



**SUCCESSION
TRAINING**

BSB51415 Diploma of Project Management



The Project Life Cycle

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INTRODUCTION

Assessment is a difficult process – we understand this and have developed a range of assessment kits, such as this, to facilitate a seamless process for both the assessor and the learner being assessed.

There are a number of characteristics of assessment, ranging from *subjective assessment* (which is based on opinions and feelings), to *objective assessment* (which is based clearly on defined processes and specific standards). Nearly all assessment involves a mixture of both types of assessment because it is almost impossible to eradicate the subjectivity humans carry into the process of assessing. The goal in developing and implementing these assessment kits is to work towards the objective end as far as possible and to reduce the degree of opinions and feelings present.

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 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 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.

The rules of evidence (from *Training in Australia* by M Tovey, D Lawlor)

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 across 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.

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

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 prior to enrolment 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 was gathering evidence of the candidates 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 UNITS OF COMPETENCY

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

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

BSBPMG521 – Manage Project Integration

1. Establish project
2. Undertake project planning
3. Execute project in work environment
4. Manage project control
5. Manage project finalisation

BSBPMG516 – Manage Project Information and Communication

1. Plan information and communication processes
2. Implement project information and communication processes
3. Assess information and communication outcomes

And partially addresses the following units of competency:

BSBPMG511 - Manage project scope

1. Conduct project authorisation activities
2. Define project scope
3. Manage project scope and process

BSBPMG512 - Manage project time

1. Determine project schedule
2. Implement project schedule
3. Assess time management outcomes

For complete copies of the above unit of competency:

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

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:

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

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

Assessment Activities	Units of competency	
	BSBPMG516	BSBPMG521
Written Questions	✓	✓
Case Studies	✓	✓

BSBPMG521 – Manage Project Integration

This unit describes the skills and knowledge required to integrate and balance overall project management functions of scope, time, cost, quality, human resources, communications, risk and procurement across the project life cycle; and to align and track project objectives to comply with organisational goals, strategies and objectives.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

Performance evidence

Evidence of the ability to:

1. work closely with others to integrate all project management functions across a project life cycle according to organisational objectives
2. negotiate with internal and external stakeholders
3. create accurate project management documentation
4. make suggestions for improvements to managing project integration in the future.

Knowledge evidence

To complete the unit requirements safely and effectively, the individual must:

1. summarise project governance models
2. describe range of methodologies to break project objectives into achievable project deliverables
3. outline role of project life cycle stages, phases and structures relevant to industry and project context
4. identify and describe appropriate organisational documentation for recording strategies and goals for integration processes.

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

1. project documentation
2. case studies and, where possible, real situations
3. interaction with others.

BSBPMG516 – Manage project information and communication

This unit describes the skills and knowledge required to link people, ideas and information at all stages in the project life cycle. Project communication management ensures timely and appropriate generation, collection, dissemination, storage and disposal of project information through formal structures and processes.

It applies to individuals responsible for managing and leading a project in an organisation, business, or as a consultant.

Performance evidence

Evidence of the ability to:

1. develop a communication management plan and an information system for a specific project
2. implement a project information system with a systematic approach to storage, searching, retrieval and archiving of relevant information
3. implement and maintain communication processes
4. review project outcomes and document suggestions for improvements to managing project information and communication for future projects.

Knowledge evidence

To complete the unit requirements safely and effectively, the individual must:

1. explain alternative communication methods and media and their application on various projects
2. identify effective project-management information systems and their various applications
3. explain methods used to evaluate information systems and communication processes.

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

1. project communication and information management documentation
2. examples of how communication was managed on projects
3. case studies and, where possible, real situations.

ASSESSMENT METHODS

There are five (5) Assessment Workbooks for the course. This is **Workbook 1**.

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

INSTRUCTIONS TO ASSESSOR

This is a compulsory assessment to be completed by all students. This assessment tests the student's ability to understand the underpinning generic knowledge related to this unit of competency

The assessor guide provides model answers to all the questions. Where answers are required, this is specified in the question to avoid ambiguity. The model answer will be in these cases provide a complete list of possible answers that are considered acceptable. For instance if a question requires the student to list three options, then their response must include three of the items listed in the model answer.

***Note to assessors:** contact details are requested from observers in the feedback forms in case you will have to call them to verify content of the feedback forms.*

IMPORTANT REMINDER

Candidates must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the units relevant to this cluster.

INSTRUCTIONS TO STUDENT

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 be likely to 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. If this is not the case, then answer the questions based on processes that should be implemented in your workplace.

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.

ASSESSMENT WORKBOOK COVER SHEET

WORKBOOK:	Workbook 1
TITLE:	The Project Life Cycle
FIRST AND SURNAME:	
PHONE:	
EMAIL:	

Please read the Candidate Declaration below and if you agree to the terms of the declaration sign and date in the space provided.

By submitting this work, I declare that:

- I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.
- I am aware that there is a limit to the number of submissions that I can make for each assessment and I am submitting all documents required to complete this Assessment Workbook.
- I have organised and named the files I am submitting according to the instructions provided and I am aware that my assessor will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.
- This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.
- I am aware that there is a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes.

Name :

Signature:

Date:

WRITTEN QUESTIONS

- Below are the different stages of the lifecycle of a project. Match each lifecycle stage to its correct description.

Write the letters that correspond to your answers in the spaces provided.

<i>Mapping:</i> <i>BSBPMG521 KE3 (p)</i> <i>BSBPMG511 KE8 (p)</i> <i>BSBPMG512 KE4 (p)</i> <i>LG: Learner Guide 1, page 27 - 36</i>		
	Stage	Description
c	Scoping	a. It is during this phase that a project management plan is developed all comprehensive of individual plans for – cost, scope, time, quality, communication, risk and resources. Some of the important activities that mark this phase are - making WBS, development of schedule, milestone charts, GANTT charts, estimating and reserving resources, planning dates and modes of communication with stakeholders based on milestones, deadlines and important deliveries.
a	Planning	b. It is in this phase that the project deliverable is developed and completed, adhering to the plan as developed in the previous phase. The project execution and project monitoring and Control are the 2 phases that mostly occur simultaneously. A lot of project management tasks during this phase capture project metrics through tasks like status meetings and project development updates, status reports, human resource development and performance reports.
b	Implementation	c. A project is formally started, named and defined at a broad level during this phase. Project sponsors and other important stakeholders perform their due diligence on whether or not to undertake a project, or choose to undertake one project over another. Depending on the nature of the project, feasibility studies are conducted or as it may require.

e	Monitoring	d. It includes a series of important tasks such as making the delivery, relieving resources, reward and recognition to the team members and formal termination of contractors in case they were employed on the project.
d	Closing	e. This phase mostly deals with measuring the project performance and progression with respect to the project management plan. Scope verification and control to check and monitor for scope creep, change control to track and manage changes to project requirement, calculating key performance indicators for cost and time are to measure the degree of variation if any and in which case corrective measures are determined and suggested to keep project on track.

2. Consider a project that you are currently working on or you would most likely work on in the future.

Provide an outline of typical project phases that would take place during the Implementation Stage of this project.

Mapping: BSBPMG521 KE3 (p)

BSBPMG512 KE4 (p)

LG: Learner Guide 1, page 36 - 38

Marking guide

Student must outline typical project phases that would take place during the Implementation Stage of the project that he/she is currently working on or would most likely work on in the future. Wording may vary, however, responses must be substantial chunks of the project and not individual phases, tasks, or assignments. Sample responses include but not limited to:

- *Phase 1 – Excavation of warehouse site.*
- *Phase 2 – Lay foundations.*
- *Phase 3 – Construction of warehouse building framework.*
- *Phase 4 – Installation of warehouse cladding and utilities.*
- *Phase 5 – Fitting and marketing of warehouse.*

3. The following are various structures in which the Implementation Stage of the project can be carried out. Match each structure to its correct description.

Write the letters that correspond to your answers in the spaces provided.

Mapping: BSBPMG521 KE3 (p)

LG: Learner Guide 1, pages 36 - 38

Structure		Description
<i>d</i>	Sequential phase-to-phase relationship	a. Projects intended to respond to high levels of change and ongoing stakeholder involvement. Also very iterative and incremental but differ in iterations being very rapid (2-4 weeks) and are fixed in time and cost.
<i>e</i>	Overlapping phase-to-phase relationship	b. The project scope, time and cost are determined as early in the project lifecycle as practically possible.
<i>b</i>	Predictive life cycle	c. The project phases repeat one or more project activities as the project team's understanding of the product increases.
<i>c</i>	Iterative/incremental life cycle	d. In this structure, a new phase starts only when a previous phase is complete. The step-by-step nature of this approach reduces uncertainty, but may eliminate options for reducing the schedule.
<i>a</i>	Adaptive Life Cycle	e. This is where a phase starts prior to the completion of a previous one. This can sometimes be applied as an example of the schedule compression technique called fast tracking. Overlapping phases may increase risk and can result in rework if a subsequent phase progresses before accurate information is available from the previous phase.

4. Which of the following are activities that usually take place as part of the closing of a project?

Select all that apply.

Mapping: BSBPMG521 KE3 (p)

LG: Learner Guide 1, page 39 – 40

☒	a. Project evaluation
☒	b. Warrantee requirements
☐	c. Create communications log
☐	d. Develop project management plan
☒	e. Writing and delivery of project final report
☒	f. Finalisation of accounts and other financial documentation
☐	g. Delvelop project charter
☒	h. Handover of project deliverables
☒	i. Settling of financial liabilities
☒	j. Project evaluation
☐	k. Identify stakeholders
☒	l. Signing off by the project sponsor
☒	m. Finalise lessons learnt documentation and communicating it where needed
☒	n. Transition of responsibility or ownership of project deliverables or products
☒	o. Archiving of project documentation

5. The following are different methodologies used to break project objectives into achievable project deliverables. Match each of the following to its correct description.

Write the letter of your answer in the spaces provided.

Mapping: BSBPMG521 KE2

LG: Learner Guide 1, pages 43 – 63

Source: PMBOK 4th Ed

Methodology		Description
<i>d</i>	Project governance	a. A document that formally authorises a project or a phase. It includes the initial requirements that satisfy the stakeholders' needs and expectations. It provides the overall high level description of the strategies and goals of your project.
<i>b</i>	Project management information system	b. An automated tool, such as scheduling software tool, a configuration management system, and information collection and distribution system or web interfaces to other outline automated systems.
<i>a</i>	Project charter	c. A document covering all the details of the project down to a very detailed level. It can be presented in the form of a Gantt chart or any other document that displays project activities along a timeline.
<i>e</i>	Work Breakdown Structure	d. It provides a management structure for the project manager and their team to deliver the project. It provides the support, processes and tools needed for the project to be delivered.
<i>c</i>	Project plan	e. A document detailing the subdivision of project deliverables into smaller more manageable components.

6. Below are different types of project governance models. Match each model to its correct description.

Write the letters that correspond to your answers in the spaces provided.

Mapping: BSBPMG521 KE1

LG:Learner Guide 1, page 43

Project governance model		Description
<i>b</i>	Programmatic Based	a. In this model, project managers have a high level of authority to manage and control the project resources. The project manager in this structure has total authority over the project and can acquire resources needed to accomplish project objectives from within or outside the parent organization, subject only to the scope, quality, and budget constraints identified in the project.
<i>c</i>	Matrix Based	b. A traditional structure in which program sector managers have formal authority over most resources. It is only suitable for projects within one program sector.
<i>a</i>	Project Based	c. This model allows program units to focus on their specific technical competencies and allow projects to be staffed with specialists from throughout the organisation.

7. List two (2) documentation that must be created to record strategies and goals for integration processes. In your own words, briefly describe each documentation.

Do not exceed fifty (50) words for each discussion

Mapping: BSBPMG521 KE4

LG: Learner Guide 1, pages 48 – 60

Source: PMBOK Guide 4th ed.

Marking guide

Student must list two (2) documentation that must be created to record strategies and goals for integration processes. Student must also, in his/her own words, briefly describe each documentation. Wording may vary, however, response must be the same in thought and meaning with the benchmark answers provided below. Each discussion must not exceed fifty (50) words.

Documentation	Discussion
<i>Project Charter</i>	<i>This document formally authorises a project or a phase documenting initial requirements that satisfy the stakeholder's needs and expectations. It provides the overall high level description of the strategies and goals of the project.</i>
<i>Project Plan</i>	<i>The project plan is a formal approved document used to broadly guide the project, and facilitate communication among the stakeholders. The project plan takes its objective from the project charter and the scope statement.</i>

8. Consider the communication media you would utilise in project management.
 - a. List three (3) communication media you would utilise in project management.
 - b. Discuss how each communication media is applied on various projects.

Mapping: BSBPMG516 KE1 (p)

LG: LG1, page 64

Marking guide

Wording may vary, however, responses must include:

- three (3) communication media that student would utilise in project management;
- and a discussion on how each of communication media is applied on various projects.

Responses include but are not limited to the following:

- a. *Phone - used for contacting one (or more) person or project stakeholder to quickly communicate information to them. This is used for getting a quick response or call for action from them.*
- b. *Email - used when you are providing electronic documents or when you need to clearly articulate information that may be misinterpreted verbally.*
- c. *Internet portal (forums, chat, etc.) - used for facilitating collaboration with other team members in cases where they work remotely. This allows collaborations to be documented for future reference.*
- d. *Video conference - An alternative medium used when a face-to-face meeting is not possible, wherein one or more team member cannot be physically present on site.*
- e. *Mass media (television, radio, etc.) - used when public information needs to be communicated to a broad audience.*

Student may also include specific scenarios from various projects in their discussion, such as, but not limited to the following:

- *Video conferencing is set-up for an urgent meeting with stakeholders of an ongoing landscaping project. Stakeholders cannot be physically present on site; therefore, there is a need to hold the meeting through video conferencing.*
- *Following the approval of the construction of a walkway in the city, the team who will be heading the project will need to broadcast a traffic advisory through mass media (television, radio, newspapers, etc.)*

Communication media	Discussion
Student must list three (3) communication media here.	Student must discuss each communication media he / she listed.

9. Discuss how each of the following communication methods below is applied on various projects.

- a. Verbal communication
- b. Non-verbal communication
- c. Written communication

In your discussion, include at least one (1) specific example or scenario on how each communication method is applied on various projects.

Mapping: BSBPMG516 KE1 (p)

LG: LG1, page 64

Marking guide

Wording may vary; however, responses must include discussion on how each of the following communication methods below is applied on various projects. Student must also be able to provide at least one (1) specific example or scenario on how each method is applied on various projects. Responses include but are not limited to the following:

Communication Method	Discussion <i>(with at least one (1) specific example or scenario for each communication method)</i>
Verbal communication	<i>The sharing of information between individuals using speech. This includes the words you say and the tone in which you say it. Across all projects, verbal communication, supplemented with other communication methods, are constantly being used to share information, inquire, persuade, influence, motivate, negotiate and many more. Example: In the scoping and planning phase, verbal communication is used during consultation with the project sponsors or clients to discuss delivery, budget, time frames, and other quality requirements.</i>
Non-verbal communication	<i>This covers hand gestures and other forms of body language, which often speaks louder than words. Non-verbal communication supplements verbal communication, and oftentimes they relay more than what verbal speech cannot. Example: Project stakeholders often can negotiate and persuade better if they use powerful hand gestures, good posture, and clear and well-modulated voice. For project managers and coordinators, non-verbal communication cues is essential to look out for in others, as these help them engage other people especially stakeholders, clients, project sponsors, supervisors, etc.</i>
Written communication	<i>This covers e-mail, written reports, letters and other documents. This method of communication is essential for projects, and even in business, in the broader sense. Example: Project managers use written communication in the form of status reports and presentations, as these are effective means of providing key information to other stakeholders. When issues arise during the life cycle of a project, written communication in the form of email correspondences and project contracts can be presented as evidence.</i>

10. List two (2) types of project management information systems (PMIS) and, in your own words, discuss how each is applied in project management.

Do not exceed 50 words for each discussion.

Mapping: BSBPMG516 KE2

LG: LG1, page 49

Marking guide

Student must list two (2) types of project management information systems (PMIS) and, in his/her own words, discuss how each is applied in project management. Wording may vary, however, response must be the same in thought and meaning with the benchmark answers provided below. Each discussion must not exceed 50 words.

Information systems	Application
<i>Computer-based PMIS</i>	<i>Computer-based PMIS are used to automatically create or revise printed plans, schedules, and budgets, which usually take days or even weeks in a manual system. They can store large amounts of information that is easily accessed, prioritised and summarised.</i>
<i>Web-based PMIS</i>	<i>Web-based project software are especially helpful in situations where project team members are located at different sites. Putting project information on the Internet or other networks utilising Internet standards expedites projects that might ordinarily be delayed because team members are dispersed.</i>

11. The following are methods used to evaluate information systems and communication processes. Match each method to its correct description.

Write the letters that correspond to your answers in the spaces provided.

<i>Mapping: BSBPMG516 KE3</i> <i>LG: Learner Guide 1, page 41</i>		
Method		Description
<i>d</i>	System quality	a. A performance measure to evaluate the efficiency of an investment (such as in this case, resources used to facilitate project communication). It measures the return on an investment relative to the investment's cost.
<i>b</i>	Information quality	b. The information system is assessed in terms of accuracy of output, promptness of output, precision of output, reliability of output, arrival of output, output completions, and output format
<i>a</i>	ROI	c. It is a useful tool for performing retrospective analyses of the characteristics of internal communication. With the help of this model we can obtain several interpretations of the characteristics of project communications which help improve the communication process and also the project management process.
<i>c</i>	Internal Communication Analysis Model	d. The information system is assessed in terms of response time, accessibility, realization of user's demands, correction of mistakes, model and data safety, system documentation and procedures, system flexibility and system compatibility.

CASE STUDY

Instructions to Assessor

This assessment supports the industry requirement of inheriting a project that has issues. In real life project team members are more likely to enter a project whilst it is in progress and contains some 'baggage' than they are to enter a project at the start. This assessment demonstrates the student's problem solving abilities in such a situation.

A separate case study is provided for each subject. The case study will be based on a fictitious company and scenario. It will include a number of questions and all supporting documentation containing the information to answer the questions will be supplied.

Instructions to Student

These case studies are hypothetical situations which will not require you to have access to a workplace, although your past and present workplace experiences may help with the responses you provide. You will be expected to encounter similar situations to these in future as you work in a project team environment.

In the real world you are likely to encounter the situation where you enter a project, taking over from another project manager. The documentation that is handed over to you is not necessarily up to scratch, and there could be serious issues with the project. This assessment captures that real life scenario.

The case studies are the first part of dealing with "multiple complex projects" required in all the units of this subject. The other assessment covering this requirement is the practical assessment. When you have completed the case studies you will be able to commence the practical assessment which covers the generic skills needed to function as an effective project team member. This assessment on the other hand covers the application of the underpinning knowledge and background theory.

Introduction

You have been appointed as a project management consultant to the project team at Awesome Landscapes Pty Ltd. Specifically, you are required to provide independent advice on seeing their current project throughout its entire lifecycle.

You will be working in this project in every case study assessment throughout this course. The project involves the landscaping of a new eco-resort. The company has hired you on the basis of your ability to analyse project methodology, not on your knowledge of the nature of the landscaping work they perform.

At this stage of the project the project charter and project plan have already been developed. You have been assigned to examine the project plan before the project launches in three months' time. In particular you have been asked the following questions which you will need to provide answers for upon examination of the project charter and the project plan.

The documents you need to complete the succeeding tasks can be accessed by accessing the following links:

[Project Charter version 1 \(.pdf\)](#)

[Project Plan version 1 \(.pdf\)](#)

[Project Gantt Chart \(.mpp\)](#)

[Project Gantt Chart \(.pdf\)](#)

[Project Network Diagram](#)

(username: cstclearner password: CstcPty@123)

Note: These documents were generated in year 2016. For the purpose of this assessment, refer to '2016' as the current year and '2017' as the succeeding year.

1. List all personnel (name, title / designation, and company) who are required to sign off on the Project Plan before the project is endorsed for commencement.

Discuss why each personnel you listed are required to sign off on the Project Plan. Do not exceed fifty (50) words for each discussion.

Mapping: BSBPMG521 KE1 (p)

Source: Awesome Landscapes Project Plan PDF, page 6

Marking guide

Student must list all personnel (name, title / designation, and company) who are required to sign off on the Project Plan before the project is endorsed for commencement. Student must also discuss why each personnel he/she listed are required to sign off on the Project Plan. Each discussion must not exceed fifty (50) words.

Personnel	Title / Designation, Company	Discussion
<i>Susan Wills</i>	<i>Program Manager, Massive Eco Developemnet</i>	<i>Susan is the project sponsor who will be funding the entire project. She needs to see how much is being spent. She also needs to be closely aware of the timeframes of the project as this closely integrates with the building development and marketing projects which she will also be overseeing.</i>
<i>Stephen Lyons</i>	<i>Planning Manager, Cascade Peak Shire Council</i>	<i>The plans must be approved by Council. Stephen needs to be advised of the timeframes so he can organise Council inspections at appropriate times.</i>
<i>Kate Chan</i>	<i>Project Manager Timber Home Construction</i>	<i>Kate Chan is the project manager for Timber Home Construction. As a project manager, she is responsible for the successful delivery of the objectives and benefits the sponsor expects of the project. It is essential that she reviews and signs off on the Project Plan.</i>
<i>Kim Nguyen</i>	<i>Director, Awesome Landscapes</i>	<i>Kim manages Awesome, so needs to be closely aware of the work Sam and his team are performing on this project, so she can approve the allocation of resources as needed.</i>
<i>Sam Ng</i>	<i>Project Manager – Awesome Landscapes</i>	<i>Sam Ng is the Project Manager of Awesome Landscapes. As a project manager, he is responsible for the successful delivery of the objectives and benefits the sponsor expects of the project. It is essential that he reviews and signs off on the Project Plan.</i>

2. Review the Project Plan.

- a. Does the Project Plan show evidence that the project has been appropriately approved for commencement?
- b. Does the Project Plan show evidence that it has been distributed to all stakeholders who are required to have a copy?

Guidance:

If it has been approved and distributed, indicate which section(s) or page(s) in the Project Plan indicate so. If not, explain what needs to be done to have the project approved for commencement.

Mapping: BSBPMG521 KE1 (p)

Source: Awesome Landscapes Project Plan PDF, page 6

- a.
- b.

Marking guide

Student must answer the questions above. Wording may vary, however, responses must be the same in thought and meaning with the benchmark answers provided below. Student must indicate as well which section(s) or page(s) in the Project Plan indicate so.

- a) *Yes. The project plan has been approved. 'Sign off' (Page 6) of the project plan shows all five members of the steering committee who are required to sign off on it signed on 27 April 20xx and the "Approved" tick box has been ticked.*
- b) *Yes. Page 1 of the project plan shows all six members of the steering committee signed on 27 April 20xx that they have received a copy of the project plan.*

3. How will the Project Outcomes be reported?

Mapping: BSBPMG516 PE4 (k)

Source: Awesome Landscapes Project Plan PDF, page 6

Marking guide

Wording may vary, however, response must be the same in thought and meaning with the benchmark answers provided below:

Through provision of status reports to the steering committee during the progress of the project (either after each change request, or at the end of each of the three project phases, and a closing report once the project has been complete.

4. List all personnel (name, title/designation, company) who must have a copy of the Project Progress Reports.

Discuss why each personnel you listed must have a copy of the Project Progress . Do not exceed fifty (50) words for each discussion.

Mapping:

BSBPMG521 KE1 (p)

BSBPMG516 PE3 (p)

Source: Awesome Landscapes Project Plan PDF, page 6

Marking guide

Student must list all personnel (name, title / designation, and company) who must have a copy of the Project Progress Reports. Student must also discuss why each personnel he/she listed must have a copy of the Project Progress Reports. Each discussion must not exceed fifty (50) words.

Personnel	Title / Designation, Company	Discussion
<i>Susan Wills</i>	<i>Program Manager, Massive Eco-Development Corporation</i>	<i>Susan is the project sponsor who needs a written record of the progress of the project as she is the sponsor.</i>
<i>Rober Hinson</i>	<i>Project Manager Massive Eco-Development Corporation</i>	<i>Robert is coordinating the three projects so he needs to be across the progress of this project to ensure all three projects stay on track.</i>
<i>Stephen Lyons</i>	<i>Planning Manager - Cascade Peak Shire Council</i>	<i>Stephen needs the reports to ensure Council have a record of the progress of the project and to ensure the quality aspects of the project are being met.</i>
<i>Kate Chan</i>	<i>Project Manager - Timber Home Construction Ltd.</i>	<i>Kate needs the reports to closely monitor any potential impact on the chalet construction project.</i>
<i>Kim Nguyen</i>	<i>Director – Awesome Landscapes Pty Ltd.</i>	<i>Kim needs to ensure the project is meeting its budget, time and resourcing requirements.</i>
<i>Sam Ng</i>	<i>Project Manager – Awesome Landscapes Pty Ltd.</i>	<i>Sam needs a copy for the project records.</i>

5. At which stage of the project life cycle is the project?

Assume the current date is 7 May 20xx, where 20xx is the current year.

Mapping: BSBPMG521 KE3 (p)

Source: Awesome Landscapes Project Plan

☐	a. Scoping
☒	b. Planning
☐	c. Monitoring
☐	d. Implementation
☐	e. Closing

6. Discuss how Massive Eco-development Corporation is going to maintain effective integration between the three projects?

Your discussion must be 100 – 200 words in length.

Guidance: Why have the three projects been planned separately rather than being integrated into one single project? Discuss factors that ensure the effective running of the three projects running together as separate projects.

Mapping: BSBPMG521 KE4 (p)

Source: Awesome Landscapes Project Plan PDF, page 6

Marking guide

Student must discuss how Massive Eco-Development Corporation going to maintain effective integration between the three (3) projects. Wording may vary, however, response must be the same in thought and meaning with the benchmark answers provided below. Student's discussions must be in 100 - 200 words in length.

The three projects are landscaping, construction, and marketing. The project sponsor has separated these into three projects as they are managed by three separate organisations. Even though there is concurrency with the three projects, it allows each project manager to focus on the areas of importance relevant to them. The project sponsor needs to ensure though that the three project teams are notified of any changes and approvals (this has been adequately covered through the steering committee and through the change management processes). If the communication remains strong between the projects, this methodology will be very effective.

7. In your own words, discuss each of the following processes involved in the Closing Stage of the project.

Do not exceed 150 words for each discussion.

Mapping: BSBPMG521 KE3 (p), PC5.1 (p)

Source: Awesome Landscapes Project Plan PDF, Section 1.5.

Marking guide

Student must discuss, in his/her own words, each of the following processes involved in the Closing Stage of the project. Each discussion must not exceed 150 words.

Note to assessor: The project closure process is in section 1.5 of the Project Plan. The content is as follows, and the student must include all the main points in their response, but using his/her own words instead of copying the content of the plan verbatim.

Payment of Remaining Invoices	• All invoices that have not yet been paid to suppliers and contractors are settled prior to the preparation of project closure documentation.
Project Closure Meeting Documentation	• A project completion report must be completed, showing the results of the project, lessons learnt, and an audit report. • The project plan is to be updated with an additional change control version incorporated. The project plan must include the following: 1. The version control table must indicate this is the final version at completion. 2. The project Gantt chart must indicate the project has been completed. 3. Lessons learnt documentation must be included in the project plan. 4. All issues in the issues register have either been closed or documented in the project closure report. 5. A copy of the project completion report must be included. 6. A final audit report on the project, and particularly its costs must be included. • The project archives checklist must be complete. • The formal acceptance and closure must be complete to be signed off at the project closure meeting.
Pre-meeting Audit	• The above documentation is evaluated by an independent project auditor prior to the final project meeting.

Final Project Meeting	• All project steering committee members are to attend the final project meeting. • Each member will be provided with a copy of the project documentation, which includes: a. Project completion report. b. Final version of the project plan. c. Project archives checklist. d. Formal acceptance and closure. • The meeting commences with confirmation of the accuracy of the report and updated project plan. • All the lessons learnt documentation is then reviewed with lessons applicable to future projects noted by the committee. • The completion report, project plan and formal acceptance and closure must all be signed off by the signatories of the project steering committee. • Each steering committee member takes their copy of the project completion documentation for their own archiving.
Final Project Invoice	• Having successfully delivered the final project documentation, Awesome Landscapes may raise an invoice to Massive Eco-development Corporation for the final contract payment.
Project Archival	• Upon payment of the final contract payment by Massive Eco-development Corporation, all project documentation may be archived. • The project archive checklist found in Appendix must be printed off and checked off as each piece of project documentation is archived in both hard and electronic copy. The hard copy documentation (charter, plan, reports, change requests, etc.) must be scanned into the network. • The hard copy files must be filed in the archiving compactors at Awesome Landscapes Pty Ltd. • The electronic files must be stored in the archival hard drive (Q:/) under a separate folder clearly identifying the project name and date of archiving.

8. How will the project be monitored?

Mapping: BSBPMG521 KE3 (p)

BSBPMG521 PC2.5 (p)

Source: Awesome Landscapes Project Plan PDF, page 6

Marking guide

Wording may vary, however, response must be the same in thought and meaning with the benchmark answer provided below.

Through the quality assurance and quality control processes. The site supervisor will be doing most of the day to day QA and QC. The project manager will regularly come on site and conduct project audits. Council will also regularly come on site (monthly) to conduct their site inspections.

9. Review the objectives of the project.

- a. Do the objectives of the project align with the business objectives of Awesome Landscapes? Explain your reasoning.
- b. Do the objectives of the project align with business objectives of project sponsor organisation? Explain your reasoning.

Each discussion must be between 50 – 150 words.

Mapping: BSBPMG521 PC1.2

Source: Awesome Landscapes Project Plan PDF, page 6

- a.
- b.

Marking guide

Wording may vary, however, student's response must be the same in thought and meaning with the benchmark answers provided below. Each discussion must be between 50 – 150 words.

- a. *Awesome Landscapes' vision and mission statements align very closely with the objectives of this project. The aim of the project is to deliver a landscaping solution using native materials that blend in perfectly with the mountain forest. Awesome vision is to make the region ecologically friendly through practical landscaping solutions using local native vegetation and landscaping that blend in well with the natural setting.*
- b. *Massive Eco-development Corporation currently aim to expand their service delivery into the development of eco-resorts. This project provides an excellent opportunity for this expansion. Massive has eight years' experience in the development of eco lodges in environmentally sensitive areas. Massive's experience combined with Timber Home Construction Limited's experience in resort construction align closely to the objectives to this project. The objective of this project is to deliver a resort on the mountain that blends in perfectly with the surrounding forest.*

10. Sam has a gut feeling there will be some changes to the project once it commences. A rumour is spreading that there are going to be some additional chalets built requiring the construction of three more retaining walls than what appears in the project plan. He has specifically asked if he can approve and sign off on the extra construction himself knowing there is quite a big contingency budget to the project.

Explain the procedure Sam would follow regarding the construction of the three additional retaining walls.

Your discussion must not exceed 500 words.

Guidance

Answer Sam's question by providing in your own words a specific procedure for the approval of the construction of three additional retaining walls. When mentioning any people in the procedure, list them by name and job title.

Mapping:

BSBPMG521 PC3.3 (p), PCPC4.3 (p)

BSBPMG511 KE3, KE7

Source: *Awesome Landscapes Project Plan PDF*, page 6

Marking guide

Wording may vary, however, student's response must be the same in thought and meaning with the benchmark answers provided below. Student's discussion must not exceed 500 words.

Answer: (Note to assessor - the change control process is in the integration management plan. The changes are as follows (note the content written below is word for word what is in the project plan, so the student **MUST** use different wording:

The approval of the addition of the extra three retaining walls will adhere to the following procedure. This procedure ensures appropriate stakeholders approve the change, and all stakeholders are equally informed of the change to the initial project plan:

- a. The suggestion for the change to the number of retaining walls will be sent to Sam Ng (project manager, Awesome Landscapes) who will populate the information into a change request. The change request template provided with this project plan must be used.*
- b. Sam Ng (project manager, Awesome Landscapes) will determine the changes to the project timeframe and costs, along with any additional raw materials needed by contacting the relevant suppliers and contractors to obtain amended quotes.*
- c. The details of the addition of the 3 extra retaining walls will be negotiated between Sam Ng (project manager, Awesome Landscapes) and Susan Wills (program manager, Massive Eco-Development).*
- d. The draft change request will go to Stephen Lyons (planning manager, Cascade Peak Shire Council) who will advise if a new Council approval is needed for the three new retaining walls as part of the proposed changes.*

- e. *If a Council approval is needed for the three new retaining walls, Susan Wills (program manager, Massive Eco-Development) will commence the application process as needed.*
- f. *Once Council has granted approval for the three new retaining walls, the plans and change request will be modified within the project plan, and other project documentation as required.*
- g. *The project plan must include this change request, along with any previous change requests approved to date. The change register in the project plan must also be updated.*
- h. *All changes in the project documentation in relation to the construction of the three additional retaining walls must be clearly color coded by highlighted text as below. All omitted text must be formatted with strikethrough to show it has been deleted, and must be highlighted with the color relevant to the version.*
 - a. *Change request 1 – Yellow highlighting.*
 - b. *Change request 2 – Green highlighting*
 - c. *Change request 3 – Blue highlighting*
 - d. *Change request 5 – Pink highlighting*
- i. *The change request and all modified documentation is examined in a face to face meeting by Susan Wills (Program Manager – Massive Eco-Development Corporation), Stephen Lyons (Planning Manager - Cascade Peak Shire Council), Kate Chan (Project Manager - Timber Home Construction Ltd), Kim Nguyen (Director – Awesome Landscapes Pty Ltd), Sam Ng, Project Manager – Awesome Landscapes Pty Ltd and any other stakeholders directly impacted on the change request.*
- j. *The change request is signed off by Susan Wills (Program Manager – Massive Eco-Development Corporation), Stephen Lyons (Planning Manager - Cascade Peak Shire Council), and Kim Nguyen (Director – Awesome Landscapes Pty Ltd).*
- c. *The changes are communicated and implemented by the Sam Ng (project manager, Awesome Landscapes).*

WORKBOOK CHECKLIST

When you have completed this workbook, please ensure you have completed all parts of it:

- ☐ **Written Questions**
- ☐ **Case Study**

IMPORTANT REMINDER

Students must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the unit relevant to this subject.

To award the student competent in the units relevant to this subject, the student must successfully complete all the requirements listed above according to the prescribed benchmarks.

End of Document