

TRAINING & ASSESSMENT STRATEGY

BSB41515 Certificate IV in Project Management Practice

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Training and Assessment Strategy

Name of RTO	Canterbury Technical Institute Pty Ltd			
Training Package	BSB15 Business Services Training Package			
Code and title of qualification	BSB41515 Certificate IV in Management Practice			
Course Fee / Tuition Fee	AUD \$4,000 (includes tuition fees plus any additional compulsory costs) Please note Canterbury Technical Institute reserves the right to vary Tuition Fees and/or Material Fees without prior notice. Please contact the College prior to enrolling to confirm the current cost and fee structure and refer to the Pre-enrolment Information Pack (Brochure) for Student Refund and Cancellation Policy.			
Qualification Packaging rules	Total number of units = 9. There are 3 core units in this qualification. With a total of 6 elective units. Elective units guided by the core function or role of the current or intended work environment, local industry requirements, and the characteristics of the AQF level of this qualification.			
Units of competencies				
Cluster Name	Unit Code	Unit Name	Nominal Hours	Core / Elective
CLUSTER 1				
Project Practice 1	BSBPMG417	Apply project life cycle management	60	Elective
	BSBPMG409	Apply project scope management techniques	60	Core
CLUSTER 2				
Project Practice 2	BSBPMG410	Apply project time management techniques	60	Core
	BSBPMG412	Apply project cost management techniques	60	Elective
	BSBPMG411	Apply project quality management techniques	80	Core
	BSBPMG415	Apply project risk management techniques	80	Elective
CLUSTER 3				
Project Practice 3	BSBPMG413	Apply project human resources management approaches	80	Elective
	BSBPMG414	Apply project information management and communications techniques	60	Elective
CLUSTER 4				
Project Practice 4	BSBPMG418	Apply project stakeholder engagement techniques	60	Elective

Course Description	<p>This qualification is suitable for autonomous individuals who identify and apply project management skills and knowledge in a wide variety of contexts. Job titles for these roles may include</p> <p>An Individual in these roles might be a member of a project team, with no direct responsibility for overall project outcomes. Primarily, these roles would support wider project operations. They may use project tools and methodologies selectively to support organisational or business activities</p> <p>Job roles Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification are:</p> <ul style="list-style-type: none"> • contracts officers • project administrators • quality officers and small business operators
Clients	<p>CTI's clients for this qualification are domestic and international students who would like to develop their skills and knowledge in order to create further educational and employment opportunities.</p> <p>Entry requirements for students:</p> <ul style="list-style-type: none"> • An overall IELTS band 5.0 or equivalent and above • 18 years and above with a High School Certificate (Year 12) • Students will / may have to meet the entry criteria's depending on individual qualification requirements. <p>Qualification Pathways There are no entry requirements for this qualification. (As per BSB15 Business Services Training Package)</p> <p>Pathways INTO the qualification Candidates may enter the qualification through a number of entry points including:</p> <ul style="list-style-type: none"> • BSB40215 Certificate IV of Business or BSB42015 Certificate IV of Leadership and Management or other relevant qualification <p>OR</p> <ul style="list-style-type: none"> • with vocational experience but without formal supervision or management qualification. <p>Pathways FROM the qualification After achieving this qualification candidates may choose to undertake BSB51915 Diploma of Leadership and Management or BSB61015 Advanced Diploma of Leadership and Management or other Advanced Diploma qualifications.</p> <p>Licensing, legislative, regulatory information No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.</p>
Learning and assessment arrangements	<p>Duration The training program for Certificate IV in Project Management Practice is conducted over a 27-week period (no term breaks provided in this course) and is divided into 4 clusters (600 hrs).</p> <p>CTI students will attend class equivalent to 20 hours per week in full-time mode. This program is designed to align with and meet AQF Volume of Learning indicators.</p> <p>Students may be required to complete additional hours beyond class times to complete the course.</p> <p>Please contact info@cti.qld.edu.au for a copy of timetable.</p>

	<p>Organisation's Delivery plan</p> <p>All units within this qualification are combined into clusters (Refer to cluster breakdown). A logical sequence is maintained for all the clusters.</p> <p>Where applicable unit assessments having similar elements / criteria's / outcomes will be combined with appropriate assessment tools (Refer to the assessment plan to review the assessment tools used in the qualification) to achieve holistic assessment requirements to complete the qualification.</p> <p>The clusters are placed in a logical fashion to achieve critical aspects of assessments for progressive development of competency achieved from previous units / clusters. Units within clusters have multiple assessment tools to simulate / reflect real time workplace requirements.</p> <p>The qualification combines face-to-face trainer led theory/practical classes involving small groups/ individual activities, in a simulated environment resembling the workplace setting as close as possible.</p>	
	Cluster Name	Unit (s) of Competency
	Project Practice 1	BSBPMG417
		BSBPMG409
	Project Practice 2	BSBPMG410
		BSBPMG412
		BSBPMG411
		BSBPMG415
	Project Practice 3	BSBPMG413
		BSBPMG414
	Project Practice 4	BSBPMG418

		<p>Delivery modes</p> <p>Simulated workplace environment</p> <p>CTI ensures that the training delivered is to the standards of a real workplace environment. To meet this requirement CTI has implemented a variety of assessment tools that will be implemented during the course of the qualification. These assessment tools assess various different elements of a real / actual workplace however in a simulated training environment.</p> <p>CTI meets the need for a real-time workplace simulation environment by:</p> <ul style="list-style-type: none"> • A dedicated computer lab to reflect a real-time work environment for all practical training components of the course. • The CTI trainers represent the role of a real client and portray the workplace demands while working on projects. This includes role play of difficult & diverse type customers. • Students prepare time lines, schedule milestones, communicate, prepare documentation, conduct training in accordance with the client (trainer) • Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace. • Assignments, which include multi-tasking, different roles within assignments, using workplace policies and templates. <p>Also, emphasis will be made to simulate workplace situations in order to develop identified employability skills such as:</p> <ul style="list-style-type: none"> • communicating with business contacts to promote the goals and objectives of the business • obtaining feedback from colleagues and clients leading, planning and supervising the performance of team members to develop team cohesion and to foster innovative work practices • accessing and assessing information for accuracy and relevance • developing strategies for minimising risks identifying networking opportunities and developing operational strategies to ensure the viability of the business • instigating new or different work practices to improve productivity or service delivery allocating work to meet time and budget constraints • developing plans and schedules prioritising tasks • using business technology to access, organise and monitor information • participating in professional networks and associations to obtain and maintain personal knowledge and skills • systematically identifying learning and development needs
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	<p>Evidence-gathering techniques / Assessment tools</p> <p>Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the cluster organisation.</p> <p>In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative. Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and the student. The form and timing of summative assessment will be discussed with the students at the beginning of each learning sequence.</p> <p>A. Practical Tools</p> <ul style="list-style-type: none">a. Demonstrationb. Programming / Projectsc. Diagrammatical Representation <p>B. Written Tools</p> <ul style="list-style-type: none">a. Report Writingb. Case Scenario – Problem Solvingc. Written Examd. Research Documentation <p>C. Observation Tools</p> <ul style="list-style-type: none">a. Role Playb. Presentationc. Discussiond. Oral Questioning <p>D. Online Resources</p> <p>Some areas of study may have access to online resources through the Learning Management system (LMS)</p> <p>Combinations of these methods will be used for most situations (eg. observations and oral questioning)</p>				
Cluster	Unit of competency	A	B	C	D
Project Practice 1	Apply project life cycle management	✓	✓	✓	
	Apply project scope management techniques	✓	✓	✓	
Project Practice 2	Apply project time management techniques	✓	✓		
	Apply project cost management techniques	✓	✓		
	Apply project quality management techniques	✓	✓		
	Apply project risk management techniques	✓	✓		
Project Practice 3	Apply project human resources management approaches	✓	✓	✓	
	Apply project information management and communications techniques	✓	✓	✓	
Project Practice 4	BSBPMG418 Apply project stakeholder engagement techniques	✓	✓	✓	
Please contact info@cti.qld.edu.au for more information on Evidence gathering techniques / Assessment tools.					
<p>Delivery and assessment staff</p> <p>All trainers/Assessors hold Certificate IV in Training and Assessment TAE40110, vocational qualifications at least up to the same level they are delivering and assessing and proven relevant industry experience.</p> <p>A Staff Matrix is available for review on request.</p>					

	<p>Recognition of Prior Learning (RPL) / Credit Transfer (CT)</p> <p>Canterbury Technical Institute recognises the skills and knowledge that students may have gained through previous studies, workplace and life experience. They may be entitled to gain recognition of prior learning before or after commencing the course that may exempt them from attending one or more units. (See page 3 for previous study with CTI t=credit transfers opportunities).</p> <p>Students who believe they already have the skills and knowledge required to demonstrate competency can request a copy of the RPL application form. Students are provided with information regarding the evidence required for each qualification and must provide valid, sufficient, current and authentic evidence to demonstrate competency.</p> <p>RPL is based on a portfolio and interview approach, where students accept the main responsibility for identifying, gathering and submitting evidence about their achievement of the competencies.</p> <p>The RPL process may involve a practical demonstration assessment.</p> <p>Where RPL is granted to overseas students the College will notify DIBP of the change to the duration of study or ensure a full-time 20 hour per week load for the student.</p>	
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	<p>Language Literacy and Numeracy (LLN)</p> <ul style="list-style-type: none"> • Canterbury Technical Institute is committed to provide education opportunities to its students from non-English-speaking background (NESB). • Canterbury Technical Institute will use enrolment procedures aimed at ensuring that only students with the requisite LLN skills enrol in its courses as stated in its Assessing student's qualifications and English language proficiency Policy and Procedure. • Canterbury Technical Institute recognises the need to pay particular attention to issues related to language in its training and assessment, in order to cater to the needs of the largest section of its target market, i.e. NESB students. • Canterbury Technical Institute will take all reasonable measures to ensure that its staff are aware of the students' specific learning needs and make reasonable adjustments to training and assessment practices to cater for such needs. • Canterbury Technical Institute reserves the right to refer students whose English language proficiency is demonstrably inadequate for their course to enrol in a package course comprising an ELICOS course of sufficient duration in an approved English Language Teaching (ELT) Centre. • If after the commencement of a program it is identified that a student has a Language, Literacy and Numeracy (LLN) issue our staff can discuss different ways of conducting training and assessment to assist students to access additional tutorials (generally on Fridays) with their trainer or a specialist LLN trainer. <p>Students requiring any assistance or support with language, literacy or numeracy should speak confidentially with their trainers and assessor who will call on the Head Trainer and/or other assessors for assistance and guidance as required.</p>	
	<p>Special Needs Arrangements (Reasonable Adjustments)</p> <p>All students, including those with disabilities, are treated equally, with dignity and are able to enjoy the benefits of the educational experience in the same way. If there are students with special needs, the trainer/assessor takes into account the students' needs and makes appropriate adjustments to the training environment, wherever feasible and practicable and in consultation with the Principal, NOM and trainer.</p>	
	<p>Intervention Strategies</p> <p>An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. Canterbury Technical Institute endeavours to anticipate students' needs and implements a range of intervention strategies. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent or if he/she does not show an understanding of the course being taught, the student may be asked to:</p> <ul style="list-style-type: none"> • Discuss an intervention plan with the Trainer and or NOM or PAO • Sit for a re-assessment • Attend a number of supervised studying hours • Repeat the unit 	

	<p>Transition Arrangements</p> <p>The Principal ensures the management of the students into the revised version of this course. This will include:</p> <ul style="list-style-type: none"> • Consultation with appropriate industry personnel to ensure relevance of learning and assessment materials. • Revising and upgrading of existing assessment tools to the requirements of the revised qualification. • Creation of new identified assessment tools. • Revising and upgrading of existing learning materials to the requirements of the revised qualification. • Creation and purchasing of new learning materials. • Rewriting the learning and assessment strategy to match the new qualification • Training and or up-skilling of existing trainers and assessors into the requirements of the new qualification • Updating of the trainer assessor matrix, mapping tables and other relevant documents against the new qualification. <p>Assessment validation process</p> <p>The processes used to validate assessment activity in this program are:</p> <p>1. Pre-assessment</p> <p>Assessment strategies are developed through consultation with industry representatives to ensure assessment methods are consistent with industry needs. Assessment tools and activities are validated by assessors from within the RTO or from another RTO that delivers the same or a similar course, or from external industry representatives. Validation before assessment focuses on:</p> <ul style="list-style-type: none"> • the design of assessment activities; • the assessment methods that are to be used; • the benchmarks against which each participant is assessed. <p>2. Post-assessment</p> <p>In order to ensure that assessment outcomes are reliable across a range of assessors, over a range of contexts and over time, Canterbury Technical Institute conducts post-assessment moderation and validation. The Post-assessment Moderation process focuses on:</p> <ul style="list-style-type: none"> • The assessment tasks and the assessment process; • The evidence of participants' performance; • The assessment decisions made on the samples of evidence provided; • Reporting and record keeping. <p>It includes the following activities:</p> <ul style="list-style-type: none"> • Moderation and Validation meetings; • Moderation process; • Student and Trainer/Assessor's Feedback; <p>Assessment Validation Process</p> <p>The Student Services & Academic Manager with the Head Trainer/Assessor conducts Assessment validation at regular intervals as defined in the CTI Validation schedule by collecting samples of assessment evidence from all assessors for the same unit of competency, and compares the outcomes of the assessment process against the assessment and unit requirements.</p> <p>Feedback from students and trainers/assessor is collected to support the continuous improvement of the assessment process and assessment tools used by the RTO.</p>	
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