



RPL Assessment Tool Kit

BSB51413

Diploma of Project Management

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Recognition of Prior Learning (RPL) Assessment Tool Kit

BSB51413 Diploma of Project Management

This RPL Assessment Tool Kit has been developed by ASTC, in consultation with industry, as a resource to assist RPL Assessors by providing a set of quality assessment tools, which can be used to conduct whole-of-qualification RPL. This kit also contains information which can be provided to the candidate.

This kit should be customised to suit the needs of the candidate, employer/industry or Assessor and should reflect the purpose for which it is being used.

It is recommended that prior to using this kit for the first time, and after any modifications or contextualisation, this RPL Assessment Tool Kit be validated by the user to ensure it meets the required Australian Qualifications Framework Standards (AQF), relevant Training Package requirements and ASTC policies.

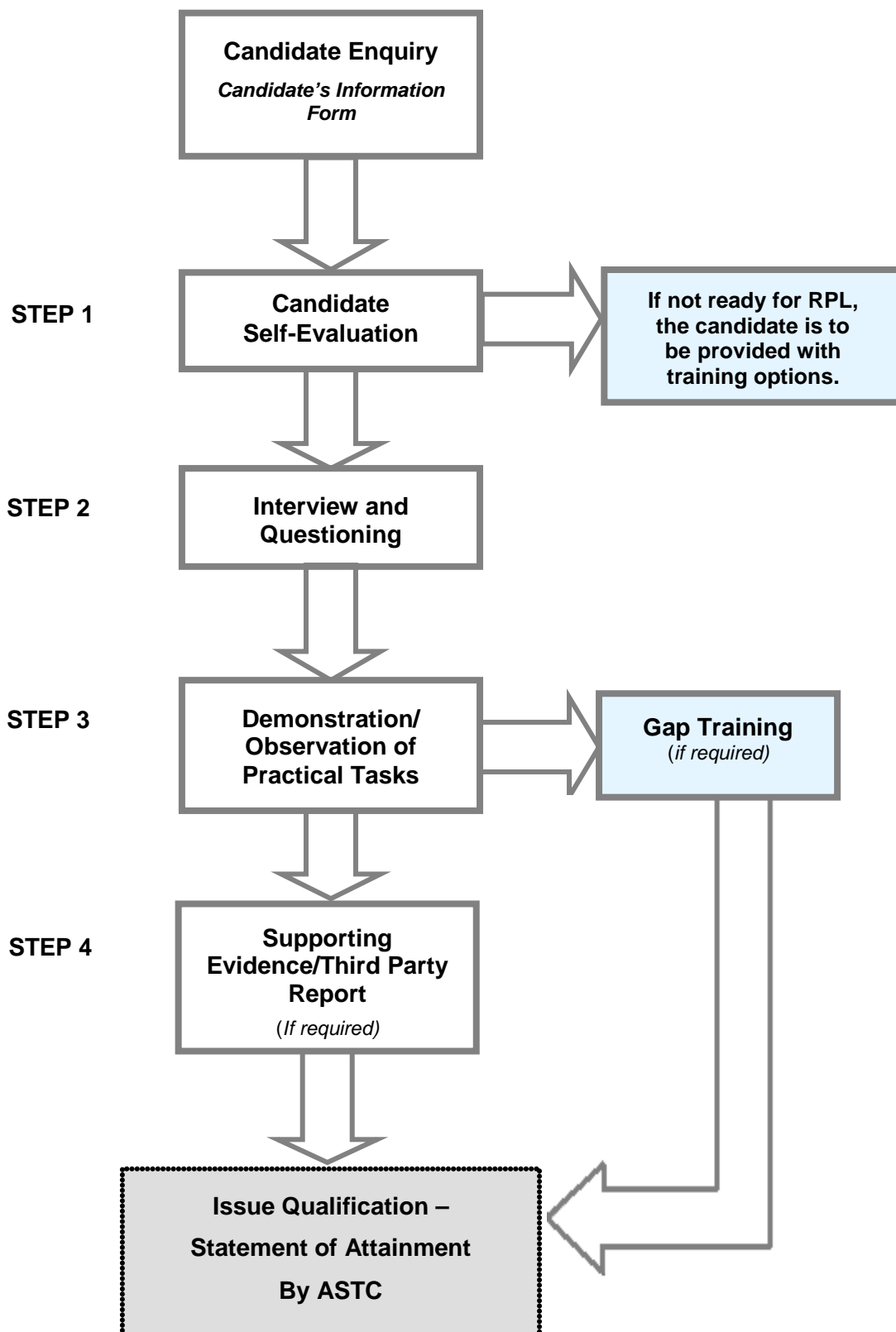
A task-based model for RPL

A process for RPL has been developed that promotes holistic, task-based assessment, and which focuses on relating assessment activities to actual job tasks. The intention of this model is to streamline and simplify recognition processes for prospective candidates. This RPL Assessment Tool Kit has been developed to support this task-based model.

The focus of the new streamlined holistic assessment process is to focus on demonstrated skills and knowledge and is not reliant on documentary evidence as the main source of evidence.

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Overview of the Recognition Process



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PART 1

Section 1

Assessor's Information

It is important that you complete both Sections 3 (Interview/Questioning) and 4 (Practical Tasks) when completing RPL assessment using this kit.

The RPL process is a streamlined process which **does not** rely solely on documentary evidence. It uses a combination of questioning, practical assessment and supporting evidence to provide evidence of the candidate's competence.

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Introduction

Welcome to the BSB51413 Diploma of Project Management.

This RPL Assessment Tool Kit contains twelve (12) units of competency - 8 core units *plus* 4 elective units.

It is simply set out, with a covering comprehensive list of instructions at the front of each document, as well as covering instructions for each step of the process, as found in the notes for the Assessor, and notes for the candidate.

Included in this kit are the following documents:

- Assessor’s Information
- Explanation of RPL documents
- Qualification Rules and list of units of competency contained in this kit
- Units of competency separated into clusters for assessment
- Tool Kits for each cluster:
 - ▶ Interview Question Bank and Recording Sheets
 - ▶ Practical Tasks and Observation Recording Sheets
- Candidate’s Information
 - ▶ Candidate’s Self-Evaluation Form (incorporating Third Party Verification)
- Mapping documents for all the units of competency included in this kit.

Explanation of RPL documents

- a) **Interview Question Bank and Recording Sheets (Section 3):** The interview question bank is the second stage of the process, in which the Assessor and the candidate confirm the knowledge by discussing a series of questions. Each of these questions includes a series of **Key Points**, which may assist the Assessor in guiding the discussions.
- b) **Practical Tasks and Observation Recording Sheets (Section 4):** These tools are designed to guide the Assessor and candidate through a workplace observation, proving the candidate’s ability to conduct the specific tasks and skills required for recognition of competence in the particular area.
- c) **Candidate’s Information and Self-Evaluation Forms (Section 5):** This document is for the candidate to assess their suitability for RPL process, by asking them to consider each of the points and assessing their ability against the task. It has been broken into smaller skill groups, clustering like activities together to enable ease of completion. It is then reinforced by the candidate’s supervisor’s comments, both against tasks and as a summary for each group. This serves as third party validation of the candidate’s claims.
- d) **Third Party Report and Supporting Documentation (if applicable) (Section 6):** The third party verification report is provided for referees, for example the supervisor, to confirm the candidate’s skills and experience in the qualification/occupation. This is particularly useful in addressing employability skill requirements. It is important to note that third party reports are not always available and it is recommended that Assessors use their professional judgement to determine if this is a requirement.

List of supporting documentation (if applicable): A list of suggested industry specific evidence or supporting documentation (in addition to the generic documentation) is provided to assist the candidate in collecting evidence to support their application.
- e) **Mapping Document (Section 7):** This tool demonstrates how each of the documents reflects the units of competency in the particular cluster.

Section 2

List of competencies in this RPL Assessment Tool Kit

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Qualification Rules

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Entry to qualifications and progression advice

The following information has been extracted from BSB07 Business Services Training Package.

Requirements

Successful completion of a total of twelve (12) units of competency made up of:

- BSBPMG521A Manage project integration
- BSBPMG511A Manage project scope
- BSBPMG512A Manage project time
- BSBPMG514A Manage project cost
- BSBPMG513A Manage project quality
- BSBPMG515A Manage project human resources
- BSBPMG516A Manage project information and communication
- BSBPMG517A Manage project risk
- BSBPMG518A Manage project procurement
- BSBPMG519A Manage project stakeholder engagement
- BSBPMG520A Manage project governance
- BSBWOR502B Ensure team effectiveness

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List of competencies in this RPL Assessment Tool Kit

This section identifies the units contained in this kit.

Units of competency covered in this RPL Assessment Tool Kit

Note: Both clusters need to be completed to qualify for this award.

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| Unit Code | Unit Title | Core/Elective |
|------------|---------------------------------------|---------------|
| BSBPMG511A | Manage project scope | Core |
| BSBPMG512A | Manage project time | Core |
| BSBPMG513A | Manage project quality | Core |
| BSBPMG514A | Manage project cost | Core |
| BSBPMG520A | Manage project governance | Elective |
| BSBPMG521A | Manage project integration | Core |
| BSBPMG519A | Manage project stakeholder engagement | Elective |

Cluster 2 – Project human resources, team effectiveness, communications, risk and procurement

| Unit Code | Unit Title | Core/Elective |
|-------------|--|---------------|
| BSBPMG515A | Manage project human resources | Core |
| BSBPMG5167A | Manage project information and communication | Core |
| BSBPMG517A | Manage project risk | Core |
| BSBPMG518A | Manage project procurement | Core |
| BSBWOR502B | Ensure team effectiveness | Elective |

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Section 3

Interview Question Bank and Recording Sheets

This section contains questions the Assessor may ask the candidate while documenting their conversation during the RPL interview.

Assessor's Instructions

It is not intended that every question for each competency be asked or discussed during the conversation. Only questions related to those competencies that the initial documentary review has failed to fully address are required.

Each question provides key points to look for in the candidate's responses. You may wish to use these key points to formulate questions of your own, contextualise, or rephrase the suggested questions to suit the candidate's particular work situation.

On the Recording Sheets, place a tick next to each key point as it is addressed by the candidate during the conversation. By doing this, you are recording what you have heard the candidate say during the interview.

Use the Assessor's Comments section next to each question to provide further details about the context of the discussion or other key points and examples the candidate has discussed that may be relevant in confirming competence.

It is important to remember that the notes taken during the questioning interview are important evidence and should be retained as part of the candidate's assessment records.

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Interview Question Bank and Recording Sheets

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

Assessor's Instructions

The interview should allow the candidate to confirm their knowledge as identified by their Self-Evaluation against relevant units of competency. The Assessor may use these questions to guide the interview ensuring that the candidate addresses the key points identified for each question.

These key points exist as a guide only, and the Assessor is encouraged to expand on them where necessary to satisfy depth of underpinning knowledge and skills.

It is recommended that the interview be conducted in the workplace, allowing the candidate access to documents, equipment etc to support their statements.

Record of interview

| | |
|---|--|
| Candidate's name | |
| Assessor's name | |
| How/where was the interview conducted? | <p>Interview only <input type="checkbox"/></p> <p>At ASTC's premises <input type="checkbox"/> Name: _____</p> <p>In the workplace <input type="checkbox"/> Name: _____</p> |

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| | | | | |
|---|--|---|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Questions relating to Cluster 1 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| Question 1 List examples of score planning models you have used. | <input type="checkbox"/> Rolling wave planning <input type="checkbox"/> Gantt charts/PERT charts <input type="checkbox"/> Critical path analysis <input type="checkbox"/> Milestone plans <input type="checkbox"/> Process mapping | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 2 Think about a time when you managed a project. Explain what you included in the project governance plan. Where did you source information for the project plan? How did you identify project-management structure? | <input type="checkbox"/> Scope: project objectives and deliverables; key stakeholders, assumptions and constraints <input type="checkbox"/> change and issues management <input type="checkbox"/> escalation management <input type="checkbox"/> key role descriptions <input type="checkbox"/> Reference made to the nine knowledge areas <input type="checkbox"/> Time: schedule, milestones <input type="checkbox"/> Cost: budget <input type="checkbox"/> Quality: quality criteria | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| | | | | |
|--|--|---|-----------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Questions relating to Cluster 1 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| | <input type="checkbox"/> Risk: project risks, risk management strategy <input type="checkbox"/> Human resources: project team (HR structure) <input type="checkbox"/> Procurement: process, what is to be procured <input type="checkbox"/> Communication: communication plan (or reference to) <input type="checkbox"/> Stakeholder engagement <input type="checkbox"/> Endorsements/sign-off <input type="checkbox"/> Information sourced from stakeholders, old lessons learned reports, project team, suppliers, finance, project sponsor <input type="checkbox"/> Possible references to a scope planning model <input type="checkbox"/> Possible reference to individual plans for quality, cost, time and scope | | | |

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| | | | | |
|---|---|---|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Questions relating to Cluster 1 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| <p>Question 3</p> <p>During the planning phase of the project life cycle, explain what needed to be done regarding scope, time, quality and cost. In your response, cover the following (at least):</p> <ul style="list-style-type: none"> defining and mapping project activities calculating project costs defining quality criteria. | <ul style="list-style-type: none"> <input type="checkbox"/> Project activities, costs and quality criteria: creating a work breakdown structure (WBS), consultation with stakeholders, team members, experts, project sponsor, end user <input type="checkbox"/> Defined and mapped activities by creating a WBS <input type="checkbox"/> Estimated activity durations in consultation with stakeholders (as above) <input type="checkbox"/> Discusses key themes of quality management <input type="checkbox"/> Quality criteria defined <input type="checkbox"/> Delivering targeted requirements <input type="checkbox"/> Client satisfaction <input type="checkbox"/> Client needs delivered on time and on budget <input type="checkbox"/> Meeting stakeholder expectations <input type="checkbox"/> Best practice <input type="checkbox"/> Project costs estimated using industry recognised technique | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| | | | | |
|--|---|---|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Questions relating to Cluster 1 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| Question 4 What processes did you use to monitor and report on the project progress throughout the project life cycle? | <input type="checkbox"/> Status reporting (possibly checkpoint reports, highlight reports) <input type="checkbox"/> Team meetings | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 5 Think of a project you have managed. Explain what had to be monitored and controlled throughout the project life cycle and the methods used. Note: Response only needs to refer to cost, time, scope and quality. | <input type="checkbox"/> Reference to cost, scope, quality and time knowledge areas (ie what was monitored, for example schedule) <input type="checkbox"/> How scope creep was managed/avoided <input type="checkbox"/> Communication with client to ensure quality criteria were on track for being met <input type="checkbox"/> Scope reviewed and change requests submitted for changes to scope <input type="checkbox"/> Slippage in scope, time, cost or quality is identified and strategies put in place to bring them back on track, and how this was done <input type="checkbox"/> Tools used to monitor the project schedule (eg MS Project, Primavera) <input type="checkbox"/> Discusses how the project schedule was | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| | | | | |
|--|---|---|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Questions relating to Cluster 1 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| | adjusted by: <ul style="list-style-type: none"> • managing inputs • measuring project performance • evaluating schedule variance • reporting schedule variance • implementing authorised schedule changes • applying corrective action | | | |
| Question 6 What tools have you used for developing and monitoring budgets? How have you monitored and reported cost blowouts and obtained authorisation for permanent variances to the budget? | <input type="checkbox"/> Discusses use of: <ul style="list-style-type: none"> • project management software (ie Microsoft® Project) • spreadsheets • accounting software (MYOB®, QuickBooks®) • organisational documents • calculator • changes to budget; variances etc are identified and approved • cost baseline | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| | | | | |
|---|--|---|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Questions relating to Cluster 1 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| | <ul style="list-style-type: none"> • performance management • graphs • profit and loss statements • invoice and payment records • cost verification and validation documentation | | | |
| Question 7 Think about a project you managed recently. At project finalisation/closure, how did you document improvements for future projects? How was this information stored? | <input type="checkbox"/> Lessons learned report for: <ul style="list-style-type: none"> • project costs • project time • project human resources • project scope • project procurement • project quality • project risk • project communication • governance impact on achieving project objectives | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| | | | | |
|--|--|---|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Questions relating to Cluster 1 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| Question 8 Give examples of project finalisation activities. | <input type="checkbox"/> Administration (bills paid, final payments received, project documentation stored and archived etc) <input type="checkbox"/> Project closure report with final information and lessons learned for: <ul style="list-style-type: none"> • project costs • project time • project human resources • project scope • project procurement • project quality • project risk • project communication | <input type="checkbox"/> | <input type="checkbox"/> | |

Interview Question Bank and Recording Sheets

Cluster 2 – Project human resources, team effectiveness, communications, risk and procurement

Assessor's Instructions

The interview should allow the candidate to confirm their knowledge as identified by their Self-Evaluation against relevant units of competency. The Assessor may use these questions to guide the interview ensuring that the candidate addresses the key points identified for each question.

These key points exist as a guide only, and the Assessor is encouraged to expand on them where necessary to satisfy depth of underpinning knowledge and skills.

It is recommended that the interview be conducted in the workplace, allowing the candidate access to documents, equipment etc to support their statements.

Record of interview

| | |
|---|---|
| Candidate's name | |
| Assessor's name | |
| How/where was the interview conducted? | Interview only <input type="checkbox"/> |
| | At ASTC's premises <input type="checkbox"/> Name: _____ |
| | In the workplace <input type="checkbox"/> Name: _____ |

Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

| | | | | |
|---|--|--------------------------|--|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | | Units of competency BSBPMG519A Manage project stakeholder engagement BSBPMG517A Manage project risk | |
| Questions relating to Cluster 2 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| Question 1 When developing a risk management plan, what risk management tools did you use to determine project risks? | <input type="checkbox"/> Refers to Australian Standard for Risk Management AS/NZS ISO 31000:2009 Risk management - Principles and guidelines | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 2 Think of a project you have managed. Discuss in detail what was involved in developing risk management plans. How did you analyse project risks How did you establish risk treatments and controls? | <input type="checkbox"/> Agreement reached with stakeholders <input type="checkbox"/> How risks are communicated <input type="checkbox"/> Establishment of risk management processes and procedures <input type="checkbox"/> Application of a risk-ranking system <input type="checkbox"/> Reporting on the project <input type="checkbox"/> Review of project outcomes | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 3 When managing projects, describe how the risk management plans were implemented and monitored against the project management plans. | <input type="checkbox"/> Consultation with stakeholders <input type="checkbox"/> Risk mitigations implemented <input type="checkbox"/> Monitored and controlled risks throughout project life cycle <input type="checkbox"/> Measured risk management plan against project management plan | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

| | | | | |
|--|---|--|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG519A Manage project stakeholder engagement BSBPMG517A Manage project risk | | |
| Questions relating to Cluster 2 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| Question 4 What methods have you used to determine the effectiveness of a risk management plan? | <input type="checkbox"/> Review risk management plan <input type="checkbox"/> Review risk strategies <input type="checkbox"/> Consultation with stakeholders | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 5 When managing projects, how did you capture lessons learned relating to: <ul style="list-style-type: none"> • risk management • communication management • human resource management • procurement processes? | <input type="checkbox"/> Lessons learned log (throughout project life cycle) <input type="checkbox"/> Captured lessons learned from team leaders, team members and stakeholders <input type="checkbox"/> Project review process | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 6 Describe in detail how you managed project procurement from project start-up to completion. | Authority levels <input type="checkbox"/> Purchasing procedures <input type="checkbox"/> Identification of sources <input type="checkbox"/> Selection processes and criteria <input type="checkbox"/> Procurement management plan <input type="checkbox"/> Implementation of the procurement plan: | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

| | | | | |
|--|---|--------------------------|--|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | | Units of competency BSBPMG519A Manage project stakeholder engagement BSBPMG517A Manage project risk | |
| Questions relating to Cluster 2 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| | <ul style="list-style-type: none"> • change or modification process used • how progress is reviewed • compliance with the contract • problem identification and remedial action | | | |
| Question 7 Think of projects you have managed. How did you conduct contracting activities in conjunction with the procurement management plan? | <input type="checkbox"/> Development of proposals/tenders <input type="checkbox"/> Communication processes with prospective vendors <input type="checkbox"/> Evaluation of responses <input type="checkbox"/> Vendor selection <input type="checkbox"/> Contract negotiation and finalisation | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 8 Describe methods you would use to determine the effectiveness of management plans for: <ul style="list-style-type: none"> • procurement • human resources • risk | <input type="checkbox"/> Project reviews <input type="checkbox"/> Continuous improvement models <input type="checkbox"/> Feedback from stakeholders and/or team members | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

| | | | | |
|--|---|--|--------------------------|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG519A Manage project stakeholder engagement BSBPMG517A Manage project risk | | |
| Questions relating to Cluster 2 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| • communication. | | | | |
| Question 9 Describe the human resource management (HRM) methods, techniques and tools that can be developed and used to implement HRM procedures, team cohesion and teamwork, and plans throughout the project life cycle. | <input type="checkbox"/> Work breakdown structures <input type="checkbox"/> Methods for monitoring roles and responsibilities <input type="checkbox"/> Methods for providing feedback on performance and reporting requirements in relation to human resources (eg performance appraisal development) | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 10 Describe how you have communicated staff responsibilities, authority and individual performance to team members. | <input type="checkbox"/> Team plan <input type="checkbox"/> Role descriptions <input type="checkbox"/> Methods for providing feedback on performance and reporting requirements in relation to human resources (eg performance appraisal development) | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 11 Describe the processes you have used to determine training and development needs for project team members. | <input type="checkbox"/> Training needs analysis <input type="checkbox"/> Identification of requirements <input type="checkbox"/> Documentation | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

| Candidate's name | | | | |
|--|--|--------------------------|--|---------------------|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | | Units of competency BSBPMG519A Manage project stakeholder engagement BSBPMG517A Manage project risk | |
| Questions relating to Cluster 2 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| | <input type="checkbox"/> Analysis <input type="checkbox"/> Delegation of authority | | | |
| Question 12 Think of projects you have worked on. How was project-related information collected, validated and distributed to assist in decision-making throughout the project life cycle? | <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Project status reports <input type="checkbox"/> Change requests <input type="checkbox"/> Exception reports | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 13 Think of projects you have worked on. How were the communication networks established within the project? | <input type="checkbox"/> Internal staff networks <input type="checkbox"/> Designated project-management information system <input type="checkbox"/> Client networks <input type="checkbox"/> Stakeholder networks <input type="checkbox"/> Integration of the networks | <input type="checkbox"/> | <input type="checkbox"/> | |
| Question 14 Think of projects you have worked on. What did you contribute to the development and implementation of the | <input type="checkbox"/> Determined communication methods <input type="checkbox"/> Developed communication plan <input type="checkbox"/> Identified stakeholders and information that | <input type="checkbox"/> | <input type="checkbox"/> | |

Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

| | | | | |
|--|--|------------|--|----------------------------|
| Candidate's name | | | | |
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | | Units of competency BSBPMG519A Manage project stakeholder engagement BSBPMG517A Manage project risk | |
| Questions relating to Cluster 2 | Key points to be addressed by the candidate | Yes | No | Assessor's Comments |
| communications plans? | needed to be communicated | | | |

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Section 4

Practical Tasks and Observation Recording Sheets

This section contains practical assessment tasks that the candidate will complete to assist you in determining their skills and knowledge.

Assessor's Instructions

Use the Observation Recording Sheets for each of the practical tasks to document the skills and knowledge demonstrated by the candidate in completing each of the required tasks.

These practical tasks may be modified to suit the context of the candidate's workplace, job role or their work environment.

Not all tasks need to be completed. The Assessor should select only those tasks that will provide the required evidence to prove competence by the candidate.

For a whole qualification it **may** be necessary to perform all tasks.

It is important to remember that the notes made by the Assessor during the observation of the practical demonstration are important evidence and should be retained as part of the candidate's assessment records.

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Practical tasks

While performing the various practical tasks, it is important that the principles of Occupational Health and Safety, and workplace safety requirements be met at all times.

Assessors need to ensure that the specification for materials/resources used in the practical tasks are consistent with those in the critical aspects of evidence. *(Refer to the Mapping of Assessment Tools for more information.)*

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

Task 1 – Managing the project constraints

The candidate is to demonstrate their ability to manage the constraints (scope, governance, time, cost, quality) of a typical project.

Cluster 2 – Project human resources, team effectiveness, communications, , risk and procurement

The candidate is to demonstrate their ability to manage Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement.

Task 2 –Risk and communication

The candidate is to provide examples of documents they have developed that demonstrate their ability to manage project risks and communication. The candidate is required to talk through the documents with the Assessor.

Task 3 – HR, team effectiveness, and procurement

The candidate is to provide examples of documents they have developed that demonstrate their ability to manage project human resources (including team effectiveness) and procurement. The candidate is required to talk through the documents with the Assessor.

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Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

Task 1 – Managing the project constraints

Instructions for the candidate

Outline of task

For this task you are to demonstrate your ability to manage a project from project start-up to completion while balancing the four constraints of a project – scope, time, quality and cost.

You are required to gather documents and materials from a project you have worked on. With your Assessor, talk through the documents, and demonstrate your knowledge and skills.

Examples of documentation include:

- project plan
- business case
- project brief
- project initiation document (PID)
- project schedule
- project costings including forecasts and actuals
- quality management plan with defined quality criteria
- time management plan
- lessons learned register/log
- project review report.

You will need to explain how you:

- managed the Scope, governance, time, cost and quality throughout the project life cycle
- reported project progress and to whom
- identified your key stakeholders
- estimated activity duration
- mapped project activities showing timelines, resource allocation, key milestones, time adjustments and reporting procedures
- calculated and recorded project costs
- monitored and reviewed cost records

- monitored and controlled the project schedule, quality, costs and scope
- identified project quality criteria
- identified the scope of work, objectives and deliverables
- captured lessons learned and applied to continuous improvement processes, and recommendations for future projects
- determined what needed to be done at project closure
- managed changes to the project scope
- received sign-off at agreed approval points throughout the project life cycle.

| Demonstration/Observation Checklist Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project Task 1 – Managing the project constraints | | | |
|--|---|---|--|
| Candidate's name | | | |
| Assessor's name | | | |
| Supervisor's name <i>(if applicable)</i> | | | |
| Work activity | The candidate is to gather documents and materials from a project they have worked on. The candidate is to demonstrate their knowledge and skills by talking through the documents with the Assessor. | | |
| Cluster 1 – Core units of competency | BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | |
| Assessment location | | | |
| Date of demonstration | | Time | |
| Instructions for the Assessor | | | |
| <p>The Assessor is to explain to the candidate, before the meeting, what they may need to provide in the way of evidence and the types of documents the candidate may need to provide. A list of suggested project-related documents is provided. The Assessor may like to refer the candidate to these instructions before the meeting.</p> <p>The Assessor may need to ask the candidate questions to determine their contribution towards:</p> <ul style="list-style-type: none"> • managing the Scope, governance, stakeholder engagement, time, cost and quality throughout the project life cycle • reporting project progress and to whom • identifying key stakeholders • estimating activity duration • mapping project activities showing timelines, resource allocation, key milestones, time adjustments and reporting procedures • calculating and recording project costs • monitoring and reviewing cost records • monitoring and controlling the project schedule, quality, costs and scope • identifying project quality criteria • identifying the scope of work, objectives and deliverables • adopting and implementing a governance plan for a project • capturing lessons learned and applied to continuous improvement processes and recommendations for future projects • determining what needed to be done at project closure • managing changes to the project scope • receiving sign-off at agreed approval points throughout the project life cycle. <p>It is recommended that the Assessor take notes during the discussion. These notes can be referred to later to determine if there are any gaps in the candidate's evidence.</p> | | | |
| Resources required for this task | | | |
| The candidate must have access to relevant workplace documents. | | | |

Demonstration/Observation Checklist

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

Task 1 – Managing the project constraints

| | |
|-------------------------|--|
| Candidate's name | |
|-------------------------|--|

| During the demonstration or observation of skills, did the candidate do the following? | Is behaviour observed? | | Assessor's Notes |
|--|--------------------------|--------------------------|------------------|
| | Yes | No | |
| Demonstrate in-depth knowledge and understanding of the project. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Demonstrate the use of project management tools for scheduling. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Demonstrate the use of project management tools for costing. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Demonstrate tracking, monitoring and controlling the project with respect to the scope of the project. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Demonstrate understanding the need for scope management in the context of the project life cycle. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Demonstrate the ability to develop a budget for the project. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Monitor expenditure within the project against the agreed budget. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Monitor and control quality within the project against requirements. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop quality plans and quality assurance procedures. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Review Scope, governance, time, cost and quality at project closure. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Create a 'lessons learned' log for future projects. | <input type="checkbox"/> | <input type="checkbox"/> | |

| Demonstration/Observation Checklist Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project Task 1 – Managing the project constraints | | | | |
|--|--|--|-----------------------------------|---|
| Candidate's name | | | | |
| Assessor's general comments/observations | | | | |
| Assessor's name | | Outcome <i>(Please circle)</i> | S <i>(Satisfactory)</i> | NYS <i>(Not Yet Satisfactory)</i> |
| Assessor's signature | | | | |
| Candidate's signature | | Date | | |

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Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

Task 2 – Project risk and communication

Instructions for the candidate

Outline of task

For this task you are to demonstrate your ability to manage project risk from project start-up to completion, including how you communicated risks to stakeholders when appropriate.

You will be assessed on your ability to:

- gather documents and materials from a project you have managed.

With your Assessor, you are to talk through the documents, and demonstrate your knowledge and skills.

Examples of documentation include:

- risk management plan
- risk analysis matrix
- status reports
- exception reports (change requests)
- comments in closeout report (relating to risk)
- lessons learned
- communication plan
- stakeholder meetings (minutes, diary notes, etc)
- communications management matrix
- document management systems
- comments in closeout report (relating to communication)
- status reports.

You will need to discuss the following:

- creating the risk management plan
- monitoring and controlling project risks
- creating the communication management plan
- communicating risk to stakeholders

- reviewing communication plan
- capturing lessons learned with relation to risk and communication.

| Demonstration/Observation Checklist Cluster 2 – Project human resources, team effectiveness, communications, risk and procurement Task 2 – Project risk, communication | | | |
|---|--|---|--|
| Candidate's name | | | |
| Assessor's name | | | |
| Supervisor's name <i>(if applicable)</i> | | | |
| Work activity | The candidate is to demonstrate their ability to contribute to the managing of project risk from start-up to completion, including how they communicated risks to stakeholders when appropriate. | | |
| Cluster 2 – Core units of competency | BSBPMG517A Manage project risk | BSBPMG516A Manage project information and communication | |
| Assessment location | | | |
| Date of demonstration | | Time | |
| Instructions for the Assessor | | | |
| <p>The Assessor is to explain to the candidate, before the meeting, what they may need to provide in the way of evidence. A list of suggested project-related documents is provided. The Assessor may like to refer the candidate to these instructions before the meeting.</p> <p>The candidate needs to provide evidence that clearly demonstrates that they have successfully managed projects.</p> <p>The Assessor may need to ask the candidate questions regarding:</p> <ul style="list-style-type: none"> • creating the risk management plan • monitoring and controlling project risks • creating the communication management plan • communicating risk to stakeholders • reviewing communication plan • capturing lessons learned with relation to risk and communication. <p>It is recommended that the Assessor take notes during the discussion. These notes can be referred to later to determine if there are any gaps in the candidate's evidence.</p> | | | |
| Resources required for this task | | | |
| The candidate must have access to relevant workplace documents. | | | |

| | |
|---|--|
| Demonstration/Observation Checklist | |
| Cluster 2 –Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement | |
| Task 2 – Project risk, communication | |
| Candidate's name | |

| During the demonstration or observation of skills, did the candidate do the following? | Is behaviour observed? | | Assessor's Notes |
|--|--------------------------|--------------------------|------------------|
| | Yes | No | |
| Demonstrate knowledge of AS/NZS ISO 31000:2009 and its relevance to risk management. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage a project risk management plan. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage a risk analysis matrix. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage strategies to monitor project risks. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage strategies to control project risks. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage risk mitigation strategies. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage a communication plan. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop comments in closeout report relating to risk and communication. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Manage the implementation of a communication plan. | <input type="checkbox"/> | <input type="checkbox"/> | |

| Demonstration/Observation Checklist Cluster 2 –Project human resources, team effectiveness, communications, risk and procurement Task 2 – Project risk, communication | | | | | |
|--|--|--|--|-----------------------------------|---|
| Candidate's name | | | | | |
| Assessor's general comments/observations | | | | | |
| Assessor's name | | | Outcome <i>(Please circle)</i> | S <i>(Satisfactory)</i> | NYS <i>(Not Yet Satisfactory)</i> |
| Assessor's signature | | | | | |
| Candidate's signature | | | Date | | |

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Cluster 2 – Project human resources, team effectiveness, communications, risk and procurement

Task 3 – Project HR, team effectiveness and procurement

Instructions for the candidate

Outline of task

For this task you are to demonstrate your ability to manage project human resources, team effectiveness and procurement from project start-up to completion.

You will be assessed on your ability to:

- gather documents and materials from a project you have worked on.

With your Assessor, you are to talk through the documents, and demonstrate your knowledge and skills.

Examples of documentation include:

- human resources management plan
- competency needs analysis
- staffing management plan
- resource sheets
- project organisational structure
- stakeholder analysis
- HRM process documents
- responsibility assignment matrix
- training and development plan
- performance management reports
- issue register
- status reports
- comments in close out report (relating to HR)
- lessons learned
- procurement management plan
- tender documentation (including processes)
- authorisation (sign-off) document

- evaluation documents (including process and checklists)
- formal documentation that shows approved changes to contract
- status reports
- exception reports
- checklist of finalisation activities (including timeframes)
- comments in closeout report (relating to procurement)
- lessons learned.

You will need to discuss:

- creating the human resources management plan
- creating the procurement management plan
- managing and monitoring the engagement of vendors, subcontractors etc throughout the project life cycle
- managing and monitoring the purchasing of goods and services throughout the project life cycle.

Demonstration/Observation Checklist

Cluster 2 – Project human resources, team effectiveness, communications, risk and procurement

Task 3 – Project HR, team effectiveness and procurement

| | | | |
|--|---|---|--|
| Candidate's name | | | |
| Assessor's name | | | |
| Supervisor's name <i>(if applicable)</i> | | | |
| Work activity | The candidate is to demonstrate their ability to contribute to the managing of project human resources and procurement from start-up to completion. | | |
| Cluster 2 – Core units of competency | BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness | BSBPMG518A Manage project procurement BSBWOR502B ensure team effectiveness | |
| Assessment location | | | |
| Date of demonstration | | Time | |
| Instructions for the Assessor | | | |
| <p>The Assessor is to explain to the candidate, before the meeting, what they may need to provide in the way of evidence. A list of suggested project-related documents is provided. The Assessor may like to refer the candidate to these instructions before the meeting.</p> <p>The candidate needs to provide evidence that clearly demonstrates that they have successfully managed projects.</p> <p>The Assessor may need to ask the candidate questions regarding:</p> <ul style="list-style-type: none"> • creating the human resources management plan • techniques that can be used to build work teams, strengthen communications in the team and resolve issues • methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focused and on track • creating the procurement management plan • managing and monitoring the engagement of vendors, subcontractors, etc throughout the project life cycle • managing and monitoring the purchasing of goods and services throughout the project life cycle. <p>It is recommended that the Assessor take notes during the discussion. These notes can be referred to later to determine if there are any gaps in the candidate's evidence.</p> | | | |
| Resources required for this task | | | |
| The candidate must have access to relevant workplace documents. | | | |

| | |
|---|--|
| Demonstration/Observation Checklist Cluster 2 –Project human resources, team effectiveness, communications, risk and procurement Task 3 – Project HR, team effectiveness and procurement | |
| Candidate's name | |

| During the demonstration or observation of skills, did the candidate do the following? | Is behaviour observed? | | Assessor's Notes |
|--|--------------------------|--------------------------|------------------|
| | Yes | No | |
| Develop and manage the human resources management plan. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage human resource related documents – staffing management plan, resource sheets etc. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage training and development plan. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage performance management reports. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage procurement management plan. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Develop and manage tender documentation. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Acquire authorisation (sign-off) documentation. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Manage and monitor the purchasing of goods and services. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Manage and monitor the engagement of vendors, subcontractors etc throughout the project life cycle. | <input type="checkbox"/> | <input type="checkbox"/> | |

| Demonstration/Observation Checklist Cluster 2 –Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement Task 3 – Project HR, team effectiveness and procurement | | | | | |
|---|--|--|--|-----------------------------------|---|
| Candidate's name | | | | | |
| Assessor's general comments/observations | | | | | |
| Assessor's name | | | Outcome <i>(Please circle)</i> | S <i>(Satisfactory)</i> | NYS <i>(Not Yet Satisfactory)</i> |
| Assessor's signature | | | | | |
| Candidate's signature | | | Date | | |

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PART 2

Section 5

Candidate's Information and Self-Evaluation Forms

It is recommended that candidates be provided with this information before applying for RPL.

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What is Recognition of Prior Learning (RPL)?

RPL is the acknowledgment of skills and knowledge obtained through learning achieved outside the formal education and training system and includes work and life experience including paid and volunteer work and skills attained through leisure pursuits such as musical, mechanical or linguistic abilities.

RPL recognises any prior knowledge and experience and measures it against the qualification in which students are enrolled. The individual may not need to complete all of a training program if he or she already possesses some of the competencies taught in the program.

Why you should apply for RPL

If you apply for RPL and your application is successful you could:

- reduce or eliminate the need for any training in skills and knowledge you already have
- save time by not needing to attend any or a reduced number of classes and completing unnecessary work
- save money because you will not have to buy textbooks and other learning material
- complete your qualification in a shorter time
- advance to a higher level qualification in a shorter time if desired.

Some terms you need to understand

It is important that you understand the following term to assist you with your RPL application.

Competence

Competence is the demonstration of skills and knowledge that you have gained through life and work experiences as well as any training that you have successfully completed that can be matched against a set of industry performance standards referred to as **units of competency**. These units are grouped together to form a specific industry qualification, within the Australian Qualifications Framework (AQF).

Each unit of competency is divided into elements (a set of activities that lead to an overall achievement or demonstration of competence). Each of these elements is further broken down into a set of performance criteria which give a more detailed description of the skills and knowledge you need to be able to demonstrate.

Matching your evidence against each of the elements/performance criteria will help you to reach your qualification more quickly.

How to prepare for your RPL assessment

In order for your skills to be formally recognised as part of a national qualification, Assessors must make sure that you (the candidate) have the required skills and knowledge to meet the industry standard as specified in the relevant Training Package.

You must be involved in the RPL process so that all the experience, skills and knowledge you have gained over time can be correctly identified and suitably demonstrated. This evidence is gathered and used in recognition of all or some of the units for the qualification you wish to gain.

All assessment requirements will be discussed with you in advance and you will be given the opportunity to ask questions and clarify requirements. Being prepared for the assessment process and knowing what you need to provide can save you valuable time and ensure that the RPL assessment is as simple and stress-free as possible.

Here are some tips to make the application process and interview easier for you.

1. Your Assessor will ask you to talk about your work roles and your employment history.
Bring a copy of your résumé. You might like to write down any work you have done in the past (paid or unpaid) and where this took place.
2. If you have certificates from any training courses you have completed, bring along either certified copies or the originals to the interview with the Assessor and they can make a copy of them.
3. Bring along any other documentation that you think would support your claim that you have done this work over time.

The following is a list of some of the documents you can provide as examples of your work history:

- brief CV
- certificates/results of assessment
- any licences
- tickets held, eg forklift, crane
- photographs of work undertaken
- diaries/task sheets/job sheets/logbooks
- site training records
- site competencies held record
- membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate your trade or industry experience or support your claim.

Depending on where you have worked and what the work may have included, you may or may not have documentary evidence. Do not be put off if you do not have documentary evidence, as the Assessor will work with you during the assessment process.

4. Think about whom you would consider to be your workplace contact or referee.

Is your employer happy to support your aim to become qualified?

Would you feel comfortable if the Assessor contacted your current workplace or previous workplace/s to validate your skills and spoke to your supervisor/s or employer/s?

5. You will need to supply the contact details of work referees who can confirm your skills in the industry.

Think about whom the best person to confirm your skill level would be.

Think about current or recent supervisors or employers who have observed your work and who would be able to confirm your previous work skills and experience. The Assessor will need to contact them.

6. You can speak with your Assessor about other ways you can show your skills for the trade or industry in which you are seeking recognition.

These could include letters from employers, records of any training courses or professional development sessions attended, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as there are no confidentiality issues – see below) or any other relevant documents.

Confidentiality issues

It is important that sensitive information is not included as part of your Supporting Documentation (as identified in Section 6 and any other documentation you wish to use as evidence). You may need authorisation from your supervisor to use some of your evidence, so it is always best to check the privacy and confidentiality policies of the organisation. Client names should be deleted and financial figures or other personal details should be blacked out and made unidentifiable.

The four steps in the RPL assessment process

Once your training organisation has provided you with the information you need to apply for RPL, you need to follow these four steps in order to complete the process.

| | |
|--|---|
| <p>Step 1 – Self-Evaluation</p> | <p>Before you decide to apply for RPL you need to assess your current competence for one or several units of competency.</p> <p>Complete the candidate information and self-evaluation forms provided with as much information of your previous work experience as you can.</p> <p>This will allow for an initial assessment of your experience and a check to see whether you can demonstrate the required skills and knowledge. You can discuss this with an RPL Assessor if you want.</p> <p>You must be able to provide evidence against the elements/performance criteria for the relevant unit/s of competency.</p> <p>It is not enough to simply state that you possess the skills and knowledge required. You must be able to demonstrate competence.</p> <p>This is your opportunity to provide as much proof as you can of the variety of experience you have had. You should supply examples of your work history if you have any. (See Tip 3 above.)</p> <p>Depending on the trade or industry you have worked in, you may or may not have documentary evidence available. This should not deter you from seeking RPL, as your Assessor will work with you throughout the RPL process.</p> <p>You will also need to supply the contact details of work referees who can confirm your skills in the industry.</p> <p>By asking your manager/leader to complete their part of your self-evaluation, they will be providing valuable evidence confirming the work experience, skills and knowledge you have demonstrated in the performance of your work duties.</p> <p>You will also be provided with a list of suggested evidence that you could use to demonstrate that you are competent in a particular unit or units of competency. This list is a guide only. If you have other suitable evidence to support your claim for RPL then you are encouraged to share this with your Assessor.</p> <p>If you do not believe that you have any suitable evidence, then you should discuss your options with your Assessor.</p> <p>Once you have completed the self-evaluation and made the decision that you would like to continue with the RPL process, make an appointment for an interview and enrol for RPL.</p> <p>Note: <i>It is possible to gain RPL for an entire qualification.</i></p> |
|--|---|

| | |
|--|--|
| <p>Step 2 – Enrolment and interview with the Assessor</p> | <p>An interview with an Assessor who understands your industry will be organised for you. They will review – usually with you – the information and supporting documentation you have provided and match up your skills to the units/subjects in the qualification.</p> <p>During your RPL interview, your Assessor will discuss with you your self-evaluation and any evidence you have provided.</p> <p>It is at this point that you will be able to identify any previous work experience and discuss this with your Assessor.</p> <p>During this conversation, you will be required to answer questions relating to your work experience. This questioning forms part of the assessment, as it will identify your current knowledge and skills regarding the area of industry in which you are applying for recognition.</p> <p>If you are currently enrolled in a training course relating to this qualification, it is important that you let your Trainer know that you intend to apply for RPL, then nominate the units you have selected for RPL so that the required documentation can be processed and your application can go ahead.</p> <p>It is at this stage that a decision will be made whether you are able to proceed to the next step or whether you need to undergo gap training.</p> |
| <p>Step 3 – Practical demonstration of your skills</p> | <p>Your Assessor will organise with you and your employer to conduct a practical skills test at your workplace (if appropriate) or other suitable location.</p> <p>This is your opportunity to demonstrate your level of competence on a practical level. The assessment will focus on the skills required in the work activities which relate to the qualification in which you are applying for recognition.</p> <p>Your Assessor will identify the skills they want you to demonstrate by asking you to complete certain tasks.</p> |
| <p>Step 4 – Provision of further supporting evidence</p> | <p>Your Assessor will need to confirm your previous work experience with someone (such as your supervisor or employer) who can vouch for your skills over a period of time.</p> <p>They will contact the referees you have provided as part of the candidate information.</p> <p>Your Assessor may ask you to give your selected workplace contacts or previous employers the Third Party report to complete. Authentication of these reports by the Assessor would then be required.</p> |

After the assessment

After the assessment, your Assessor will advise you of the units of competency you have successfully completed. You will also be advised whether you have gained the full qualification or if gaps have been identified during the recognition process. If you do have skill gaps, these may be addressed through additional training.

If you have any questions during the RPL process, you should contact your Assessor.

Candidate’s Information Form

(You may find it easier to provide the information for the following by attaching a *résumé*.)

| Qualification/Industry in which you are seeking recognition | | |
|--|--|-------------------------------|
| BSB51413 Diploma of Project Management | | |
| Personal details | | |
| Surname | | |
| First name/s | | |
| Any other name/s used | | |
| Home address | | |
| Postal address (if different from above) | | |
| Telephone numbers | Home: | Work: |
| | Mobile: | Fax: |
| Email address | | |
| Are you a permanent resident of Australia? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you need an interpreter to help you with an interview? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Do you have a disability which we should be aware of? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Will you need special aids if you are required to undertake a practical assessment? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Please provide details or special needs so that we can assist you if required. | | |
| Current employment | | |
| Are you currently employed? | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| If ‘yes’, in which occupation are you currently employed? | | |
| What is your current job title? | | |
| Who is your current employer? | | |
| How long have you worked in this job approximately? | year/s | month/s |
| Is this occupation in the same industry as the industry in which you are applying for recognition? | Yes <input type="checkbox"/> No <input type="checkbox"/> | If ‘no’, go to the next page. |

If ‘yes’, list some of the main tasks you perform as part of your work that you think are relevant to your RPL application.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

If you have further recent industry experience relevant to your application, please attach another sheet or your current résumé.

Rate your knowledge and skills **against the qualification/industry relevant to your RPL application.**

| Industry area: Project Management | Yes | No | Possibly |
|---|--------------------------|--------------------------|--------------------------|
| I think my experience is of a high level. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I think I am skilled to do this job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know how to do the work tasks really well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can explain my experience and provide documentary evidence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have undertaken much of this work without supervision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Further training | | | |
| I have attended training courses in this area of work. | <input type="checkbox"/> | <input type="checkbox"/> | |
| If ‘yes’, what training did you undertake? Include date training completed (month, year). | | | |
| Is there any further information you wish to give in support of your application? | | | |
| | | | |

Professional referees (relevant to work situation if not already listed on your résumé)

| | |
|-------------------------|--|
| Name | |
| Position | |
| Organisation | |
| Address of organisation | |
| Phone number | |
| Mobile number | |
| Email address | |

| Professional referees (relevant to work situation if not already listed on your résumé) | |
|---|--|
| Name | |
| Position | |
| Organisation | |
| Address of organisation | |
| Phone number | |
| Mobile number | |
| Email address | |

Candidate’s Employment History Form

(You may attach a current **résumé** in place of completing this section.)

| Name, address and phone number of employers | Period of employment (DD/MM/YYYY) | | Position/s held | Full-time Part-time Casual | Description of major duties |
|---|-----------------------------------|----|-----------------|----------------------------------|-----------------------------|
| | From | To | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |

Attach additional sheet if required.

| | |
|--|--|
| | |
| | |

Declaration

I declare that the information contained in this application is true and correct and that all documents are genuine.

| | | | |
|------------------------------|--|-------------|--|
| Candidate’s signature | | Date | |
|------------------------------|--|-------------|--|

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Candidate’s Self-Evaluation Form

Completion instructions

The purpose of completing the Self-Evaluation Form is to enable candidates who believe that they already possess the competencies, to assess their skills and knowledge against the qualification.

Complete the following pages and identify your capacity to perform the tasks described. Be honest in your appraisal. By completing this self-evaluation you will be identifying the areas where you may be able to apply for recognition.

NB: If this self-evaluation is being used as evidence, your supervisor must evaluate your ability to perform the work tasks. Your supervisor is also asked to comment on your ability to perform these work tasks and verify this by signing each section.

If this self-evaluation is being used only so that you and your assessor can decide if you should proceed, then it doesn’t have to be verified.

Identify your level of experience in performing each competency/task by using the following:

- not well – I do the task but not well.
- well – I do the task well.
- very well – I do the task really well.

See example below.

| Competency/Task | I have performed these tasks | | | Supervisor Evaluation | Doc No. | Evidence to support claim |
|--|------------------------------|-------|--------------------------|--------------------------|------------|---|
| | Frequently | Never | Sometimes | | | Documentation provided (Number and name the document you are providing for easy reference) |
| Using a computer to enter or change work information or data. | <input type="checkbox"/> | | Not Well | Not Well | | |
| Using personal protective equipment as appropriate to conduct my work safely and in accordance with site and legal requirements. | Well | | <input type="checkbox"/> | Well | 1 | <i>Copy of Company Personal Protective Equipment Requirements for my job role.</i> |

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Candidate’s Self-Evaluation

Cluster 1 – Scope, governance, stakeholder engagement, time, cost and quality: Project integration and the constraints of a project

| Candidate’s name | | | | | Date completed | | |
|--|------------------------------|-------|-----------|---|---------------------------|---|--|
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | | |
| Cluster 1 Competency/Task | I have performed these tasks | | | Supervisor’s Evaluation | Evidence to support claim | | |
| | Frequently | Never | Sometimes | | Doc No. | Documentation provided (Number and name the document you are providing for easy reference) | |
| 1. I develop the statements of the scope for the project and the scope management plan. | | | | | | | |
| 2. I manage the process of scope change requests. | | | | | | | |
| 3. I complete the project evaluation and the project review report, including recommendations and lessons learned. | | | | | | | |
| 4. I guide the development of project schedules to completion and approval using a time management plan. | | | | | | | |
| 5. I guide the development of project budgets and budgeting processes to completion and approval by higher management. | | | | | | | |
| 6. I implement a project including monitoring and control of project costs. | | | | | | | |

BSB51413 Diploma of Project Management
Section 5 – Candidate’s Information and Self-Evaluation Forms

| Candidate’s name | | | | | Date completed | | |
|--|------------------------------|-------|-----------|---|---------------------------|---|--|
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | | |
| Cluster 1 Competency/Task | I have performed these tasks | | | Supervisor’s Evaluation | Evidence to support claim | | |
| | Frequently | Never | Sometimes | | Doc No. | Documentation provided (Number and name the document you are providing for easy reference) | |
| 7. I guide to completion and approval by higher management a quality management plan for a project. | | | | | | | |
| 8. I developed a project management plan approved by higher management. | | | | | | | |
| 9. I guide project processes through planned control mechanisms, review and approval points. | | | | | | | |
| 10. I have developed and implemented stakeholder engagement for a project | | | | | | | |
| 11. I apply effective team leadership applied to a project team and project stakeholders. | | | | | | | |
| Supervisor’s comments <i>(Please provide a comment on the candidate’s ability to perform the above work task/s.)</i> | | | | | | | |
| | | | | | | | |
| Supervisor’s name | | | | Position | | | |
| Supervisor’s signature | | | | Date | | | |

Candidate’s Self-Evaluation

Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement

| Candidate’s name | | | | | Date completed | | |
|--|------------------------------|-------|-----------|---|---------------------------|---|--|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | | | Units of competency BSBPMG519A Manage project stakeholder engagement BSBPMG517A Manage project risk BSBPMG518A Manage project procurement | | | |
| Cluster 2 Competency/Task | I have performed these tasks | | | Supervisor’s Evaluation | Evidence to support claim | | |
| | Frequently | Never | Sometimes | | Doc No. | Documentation provided (Number and name the document you are providing for easy reference) | |
| 1. I create a project risk management plan. | | | | | | | |
| 2. I identify, analysing and mitigating project risks. | | | | | | | |
| 3. I develop project training and development plans. | | | | | | | |
| 4. I develop a project staffing management plan. | | | | | | | |
| 5. I develop performance management reports. | | | | | | | |
| 6. I develop a project procurement management plan. | | | | | | | |
| 7. I manage the engagement of vendors, subcontractors etc throughout the project life cycle. | | | | | | | |
| 8. I develop and implement a project communication plan. | | | | | | | |

Supervisor’s comments *(Please provide a comment on the candidate’s ability to perform the above work task/s.)*

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| | | | |
|-------------------------------|--|-----------------|--|
| Supervisor’s name | | Position | |
| Supervisor’s signature | | Date | |

Section 6

Third Party Report and Supporting Documentation

It is recommended that the Assessor verify the third party report with the person who completes the form to confirm the candidate's skills in different contexts over time.

This information may be provided at, and form part of, the interview.

Page intentionally blank

Third Party Report

(Referee testimonial)

All people who verify your work are to complete the details below to ensure validity. (You may need multiple copies of this form.)

| BSB51413 Diploma of Project Management | |
|--|---|
| Candidate's name | |
| Referee's name <i>(Name of person providing this evidence)</i> | |
| Position/title | |
| Workplace | |
| Workplace address | |
| Telephone numbers | |
| Email address | |
| This report was completed | via interview by Assessor <input type="checkbox"/> independently by referee <input type="checkbox"/> |
| Interview conducted by <i>(if applicable)</i> | |
| Date of interview | |
| Instructions | <p>As part of the assessment for the Diploma of Project Management, the candidate requires evidence from a third party (employer, supervisor or equivalent). This evidence will be used to validate the candidate's skills and experience.</p> <p>A letter of support from the organisation validating a range of tasks performed by the candidate over a period of time is useful in identifying competence.</p> |

To whom it may concern

Re: _____ who is a _____.
(insert candidate's name) (insert industry/job title)

I certify that the above-named person has:

worked at _____ for a period of _____
(insert name of workplace) (insert length of time).

They have regularly completed the following activities to an acceptable workplace/industry standard within this organisation.

| | Yes | No |
|--|--------------------------|--------------------------|
| I understand the evidence/tasks the candidate has performed on which I am required to comment. | <input type="checkbox"/> | <input type="checkbox"/> |
| I am willing to be contacted if further verification of my statements is required. | <input type="checkbox"/> | <input type="checkbox"/> |

If you would like further information or would like to discuss any of the above, I can be contacted on _____ *(insert phone number).*

Yours sincerely

Signature: _____ Date: _____

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Supporting Documentation

The following tables provide a guide of additional evidence sources to support your claim for Recognition of Prior Learning. If you have other evidence, you are encouraged to provide this to your Assessor.

If you do not have all this evidence, you are not excluded from applying for recognition and you should discuss options with your Assessor.

If you are providing documents as evidence then it is a good idea to number each document for easy identification. Place the number of the relevant document against the evidence listed below.

| | | |
|--|---|------------------------|
| Candidate's name | | |
| Date | | |
| BSB51413 required documentary evidence for: | | Document number |
| 1. | Project charter | |
| 2. | Business case or feasibility study | |
| 3. | Project management plan (including authority sign-off) | |
| 4. | Change management register | |
| 5. | Issues register | |
| 6. | Status reports | |
| 7. | Project schedule (including milestones) – Gantt chart | |
| 8. | Project review (closure) report | |
| 9. | Lessons learned log/register | |
| 10. | Time management plan | |
| 11. | Quality management plan | |
| 12. | Evidence of quality assurance and/or quality control mechanisms | |
| 13. | Resource identification list | |
| 14. | Project budget sheet or project forecast expenditure sheet | |
| 15. | Cost management plan | |
| 16. | Financial monthly reports | |
| 17. | Project closure checklist | |
| 18. | Risk management plan | |

| | | |
|--|------------------------|--|
| Candidate's name | | |
| Date | | |
| BSB51413 required documentary evidence for: | Document number | |
| 19. Human resources management plan | | |
| 20. Procurement management plan | | |
| 21. Communication plan | | |
| 22. Project tender documentation | | |
| 23. Project staffing management plan | | |
| 24. Project training and development plan | | |
| 25. Risk management matrix | | |

Assessor's Evidence Summary Sheet

The Assessor completes this table during the assessment to record the evidence collected.

It is expected that this evidence summary sheet (or similar) is attached to the evidence.

| | |
|-------------------------|--|
| Candidate's name | |
| Date | |

| Unit Code | Unit Title | Evidence collected | | | | Competency demonstrated |
|-----------------------------|--|--------------------|-----------|--------------------|----------------|---|
| | | Questions | Practical | Third Party Report | Other evidence | |
| Core units | | | | | | |
| BSBPMG514A | Manage project cost | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG515A | Manage project human resources | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG516A | Manage project information and communication | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG521A | Manage project integration | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG513A | Manage project quality | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG517A | Manage project risk | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG511A | Manage project scope | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG512A | Manage project time | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG520A | Manage project governance | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| BSBPMG518A | Manage project procurement | | | | | <input type="checkbox"/> Yes |
| BSBPMG519A | Manage project stakeholder engagement | | | | | <input type="checkbox"/> No |
| BSBWOR502B | Ensure team effectiveness | | | | | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Assessor's signature | | | | | | |
| Assessor's name | | | | | | |
| Date | | | | | | |

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Section 7

Mapping of Assessment Tools

This section contains tables with mapping of each of the Assessment Tools provided, against the requirements of the units of competency for the qualification that makes up this RPL Assessment Tool Kit.

It is important to note that this section is used for validation purposes only.

Whilst all effort is made to ensure that all the unit requirements for each unit are covered, the developers do not give any warranty nor accept any liability in relation to the mapping provided.

Note: It is recommended that these Assessment Tools be validated prior to using them for the first time or after any customisation has been made, to ensure they meet the requirements of the organisation and meet AQF Standards.

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Mapping document for Cluster 1

Using this document

This document is mapped to the direct sources of evidence required to satisfy competence in this particular cluster.

Each of the columns reflects the particular tool in use, and the numbers relate to the question numbers in that tool which support the relevant performance criteria, critical aspects of evidence or required knowledge and skills in this cluster.

Note: The final column, '**Supplementary evidence**', refers to any suggested sources of documentary evidence that the candidate may use to support their application for RPL.

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Evidence Matrix

The evidence matrix below identifies how each of the questions in the Interview Question Bank (*Section 3*) and the Practical Tasks (*Section 4*) demonstrate competence against the elements, performance criteria and critical aspects of evidence, underpinning skills, knowledge, and dimensions of competency (Task Skill – **TS**, Task Management Skill – **TMS**, Contingency Management Skill – **CS**, Job Role Environment – **JRE**).

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG521A Manage project integration | | | | |
| Element 1 – Establish project | 1.1 Identify, clarify and prepare project initiation documentation | Q2 | Task 1 (TMS, JRE) | |
| | 1.2 Identify the relationship between the project and broader organisational strategies and goals | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.3 Negotiate and document project objectives, outcomes and benefits | Q2 | Task 1 (TMS, JRE) | |
| | 1.4 Negotiate the project governance structure with relevant authorities and stakeholders | Q2 | Task 1 (TMS, JRE) | |
| | 1.5 Prepare and submit project charter for approval by relevant authorities | Q3 | Task 1 (TMS, JRE) | |
| 2. Undertake project planning and design processes | 2.1 Establish and implement a methodology to disaggregate project objectives into achievable project deliverables | Q1, 2, 3, 4 | Task 1 (TMS, JRE) | |
| | 2.2 Identify project stages and key requirements for stage completion | Q2, 7 | Task 1 (TMS, JRE) | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|--|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG521A Manage project integration | | | | |
| | against client requirements and project objectives | | | |
| | 2.3 Analyse project management functions to identify interdependencies and the impact of the triple constraints | Q2,7 | Task 1 (TMS, JRE) | |
| | 2.4 Develop a project management plan that integrates all project-management functions with associated plans and baselines | Q 2, 3, 7 | | |
| | 2.5 Establish designated mechanisms to monitor and control planned activity | Q 4 | | |
| | 2.6 Negotiate approval of project plan with relevant stakeholders and project authority | Q 5 | | |
| Element 3 – Execute project in work environment | 3.1. Manage the project in an established internal work environment to ensure work is conducted effectively throughout the project | Q5 | Task 1 (TMS, JRE) | |
| | 3.2. Maintain established links to align project objectives with organisational objectives throughout the project life cycle | Q2, 3 | Task 1 (TMS, JRE) | |
| | 3.3. Within authority levels, resolve conflicts that may negatively affect project objectives | Q5 | Task 1 (TMS, JRE) | |
| Element 4 – Manage project | 4.1. Ensure project records are updated against project deliverables | Q5 | Task 1 (TMS, JRE) | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG521A Manage project integration | | | | |
| control | and plans at required intervals | | | |
| | 4.2. Analyse and submit status reports on project progress and identified issues with stakeholders and relevant authorities | Q4 | Task 1 (TMS, JRE) | |
| | 4.3. Analyse and submit impact analysis on change requests for approval where required | Q7, 8 | Task 1 (TMS, JRE) | |
| | 4.4. Maintain relevant project logs and registers accurately and regularly to assist with project audit | Q7, 8 | Task 1 (TMS, JRE) | |
| | 4.5. Ensure associated plans are updated to reflect project progress against baselines and approved changes | Q7, 8 | Task 1 (TMS, JRE) | |
| Element 5. Manage project finalisation | 5.1. Identify and allocate project finalisation activities | Q7, 8 | Task 1 (TMS, JRE) | |
| | 5.2. Ensure project products and associated documentation are prepared for handover to client in a timely manner | Q 8 | Task 1 (TMS, JRE) | |
| | 5.3. Finalise financial, legal and contractual obligations | Q 8 | Task 1 (TMS, JRE) | |
| | 5.4. Undertake project review assessments as input to future projects | Q 7, 8 | Task 1 (TMS, JRE) | |
| Critical aspects of evidence | Identifying and aligning project with organisational objectives | Q1, 2, 3, 4, 5, 7, 8 | Task 1 (TMS, JRE) | |
| | Conducting project establishment processes | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG521A Manage project integration | | | | |
| | Managing preparation of a project management plan for a project of sufficient complexity to demonstrate the full range of performance requirements | | | |
| | Ensuring project registers and logs are maintained | | | |
| | Analysing project reports | | | |
| | Undertaking impact analysis | | | |
| | Preparing strategy for project finalisation. | | | |
| Required knowledge | Project governance models | Q1, 2, 3, 4, 5 | Task 1 (TMS, JRE) | |
| | Project knowledge areas | | | |
| | Project life cycle stages, phases and structures relevant to industry and project context | | | |
| | Types of organisational documentation for strategies and goals. | | | |
| Required skills | Decision-making skills between competing interests and priorities | Q1, 2, 3, 4, 5 | Task 1 (TMS, JRE) | |
| | Literacy skills to interpret and develop complex project plans and documentation | | | |
| | Negotiating skills to work with stakeholders and project authorities on agreed plans and processes | | | |
| | Numeracy skills to conduct complex forecasting | | | |
| | Planning and organising skills to: <ul style="list-style-type: none"> plan, monitor and respond to project issues measure progress against agreed plans | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|--|---|------------------------|-------------------------------|
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG521A Manage project integration | | | | |
| | Team leadership and communication skills to liaise with other members of the project team | | | |
| | Technology skills to use common software and work office products for documentation and analysis | | | |
| | Time-management skills to ensure priorities are addressed. | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|------------------------|-------------------------------|
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG511A Manage project scope | | | | |
| Element 1 – Conduct project authorisation activities | 1.1 Develop and confirm procedures for project authorisation with an appropriate authority | Q6 | Task 1 (TMS, JRE) | |
| | 1.2 Obtain authorisation to expend resources | Q6 | Task 1 (TMS, JRE) | |
| | 1.3 Confirm project delegations and authorities in project governance arrangements | Q6 | Task 1 (TMS, JRE) | |
| Element 2 – define project scope | 2.1 Identify, negotiate and document project boundaries | Q2 | Task 1 (TMS, JRE) | |
| | 2.2 Establish measurable project benefits, outcomes and outputs | Q2 | Task 1 (TMS, JRE) | |
| | 2.3 Establish a shared understanding of the desired project outcomes with relevant stakeholders | Q2 | Task 1 (TMS, JRE) | |
| | 2.4 Document scope-management plan | Q2 | Task 1 (TMS, JRE) | |
| Element 3 – Manage project scope control process | 3.1 Implement agreed scope management procedures and processes. | Q2 | Task 1 (TMS, JRE) | |
| | 3.2 Manage the impact of scope changes within established time, cost and quality constraints according to change- control procedures | Q5 | Task 1 (TMS, JRE) | |
| | 3.4 Identify and document scope management issues and recommended improvements, for future projects for application to future projects. | Q7, 8 | Task 1 (TMS, JRE) | |
| Critical aspects of evidence | Demonstrating scope management for a project of sufficient complexity | Q1, 2, 3, 4, 5, 6, 7 | Task 1 (TMS, JRE) | |
| | Knowledge of scope management plans, tools, issues and likely challenges | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG511A Manage project scope | | | | |
| Required knowledge | Components of a project scope-management plan | Q1, 2, 3, 4, 5, 6, 7 | Task 1 (TMS, JRE) | |
| | Factors likely to impact on project scope | | | |
| | Formal change-control processes | | | |
| | Methods for measuring work outcomes and progress against plans | | | |
| | Methods for segmenting and documenting a work breakdown structure | | | |
| | Problem areas likely to be encountered in scope management | | | |
| | Procedures for reporting scope change | | | |
| | Project life cycle and the significance of scope management | | | |
| | Project management tools used for managing scope | | | |
| | Role and responsibilities of the project manager in relation to project planning | | | |
| Types of project initiation documentation | | | | |
| Required skills | Literacy skills to interpret and analyse complex project plans and documentation | Q1, 2, 3, 4, 5, 6, 7 | Task 1 (TMS, JRE) | |
| | Negotiation skills to address changes to scope with a range of stakeholders | | | |
| | Literacy skills to interpret and analyse complex project plans and documentation | | | |
| | Planning and organising skills to: <ul style="list-style-type: none"> • monitor scope • respond to potential and actual changes | | | |
| | Problem-solving and analytical skills to address project scope-management issues and challenges. | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|--|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG512A Manage project time | | | | |
| Element 1 – Determine project schedule | 1.1 Develop the work breakdown structure with sufficient detail to enable effective planning and control | Q2 | Task 1 (TMS, JRE) | |
| | 1.2 Estimate the duration and effort, sequence and dependencies of tasks to achieve project deliverables | Q3 | Task 1 (TMS, JRE) | |
| | 1.3 Use project-scheduling tools and techniques to identify schedule impact on project time management, resource requirements, costs and risks | Q1 | Task 1 (TMS, JRE) | |
| | 1.4 Contribute to achieving an agreed schedule baseline and communication of the schedule to stakeholders | Q3 | Task 1 (TMS, JRE) | |
| Element 2 – Implement project schedule | 2.1 Implement mechanisms to measure, record and report progress of activities in relation to the agreed schedule | Q4, 5 | Task 1 (TMS, JRE) | |
| | 2.2 Conduct ongoing analysis to identify baseline variance | Q5 | Task 1 (TMS, JRE) | |
| | 2.3. Analyse and forecast the impact of changes to the schedule | Q4, 5 | Task 1 (TMS, JRE) | |
| | 2.4 Review progress throughout the project life cycle and implement agreed schedule changes | Q4, 5 | Task 1 (TMS, JRE) | |
| | 2.5 Develop responses to potential or actual schedule changes and implement them to maintain project objectives | Q2 | Task 1 (TMS, JRE) | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|--|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG512A Manage project time | | | | |
| Element 3 – Assess time management outcomes | 3.1 Review project performance records to determine the effectiveness of time management activities. | Q7, 8 | Task 1 (TMS, JRE) | |
| | 3.2 Identify and document time management issues and recommended improvements | Q7, 8 | Task 1 (TMS, JRE) | |
| Critical aspects of evidence | Demonstrated successful application of time-management tools and techniques for a project of sufficient complexity to demonstrate the full range of performance requirements | Q1, 2, 3, 4, 5, 7 | Task 1 (TMS, JRE) | |
| | Knowledge of time-management methodologies, and their capabilities, limitations, application and outcomes | | | |
| Required knowledge | Estimation techniques to determine task duration and resource effort | Q1, 2, 3, 4, 5, 7 | Task 1 (TMS, JRE) | |
| | Procedures for identifying critical path | | | |
| | Procedures for managing project baselines, establishment and variance | | | |
| | Project life cycle phases and what is included in each phase | | | |
| | Time-management methodologies, and their capabilities, limitations, Application and outcomes | | | |
| | Tools and techniques for project schedules | | | |
| | Work breakdown structures and application to project schedules | | | |
| Required skills | Analytical skills to review and evaluate process | Q1, 2, 3, 4, 5, 7 | Task 1 (TMS, JRE) | |
| | Communication skills to: <ul style="list-style-type: none"> convey expectations advise others of progress | | | |
| | Literacy skills to read, develop and interpret project schedules | | | |
| | Planning and organising skills to sequence tasks and see that objectives are met | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|------------------------|-------------------------------|
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG512A Manage project time | | | | |
| | Technology skills to use appropriate software to develop project schedules. | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|--|---|-----------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG514A Manage project cost | | | | |
| Element 1 – Determine project costs | 1.1 Determine resource requirements for individual tasks identified in the work breakdown structure, with input from stakeholders and guidance from others | Q3 | Task 1 (TMS, JRE) | |
| | 1.2 Estimate project costs to enable project budget to be prepared within agreed tolerances | Q3 | Task 1 (TMS, JRE) | |
| | 1.3 Develop a project budget | Q3 | Task 1 (TMS, JRE) | |
| | 1.4 Develop a cost-management plan, within delegated authority, to ensure clarity of understanding and ongoing management of project finances | Q3 | Task 1 (TMS, JRE) | |
| Element 2 – Monitor and control project costs | 2.1 Implement agreed financial-management processes and procedures to monitor actual expenditure against budget | Q4, 5, 6 | Task 1 (TMS, JRE) | |
| | 2.2 Select and use cost-analysis methods and tools to identify cost variations and evaluate alternative actions | Q5, 6 | Task 1 (TMS, JRE) | |
| | 2.3 Implement and monitor agreed actions to maintain financial objectives | Q5, 6 | Task 1 (TMS, JRE) | |
| | 2.4 Provide accurate and timely financial reports | Q5, 6 | Task 1 (TMS, JRE) | |
| Element 3 – Complete time-management processes | 3.1 Conduct appropriate activities to signify financial completion. | Q7, 8 | Task 1 (TMS, JRE, CS) | |
| | 3.2 Review project outcomes using available records to determine the effectiveness of project cost management | Q7, 8 | Task 1 (TMS, JRE, CS) | |
| | 3.3 Review cost management issues and document improvements. | Q7, 8 | Task 1 (TMS, JRE, CS) | |
| Critical aspects of evidence | Applying budgetary processes, tools and techniques relevant to the project context | Q4, 5, 6 | Task 1 (TMS, JRE) | |
| | Monitoring project costs across the project life for a project of | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|--|---|------------------------|-------------------------------|
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG514A Manage project cost | | | | |
| | sufficient complexity to demonstrate the full range of performance requirements | | | |
| | Preparing a budget for a project. | | | |
| Required knowledge | Budgeting processes, tools and techniques | Q4, 5, 6 | Task 1 (TMS, JRE, CS) | |
| | Methods and tools for costing and cost analysis | | | |
| Required skills | Numeracy and budgeting skills to monitor expenditure and manage costs | Q4, 5, 6 | Task 1 (TMS, JRE, CS) | |
| | Technology skills to use software for recording expenditure and reporting on the project | | | |
| | Analytical skills to evaluate processes and recommend improvements | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG513A Manage project quality | | | | |
| Element 1 – Determine quality requirements | 1.1 Determine quality objectives and standards with input from stakeholders | Q1, 2 | Task 1 (TMS, JRE) | |
| | 1.2 Document in a quality-management plan the quality metrics for project and product output | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.3 Select established quality-management methods, techniques and tools to resolve quality issues | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.4 Distribute, discuss and support quality requirements with project team and stakeholders | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.5 Include agreed quality requirements in the project management plan and implement as basis for performance measurement | Q2, 3 | Task 1 (TMS, JRE) | |
| Element 2 – Implement quality processes | 2.1 Undertake quality-assurance audit of project processes for compliance with agreed plans | Q4, 5 | Task 1 (TMS, JRE) | |
| | 2.2 Assess quality control of project and product output according to agreed quality specifications | Q4, 5 | Task 1 (TMS, JRE) | |
| | 2.3 Identify causes of variance to quality metrics and undertake | Q5 | Task 1 (TMS, JRE) | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-----------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG513A Manage project quality | | | | |
| | remedial action | | | |
| | 2.4 Maintain a quality management system to enable accurate and timely recording of quality audit data | Q5 | Task 1 (TMS, JRE) | |
| Element 3 – Implement project quality improvements | 3.1 Review processes and implement agreed changes continually throughout the project life cycle to ensure continuous quality improvement. | Q4 | Task 1 (TMS, JRE, CS) | |
| | 3.2 Review project outcomes against performance criteria to determine the effectiveness of quality management processes and procedures. | Q4 | Task 1 (TMS, JRE, CS) | |
| | 3.3 Identify and document lessons learned and recommended improvements | Q7, 8 | Task 1 (TMS, JRE, CS) | |
| Critical aspects of evidence | Demonstrated evidence of successfully managing project environment so that quality outcomes are achieved for a project of sufficient complexity to demonstrate the full range of performance requirements | Q1, 2, 3, 4, 5, 7, 8 | Task 1 (TMS, JRE) | |
| | Knowledge of a range of quality management tools, techniques and methodologies | | | |
| Required knowledge | Quality management theory | Q1, 2, 3, 4, 5, 7, 8 | Task 1 (TMS, JRE, CS) | |
| | Quality assurance and control techniques, tools and methodologies | | | |
| | Quality roles and responsibilities in project management | | | |
| | Methods for managing performance and continuous improvement | | | |
| | Relevant legislation, codes and national standards, including: <ul style="list-style-type: none"> award and organisation agreements and industrial | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-----------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG513A Manage project quality | | | | |
| | instruments <ul style="list-style-type: none"> industry codes of practice legislation from all levels of government that affects business operation, especially in regard to work health and safety (WHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination | | | |
| Required skills | Analytical skills to monitor achievement of project outcomes against quality criteria | Q1, 2, 3, 4, 5, 7, 8 | Task 1 (TMS, JRE, CS) | |
| | Communication and leadership skills to: <ul style="list-style-type: none"> motivate staff and convey expectations ensure outcomes are met | | | |
| | Literacy skills to develop quality objectives and criteria | | | |
| | Mentoring skills to boost performance. | | | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG5120A Manage project governance | | | | |
| Element 1 Identify project-management structure | 1.1 Determine organisational governance policies, procedures and expectations of project stakeholders | Q 2 | Task 1 (TMS, JRE) | |
| | 1.2 Negotiate clear and discrete project governance roles and responsibilities with relevant authorities | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.3 Establish delegated authorities for project decision making | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.4 Identify and record differences between organisation's functional authorities and project authorities | Q2, 5 | Task 1 (TMS, JRE) | |
| | 1.5 Adopt, document and communicate unambiguous governance plan to relevant stakeholders | Q2, 5 | Task 1 (TMS, JRE) | |
| Element 2 – Apply project governance policies and procedures | 2.1 Distribute and present information on governance planning to the project team and other relevant stakeholders and ensure common understanding | Q2,3 | Task 1 (TMS, JRE) | |
| | 2.2 Include delegated authorities within role and project position descriptions | Q2,3, 5 | Task 1 (TMS, JRE) | |
| | 2.3 Moderate conflicts regarding roles, responsibilities and | Q2, 3 | Task 1 (TMS, JRE) | |

| Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|--|---|-----------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG5120A Manage project governance | | | | |
| | authorities to support achievement of project objectives | | | |
| | 2.4 Regularly report to organisation and project authorities on performance and issues arising from governance arrangements | Q2, 3, 4, 5 | Task 1 (TMS, JRE) | |
| Element 3 – Monitor and review project governance | 3.1 Analyse and review project governance impact on achieving project objectives | Q2, 3, 4,5 | Task 1 (TMS, JRE, CS) | |
| | 3.2 Document lessons learned and recommendations to assist future projects | Q7, 8 | Task 1 (TMS, JRE, CS) | |
| Critical aspects of evidence | Adopting and implementing a governance plan for a project of sufficient complexity to demonstrate the full range of performance requirements | Q1, 2, 3, 4, 5, 7, 8 | Task 1 (TMS, JRE) | |
| | Effective team leadership applied to governance control and monitoring. | | | |
| Required knowledge | Escalation and issues-management models | Q1, 2, 3, 4, 5, 7, 8 | Task 1 (TMS, JRE, CS) | |
| | Frameworks for authority delegations | | | |
| | Organisation or industry governance models relevant to the project context. | | | |
| Required skills | Analytical skills to make distinctions between different roles, capacities and requirements and clarify authority levels | Q1, 2, 3, 4, 5, 7, 8 | Task 1 (TMS, JRE, CS) | |
| | Leadership skills to maintain team performance in line with agreed structures | | | |
| | Literacy skills to read and document governance plans and reviews | | | |
| | Negotiation skills to: | | | |

Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project

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|--|---|
| Units of competency BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | Units of competency BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement |
|--|---|

| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
|---------|----------------------|----------|-----------------|------------------------|
|---------|----------------------|----------|-----------------|------------------------|

BSBPMG5120A Manage project governance

| | | | | |
|--|--|--|--|--|
| | <ul style="list-style-type: none"> • establish clear project roles and responsibilities • manage conflict. | | | |
|--|--|--|--|--|

| Cluster 1 – Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|--|---|---|-------------------|------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG519A Manage project stakeholder engagement | | | | |
| Element 1 – Identify and address stakeholder interests | 1.1 Identify <i>i</i> relevant to project objectives | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.2 Segment stakeholder interests and determine forms of engagement | Q2, 3 | Task 1 (TMS, JRE) | |
| | 1.3 Consider interests of stakeholders when considering and advising on project-management issues | Q2, 7 | Task 1 (TMS, JRE) | |
| | 1.4 Identify and implement actions to address differing interests where required | Q2, 3, 7 | Task 1 (TMS, JRE) | |
| Element 2 – Manage effective stakeholder engagement | 2.1 Support development of team members' interpersonal skills in effective stakeholder engagement | Q5 | Task 1 (TMS, JRE) | |
| | 2.2 Distribute team work effectively to ensure defined project roles are followed | Q5 | Task 1 (TMS, JRE) | |
| | 2.3 Identify and clarify stakeholder behavioural expectations where required | Q2, 3, 4, 7 | Task 1 (TMS, JRE) | |
| | 2.4 Openly lead stakeholder performance reviews | Q4 | Task 1 (TMS, JRE) | |
| | 2.5 Identify and address individual development needs and opportunities to support stakeholder engagement | Q2, 3, 4, 7 | Task 1 (TMS, JRE) | |

Cluster 1 – Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project

| Units of competency | | Units of competency | | |
|--|---|---|-------------------|------------------------|
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG519A Manage project stakeholder engagement | | | | |
| Element 3 – Manage stakeholder communications | 3.1 Determine and document stakeholder communication needs | Q2,5, | Task 1 (TMS, JRE) | |
| | 3.2 Ensure relevant stakeholders agree to communication method , content and timing of engagement | Q5, 8 | Task 1 (TMS, JRE) | |
| | 3.3 Communicate information as planned and in line with authority levels, identifying and addressing variances | Q4, 5 | Task 1 (TMS, JRE) | |

| Cluster 1 – Cluster 1 – Scope, governance, time, cost and quality: Project management and the constraints of a project | | | | |
|---|---|---|------------------------|-------------------------------|
| Units of competency | | Units of competency | | |
| BSBPMG521A Manage project integration BSBPMG511A Manage project scope BSBPMG512A Manage project time | | BSBPMG514A Manage project cost BSBPMG513A Manage project quality BSBPMG520A Manage project governance BSBPMG519A Manage project stakeholder engagement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG519A Manage project stakeholder engagement | | | | |
| Critical aspects of evidence | Developing and implementing stakeholder engagement for a project of sufficient complexity to demonstrate the full range of performance requirements | Q 2, 3, 4, 5 6, 7, 8 | Task 1 (TMS, JRE) | |
| | Effective team leadership applied to project team and project stakeholders. | | | |
| Required knowledge | Common problems leading to variances in stakeholder engagement | Q2, 3, 4, 5 | Task 1 (TMS, JRE) | |
| | Interests and expectations of stakeholders | | | |
| | Levels and means of stakeholder engagement | | | |
| | Stakeholder engagement theory and strategies | | | |
| | Types of project stakeholders. | | | |
| Required skills | Analytical skills to identify and segment stakeholder engagement | Q2, 3, 4, 5 | Task 1 (TMS, JRE) | |
| | Interpersonal skills to facilitate stakeholder engagement | | | |
| | Leadership skills to facilitate and motivate project teams and other stakeholders | | | |
| | Teamwork and communication skills to acquire and disseminate relevant project information | | | |
| | Technology skills to use software and communication technologies relevant to the industry and project context | | | |
| | Writing and media skills to generate project communications content with stakeholders. | | | |

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Mapping document for Cluster 2

Using this document

This document is mapped to the direct sources of evidence required to satisfy competence in this particular cluster.

Each of the columns reflects the particular tool in use, and the numbers relate to the question numbers in that tool which support the relevant performance criteria, critical aspects of evidence or required knowledge and skills in these clusters.

Note: The final column, '**Supplementary evidence**', refers to any suggested sources of documentary evidence that the candidate may use to support their application for RPL.

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Evidence Matrix

The evidence matrix below identifies how each of the questions in the Interview Question Bank (*Section 3*) and the Practical Tasks (*Section 4*) demonstrate competence against the elements, performance criteria and critical aspects of evidence, underpinning skills, knowledge, and dimensions of competency (Task Skill – **TS**, Task Management Skill – **TMS**, Contingency Management Skill – **CS**, Job Role Environment – **JRE**).

| Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement | | | | |
|---|--|--|-----------------------|------------------------|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG517A Manage project risk BSBPMG518A Manage project procurement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG515A Manage project human resources | | | | |
| Element 1 – Plan human resources | 1.1 Determine resource requirements for individual tasks to determine required project personnel levels and competencies | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 1.2 Establish project organisation and structure to align individual and group competencies with project tasks | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 1.3 Allocate personnel to the project to meet planned work outputs throughout the project | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 1.4 Apply human resource management (HRM) methods, techniques and tools to support the engagement and performance of personnel | Q9, | Task 3 (TMS, TS, JRE) | |
| Element 2 – Implement staff training and development | 2.1 Negotiate, define and communicate clear project role descriptions | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 2.2 Identify, plan and implement ongoing development and training of project team members to support personnel and project performance | Q9, 11 | Task 3 (TMS, TS, JRE) | |
| | 2.3 Measure individuals' performance against agreed criteria and initiate actions to overcome shortfalls in performance | Q9, 11 | Task 3 (TMS, TS, JRE) | |

| Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement | | | | |
|--|---|---|------------------------|-------------------------------|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG517A Manage project risk BSBPMG518A Manage project procurement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG515A Manage project human resources | | | | |
| Element 3 – Lead the team project | 3.1 Implement processes and take action to improve individual performance and overall project effectiveness | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 3.2 Monitor and report for remedial action internal and external influences on individual and project team performance and morale | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | 3.3 Implement procedures for interpersonal communication, counselling and conflict resolution to maintain a positive work environment | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 3.4 Identify and manage inter-project and intra-project resource conflict to minimise impact on achievement of project objectives | Q5, 8, 9 | Task 3 (TMS, TS, JRE) | |
| Element 4 Finalise human resource activities | 4.1 Disband the project team according to organisational policies and procedures | Q5, 8, 9 | Task 3 (TMS, TS, JRE) | |
| | 4.2 Identify and document human resource issues and recommended improvements | Q5, 8, 9 | | |
| Critical aspects of evidence | Managing project personnel so that outcomes are achieved for a project of sufficient complexity to demonstrate the full range of performance requirements | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | Applying HRM legislation, methods, techniques and tools | | | |

| Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement | | | | |
|--|---|---|------------------------|-------------------------------|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG517A Manage project risk BSBPMG518A Manage project procurement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG515A Manage project human resources | | | | |
| Required knowledge | HRM methods, techniques and tools | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | Methods for managing and improving performance | | | |
| | Project roles and responsibilities common in the industry sector | | | |
| | Project team organisation within project context | | | |
| Required skills | Analytical skills to review project and identify improvements | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | Coaching and mentoring skills to boost performance | | | |
| | Communication and leadership skills to: <ul style="list-style-type: none"> motivate personnel and convey expectations ensure outcomes are met | | | |
| | Interpersonal skills to resolve conflict and conduct negotiations | | | |
| | Leadership skills to lead project teams | | | |
| | Planning skills to: <ul style="list-style-type: none"> identify skills required allocate project responsibilities to personnel | | | |

| Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement | | | | |
|--|--|---|------------------------|-------------------------------|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG517A Manage project risk BSBPMG518A Manage project procurement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG516A Manage project information and communication | | | | |
| Element 1 – Plan information and communications processes | 1.1 Identify, analyse and document information requirements, with input from stakeholders, as the basis for communication planning | Q12, 13 | Task 2 (TS, TMS, JRE) | |
| | 1.2 Develop, within delegated authority, an agreed communication management plan to support the achievement of project objectives | Q14 | Task 2 (TS, TMS, JRE) | |
| | 1.3 Establish and maintain designated project-management information system to ensure the quality, validity, timeliness and integrity of information and communication | Q13, 14 | Task 2 (TS, TMS, JRE) | |
| Element 2 – Implement project information and communication processes | 2.1 Manage the generation, gathering, storage, retrieval, analysis and dissemination of information by project staff and stakeholders | Q12, 13 | Task 2 (TS, TMS, JRE) | |
| | 2.2 Implement, modify, monitor and control designated information-validation processes to optimise quality and accuracy of data | Q12, 13 | Task 2 (TS, TMS, JRE) | |
| | 2.3 Implement and maintain appropriate communication networks | Q12, 13 | Task 2 (TS, TMS, JRE) | |
| | 2.4 Identify and resolve communication and information-management system issues | Q12, 13 | Task 2 (TS, TMS, JRE) | |

| Cluster 2 – Project human resources, team effectiveness, communications, stakeholder engagement, risk and procurement | | | | |
|--|---|---|------------------------|-------------------------------|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG517A Manage project risk BSBPMG518A Manage project procurement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG516A Manage project information and communication | | | | |
| Element 3 – Assess information and communications outcomes | 3.1 Finalise and archive records according to agreed project information ownership and control requirements | Q5, 8 | Task 2 (TS, TMS, JRE) | |
| | 3.2 Review project outcomes to determine the effectiveness of management information and communication processes and procedures | Q5, 8 | Task 2 (TS, TMS, JRE) | |
| | 3.3 Identify and document lessons learned and recommended improvements for application to future projects | Q5, 8 | Task 2 (TS, TMS, JRE) | |
| Critical aspects of evidence | Developing and implementing a range of project communication that facilitates effective outcomes for a project of sufficient complexity to demonstrate the full range of performance requirements | Q12, 13, 14 | Task 2 (TS, TMS, JRE) | |
| | Applying workplace-based project information system | | | |
| | Developing a project communication plan. | | | |
| Required knowledge | Alternative communication methods and media applications | Q12, 13, 14 | Task 2 (TS, TMS, JRE) | |
| | Project-management information systems and their various applications | | | |
| Required skills | Analytical and organising skills to manage information and review project outcomes | Q12, 13, 14 | Task 2 (TS, TMS, JRE) | |
| | Literacy skills to write reports and communicate key issues | | | |
| | Technology skills to facilitate effective communication. | | | |

| Cluster 2 – Project human resources, team effectiveness, communications, risk and procurement | | | | |
|--|--|---|------------------------|-------------------------------|
| Units of competency BSBPMG515A Manage project human resources BSBWOR502B Ensure team effectiveness BSBPMG516A Manage project information and communication | | Units of competency BSBPMG517A Manage project risk BSBPMG518A Manage project procurement | | |
| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG517A Manage project risk | | | | |
| Element 1 – Identify project risks | 1.1 Determine risk objectives and standards, with input from stakeholders | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 1.2 Establish project risk context to inform risk-management processes | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 1.3 Identify project risks using valid and reliable risk-identification methods | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 1.4 Classify project risks within agreed risk categories | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| Element 2. Analyse project risks | 2.1 Determine risk-analysis classification criteria and apply to an agreed risk-ranking system | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 2.2 Use risk-analysis processes, within delegated authority, to analyse and qualify risks, threats and opportunities | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 2.3 Determine risk priorities in agreement with project client and other stakeholders | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 2.4 Document risk-analysis outcomes for inclusion in risk register and risk-management plan | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| Element 3. Establish risk treatments and controls | 3.1 Identify and document existing risk controls | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 3.2 Consider and determine <i>risk-treatment options</i> using agreed consultative methods | Q1, 2 | Task 2 (TMS, TS, JRE) | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG517A Manage project risk | | | | |
| | 3.3 Record and implement agreed risk treatments | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| | 3.4 Update risk plans and allocate risk responsibilities to project team members | Q1, 2 | Task 2 (TMS, TS, JRE) | |
| Element 4 – Monitor and control project risks | .1 Establish regular risk-review processes to maintain currency of risk plans | Q3 | Task 2 (TMS, TS, JRE) | |
| | 4.2 Regularly monitor risk environment to identify changed circumstances that impact on project risks | Q3 | Task 2 (TMS, TS, JRE) | |
| | 4.3 Determine risk responses to changed environment | Q3 | Task 2 (TMS, TS, JRE) | |
| | 4.4 Implement agreed risk responses and modify plans to maintain currency of risk treatments and controls | Q3 | Task 2 (TMS, TS, JRE) | |
| Element 5 – Assess risk-management outcomes | 5.1 Review project outcomes to determine effectiveness of risk-management processes and procedures | Q4, 5 | Task 2 (TMS, TS, JRE) | |
| | 5.2 Identify and document risk-management issues and recommended improvements for application to future projects | Q4, 5 | Task 2 (TMS, TS, JRE) | |
| Critical aspects of evidence | Demonstrated evidence of effective risk management for a project of sufficient complexity to demonstrate the full range of performance requirements | Q1, 2, 3, 4, 5 | Task 2 (TMS, TS, JRE) | |
| | Knowledge of risk management techniques, strategies and tools | | | |
| Required knowledge | Industry sector risk classifications | Q1, 2, 3 | Task 2 (TMS, TS, JRE) | |
| | Organisation and industry standard risk frameworks | | | |
| | Quantitative and qualitative risk-management techniques, tools and | | | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG517A Manage project risk | | | | |
| | approaches | | | |
| Required skills | Analytical skills to review project outcomes in terms of risk management | Q1, 2, 3 | Task 2 (TMS, TS, JRE) | |
| | Lateral thinking skills to identify and analyse risks and risk controls | | | |
| | Literacy skills to produce risk-management plans | | | |
| | Planning and organising skills to monitor project progress | | | |
| | Problem-solving skills to control risks. | | | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG518A Manage project procurement | | | | |
| Element 1 – Determine procurement requirements | 1.1 Identify procurement requirements with input from stakeholders as the basis for procurement planning | Q6 | Task 3 (TMS, TS, JRE) | |
| | 1.2 Establish and maintain, within delegated authority, an agreed procurement-management plan | Q6,7 | Task 3 (TMS, TS, JRE) | |
| Element 2 – Establish agreed procurement processes | 2.1 Obtain information from suppliers <i>capable</i> of fulfilling procurement requirements | Q6 | Task 3 (TMS, TS, JRE) | |
| | 2.2 Determine or adopt established selection processes and selection criteria and communicate them to vendors to ensure transparency | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | 2.3 Obtain relevant approvals for procurement processes to be used for the project | Q6 | Task 3 (TMS, TS, JRE) | |
| Element 3 – Conduct contracting and procurement activities | 3.1 Identify and act according to probity and project-governance constraints | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | 3.2 Communicate agreed proposals and/or specifications to prospective vendors to ensure clarity of understanding of project objectives | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | 3.3 Solicit vendor responses according to proposal requirements | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | 3.4 Evaluate responses and select preferred vendors according to current legal requirements and agreed selection criteria | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | 3.5 Negotiate with preferred contractor or supplier, to agree on terms and conditions of supply | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| Element 4 – Implement and monitor procurement | 4.1 Implement established procurement-management plan and make modifications in line with agreed delegations | Q6, 7 | Task 3 (TMS, TS, JRE) | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG518A Manage project procurement | | | | |
| | 4.2 Review progress and manage agreed variations to ensure timely completion of tasks and resolution of conflict within the legal framework of the supply agreement | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | 4.3 Identify and report procurement-management issues and implement agreed remedial actions to ensure project objectives are met | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| Element 5 – Manage procurement finalisation procedures | 5.1 Conduct finalisation activities to ensure vendor deliverables meet contracted requirements | Q6 | Task 3 (TMS, TS, JRE) | |
| | 5.2 Review project outcomes using available procurement records and information to determine effectiveness of procurement processes and procedures | Q6, 8 | Task 3 (TMS, TS, JRE) | |
| | 5.3 Document lessons learned and recommended improvements for application to future projects | Q5, 6, 8 | Task 3 (TMS, TS, JRE) | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBPMG518A Manage project procurement | | | | |
| Critical aspects of evidence | Demonstrated experience in managing procurement and contracting processes for a project of sufficient complexity to demonstrate the full range of performance requirements | Q6, 7, 8 | Task 3 (TMS, TS, JRE) | |
| | Applied knowledge of contracts and legal obligations as they relate to project management. | | | |
| Required knowledge | Contracts and legal obligations as they relate to project procurement | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | Ethical and behavioural expectations in the project and industry context | | | |
| | General conditions of contracts | | | |
| | Legislation, codes and national standards relevant to types of contracts and associated procurement processes | | | |
| | Procurement options, procedures and documentation | | | |
| Required skills | Literacy and numeracy skills to produce and work with a range of procurement, contract and supply documentation | Q6, 7 | Task 3 (TMS, TS, JRE) | |
| | Negotiation skills to obtain required agreement in procurement and contracting discussions | | | |
| | Planning and organising skills to: <ul style="list-style-type: none"> • identify procurement and contract requirements • adjust and sequence them appropriately | | | |
| | Problem-solving skills to resolve contractual and logistic issues | | | |
| | Technology skills to use procurement and financial-management software | | | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBWOR502B Ensure team effectiveness | | | | |
| Element 1 – Establish team performance plan | 1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 1.3 Support team members in meeting expected performance outcomes | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| Element 2 – Develop and facilitate team cohesion | 2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team | Q9, 11 | Task 3 (TMS, TS, JRE) | |
| | 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities | Q9, 10 | Task 3 (TMS, TS, JRE) | |
| | 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| Element 3 Facilitate teamwork | 3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | 3.2 Support the team in identifying and resolving work performance problems | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders | Q2, 5, 8, 9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| Element 4 Liaise with stakeholders | 4.1 Establish and maintain open communication processes with all stakeholders | Q2, 4, 5, 8 | Task 3 (TMS, TS, JRE) | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBWOR502B Ensure team effectiveness | | | | |
| | 4.2 Communicate information from line manager/management to the team | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders | Q2, 5, 8, 9, 10, 11 | | |
| | 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |

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| Element | Performance criteria | Question | Practical Tasks | Supplementary Evidence |
| BSBWOR502B Ensure team effectiveness | | | | |
| Critical aspects of evidence | Range of techniques that can be used to build work teams, strengthen communications in the team and resolve issues | Q2, 4, 5, 8, 9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | Methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track | | | |
| | Knowledge of group behaviour. | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| Required knowledge | Group behaviour | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | Strategies for mentoring and coaching to informally guide and instruct team members | | | |
| | Issue resolution | | | |
| | Strategies for gaining consensus | | | |
| Required skills | Communication skills to explain team goals, to address team conflict and to build an environment of trust | Q9, 10, 11 | Task 3 (TMS, TS, JRE) | |
| | Planning and organisational skills to keep team on track and focussed on work outcomes. | | | |