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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<b>Australian Qualifications Framework</b> The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBPMG522 Undertake project work

##### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

##### Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

##### Unit Sector

Management and Leadership – Project Management

## 2.2 Unit of competency assessment requirements

### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>define the parameters of the project including: <ul style="list-style-type: none"> <li>project scope</li> <li>project stakeholders, including own responsibilities</li> <li>relationship of project to organisational objectives and other projects</li> <li>reporting requirements</li> <li>resource requirements</li> </ul> </li> <li>use project management tools to develop and implement a project plan including: <ul style="list-style-type: none"> <li>deliverables</li> <li>work breakdown</li> <li>budget and allocation of resources</li> <li>timelines</li> <li>risk management</li> <li>recordkeeping and reporting</li> </ul> </li> <li>consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project</li> <li>provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project</li> <li>finalise the project including documentation, sign-offs and reporting</li> <li>review and document the project outcomes.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
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## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBPMG522 Undertake project work*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Define the project	
<b>Suggested time allocation:</b> 15 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–16
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBPMG522 Undertake project work</i> , Release 1 Topic 1: Define the project	<ul style="list-style-type: none"> <li>Project scope and brief</li> <li>Quality standards</li> <li>Time frames for the project</li> <li>Memorandums of understanding (MOU)</li> <li>Terms of reference</li> <li>Stakeholders</li> <li>Legislative requirements</li> <li>Human and physical resources</li> <li>Procurement requirements</li> <li>Human resources</li> <li>Working capital</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBPMG522 Undertake project work</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit.</li> </ul>	
<ul style="list-style-type: none"> <li>Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	

## 3.3 Learning mapping

*BSBPMG522 Undertake project work, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Define project			
1.1 Access project scope and other relevant documentation	1A Access the project scope and documentation	1	LC 1: Part A 1,2 Part B 1, 8
1.2 Define project stakeholders	1B Identify the project stakeholders	2	LC 1: Part A 3, 4 Part B 2, 3
1.3 Seek clarification from delegating authority of issues related to project and project parameters	1C Clarify project issues and parameters	3	LC 1: Part A 5 Part B 4, 6, 7
1.4 Identify limits of own responsibility and reporting requirements	1D Identify your responsibilities	4	LC 1: Part A 6 Part B 5, 7
1.5 Clarify relationship of project to other projects and to the organisation's objectives	1E Relate the project to the organisation's objectives	5	LC 1: Part A 7, 8 Part B 9
1.6 Determine and access available resources to undertake project	1F Determine and access resources	6	LC 1: Part A 9

## Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Undertaking project work at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Undertaking project work at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

## Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## 4.3 Assessment mapping

*BSBPMG522 Undertake project work, Release 1*

Unit of competency	Range of conditions	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Define project						
1.1 Access project scope and other relevant documentation		Q1	P1	P1		
1.2 Define project stakeholders			P3	P3		
1.3 Seek clarification from delegating authority of issues related to project and project parameters			P4	P4		
1.4 Identify limits of own responsibility and reporting requirements		Q3	P5, P6	P5, P6		
1.5 Clarify relationship of project to other projects and to the organisation's objectives		Q4	P9	P9		
1.6 Determine and access available resources to undertake project		Q5	P11	P11		
Element 2: Develop project plan						
2.1 Develop project plan in line with the project parameters			P12	P12		



## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBPMG522 Undertake project work, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Undertaking project work at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Undertaking project work at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	