li> </ol>	RK 2
<p>Question 12. Define in your own words what is meant by "project stakeholders"</p>	
<p><i>Answer should be worded to indicate:</i></p> <p>Any person (or entity) directly affected by the project, benefiting from its deliverables or involved in its implementation.</p>	RK 2
<p>Question 13. Name one type of project management software that you would use for development of a project plan and monitoring the project.</p>	
<p><i>Most well-known:</i></p> <ul style="list-style-type: none"> <li>• Microsoft Project</li> </ul> <p><i>Candidate may identify another type of project management software, eg:</i></p> <ul style="list-style-type: none"> <li>• Assembla, AtTask, Clarizen, Concerto, Daptiv, eGroupWare, Genius Inside, Journyx, Launchpad, MatchWare, MindView 3 Business, Merlin, MicroPlanner X-Pert, Oracle Project Portfolio Management, Planisware 5</li> </ul>	PC 2.2 ES 8
<p>Question 14. Name one type of software that you would use to design a Gantt chart for project planning, monitoring and reporting purposes.</p>	
<p><i>Most commonly used:</i></p> <ul style="list-style-type: none"> <li>• Microsoft Project or Microsoft Excel (or possibly Microsoft Word)</li> </ul> <p><i>Candidate may identify any type of project management or relevant software, eg:</i></p> <ul style="list-style-type: none"> <li>• SmartDraw</li> <li>• Anychart Flash Gantt Chart Component</li> </ul>	PC 2.2 ES 8
Total Questions	14

### **Assessment checklist – Assessor Note**

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs

SAMPLE

## Assessment 2: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

This activity is related to the unit of competency **BSBPMG510A: Manage projects**. In particular, you will be required to demonstrate your skills and knowledge in relation to this unit of competency.

You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Access and summarise legislation that affects aspects of business operation

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
<p>1. Research and summarise the objects of the Fair Work Act 2009 (Commonwealth).</p> <p>Create a one page document which summarises the objects of the Act.</p> <p>Note: You may copy and paste the relevant information directly from the Act, or you may summarise the objects in your own words.</p> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"><li>• A summary of the objects of the Fair Work Act 2009.</li></ul>	CAE 3 RK 1

### Has the candidate met the following criteria for Task 1

Copied the section "Objects" of the Act as shown below or summarised the objects accurately.

Fair Work Act 2009

The object of this Act is to provide a balanced framework for cooperative and productive workplace relations that promotes national economic prosperity and social inclusion for all Australians by:

(a) providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and take into account Australia's international labour obligations; and

(b) ensuring a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions through the National Employment Standards, modern awards and national minimum wage orders; and

(c) ensuring that the guaranteed safety net of fair, relevant and enforceable minimum wages and conditions can no longer be undermined by the making of statutory individual employment agreements of any kind given that such agreements can never be part of a fair workplace relations system; and

(d) assisting employees to balance their work and family responsibilities by providing for flexible working arrangements; and

(e) enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms; and

(f) achieving productivity and fairness through an emphasis on enterprise-level collective bargaining underpinned by simple good faith bargaining obligations and clear rules governing industrial action; and

(g) acknowledging the special circumstances of small and medium-sized businesses.

Project Tasks	Mapping
<p>2. Research and summarise the objects of the Disability Discrimination Act, 1992 (Commonwealth).</p> <p>Create a one page document which summarises the objects of the Act.</p> <p>Note: You may copy and paste the relevant information directly from the Act, or you may summarise the objects in your own words.</p> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"><li>• A summary of the objects of the Disability Discrimination Act, 1992</li></ul>	CAE 3 RK 1

#### Has the candidate met the following criteria for Task 2

Copied the section "Objects" of the Act as shown below or summarised the objects accurately.

#### Disability Discrimination Act, 1992

The objects of this Act are:

(a) to eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:

- (i) work, accommodation, education, access to premises, clubs and sport; and
- (ii) the provision of goods, facilities, services and land; and
- (iii) existing laws; and
- (iv) the administration of Commonwealth laws and programs; and

(b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community; and

(c) to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

Project Tasks	Mapping
<p>3. Research and summarise the objects of the Sex Discrimination Act, 1984 (Commonwealth).</p> <p>Create a one page document which summarises the objects of the Act.</p> <p>Note: You may copy and paste the relevant information directly from the Act, or you may summarise the objects in your own words.</p> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"><li>• A summary of the objects of the Sex Discrimination Act, 1984.</li></ul>	CAE 3 RK 1

#### Has the candidate met the following criteria for Task 3

Copied the section "Objects" of the Act as shown below or summarised the objects accurately.

#### **Sex Discrimination Act, 1984**

The objects of this Act are:

(a) to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and

(b) to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and

(ba) to eliminate, so far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and

(c) to eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and

(d) to promote recognition and acceptance within the community of the principle of the equality of men and women.

Project Tasks	Mapping
<p>4. Research and summarise the objects of the Age Discrimination Act, 2004 (Commonwealth).</p> <p>Create a one page document which summarises the objects of the Act.</p> <p>Note: You may copy and paste the relevant information directly from the Act, or you may summarise the objects in your own words.</p> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A summary of the objects of the Age Discrimination Act, 2004.</li> </ul>	<p>CAE 3 RK 1</p>

#### Has the candidate met the following criteria for Task 4

Copied the section "Objects" of the Act as shown below or summarised the objects accurately.

#### Age Discrimination Act, 2004

The objects of this Act are:

- (a) to eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and
  - (b) to ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and
  - (c) to allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and
  - (d) to promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and
  - (e) to respond to demographic change by:
    - (i) removing barriers to older people participating in society, particularly in the workforce; and
    - (ii) changing negative stereotypes about older people;
- bearing in mind the international commitment to eliminate age discrimination reflected in the Political Declaration adopted in Madrid, Spain on 12 April 2002 by the Second World Assembly on Ageing.

Project Tasks	Mapping
<p>5. Research and summarise the section of the Racial Discrimination Act, 1975 (Commonwealth) that relates to employment - Part II clause 15</p> <p>Create a one page document which summarises the objects of the Act.</p> <p>Note: You may copy and paste the relevant information directly from the Act, or you may summarise the objects in your own words.</p> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A summary of the section of the Racial Discrimination Act, 1975 that relates to employment</li> </ul>	<p>CAE 3 RK 1</p>

#### Has the candidate met the following criteria for Task 5

Copied the relevant section of the Act as shown below or summarised the section accurately.

#### **Racial Discrimination Act, 1975**

##### 15 Employment

(1) It is unlawful for an employer or a person acting or purporting to act on behalf of an employer:

(a) to refuse or fail to employ a second person on work of any description which is available and for which that second person is qualified;

(b) to refuse or fail to offer or afford a second person the same terms of employment, conditions of work and opportunities for training and promotion as are made available for other persons having the same qualifications and employed in the same circumstances on work of the same description; or

(c) to dismiss a second person from his or her employment;

by reason of the race, colour or national or ethnic origin of that second person or of any relative or associate of that second person.

(2) It is unlawful for a person concerned with procuring employment for other persons or procuring employees for any employer to treat any person seeking employment less favourably than other persons in the same circumstances by reason of the race, colour or national or ethnic origin of the person so seeking employment or of any relative or associate of that person.

(3) It is unlawful for an organization of employers or employees, or a person acting or purporting to act on behalf of such an organization, to prevent, or to seek to prevent, another person from offering for employment or from continuing in employment by reason of the race, colour or national or ethnic origin of that other person or of any relative or associate of that other person.

(4) This section does not apply in respect of the employment, or an application for the employment, of a person on a ship or aircraft (not being an Australian ship or aircraft) if that person was engaged, or applied, for that employment outside Australia.

(5) Nothing in this section renders unlawful an act in relation to employment, or an application for employment, in a dwelling-house or flat occupied by the person who did the act or a person on whose behalf the act was done or by a relative of either of those persons.



Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

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- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs

## Assessment 3: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

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You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Describe an organisation and scope a project to promote the organisation's objectives.

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
The following tasks may be completed as a workplace project based on your own organisation and job role, or as a simulated workplace project based on a fictitious organisation, or an organisation you are familiar with.	
<p>1. For the organisation where you are the manager, identify the following:</p> <ul style="list-style-type: none"> <li>Name of the organisation and a description of the type of activities it conducts and its overall purpose / objectives and operations.</li> <li>Name of the department / team that you manage and a description of the activities the team conducts, within the context of the organisation's overall objectives and operations.</li> <li>A list of the team members and their individual roles in achieving the team's objectives</li> <li>Draft or provide a copy of an organisational chart for this organisation. This must show the organisational structure, lines of authority and communication within the organisation and clearly identify your own reporting requirements – who you report to as the team manager.</li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>“Organisational Structure and Objectives”</b> containing the above information</li> </ul>	<p>PC 1.4-1.5 CAE 1 RS 2 RK 2 ES 1, 6</p>

Has the candidate met the following criteria for Task 1
<p><i>Candidate's responses may vary</i></p> <p>A document with the title “Organisational Structure and Objectives”, containing:</p> <ul style="list-style-type: none"> <li>Identified an organisation by name (either real or fictitious)</li> <li>Stated the objectives of the organisation – which may be in terms of overall mission and goals.</li> <li>Identified the operations of the organisation – what it does to achieve its goals</li> <li>Identified a team/department by name (either real or fictitious)</li> <li>Stated the objectives of the team as a whole in terms of supporting the objectives of the organisation.</li> <li>Identified the operations of the team – what it does to achieve its goals</li> <li>Listed each team member and identified their individual roles within the operations of the team – how the individual supports the goals of the team.</li> <li>Provided an organisational chart for the organisation that was identified, clearly showing the organisational structure.</li> <li>Annotated the organisational chart with lines of authority and communication if necessary.</li> <li>Shown their own position as team manager on the organisational chart, and annotated their own reporting requirements if necessary.</li> </ul> <p><i>Organisation chart example:</i></p> <p>Refer to <a href="http://www.uq.edu.au/about/docs/org-chart.pdf">http://www.uq.edu.au/about/docs/org-chart.pdf</a> for an example.</p>

Project Tasks	Mapping
<p>2. Using the organisation you identified in Task 1, design a project scope document, identifying a project that would contribute to achieving the organisation's overall mission, goals, objectives and/or operations. This may be based on an actual project that you have been involved in, or an example of a project that would be relevant.</p> <p>Your scope document will form the initial section of a project plan, and should include headings and subheadings as follows:</p> <ul style="list-style-type: none"> <li>• <b>Project Parameters</b> <ul style="list-style-type: none"> <li>○ Description of the project</li> <li>○ Purpose of the project and how it relates to the organisation's objectives</li> <li>○ Relationship of the project to the organisation's operations and any other projects</li> <li>○ Expected outcomes of the project in terms of deliverables, explaining any relevant quality standards and performance criteria.</li> <li>○ Inclusions (deliverables) explaining any relevant quality standards and performance criteria.</li> <li>○ The boundaries (exclusions) so that it is clear what will be delivered and what will not form part of the project scope.</li> </ul> </li> <li>• <b>Project resources and availability</b> <ul style="list-style-type: none"> <li>○ An overview of key resource requirements including personnel (internal and external)</li> <li>○ Whether the resources are available, to be purchased / leased / hired or allocated from another area of the organisation.</li> </ul> </li> <li>• <b>Stakeholders</b> <ul style="list-style-type: none"> <li>○ The project sponsor (job title) – delegating authority, authorisation and reporting requirements</li> <li>○ The project manager (job title) – identifying their role and the limits of their responsibility and authority</li> <li>○ External stakeholders who will play a part in implementing the project – identifying their overall role.</li> <li>○ Clients/customers both internal and external who will be impacted by the project either during the implementation phase or by the project outcomes, and what the impact will be (positive or negative)</li> <li>○ Any relevant communication or promotional requirements, particularly relating to culturally appropriate communication or people from diverse backgrounds or with diverse abilities.</li> </ul> </li> <li>• <b>Timeframe for completion</b> <ul style="list-style-type: none"> <li>○ A commencement and completion date for the project</li> </ul> </li> <li>• <b>Budget for completion</b> <ul style="list-style-type: none"> <li>○ An overall budget for completion of the project</li> </ul> </li> <li>• <b>Risks and issues relating to the project</b> <ul style="list-style-type: none"> <li>○ An overview of key risks to the project or to safety relating to the project.</li> <li>○ Any other issues to be taken into account when planning and implementing the project</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>○ A document entitled "<b>Project Scope</b>" containing the above information</li> </ul>	<p>PC 1.1-1.6 CAE 1 RS 2 RK 3 ES 1, 4</p>

### Has the candidate met the following criteria for Task 2

*Candidate's responses may vary*

A document with the title "Project Scope" for an example project:

- The document should be structured with headings and subheadings as stated in Task 2.
- **Project Parameters**
  - Description of the project – an overall description of what the project is.
  - Purpose of the project and how it relates to the organisation's objectives – putting the project in context of the organisation's mission.
  - Relationship of the project to the organisation's operations and any other projects – exploring the impact of the implementation of the project upon the organisation's operations and any other projects.
  - Expected outcomes of the project in terms of deliverables, explaining any relevant quality standards and performance criteria – what the project will achieve, preferably stated in terms of quality standards. There may be one or more deliverables stated – eg Office fitout including reception – deliverable 1: attractive and comfortable reception area, deliverable 2: more efficient use of office space, deliverable 3: improved working environment.
  - The boundaries (exclusions) so that it is clear what will be delivered and what will not form part of the project scope eg: office fitout will not include removal of any existing walls.
- **Project resources and availability**
  - An overview of key resource requirements including personnel (internal and external) – this is an overview of resource requirements. Detail will be in the project plan, later task.
  - Whether the resources are available, to be purchased / leased / hired or allocated from another area of the organisation.
- **Stakeholders**
  - The project sponsor (job title) – delegating authority, authorisation and reporting requirements – this may be the CEO or could be a funding body or other individual or group.
  - The project manager (job title) – identifying their role and the limits of their responsibility and authority – job title must be stated – responsibility may be "design project plan, obtain authorisation, implement project, risk management" etc
  - External stakeholders who will play a part in implementing the project – identifying their overall role. – This is an overview of external contractors and suppliers – eg: electrician and carpenter to be sourced externally for office fitout
  - Clients/customers both internal and external who will be impacted by the project either during the implementation phase or by the project outcomes, and what the impact will be (positive or negative) – eg for office fitout including reception area, customers will be disadvantaged in the construction phase and will benefit from the final outcome.
  - Any relevant communication or promotional requirements, particularly relating to culturally appropriate communication or people from diverse backgrounds or with diverse abilities. – This point should be addressed to a greater or lesser extent depending on the project, for instance a marketing project must consider culturally appropriate communication. The reception fit-out requires appropriate communication with clients.
- **Timeframe for completion**
  - A commencement and completion date for the project
- **Budget for completion**
  - An overall budget for completion of the project – actual quotations are not required. A realistic estimate is sufficient
- **Risks and issues relating to the project**
  - An overview of key risks to the project or to safety relating to the project -
  - Any other issues to be taken into account when planning and implementing the project

Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs

## Assessment 4: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

This activity is related to the unit of competency **BSBPMG510A: Manage projects**. In particular, you will be required to demonstrate your skills and knowledge in relation to this unit of competency.

You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Develop a project plan including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
The following tasks may be completed as a workplace project based on your own organisation and job role, or as a simulated workplace project based on a fictitious organisation, or an organisation you are familiar with.	
<p>1. Refer to the project scope document that you created in Assessment 2 which identifies the project parameters. As the next step in your project planning process, design a work breakdown structure.</p> <p>This may be in table format or a report using word processing or spreadsheet software. Alternatively, you may use project management software or a scheduling tool (eg Microsoft Outlook),</p> <ul style="list-style-type: none"><li>• Begin by listing the major tasks and placing them in an approximate sequence.</li><li>• Beside each major task, note a time frame (estimated number of days to complete)</li><li>• Then break down the major tasks into sub-tasks and estimate the completion time for each of them.</li><li>• Re-evaluate the overall time on the basis of the time for sub-tasks, so that the calculations agree.</li><li>• Total the times to identify an overall timeframe for the project.</li></ul> <p>Note: This preliminary work breakdown structure is not intended to identify the overlapping tasks, or tasks which are subordinate to other tasks.</p> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"><li>• A document with the title "<b>Work Breakdown Structure</b>" containing the above information</li></ul>	PC 2.1 CAE 1 RS 2-3 ES 8

### Has the candidate met the following criteria for Task 1

*Candidate's responses may vary*

A document with the title "Work Breakdown Structure" for the project identified in the scope document (Assessment 2)

- Either in table format or in a report
- Using word processing, spreadsheet, scheduling or project management software
- Listing the major tasks in chronological order.
- Identifying the time frame for each task (number of days)
- Listing the sub-tasks under the main tasks
- Identifying the time frame for each sub-task
- The total time for the sub-tasks should equal the time for the major task to which they relate.
- The total time for the entire project
- This preliminary work breakdown structure is not intended to identify the overlapping tasks, or tasks which are subordinate to other tasks.



Project Tasks	Mapping
<p>2. Refer to your work breakdown structure in Task 1 above and use a Gantt chart as a project management tool to further analyse the tasks and timelines.</p> <p>Use any relevant software to design the Gantt chart. It should not be hand-drawn.</p> <ul style="list-style-type: none"> <li>At this point you will need to identify dependent tasks (those tasks that cannot be commenced until a previous task has been completed).</li> <li>You will also need to identify the tasks that can be done simultaneously.</li> <li>Identify the milestones (tasks that represent major events in the project / appropriate for reporting progress) with a ◆. You are required to show at least one milestone during the project timeline.</li> <li>Only include working days in your Gantt chart and commence the chart with a date one month from today. Show the finish date for the project – which should be close to the estimated time that you identified in your work breakdown structure.</li> <li>The nature of your project may require weekend working days. Only include weekends if this is the case.</li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A Gantt chart with the title <b>“Tasks and Timelines”</b> and containing the above information</li> </ul>	<p>PC 2.1-2.2 CAE 1 RS 2-3 ES 8</p>

Has the candidate met the following criteria for Task 2
<p><i>Candidate's responses may vary</i></p> <p>A Gantt chart with the title “Tasks and Timelines” based on the tasks identified in the Work Breakdown Structure (Task 1)</p> <ul style="list-style-type: none"> <li>Using any relevant software but not hand drawn (candidate must demonstrate technology skills (ES 8))</li> <li>The document must be in a recognisable Gantt chart format, showing horizontal bars for timelines for each task.</li> <li>Listing all main tasks and sub-tasks that are in the work breakdown structure, in a way that shows the overall timeline for the main task and the individual timelines for the sub-tasks.</li> <li>The timelines should show dependent tasks as commencing after completion of the relevant precursor task.</li> <li>Tasks which can be completed simultaneously should be shown as overlapping in the timelines.</li> <li>At least one milestone must be identified for an appropriate major task.</li> <li>The timeline should commence one month from today (approximately) and total elapsed days should be approximately equal to the number of days the candidate estimated in the work breakdown structure (Task 1).</li> <li>The Gantt chart should not include non-working days in the calculation of timelines. If the project involves weekend work, then weekends should be shown. Otherwise they should not be shown on the chart.</li> </ul>

Project Tasks	Mapping
<p>3. Now that you have identified the tasks and timelines for the project, the next step is to identify the roles and responsibilities for each of the tasks, in order to achieve the project parameters identified in the project scope.</p> <p>Continue using the project example that you have identified in the previous tasks.</p> <ul style="list-style-type: none"> <li>Design a report in two parts:</li> </ul> <p><b>PART A: The Role of the Project Manager</b> covering each of the following areas in a separate paragraph</p> <ul style="list-style-type: none"> <li>Researching documents - which documents and about what?</li> <li>Consulting – who and about what?</li> <li>Developing the project plan - including what main headings?</li> <li>Implementing and administering the project – how?</li> <li>Finalisation and review of the project’s success – how?</li> </ul> <p><b>PART B: Role of the Project Team</b> using the tasks in your work breakdown structure and Gantt chart:</p> <ul style="list-style-type: none"> <li>Identify all members of the project team individually by their job title (and name if required for clarity)</li> <li>Allocate tasks to each individual team member. Make sure you allocate every task. Some tasks may be shared between several members of the team.</li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title “<b>Roles and Responsibilities</b>” and containing the above information</li> </ul>	<p>PC 2.1 CAE 1 RS 2-3 RK 2 ES 1, 6</p>

### Has the candidate met the following criteria for Task 3

*Candidate's responses may vary*

A document with the title "Roles and Responsibilities" based on the project parameters in the Scope document and the tasks and timelines in the Gantt chart.

- **Role of the Project Manager** - The following is a guide to the key points for Part A of the candidate's document. The candidate is not required to cover every point. They are required to explain the key areas that are relevant to their own example project.
  - Researching documents - which documents and about what?
    - Project scope about parameters of the project, deliverables and boundaries
    - Organisational mission, policy about objectives of the project
    - Organisational procedures about implementation of the project
    - Legislative requirements
  - Consulting – who and about what?
    - The project sponsor about own responsibilities for managing the project
    - Stakeholders who may be affected by the project
  - Developing the project plan including what main headings?
    - Timelines and work breakdown structure
    - Roles and responsibilities
    - Risk management plan
    - Budget and resources allocation
  - Implementing and administering the project
    - Clarifying roles of team members, supporting and monitoring team
    - Maintaining records
    - Managing project finances and resources
    - Tracking progress and reporting
  - Finalisation and review of the project's success
    - Finalising financial records
    - Re-assigning staff
    - Finalising project documents
    - Review outcomes against project scope and plan
    - Consult team members in review
    - Document lessons learned and report
- **Role of team members** – Part B this should be specific to the candidate's example project. They are required to:
  - Identify all members of the team by their job title
  - Allocate tasks to each team member
  - include all of the tasks that they identified in their work breakdown structure and Gantt chart

Project Tasks	Mapping
<p>4. Design a Risk Management Plan for the project.</p> <p>This document is to outline hazards and risks associated with the project, including risks to safety and risks to the project itself.</p> <p>The document should comply with the accepted standards for risk management and dealing with contingencies. It should identify:</p> <ul style="list-style-type: none"> <li>• The hazard</li> <li>• The risk/s associated with the hazard (the consequences)</li> <li>• The risk/s assessment (the likelihood of the consequence)</li> <li>• The risk control measure to be implemented.</li> </ul> <p>The plan should be in two sections:</p> <ul style="list-style-type: none"> <li>• <b>Part A: Risks to safety</b> – examples might be: <ul style="list-style-type: none"> <li>○ Hazard – noise from carpentry work</li> <li>○ Risk – stress, unable to hear on the telephone</li> <li>○ Assessment – very likely</li> <li>○ Control measure - relocate employees who are in proximity to the carpentry work.</li> </ul> </li> <li>• <b>Part B: Risks to the success of the project</b> – examples might be: <ul style="list-style-type: none"> <li>○ Hazard – external contractor not available when required</li> <li>○ Risk - project not completed on time</li> <li>○ Assessment – possible but not likely</li> <li>○ Control measure - give sufficient notice to the contractor and ask them to commit in writing to be available / source a backup contractor / rearrange the schedule of tasks</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>• A document identifying hazards, risks and control measures, with the title “<b>Project Risk Management Plan</b>”</li> </ul>	<p>PC 2.3, 3.6 CAE 1 RS 2-3 ES 3, 5</p>

Has the candidate met the following criteria for Task 4
<p><i>Candidate's responses may vary</i></p> <p>A document with the title “Project Risk Management Plan” based on the project parameters in the scope document and the tasks and timelines in the Gantt chart.</p> <p>The document should be in 2 parts covering OHS risks and risks to the success of the project.</p> <p>The risk management plan should demonstrate that the candidate understands the standard procedures for hazard identification and risk control. It is not essential to demonstrate use of the hierarchy of risk control in this document.</p> <p>The following are examples of methods that may be identified in the document. Methods will vary depending upon the project identified by the candidate.</p> <ul style="list-style-type: none"> <li>• Changing roles and responsibilities within the project team</li> <li>• Negotiating an extension of deadline, or redefining completion or quantities or quality of outcomes</li> <li>• Outsourcing some aspects of the project</li> <li>• Reducing costs</li> <li>• Researching and applying more efficient methods for completing project tasks</li> <li>• Seeking further resources to meet deadline</li> <li>• Legislative requirements for OHS responsibilities of employers</li> </ul>

Project Tasks	Mapping
<p>5. Design a detailed budget for the project, based upon the information you have provided in your previous tasks.</p> <p>In your scope document you estimated an overall budget and resources for the project. In your Project Plan, you are now to identify the resources in detail and approve a budget or seek approval from the relevant organisational authority.</p> <p>Note that you are not required to obtain actual quotations. You may make a realistic estimate.</p> <p>You may use word processing, spreadsheet, project management or any other software for this task.</p> <ul style="list-style-type: none"> <li>Refer to the scope document and create a detailed list of the resources required for the project. This may include premises, equipment, materials and consumables. Resources may need to be purchased or leased, or they may already be available. For each resource, calculate the cost.</li> <li>Use the Tasks and Timelines, Gantt chart and Roles and Responsibilities document to calculate the number of hours per employee that will be spent on the project. <ul style="list-style-type: none"> <li>Then calculate the wages cost for each employee, and a total for wages.</li> <li>Add an appropriate percentage to allow for superannuation and other employment costs.</li> </ul> </li> <li>Refer to the scope document and your detailed list of resources to identify and list any external services required. External services may include tradespeople, consultants and experts. For each service, identify a cost.</li> <li>Total all of the costs and compare it to the overall budget for the project that was identified in your scope document. Give a conclusion where you either confirm that costs are within the project budget or that additional funding will need to be approved prior to the implementation phase. Identify the designated authority for approval of the revised budget.</li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>“Project Resources and Budget”</b></li> </ul>	<p>PC 2.4 CAE 1 RS 2-4 RK 2 ES 3, 8</p>

**Has the candidate met the following criteria for Task 5**

*Candidate's responses may vary*

A document with the title "Project Resources and Budget" based on the project parameters in the scope document and the tasks and timelines in the Gantt chart.

The Candidate is not required to obtain actual quotations. They may make a realistic estimate.

They may use word processing, spreadsheet, project management or any other software for this task. They should demonstrate technology skills (ES 8).

- Identified the resources required for the project in greater detail than the original scope. This may include premises, equipment, materials and consumables. Resources may need to be purchased or leased, or they may already be available. For each resource, calculated the cost. (as a realistic estimate)
- Identified employee hours for the project, calculated wages per employee, including a percentage for superannuation and other employment costs (this may be between 9% and 25%)
- Identified external services if required and a cost for each service
- Calculated the total costs and provided a paragraph in conclusion that either confirms the costs are within the budget (as stated in the scope) or are over budget and need further approval. Identified the designated authority (usually the project sponsor) for approval of revised costs if necessary.

Project Tasks	Mapping
<p>6. Consultation is a key part of any planning process and should take place at every stage.</p> <ul style="list-style-type: none"> <li>• Design a report that explains the importance of consultation to the success of a project, and the methods of consultation you would use.</li> <li>• Include the following subjects: <ul style="list-style-type: none"> <li>○ Why it is important for a manager to consult team members in the planning phase of a project, and prior to finalising the project plan.</li> <li>○ Why it is important for a manager to understand the organisational structure and communicate effectively through lines of authority within the organisation, and gain necessary approvals before finalising the project plan.</li> <li>○ At what stages in the development of the project plan you will consult with team members (Hint: Think about assessments 2, 3 and this assessment as the stages)</li> <li>○ At what stages in the development of the project plan you will consult with the project sponsor through lines of authority within the organisation and gain the necessary approvals.</li> <li>○ Why it is important for a manager to use culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities. (Relate this to anti-discrimination and privacy legislation)</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>○ A document with the title “<b>Consulting and Finalising Project Plan</b>”</li> </ul>	<p>PC 2.5-2.6 CAE 1 RS 1, 5 RK 1-2 ES 1, 4, 6</p>

**Has the candidate met the following criteria for Task 6**

*Candidate's responses may vary*

A document with the title "Consulting and Finalising Project Plan".

- Why it is important for a manager to consult team members in the planning phase of a project, and prior to finalising the project plan. Examples may include:
  - Team members have a different focus and can contribute ideas.
  - Team members need to be involved in the planning stage in order to understand the required project outcomes
  - Team members will be more motivated to achieving success if they feel they "own" the project.
- Why it is important for a manager to understand the organisational structure and communicate effectively through lines of authority within the organisation, and gain necessary approvals before finalising the project plan. Examples may include:
  - Need to understand organisational structure in order to know the lines of authority.
  - Need to communicate effectively through lines of authority in order to gain approval prior to implementation.
  - Senior management have a different focus (big picture) and understand how the project fits in to the overall strategic plan.
- At what stages in the development of the project plan you will consult with team members  
Examples may include:
  - Identifying the scope in terms of outcomes
  - Identifying the tasks and allocating tasks to team members
  - Identifying the timelines for the tasks
  - Identifying the risks and developing risk management plan
  - Identifying resources and costs \*budget"
- At what stages in the development of the project plan you will consult with the project sponsor through lines of authority within the organisation and gain the necessary approvals. Examples may include:
  - Identifying the scope and aligning it with organisational strategic plan
  - Identifying own responsibilities, deliverables and boundaries
  - Identifying resources and budget, including availability or sourcing of team.
  - Final approval for implementation of project
- Why it is important for a manager to use culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities. (Relate this to anti-discrimination and privacy legislation): Examples may include:
  - Liaising with all stakeholders appropriately – using non-discriminatory language and actions
  - Compliance with anti-discrimination legislative requirements
  - Compliance with privacy legislative requirements



Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs

## Assessment 5: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

This activity is related to the unit of competency **BSBPMG510A: Manage projects**. In particular, you will be required to demonstrate your skills and knowledge in relation to this unit of competency.

You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Identifying details of monitoring arrangement/s and evaluation of the project plan's effectiveness in addressing time lines and budgets of the project

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
The following tasks may be completed as a workplace project based on your own organisation and job role, or as a simulated workplace project based on a fictitious organisation, or an organisation you are familiar with.	
<p>1. Design a report identifying the actions you need to take in order to ensure that project team members are clear about their responsibilities and the project requirements.</p> <p>Relate your report directly to the project plan that you have developed.</p> <ul style="list-style-type: none"><li>• Include the following subjects:<ul style="list-style-type: none"><li>○ Involving the team in the planning stage</li><li>○ Documenting and communicating tasks and responsibilities</li><li>○ Ensuring the team understand the project goals and performance standards</li><li>○ Methods of reinforcing team responsibilities and project requirements throughout the implementation phase.</li></ul></li></ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"><li>○ A document with the title <b>"Clarifying Team Responsibilities"</b></li></ul>	<p>PC 3.1 CAE 2 RS 1-2 RK 3 ES 1-2, 4, 7</p>

Has the candidate met the following criteria for Task 1
<p><i>Candidate's responses may vary</i></p> <p>A document with the title "Clarifying Team Responsibilities".</p> <p>Candidate's report will vary depending on the project they have chosen. The following are key points that should be included.</p> <ul style="list-style-type: none"><li>• Consultation in the planning stage and involving the team in planning.</li><li>• Documented duty statements for each team member.</li><li>• Meeting / presentation or other method of ensuring the team understands the overall goal / performance standards</li><li>• Regular team meetings throughout the project.</li><li>• Informal feedback and one-on-one discussion.</li></ul>

Project Tasks	Mapping
<p>2. Design a report identifying the actions you need to take in order to provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met</p> <p>Relate your report directly to the project plan that you have developed.</p> <ul style="list-style-type: none"> <li>• Include the following subjects: <ul style="list-style-type: none"> <li>○ Additional physical, human and technical resources (within allocated budget) if and as required</li> <li>○ Encouragement</li> <li>○ Feedback, supervision and monitoring</li> <li>○ Learning and development, training, coaching and mentoring</li> <li>○ Frequency and purpose of regular project team meetings</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>• A document with the title <b>“Supporting the Team”</b></li> </ul>	<p>PC 3.2 CAE 2 RS 1, 3 ES 1-2, 6-7</p>

Has the candidate met the following criteria for Task 2
<p><i>Candidate's responses may vary</i></p> <p>A document with the title “Supporting the Team”</p> <p>Candidate's report will vary depending on the project they have chosen. The following are key areas that should be addressed.</p> <ul style="list-style-type: none"> <li>• Additional physical, human and technical resources (within allocated budget) if and as required: eg temporary staff to alleviate work load when project is additional to work-in-progress.</li> <li>• Encouragement – eg: importance of acknowledging good performance</li> <li>• Feedback – eg: importance of direction and monitoring and informal discussion, manager should be involved in day to day monitoring of team tasks</li> <li>• Learning and development – eg: identifying additional skills, knowledge required and providing support through training, coaching, mentoring</li> <li>• Regular project team meetings eg: weekly to focus the team on goals and report on progress</li> </ul>

Project Tasks	Mapping
<p>3. Design a report identifying how you establish and maintain required record keeping systems throughout the project.</p> <p>Relate your report directly to the project plan that you have developed.</p> <ul style="list-style-type: none"> <li>Include the following subjects, identifying how each type of record relates to your project and the systems you would use for record keeping (eg: paper filing systems, electronic systems such as project planning software, databases, spreadsheets etc): <ul style="list-style-type: none"> <li>Correspondence</li> <li>Financial data including costs, expenditure, income generated, purchases</li> <li>Quality data relevant to quality standards (as identified in the scope)</li> <li>Recording of time spent on project and progress in completing project</li> <li>Samples, prototypes, models (if relevant)</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>“Record Keeping Systems”</b></li> </ul>	<p>PC 3.3 CAE 2 RS 2-4 ES 1, 6, 8</p>

Has the candidate met the following criteria for Task 3
<p><i>Candidate's responses may vary</i></p> <p>A document with the title “Record Keeping Systems”</p> <p>Candidate's report will vary depending on the project they have chosen. The following are key areas that should be addressed.</p> <ul style="list-style-type: none"> <li>Correspondence eg: internal correspondence with project delegate/sponsor, other relevant departments and within the team; external correspondence with stakeholders and service providers – including how these will be kept eg hard copy files or Word/Email electronic records.</li> <li>Financial data including costs, expenditure, income generated, purchases – eg: invoices and records of payment – may be recorded in accounting software or hard copies of invoices, analysed with spreadsheet software and compared to budget</li> <li>Quality data: - candidate has identified quality standards and methods of measurement in their scope document</li> <li>Recording of time spent on project and progress in completing project eg: tracking time to achieve milestones – using project management software or other software. May also mention minutes of team meetings.</li> <li>Samples, prototypes, models (if relevant): will only be relevant where a project is development or design of a product, candidate may omit this.</li> </ul>

Project Tasks	Mapping
<p>4. Design a report that describes your plan for managing project finances, resources and quality standards.</p> <p>Relate your report directly to the project plan that you have developed.</p> <ul style="list-style-type: none"> <li>• Include the following subjects: <ul style="list-style-type: none"> <li>○ What type of financial records you will analyse, the frequency and how you will analyse it.</li> <li>○ What methods you will use to monitor internal human resource usage and compare it with the project budget and timelines.</li> <li>○ What methods you will use to track achievement of the project deliverables in terms of the quality standards, using the methods of measurement identified in the project scope.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>• A document with the title <b>"Managing the Project"</b></li> </ul>	<p>PC 3.4 CAE 2 RS 1-4 RK 3 ES 1, 5, 6</p>

Has the candidate met the following criteria for Task 4
<p><i>Candidate's responses may vary</i></p> <p>A document with the title "Monitoring the Project"</p> <p>Candidate's report will vary depending on the project they have chosen. The following are key areas that should be addressed.</p> <ul style="list-style-type: none"> <li>• The project finances – eg: financial data including costs, expenditure, income generated, purchases – referring to the records and comparing them with the budget in the project plan. – Frequency at least monthly.</li> <li>• The human resources – internal eg: using records of time spent on project and costs (wages etc) and comparing them with the budget. – Frequency at least weekly.</li> <li>• The quality standards as stated in the project scope. eg: tracking achievement of milestones and testing quality standards using the methods of measurement that the candidate identified in their scope document – Frequency – at each milestone identified in the Gantt chart.</li> </ul>

Project Tasks	Mapping
<p>5. Design a report that identifies the interim reports to stakeholders that you will prepare relating to progress on achieving project deliverables.</p> <p>Relate your report directly to the project plan that you have developed.</p> <ul style="list-style-type: none"> <li>• Include the following subjects: <ul style="list-style-type: none"> <li>○ The frequency (or specific dates) and the recipient/s of the reports. This should relate to the milestones you identified in the Gantt chart. There may be one or more interim reports, depending upon the number of milestones.</li> <li>○ The recipient/s of the reports.</li> <li>○ The subjects (headings) that you will include in each report.</li> <li>○ According to your project plan, what should be the content of each report – ie: what progress should have been achieved against the project deliverables.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>• A document with the title “<b>Reporting on Project Deliverables</b>”</li> </ul>	<p>PC 3.5, 3.7 CAE 2 RS 2, 4 RK 2, 3 ES 1, 6</p>

Has the candidate met the following criteria for Task 5
<p><i>Candidate's responses may vary</i></p> <p>A document with the title “Reporting on Project Deliverables”</p> <p>Candidate's report will vary depending on the project they have chosen. The following are key areas that should be addressed.</p> <ul style="list-style-type: none"> <li>• The frequency (or specific dates) and the recipient/s of the reports. This should relate to the milestones you identified in the Gantt chart. There may be one or more interim reports, depending upon the number of milestones.</li> <li>• The recipient/s of the reports eg: the job title of the project sponsor.</li> <li>• The subjects (headings) that you will include in each report. eg: Tasks completed, Tasks outstanding, Risks, Tracking of Timelines, Project Quality Standards, Resources usage and Costs, Progress in Achieving Deliverables, Issues and problems.</li> <li>• According to your project plan, what should be the content of each report - ie: what progress should have been achieved against the project deliverables. – this should relate directly to the candidate's project plan.</li> </ul>

Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs



## Assessment 6: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

This activity is related to the unit of competency **BSBPMG510A: Manage projects**. In particular, you will be required to demonstrate your skills and knowledge in relation to this unit of competency.

You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Design a procedure for finalisation and review of the project.

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
The following tasks may be completed as a workplace project based on your own organisation and job role, or as a simulated workplace project based on a fictitious organisation, or an organisation you are familiar with.	
<p>1. Design a report explaining how you will finalise the project.</p> <p>Relate your report directly to the project plan that you have developed.</p> <ul style="list-style-type: none"> <li>Identify the financial records of the project, how you would check them for accuracy and summarise them, and how they would be collated and how the records should be filed once finalised.</li> <li>Explain how you would assign staff involved in the project to new roles or reassign them to previous roles. Consider whether staff members have acquired new skills and knowledge through their involvement with the project and how these can be utilised to benefit the organisation.</li> <li>Identify the non-financial project documentation that you would complete and obtain any necessary sign-offs. In particular, identify the key elements of the final report on the project, and the recipient of the report.</li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>"Project Finalisation"</b></li> </ul>	<p>PC 4.1-4.3 RS 2, 4 RK 2 ES 1, 5, 6</p>

Has the candidate met the following criteria for Task 1
<p><i>Candidate's responses may vary</i></p> <p>A document with the title "Project Finalisation"</p> <p>Candidate's report will vary depending on the project they have chosen. The following are key areas that should be addressed.</p> <ul style="list-style-type: none"> <li>Financial records eg: costs, expenditure, income generated, purchases, wages. Checking them for accuracy of source documentation (invoices etc) against records of payment. Listing all information (possibly using a spreadsheet) and calculating totals. Documenting a summary. Collating together in logical groups (eg external contractor costs, wages, resource purchases). Once finalised the records should be archived rather than filed in current records.</li> <li>Staff involved in the project: eg staff may go back to their original job role, may have been employed specifically for the project and employment terminated at the end of the project, staff may be reassigned to a new project or transferred in their job role because they have gained new skills and knowledge.</li> <li>Other key documentation: eg: project plan, reports, project scope, minutes of meetings, correspondence etc.</li> <li>Final report on project – identify project sponsor and report on deliverables.</li> </ul>

Project Tasks	Mapping
<p>2. Design a report explaining how you would review the project.</p> <p>Relate your report directly to the project plan that you have developed.</p> <ul style="list-style-type: none"> <li>Identify the key aspects of the project scope and plan that can be used to compare with the actual project outcomes.</li> <li>Design a list of questions that you could put to each team member, seeking their feedback on the success of the project in terms of outcomes, and their opinions of the implementation process.</li> <li>Provide an example situation where the implementation of the project could have been improved, and state the "lesson learned" for implementing future projects. Document the lesson learned as a recommendation to management for future projects.</li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title "<b>Project Review</b>"</li> </ul>	<p>PC 5.1-5.3 CAE 2 RS 1-2, 4 RK 2-3 ES 1-2, 4, 7</p>

Has the candidate met the following criteria for Task 2
<p><i>Candidate's responses may vary</i></p> <p>A document with the title "Project Review"</p> <p>Candidate's report will vary depending on the project they have chosen.</p> <ul style="list-style-type: none"> <li>Identify the key aspects of the project scope and plan that can be used to compare with the actual project outcomes. eg: Project Deliverables, Organisational Outcomes, Performance Standards, Timelines, Resources, Costs/Budget, Risks.</li> <li>Design a list of questions that you could put to each team member, seeking their feedback on the success of the project in terms of outcomes, and their opinions of the implementation process. eg: <ul style="list-style-type: none"> <li>Were your responsibilities made clear?</li> <li>Were the project requirements and organisational goals made clear?</li> <li>Did the project manager provide sufficient support to enable you to achieve performance standards?</li> <li>Do you have any suggestions for improvement?</li> <li>Do you think the overall project was a success?</li> </ul> </li> <li>Provide an example situation where the implementation of the project could have been improved, and state the "lesson learned" for implementing future projects. – answers will vary – should be related to the candidate's identified project. The document should take the form of a recommendation to management.</li> </ul>

Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs