



**SUCCESSION
TRAINING**

BSB51415 Diploma of Project Management



Risk Management

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Version control & document history

Date	Summary of modifications made	Version
5 May 2016	Version 1.0 produced following assessment validation.	1.0
23 November 2017	Updated the following: ▪ Case Study Question 4 'Risk Brainstorming Session Worksheet' – Integration changed to Cost. ▪ Minor update to preliminary pages and Instructions. ▪ Updated 'Written Questions' to 'Knowledge Assessment'	1.1
18 October 2018	Change to Practical Assessment	1.11

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INSTRUCTIONS

The Written Questions Assessment covers generic underpinning knowledge of basic project management terms and concepts. These questions are all in a short answer format. The longer questions requiring creative thought processes are covered in the case studies assessment. **You must answer all questions using your own words.** However, you may reference your learner guide, *Guide to the Project Management Body of Knowledge (PMBOK Guide)*, and other online or hard copy resources to complete this assessment.

Some questions cover processes you would likely encounter in a workplace. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

If you are currently managing a project, you may answer these questions based on your own workplace. Otherwise, consider what you should do if you were managing a project.

Accessing Intranet Pages and External Links

There are instructions in this workbook that will refer you to intranet pages and or external links. These intranet pages and external links are formatted in **Blue Underlined Text**.

To access these, hold the Ctrl key for Windows users or the Command ⌘ key for Mac users while clicking on these links.

WHAT IS COMPETENCY-BASED ASSESSMENT

The features of a competency based assessment system are:

- It is focused on what learners can do and whether it meets the criteria specified by the industry as competency standards.
- Assessment should mirror the environment the learner will encounter in the workplace.
- Assessment criteria should be clearly stated to the learner at the beginning of the learning process.
- Assessment should be holistic. That is it aims to assess as many elements and/or units of competency as is feasible at one time.
- In competency assessment, a learner receives one of only two outcomes – competent or not yet competent.
- The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person to perform a task to the level required in the workplace.
- The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and learner. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

Definition of Competency

Assessment in this context can be defined as:

- The fair, valid, reliable and flexible gathering and recording of evidence to support the judgement on whether competence has been achieved. Skills and knowledge (developed either in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry, rather than compared with the skills and knowledge of other learners.

THE BASIC PRINCIPLES OF ASSESSING NATIONALLY RECOGNISED TRAINING

Developing and conducting assessment, in an Australian vocational education and training context, is founded on a number of basic conventions:

The principles of assessment

- Assessment must be valid
 - Assessment must include the full range of skills and knowledge needed to demonstrate competency.
 - Assessment must include the combination of knowledge and skills with their practical application.
 - Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
- Assessment must be reliable
 - Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
 - Assessors must be trained in national competency standards for assessors to ensure reliability.
- Assessment must be flexible
 - Assessment, where possible, must cover both the on and off-the-job components of training within a course.
 - Assessment must provide for the recognition of knowledge, skills and attitudes regardless of how they have been acquired.
 - Assessment must be made accessible to learners through a variety of delivery modes so they can proceed through modularised training packages to gain competencies.
 - Assessment must be mutually developed and agreed upon between assessor and the assessed.
 - Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.

(Sourced and adapted from: Standards for RTOs 2015, Clauses 1.8 – 1.12)

The rules of evidence

When collecting evidence, there are certain rules that apply to that evidence. All evidence must be valid, sufficient, authentic and current;

- Valid
 - Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills or attitudes.
- Sufficient
 - This rule relates to the amount of evidence gathered. It is imperative that enough evidence is gathered to satisfy the requirements that the learner is competent in all aspects of the unit of competency.
- Authentic
 - When evidence is gathered the assessor must be satisfied that evidence is the learner's own work.
- Current
 - This relates to the recency of the evidence and whether the evidence relates to current abilities.

(Sourced from Training in Australia by M Tovey, D Lawlor)

THE DIMENSIONS OF COMPETENCY

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

- Task skills
- Task management skills
- Contingency management skills
- Job or role environment skills

REASONABLE ADJUSTMENT

Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with a disability have:

- the same learning opportunities as learners without a disability
- the same opportunity to perform and complete assessments as those without a disability.

Reasonable adjustment applied to participation in teaching, learning and assessment activities can include:

- customising resources and assessment activities within the training package or accredited course
- modifying the presentation medium
- learner support
- use of assistive/adaptive technologies
- making information accessible both before enrollment and during the course
- monitoring the adjustments to ensure learner needs continue to be met.

Assistive/Adaptive Technologies

Assistive/Adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, digital note takers.

IMPORTANT NOTE

Reasonable adjustment made for collecting candidate assessment evidence must not impact on the standard expected by the workplace, as expressed by the relevant Unit(s) of Competency. E.g., If the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

THE UNIT OF COMPETENCY

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency from **BSB51415 Diploma of Project Management**:

BSBPMG517 – Manage Project Risk

1. Identify project risks
2. Analyse project risks
3. Establish risk treatments and controls
4. Monitor and control project risks
5. Assess risk management outcomes

For complete copies of the above unit of competency:

Download them from the TGA website: www.training.gov.au/BSBPMG517

CONTEXT FOR ASSESSMENT

To complete the assessments in this workbook, students need to have access to their learning materials and the internet. The written questions and case study may be completed wholly at the student's home or chosen place of study.

ASSESSMENT REQUIREMENTS

The assessment requirements specify the evidence and required conditions for assessment.

Each unit of competency can be unbundled to reveal three key assessment components:

1. Performance Evidence
 - describes the subtasks that make up the element of the unit
2. Knowledge Evidence
 - describes the knowledge that must be applied to understanding the tasks described in the elements
3. Assessment Condition
 - describes the environment and conditions that assessments must be conducted under

The associated assessment method in this kit covers all of these components as detailed in the matrix to follow:

	Units of Competency
Assessment Activities	BSBPMG517
Knowledge Assessment	☒
Case Study	☒

ASSESSMENT METHODS

There are five (5) Assessment Workbooks for the course. This is **Workbook 4**.

Theory Workbooks

The Theory Workbooks contain two assessment methods:

1. **Written Questions** – A set of generic and workplace questions testing the student's general knowledge and understanding of the general theory behind the unit.
2. **Case Studies** – A set of hypothetical questions to test the student's analytical skills in project problem solving. Students will be provided with a set of project management documents to analyse.

Workbook 1 – The Project Life Cycle

Workbook 2 – Constraint Management

Workbook 3 – Human Resource Management

Workbook 4 – Risk Management

Workbook 5 – Integration Management

Project Practical Assessment

Each unit of competency will be assessed practically, requiring the collation of evidence to demonstrate the student's skill, plus a suitable observer to verify the student's ability.

RESOURCES REQUIRED FOR ASSESSMENT

Assessor to provide:

- Case studies and simulations
- Information about work activities

The student to provide:

- Computer with internet access, Microsoft Word, Microsoft Project, Adobe Acrobat Reader
- Access to email

PRESENTATION

Things to Consider:

Only submit your workbook once all activities inside are complete. Should you have any questions regarding your assessments, or not understand what is required for you to complete your assessment, please feel free to ask your trainer.

Keep your answers succinct and make sure you are answering the question. Re-read the question after you have drafted up your response just to be sure you have covered all that is needed.

Your final assessment result will either be competent or not yet competent.

If submitting your assessments please ensure that

1. **All** assessment tasks within the workbook have been completed
2. You have proof read your assessment

Answering the Questions:

1. **If you are using Microsoft Word you will need to click in the grey area of the box to begin typing your answer.**



Assessments may not be processed if the above guidelines are not adhered to. To ensure your assessment is processed as quickly as possible, please follow these instructions.