NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

PROJECT MANAGEMENT

NQF Level 4

September 2007
CARTA DE PROYECTO MANEJO DE PROYECTOS - NIVEL 4

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Project Management in the National Certificates (Vocational). It must be read with the National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF). This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the Subject Guidelines: Project Management to prepare for and deliver Project Management. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**
  To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**
  To be dynamic and responsive to national development needs.

- **Credibility**
  To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**
  To work within a consistent framework of principles and certification.

- **Flexibility**
  To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**
  To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**
  To address barriers to learning at each level to facilitate students’ progress.
• **Progression**  
To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

• **Portability**  
To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

• **Articulation**  
To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

• **Recognition of Prior Learning**  
To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

• **Validity of assessments**  
To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:
  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

• **Reliability**  
To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

• **Fairness and transparency**  
To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:
  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students’ work with other students, based on learning styles and language

• **Practicability and cost-effectiveness**  
To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

### 2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

#### 2.1 Internal continuous assessment (ICASS)
Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a “Structured Environment”. This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

#### 2.2 External summative assessment (ESASS)
The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.
A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students’ cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or “Structured Environment”. The integrated summative assessment task (ISAT) is the most significant test of students’ ability to apply acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

## 3 MODERATION OF ASSESSMENT

### 3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator’s involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

### 3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

## 4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*. The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

## 5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process in order to ensure the quality and integrity of assessments.

## 6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.
6.1 Baseline assessment
At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment
This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment
This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment
This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT
An assessment plan should cover three main processes:

7.1 Collecting evidence
The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording
Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting
All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT
Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students’ performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student’s or group of students’ performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>GROUP ASSESSMENT</td>
<td>Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.</td>
</tr>
</tbody>
</table>

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE
All evidence collected for assessment purposes is kept or recorded in the student’s PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.
# METHODS FOR COLLECTING EVIDENCE

<table>
<thead>
<tr>
<th>Assessment instruments</th>
<th>Observation-based</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Less structured)</td>
<td>(Structured)</td>
<td></td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
<td><strong>Assignments or tasks</strong></td>
<td><strong>Examinations</strong></td>
</tr>
<tr>
<td><strong>Class questions</strong></td>
<td></td>
<td><strong>Projects</strong></td>
<td><strong>Class tests</strong></td>
</tr>
<tr>
<td><strong>Lecturer, student, parent discussions</strong></td>
<td></td>
<td><strong>Investigations or research</strong></td>
<td><strong>Practical examinations</strong></td>
</tr>
<tr>
<td><strong>Task-based</strong></td>
<td></td>
<td><strong>Case studies</strong></td>
<td><strong>Oral tests</strong></td>
</tr>
<tr>
<td><strong>Structured</strong></td>
<td></td>
<td><strong>Practical exercises</strong></td>
<td><strong>Open-book tests</strong></td>
</tr>
<tr>
<td><strong>Demonstrations</strong></td>
<td></td>
<td><strong>Role-play</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td></td>
<td><strong>Examinations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Test-based</strong></td>
<td></td>
<td><strong>Class tests</strong></td>
<td></td>
</tr>
<tr>
<td><strong>More structured</strong></td>
<td></td>
<td><strong>Practical examinations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Oral tests</strong></td>
<td></td>
<td><strong>Open-book tests</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment tools

- Observation sheets
- Lecturer's notes
- Comments
- Checklists
- Rating scales
- Rubrics
- Marks (e.g. %)
- Rating scales (1-7)

### Evidence

- Focus on individual students
- Subjective evidence based on lecturer observations and impressions
- Open middle: Students produce the same evidence but in different ways.
- Open end: Students use same process to achieve different results.
- Students answer the same questions in the same way, within the same time.

### 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

### 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. Why particular information is recorded and how it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

### 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.
13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets
The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students’ interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists
Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN PROJECT MANAGEMENT

1 SCHEDULE OF ASSESSMENT
At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE, account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Project Management must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

2 RECORDING AND REPORTING
Project Management, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly Competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>

The programme of assessment should be recorded in the Lecturer’s Portfolio of Assessment for each subject. The following at least should be included in the Lecturer’s Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.
The student’s PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following internal assessment units guide the assessment of Project Management.

<table>
<thead>
<tr>
<th>NUMBER OF UNITS</th>
<th>ASSESSMENT</th>
<th>COVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Formal written tests</td>
<td>One or more completed topics</td>
</tr>
<tr>
<td>1</td>
<td>Internal written exam</td>
<td>All completed topics</td>
</tr>
<tr>
<td>3</td>
<td>Practical assessments</td>
<td>Must cover the related Subject Outcomes</td>
</tr>
</tbody>
</table>

- **Entrepreneurship Level 2 – An example of a simple business plan**

Students identify or are given an idea for a simple business and must develop a business plan. As Entrepreneurship is offered as an option in both Business and Engineering Studies, students should develop an entrepreneurial business idea in the field they are studying, for example a woodwork student could investigate the need for a professional carpenter in the community while an Information Technology student could put together a business plan offering his or her Information Technology expertise.

The plan must include a:

- Title page
- Executive summary
- Introduction
- Marketing plan
- SWOT analysis
- Financial plan
- Staff structure
- Technical plan
- Material purchasing plan
- Environmental impact assessment
- Conclusion
- Appendices

- **Project Management Level 3 – An example of a simple project plan**

Students identify or are given a simple project plan to develop. Students should develop ideas for projects in their area of training. Colleges should encourage students to develop plans for social responsibility projects. If a disadvantaged school in the community needs a computer room, engineering students could develop and initiate a project to build tables for the computer room while management students could instigate a project to teach computer skills after hours at the school to members of the community.

The plan must include:

- Project management tools
- Application of ethics
- Project estimating and costing
- Project administration
- Team initiatives
Students must compile a report on the:

- Identity of the project
- Type of tools used
- Activities to be managed
- Budget
- Timeframes
- Team duties identified
- Leadership and management styles employed to develop the plan

Students must compile a reflective document on:

- The challenges encountered and how these challenges were overcome
- Changes that could be made to improve the plan

**Project Management Level 4 – An example of a simple project plan**

Students identify or are given a simple project plan to develop, for example planning a Student Representative Council voting day, co-ordinating the Student Representative Council inauguration function or hosting a college HIV awareness week.

The plan must include:

- Project management tools
- Application of ethics
- Project estimating and costing
- Project administration and scheduling
- Team initiatives
- Risk management

Students must compile supporting documentation on project initiation and implementation to include the:

- Identity of the project
- Type of tools used
- Activities to be managed
- Budget
- Timeframes
- Risks identified and managed
- Team duties identified
- Leadership and management styles employed to develop the plan
- Supervision of project

Students must compile a reflective document on:

- The challenges encountered and how these challenges were overcome
- The successes experienced during the initiation and implementation of the project plan
- Changes that could be made to improve the plan

### 2.1 Topics for internal assessment

These assessment tasks should be kept on record as well as evidence, feedback and judgements kept in the PoE.

**Entrepreneurship Level 2**

**Exit Level Outcome 1:** Compile an elementary business plan for a small business venture.

**Assessment Standards**

- Entrepreneurial opportunities and ideas are identified and described using a SWOT analysis.
- The advantages and disadvantages of entrepreneurship and the characteristics of an entrepreneur are identified with the purpose of participation in business opportunities.
- The characteristics and personality traits of an entrepreneur are identified and described with examples of skills needed in relation to a specific business venture.
- The elements of a business plan are outlined and described in terms of its objectives and purpose.
- An elementary business plan is developed using a specific format.
### Project Management Level 3

**Exit Level Outcome 1:** Develop a simple project plan

*Range: A simple project plan includes, but is not limited to, measurable deliverables, milestones, timeframes, activity, time, and resources (human and/or material and/or equipment) information.*

**Assessment Standards**

- A project plan is developed for a small venture.
- The reasons why support should be given to project teams are identified and expanded with examples.
  
  *Range: Support includes, but is not limited to, administrative (recordkeeping), financial (quotations, costings) and organising (resources).*

- Leadership skills are identified to support and manage a simple project.
- The role of ethical conduct is explained and applied to manage a project.
• Project Management Level 4

Exit Level Outcome 1: Plan, execute and control activities of a simple project.

Range: A simple project plan includes, but is not limited to, measurable deliverables, milestones, timeframes, activity, time and resources (human and/or material and/or equipment) information.

Assessment Standards

- A project is planned according to project principles.
- The activities of a project are executed and controlled according to given specifications.
- Project management processes and techniques are applied to manage a project from implementation to completion.
  Range: Processes and techniques include, but are not limited to, planning, scoping, scheduling and budgeting.
- The potential risks within a project are explained and quantified in terms of severity and probability.
  Range: Risks may include, but are not limited to, financial risks, human resource risks and physical and environmental risks.
- Leadership skills and techniques are selected and used in the management of a project.
  Range: Skills include, but are not limited to, professionalism, ethical values, norms and social standards, positive attitudes, perseverance, non-judgmental conduct, delegation and clear communication.

<table>
<thead>
<tr>
<th>TERM</th>
<th>TOPIC</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Project Delivery Strategies and Operations</td>
<td>55%</td>
<td>35%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Project Initiation and Leadership Styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Developing Schedules for Project Management</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Supervision of a Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Project Risk Management</td>
<td>40%</td>
<td>50%</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>Review the Project</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM</th>
<th>PORTFOLIO ASSESSMENTS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One</td>
<td>Project Delivery Strategies and Operations</td>
</tr>
<tr>
<td></td>
<td>Two</td>
<td>Project Initiation and Leadership Styles [Theory and Practical]</td>
</tr>
<tr>
<td>2</td>
<td>Three</td>
<td>Developing Schedules for Project Management</td>
</tr>
<tr>
<td></td>
<td>Four</td>
<td>Supervision of a Project [Theory and Practical]</td>
</tr>
<tr>
<td>3</td>
<td>Five</td>
<td>Project Risk Management [Theory and Practical]</td>
</tr>
<tr>
<td>4</td>
<td>Six</td>
<td>Review the Project</td>
</tr>
<tr>
<td>5</td>
<td>Seven</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT OF PROJECT MANAGEMENT

LEVEL 4
### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN PROJECT MANAGEMENT - LEVEL 4

#### Topic 1: Project delivery strategies and operations

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
</table>
| 1.1 Identify project types and nature and provide guidance on appropriate project strategies and tactics. | - Project terminology is defined  
- Different project types are identified and described with examples. | - Define project terminology with regard to concepts, terms, procedures and techniques.  
Range: Project concepts, terms, procedures and techniques may include but are not limited to project processes, events, causes, effects and sub-processes including initiating, planning, controlling, execution, close out processes, budgeting, approval, implementation, monitoring, evaluation, elementary risk identification, analysis, quantification, time management, risk management, quality management, resources management, communication management, scope management, contract management and supplies management, problem analysis, problem tree, Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis, risk analysis, cost benefit analysis, produce, work and organisation breakdown structures, scheduling, Gantt charts, precedence diagrams, flowcharting, stakeholder analysis and management, monitoring and evaluation techniques, SMART (Specific; Measurable; Achievable; Relevant; Time framed) objectives and scope (boundary definition).  
- Identify and describe project types and nature. |

<table>
<thead>
<tr>
<th></th>
<th>ASSESSMENT TASKS OR ACTIVITIES</th>
</tr>
</thead>
</table>
| Test-based: | - Class test – integrated summative assessment of the module:  
  - Define terms.  
  - Questions and answers.  
  - Task-based. |
| Task-based: | - Respond to a case study where project types and nature are provided and guidance on appropriate project strategies and tactics can be identified.  
- Investigate the project types and nature and provide guidance on appropriate project strategies and tactics, explain with examples.  
- Apply theory in assignment/contemplative document/project.  
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.  
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management. |
| Observation-based: | - Students to document a summary of the group discussion.  
- Retain evidence for each assessment standard in the PoE. |
SUBJECT OUTCOME

1.2 Suggest appropriate structures, methods and processes to projects

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ground rules for project operations are agreed and signed off according to procedures.</td>
<td>Identify ground rules for project operation.</td>
</tr>
<tr>
<td>Suggested structures, methods and processes are documented and motivated for a project according to procedures.</td>
<td>Describe and explain a range of project structures, methods and processes.</td>
</tr>
<tr>
<td>A range of project structures, methods and processes is described and explained with examples.</td>
<td>Project structures may include but is not limited to organisational, work, cost, product (deliverables) and objectives</td>
</tr>
<tr>
<td>Documented processes and procedures may include but is not limited to change, control, planning, procurement, communication, status reporting, payment, contract administration, close out, handover, resources and risk.</td>
<td></td>
</tr>
<tr>
<td>Suggestions are appropriate in terms of project scope, constraints and risk profile.</td>
<td>Document and motivate suggested structures, methods and processes for a given project according to procedures.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Task-based:
- Respond to a case study where appropriate project structures, methods and processes of projects can be identified.
- Investigate/research the project management tools and techniques of a project and explain with examples.
- Apply theory in assignment/contemplative document/project.
- Incorporate Critical Cross Field outcomes (CCFOs) such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

Observation-based:
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.

SUBJECT OUTCOME

1.3 Check and verify that a project environment is established.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of a given project is developed to meet project audit requirements.</td>
<td>Develop documentation of a given project to meet project audit requirements.</td>
</tr>
<tr>
<td>Checklists are developed according to project requirements.</td>
<td>Develop checklists according to project requirements.</td>
</tr>
<tr>
<td>Reasons are explained for checking and verifying</td>
<td>Explain reasons for checking and verifying.</td>
</tr>
<tr>
<td>Inspection procedure for checking and verifying is developed.</td>
<td>Develop inspection procedure for checking and verifying.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Task-based:
- Apply theory in assignment/contemplative document/project.
- Retain evidence for each assessment standard in the PoE.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

Observation-based:
- Students to document a summary of the group discussion.
# Topic 2: Project initiation

## SUBJECT OUTCOME

### 2.1 Contribute to the identification and co-ordination of stakeholders, their roles, needs and expectations.

*Range: Context of a small project/sub-project involving few resources and having a limited impact on stakeholders.*

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
</table>
| • Project stakeholders are identified and their roles on achievement of project outcomes are recorded and or explained with examples. | • Assess components of a given project plan, in terms of stakeholders, stakeholder needs, expectations and roles; project deliverables and a format to document and record information.  
  *Range: Stakeholders may include but are not limited to client, community leaders, community members, beneficiaries, suppliers, project team members, labourer, project managers, project sponsors, directors, donor/funder, unions, users and all other parties affected directly or indirectly by the project.* |
| • Project stakeholders’ needs and expectations are identified and documented according to agreed format. | • Identify a small project and develop the plans in accordance with correct procedures  
  *Range: A simple project/sub-project is seen to be one that involves few resources and has a limited impact on stakeholders and the environment*  
  *Range: Projects may include but are not limited to technical, developmental or business related projects.* |
| • Leadership skills and techniques are selected and used in the management of the project. | • Select leadership skills and techniques and use these in the management of the project.  
  *Range: Skills may include but are not limited to professionalism, ethical values, norms and social standards, positive attitudes, perseverance, non-judgmental conduct, delegation, and clear communication.* |
| • Project deliverables are verified against the needs of stakeholders. | • Identify stakeholders of the project.  
  • Explain and record their roles in achievement of project outcomes. |
| • Approved modifications to stakeholder needs are documented and communicated to relevant parties.  
  *Range: Relevant parties may be client, team members, management, or any other stakeholder.* | • Document and communicate approved modifications of stakeholder needs, to relevant parties. |

## ASSESSMENT TASKS OR ACTIVITIES

**Test-based:**
- Class test – integrated summative assessment of the module:
  - Define terms.
  - Questions and answers.
  - Task-based.

**Task-based:**
- Respond to a case study of a project where the identification and co-ordination of stakeholders, their roles, needs and expectations can be identified.
- Investigate/research the identification and co-ordination of stakeholders, their roles, needs and expectations of a project and explain with examples.
- Apply theory in assignment/contemplative document/project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.
### SUBJECT OUTCOME

#### 2.2 Contribute to the identification, description and analysis of the project needs, expectations, constraints, assumptions, exclusions, inclusions and deliverables.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
</table>
| • Objectives are agreed upon with all relevant parties. | • Define and explain objectives, assumptions, needs, expectations, constraints, exclusions, inclusions and deliverables of a given project.  
*Range: A project objective is something measurable towards which work is directed, a strategic position to be obtained, purpose to be achieved, result to be obtained, product to be produced or service to be performed.*  
• Identify objectives of the identified project. |
| • Assumptions, needs, expectations, constraints, exclusions, inclusions and deliverables are identified and recorded according to agreed format. | • Develop a format to document objectives; assumptions; needs; expectations; constraints; exclusions; inclusions and deliverables.  
*Range: Constraints may include but are not limited to cost, time, legal, technology, skills, knowledge, and experience.* |
| • Work packages are developed and further elaborated to present overall view of the project scope. | • Develop work packages to present an overall view of project scope.  
*Range: Many alternative terms are used for components of work. They may include but are not limited to activity, task, work package and job.*  
*Range: Scope may include but is not limited to cost, time, quality and deliverables.* |
| • A work breakdown structure is developed and documented, within agreed time frames. | • Develop a work breakdown structure.  
*Range: Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product /work/cost/organisation breakdowns*  
*note - structure is a set of interconnecting parts of any complex thing, a framework.* |

#### ASSESSMENT TASKS OR ACTIVITIES

**Task-based:**
- Respond to a case study of a project where the identification, description and analysis of the project needs, expectations, constraints, assumptions, exclusions, inclusions and deliverables can be identified.
- Apply theory in assignment/contemplative document/project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.
### SUBJECT OUTCOME

#### 2.3 Contribute to preparing and producing inputs to be used for further planning activities.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope documentation is compiled in accordance with instructions and procedures.</td>
<td>Define and explain the scope of the identified project. <em>Range: Scope may include but is not limited to cost, time, quality and deliverables.</em></td>
</tr>
<tr>
<td>Scope document contains a rudimentary sequence of events and/or milestones</td>
<td>Develop documentation for the scope of the project.</td>
</tr>
<tr>
<td>Scope document is communicated to stakeholders for approval.</td>
<td>Develop documentation using project management tools and techniques to record the rudimentary sequence of events and/or milestones.</td>
</tr>
<tr>
<td>Measures for project success are recorded in agreed format.</td>
<td>Develop measures for project success, in consultation with stakeholders. <em>Range: Measures for project success may include but are not limited to success factors for project performance, objective verifiable indicators and benefits resulting from deliverables.</em></td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

**Task-based:**
- Apply theory in documents for project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.

### SUBJECT OUTCOME

#### 2.4 Contribute to the monitoring of the achievement of the project’s scope.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback of progress towards delivering the scope is communicated in agreed manner.</td>
<td>Explain measures that contribute to monitoring of the achievement of a project’s scope.</td>
</tr>
<tr>
<td>Deviations from scope are identified and opportunities for corrective action or improvement are communicated to relevant individuals/teams.</td>
<td>Identify and explain processes to contribute to the monitoring of the identified project.</td>
</tr>
<tr>
<td>The impact of scope change is identified, analysed, described and reported according to agreed procedures.</td>
<td>Identify deviations from scope and opportunities for improved or corrective actions. <em>Range: Deviations to scope; impact of change of scope and change control procedures; documentation for recording deviations, changes and verification of complete deliverables on project.</em></td>
</tr>
<tr>
<td>Approved change requests to scope are processed in accordance with project change control procedures.</td>
<td>Identify deviations from scope and opportunities for improved or corrective actions.</td>
</tr>
<tr>
<td>Project deliverables are verified as complete as per agreed scope definition or specified requirements.</td>
<td>Process changes to scope according to change control procedures.</td>
</tr>
<tr>
<td></td>
<td>Analyse impact of change of scope and record.</td>
</tr>
<tr>
<td></td>
<td>Verify completed project deliverables according to specified requirements.</td>
</tr>
</tbody>
</table>
### ASSESSMENT TASKS OR ACTIVITIES

#### Task-based:
- Respond to a case study of a project where project management tools and techniques of a project can be identified.
- Investigate the monitoring of the achievement of the project’s scope.
- Apply theory to the project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

#### Observation-based:
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.

### Topic 3: Developing schedules for project management

#### SUBJECT OUTCOME

3.1 Demonstrate an understanding of the purpose and process of scheduling project activities.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The purpose and importance of a schedule of activities on a project is described and explained with examples.</td>
<td>• Explain the purpose and importance of a schedule of activities on a project. <strong>Range:</strong> A simple schedule may include but is not limited to milestones, activity, time, and resource (human and/or material and/or equipment) information.</td>
</tr>
<tr>
<td>• Schedule development process is explained in accordance with established industry practices and with examples.</td>
<td>• Explain the development process of a schedule in accordance with industry practices. <strong>Range:</strong> International and local professional bodies linked to project management practice and standards will include but are not limited to Project Management Institute (PMI), Australian Institute of Project Management (AIPM), International Project Management Association (IPMA), and Association for Project Management (APM), Association for Construction Project Managers (ACP M), Cost Engineering Association of South Africa (CEASA) and Project Management South Africa (PMSA).</td>
</tr>
<tr>
<td>• The differences and implications of project completion within the shortest possible time and at specified due date are explained with examples.</td>
<td>• Differentiate between completing a project - within the shortest possible time; and at specified due date.</td>
</tr>
<tr>
<td>• The use of a work breakdown structure in assisting the development of a schedule is explained with examples.</td>
<td>• Explain the use of a work breakdown structure in the development of a schedule.</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

#### Test-based:
- Class test – integrated summative assessment of the module:
  - Define terms.
  - Questions and answers.
  - Task-based.

#### Task-based:
- Respond to a case study of a project where the purpose and process of scheduling project activities can be identified.
- Investigate/research the purpose and process of scheduling project activities and explain with examples.
- Apply theory in to documents of the/ project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

#### Observation-based:
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.
SUBJECT OUTCOME

3.2 Define and gather information about project activities from technical (subject matter) experts and within own field of expertise.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
</table>
| • Activities specific to a project are identified and prioritised within objectives and scope of project. | • Identify activities for the identified project.  
**Range:** Many alternative terms are used for components of work. They may include but are not limited to activity, task, work package, and job.  
• Prioritise activities within scope of project. |
| • Specific project activities are identified and gathered from technical experts. | • Identify and explain the use of documents required for identified activities.  
**Range:** This may include work breakdown structures, task lists, project management plan documents, risk plan, quality plan and communication plan. |
| • Activities are documented at a level of detail to support further planning activities.  
• Associated documents are updated to reflect identified activities.  
**Range:** This may include work breakdown structures, task lists, project management plan documents, risk plan, quality plan and communication plan. | • Explain the need for documents to reflect activities at a level of detail to support further planning activities. |

ASSESSMENT TASKS OR ACTIVITIES

**Task-based:**
• Investigate/research the information about project activities from technical (subject matter) experts and within own field of expertise and explain with examples.  
• Apply theory in documents for the project.  
• Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.  
• Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
• Students to document a summary of the group discussion.  
• Retain evidence for each assessment standard in the PoE.

SUBJECT OUTCOME

3.3 Develop a simple schedule for a project or part thereof.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
</table>
| • Activity dependencies are identified and recorded in agreed format.  
• An activity sequence is produced and shown in a schedule.  
• Time duration estimates for activities are sourced from responsible individuals.  
• The schedule is updated with time duration estimates.  
• Resources required for activities are identified, allocated to work and documented per activity according to agreed processes and formats.  
• The project duration is determined and recorded in agreed format.  
• Project schedule is presented to stakeholders in an agreed format.  
**Range:** Schedule representation may include but not limited to Gantt/Bar charts, calendar, list with dates. | • Develop a simple schedule for the identified project, to reflect the following components.  
• Identify and record activity dependencies.  
• Source time duration estimates for activities form responsible individuals.  
• Record and keep updated time duration estimates.  
• Identify resources required for activities.  
• Document allocated work, per activity according to agreed processes and formats.  
• Determine project duration and record.  
• Present project schedule to stakeholders.  
**Schedule representation may include but not limited to Gantt/Bar charts, calendar, list with dates.**  
**Schedule presentation may include but is not limited to being electronic and/or hand written.** |
### ASSESSMENT TASKS OR ACTIVITIES

**Task-based:**
- Respond to a case study of a project where a simple schedule for a project or part thereof can be identified.
- Investigate/research a simple schedule for a project or part thereof and explain with examples the reason for the scheduling method chosen.
- Apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.

### Topic 4: Supervision of a project

#### SUBJECT OUTCOME

**4.1 Undertake the management activities, from start to end, for a small project.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stakeholders are identified and communicated with according to agreed procedures.</td>
<td>Explain how activities and responsibilities for the activities are assigned to personnel.</td>
</tr>
<tr>
<td>Project operations are established within agreed time frames using identified personnel.</td>
<td>Identify communication procedures for key stakeholders.</td>
</tr>
<tr>
<td>Project progress is measured against project scope and requirements.</td>
<td>Identify and explain management processes of:</td>
</tr>
<tr>
<td>Project work is executed, monitored, evaluated and controlled according to project management plan.</td>
<td>- Project operations to support timeframes of project, using identified personnel.</td>
</tr>
<tr>
<td>Close down procedures are executed according to agreed procedures and project management plan.</td>
<td>- Project process measurement tool to measure progress of project scope and requirements.</td>
</tr>
<tr>
<td></td>
<td>- Evaluation tools to monitor, evaluate and control project according to project management plan.</td>
</tr>
<tr>
<td></td>
<td>- Execution of close down procedures according to project management plan.</td>
</tr>
<tr>
<td></td>
<td>- Leadership techniques and skills identified and used in management of project.</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

**Test-based:**
- Class test – integrated summative assessment of the module:
  - Define terms.
  - Questions and answers.
  - Task-based

**Task-based:**
- Respond to a case study of a project where the management activities, from start to end, for a small project are undertaken and can be identified.
- Investigate/research the management activities, from start to end, for a small project is undertaken and applied to project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.
## Subject Outcome

### 4.2 Describe and explain the need for consistent processes and standards to achieve quality.

<table>
<thead>
<tr>
<th>Assessment Standard</th>
<th>Learning Outcome</th>
</tr>
</thead>
</table>
| The purpose of quality control on a project is explained with examples. | Explain the need to introduce and maintain a consistent quality control system into the project.  
*Range: Quality control will include but is not limited to a single disciplinary environment, within the current organisational framework, procedures, guidelines and regulations.* |
| The processes required to control quality on a project are explained, with examples, in accordance with organisational standards and practices or recognised industry practice. | Explain the processes required to control quality, in accordance with organisational standards and practices or recognised industry practice.  
*Range: Quality control activities may include but are not limited to testing, monitoring conformance with specifications, reporting on variances, recommending ways to eliminate causes of unsatisfactory performance of product and/or process, regular inspections by individuals.*  
*Range: Testing may include but is not limited to checking against checklists, inspections, review, verification and validation against standards and requirements.*  
*Range: Identifying and reporting non-conformance may include but is not limited to equipment, facilities, project information, project activities, deliverables, project outcomes, schedules, groups, and individuals.* |
| Reasons for consistent practice are given with examples. | Deviations from specifications may be acceptable - non-conformances are unacceptable. |

### Assessment Tasks or Activities

**Task-based:**
- Respond to a case study of a project where the need for consistent processes and standards to achieve quality can be identified.
- Investigate/research the need for consistent processes and standards to achieve quality and apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Incorporate CCFO such as communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.

---

## Subject Outcome

### 4.3 Describe and explain how quality management impacts a project.

<table>
<thead>
<tr>
<th>Assessment Standard</th>
<th>Learning Outcome</th>
</tr>
</thead>
</table>
| The need for quality management on a project is explained with examples. | Explain the need for quality management on a project.  
*Discuss and describe the lack of quality management on a project.*  
*Describe the impact of good quality management on a project.*  
*Assess a given project’s quality systems and management styles.* |
| The impact of the lack of quality management on a project is described with examples. |
| The impact of good quality management on a project is described with examples |
ASSESSMENT TASKS OR ACTIVITIES

Task-based:
- Respond to a case study of a project where quality management impacts a project can be identified.
- Investigate/research the quality management impacts a project and apply theory in project.
- Incorporate CCFO such as problem solving and collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

Observation-based:
- Students to document a summary of the group discussion.
- Retain evidence for each assessment standard in the PoE.

SUBJECT OUTCOME

4.4 Supervise and monitor a team working on a small project.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The impact of the needs and constraints of the project environment on teamwork and team composition are explained with examples.</td>
<td>Explain the impact of the needs and constraints of the project environment on team work and team composition.</td>
</tr>
<tr>
<td>Supervisory activities involved with reference to project teams are named with examples.</td>
<td>List supervisory activities, with reference to project teams.</td>
</tr>
<tr>
<td>Work is delegated and supervised as per the project plan.</td>
<td>Delegate activities within the team as per project plan.</td>
</tr>
<tr>
<td>The achievement of group objectives and goals are monitored in accordance with agreed plan.</td>
<td>Identify, agree and document the objectives and goals for the team according to management plan. Identify and describe the monitoring tool of the achievements of the team against goals and objectives.</td>
</tr>
<tr>
<td>Corrective action to sustain team performance is identified as required and implemented according to needs.</td>
<td>Identify corrective action to sustain team performance. Describe the implementation process of the corrective action.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Task-based:
- Respond to a case study of a project where the supervision and monitoring of a team working on a small project can be identified.
- Investigate/research the supervision and monitoring of a team working on a small project and explain with examples the process chosen for the project.
- Apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

Observation-based:
- Students to document a summary of the group discussion.
- Incorporate CCFO such as communicate effectively using visual, written and verbal communication modes.
### SUBJECT OUTCOME

#### 4.5 Report progress for a small project.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A variety of reporting lines are recognised and explained with examples.</td>
<td>Explain the variety of reporting lines within a project.</td>
</tr>
<tr>
<td>Report priorities and requirements are agreed and documented in agreed format.</td>
<td>Identify and document priorities and requirements within the reporting process.</td>
</tr>
<tr>
<td>Progress is documented and reported in accordance with established procedures.</td>
<td>Develop process to document progress in accordance with established procedures.</td>
</tr>
<tr>
<td>Reports are produced according to client specifications.</td>
<td>Explain the need to produce reports according to client specification and timeframes.</td>
</tr>
<tr>
<td>Progress reports are produced within agreed time frame and format</td>
<td>Develop reports to meet client needs and timeframes.</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

**Task-based:**
- Respond to a case study of a project where the progress for a small project can be identified for a report to be made.
- Investigate/research the reporting of progress for a small project and explain with examples what process has been used for the project.
- Apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Incorporate CCFO such as communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.

### SUBJECT OUTCOME

#### 4.6 Identify and rectify problems occurring in a project.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential problems are identified, recorded and notified in terms that allow timely resolution.</td>
<td>Explain problem solving process.</td>
</tr>
<tr>
<td>Symptoms of problems are identified and root causes determined using recognised techniques.</td>
<td>Identify problem (root cause and symptoms); suggest solutions; assess solutions; choose the best solution(s) for the circumstance; implement and review.</td>
</tr>
<tr>
<td>Appropriate problem-solving methods and techniques are identified, selected and applied to solve the problem.</td>
<td>Identify and document potential problems that may occur in a project.</td>
</tr>
</tbody>
</table>

#### ASSESSMENT TASKS OR ACTIVITIES

**Task-based:**
- Respond to a case study of a project where the problems occurring on a small project can be identified.
- Investigate/research the problems occurring on a small project and explain with examples options for rectification.
- Apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Incorporate CCFO such as communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.
# Topic 5: Project risk management

## SUBJECT OUTCOME

### 5.1 Contribute to the assessment of the impact and likelihood of identified risks.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likelihood of risk causes are assessed in consultation with appropriate stakeholders and described with examples.</td>
<td>Explain a range of the risk elements of a project. <strong>Range:</strong> Risks may be a threat or opportunity. <strong>Range:</strong> Risks may include but are not limited to those within area of health and safety, technical, financial risks, human resources risks, administrative, environmental, legal compliance, social ecology and management expertise. <strong>Range:</strong> Risk categories may include but not limited to those listed in the Occupational Health and Safety (OHS), technical, quality, performance, project management, legal, force majeure, organisational and external.</td>
</tr>
<tr>
<td>Impact of risk effects are assessed in consultation with appropriate stakeholders and described with examples.</td>
<td>Assess and describe likelihood of risk causes of the project, in consultation with appropriate stakeholders.</td>
</tr>
<tr>
<td>Potential risk events identified are assessed for impact on the project. <strong>Range:</strong> Assessment will be in simple terms such as low, medium or high or a scale.</td>
<td>Discuss and describe impact of risk effects on the project <strong>Range:</strong> Assessment will be in simple terms such as low, medium or high or a scale.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

**Test-based:**
- Class test – integrated summative assessment of the module:
  - Define terms.
  - Questions and answers.
  - Task-based.

**Task-based:**
- Respond to a case study of a project where the impact of risks of a small project can be identified.
- Investigate/research the impact and likelihood of risks on a small project and explain with examples how they will impact on the project.
- Apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Incorporate CCFO such as communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.

## SUBJECT OUTCOME

### 5.2 Contribute to the development of risk management statements and plans.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Activities to reduce or stop a risk threat cause arising are identified and documented in agreed format.</td>
<td>Discuss and describe development of risk management statements and plans. <strong>Identify activities to reduce or stop a risk threat cause arising.</strong> <strong>Identify activities to recover from a specific risk threat event.</strong> <strong>Identify activities to take advantage if an opportunity arises.</strong> <strong>Communicate process for risk threat prevention, recovery activities and opportunity activities.</strong></td>
</tr>
<tr>
<td>Activities to recover from a specific risk threat event are identified and documented in agreed format.</td>
<td></td>
</tr>
<tr>
<td>Activities to take advantage if an opportunity arises are identified and documented in agreed format.</td>
<td></td>
</tr>
<tr>
<td>The risk threat prevention and recovery activities and opportunity activities are communicated to relevant parties for inclusion in plans and budgets.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT TASKS OR ACTIVITIES

**Task-based:**
- Respond to a case study of a project where the development of risk management statements and plans on a small project can be identified.
- Investigate/research the development of risk management statements and plans for a small project and explain with examples plans developed.
- Apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Incorporate CCFO such as communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.

SUBJECT OUTCOME

5.3 Monitor and control the project risks.

<table>
<thead>
<tr>
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<th>LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Potential project risk events are monitored to enable anticipation or recognition of occurrence. • Issues arising are responded to and monitored to resolution.</td>
<td>• Explain the monitoring and control systems linked to the risk management statements and plans.</td>
</tr>
<tr>
<td>• Variances identified are reported to higher project authority. • Agreement risk responses are implemented in accordance with plans. • Lessons learned are documented and communicated to relevant parties. <strong>Range: Resolution may include fixing, alternative approach, change or acceptance.</strong></td>
<td>• Explain the need to communicate and document lessons learned in attending to risks. <strong>Range: Resolution may include fixing, alternative approach, change or acceptance.</strong></td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

**Test-based:**
- Class test – integrated summative assessment of the module:
  - Define terms.
  - Questions and answers.
  - Task-based.

**Task-based:**
- Respond to a case study of a project where the monitoring and control of project risks can be identified.
- Investigate/research the monitoring and control of project risks and explain with examples.
- Apply theory in project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Incorporate CCFO such as communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.
## Topic 6: Review the project

<table>
<thead>
<tr>
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<th>ASSESSMENT STANDARD</th>
<th>LEARNING OUTCOME</th>
</tr>
</thead>
</table>
| 6.1 Review, record and consolidate lessons from project experiences. | • Lessons learned are evaluated and documented in accordance with procedures for improved performance.  
• Documents and processes are revised and updated in accordance with procedures to reflect lessons learned.  
• Revised and updated documents and processes are communicated to individuals using appropriate communication techniques.  
• Lessons learned and revised data is captured and available according to procedures | • Document lessons learnt in execution of project  
- Planning; controlling and closure.  
- Project management tools and techniques employed.  
- Administration and monitoring.  
- Determining risk; risk level and minimisation of risk.  
- Leadership techniques, team work; quality management. |

### ASSESSMENT TASKS OR ACTIVITIES

**Test-based:**
- Class test – integrated summative assessment of the module:
  - Define terms.
  - Questions and Answers.
  - Task-based

**Task-based:**
- Investigate/research, review, record and consolidate lessons from project experiences, and explain with examples.
- Apply theory in Contemplative document of the project.
- Incorporate CCFO such as problem solving, collect, analyse and organise information and work in a team.
- Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

**Observation-based:**
- Students to document a summary of the group discussion.
- Incorporate CCFO such as problem solving; communicate effectively using visual, written and verbal communication modes.
- Retain evidence for each assessment standard in the PoE.
4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN PROJECT MANAGEMENT- LEVEL 4

4.1 Integrated summative assessment task (ISAT)
A compulsory component of ESASS is the integrated summative assessment task (ISAT). The integrated summative assessment task (ISAT) draws on the students’ cumulative learning achieved throughout the year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

- The students are assigned a task at the beginning of the year which they will have to complete in phases during the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

- Students achieve the competencies during the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination
A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application is suggested:

<table>
<thead>
<tr>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
</tbody>
</table>