TRAINING & ASSESSMENT STRATEGY

BSB51415 Diploma of Project Management

Training and Assessment Strategy

Name of RTO	Canterbury Technical Institute Pty Ltd
Training Package	BSB15 Business Services Training Package
Code and title of qualification	BSB51415 Diploma of Project Management
Course Fee / Tuition Fee	AUD **$16,500** (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 = 12. There are 8 core units in this qualification.** **With a total of 4 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				
Manage Projects 1	BSBPMG511	Manage project scope	125	Core
	BSBPMG512	Manage project time	125	Core
	BSBPMG514	Manage project cost	125	Core
	BSBPMG513	Manage project quality	100	Core
CLUSTER 2				
Manage Projects 2	BSBPMG519	Manage project stakeholder engagement	80	Elective
	BSBPMG515	Manage project human resources	85	Core
	BSBPMG516	Manage project information and communication	80	Core
	BSBPMG517	Manage project risk	100	Core
CLUSTER 3				
Manage Projects 3	BSBPMG518	Manage project procurement	100	Elective
	BSBMGT516	Facilitate continuous improvement	100	Elective
CLUSTER 4				
Manage Projects 4	BSBPMG520	Manage project governance	80	Elective
	BSBPMG521	Manage project integration	100	Core

Course Description		This qualification reflects the role of individuals who apply project management skills and knowledge. They may manage projects in a variety of contexts, across a number of industry sectors. They have project leadership and management roles and are responsible for achieving project objectives. They possess a sound theoretical knowledge base and use a range of specialised, technical and managerial competencies to initiate, plan, execute and evaluate their own work and/or the work of others. **Job roles** Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification are: • Project manager • Project coordinator • Project team leader
Clients		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. Entry requirements for students: • An overall IELTS band 5.5 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. **Qualification Pathways** There are no entry requirements for this qualification. (*As per BSB15 Business Services Training Package*) **Pathways INTO the qualification** Candidates may enter the qualification through a number of entry points including: • BSB50215 Diploma of Business or BSB51915 Diploma of Leadership and Management or other relevant qualification OR • with vocational experience but without formal supervision or management qualification. **CTI Qualification Credit Transfer Opportunities** Candidates who have completed the following courses at CTI are eligible to receive: • 1 Unit credit BSBMGT516 Facilitate continuous improvement from BSB51915 Diploma of leadership and Management **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. **Licensing, legislative, regulatory information** No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of endorsement.

		Duration
Learning and assessment arrangements		The training program for Diploma of Project Management is conducted over a 52-week period (includes term breaks) and is divided into 4 clusters (1200 hrs).
		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.
		Students may be required to complete additional hours beyond class times to complete the course.
		Please contact info@cti.qld.edu.au for a copy of timetable.
		Organisation's Delivery plan
		All units within this qualification are combined into clusters (Refer to cluster breakdown). A logical sequence is maintained for all the clusters.
		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.
		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.
		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.

Cluster Name	Unit (s) of Competency
Manage Projects 1	BSBPMG511
	BSBPMG512
	BSBPMG514
	BSBPMG513
Manage Projects 2	BSBPMG519
	BSBPMG515
	BSBPMG516
	BSBPMG517
Manage Projects 3	BSBPMG518
	BSBMTG516
Manage Projects 4	BSBPMG520
	BSBPMG521

Delivery modes
Simulated workplace environment
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.

CTI meets the need for a real-time workplace simulation environment by:
- 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.

Also, emphasis will be made to **simulate workplace situations** in order to develop identified employability skills such as**:**
- 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

Evidence-gathering techniques / Assessment tools

Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the cluster organisation.

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.

- A. Practical Tools
  - a. Demonstration
  - b. Programming / Projects
  - c. Diagrammatical Representation

- B. Written Tools
  - a. Report Writing
  - b. Case Scenario – Problem Solving
  - c. Written Exam
  - d. Research Documentation
- C. Observation Tools
  - a. Role Play
  - b. Help Desk
  - c. Presentation
  - d. Discussion
  - e. Oral Questioning
- D. Online Resources
  Some areas of study may have access to online resources through the Learning Management system (LMS)

Combinations of these methods will be used for most situations (eg. observations and oral questioning)

Cluster	Unit of competency	A	B	C	D
Manage Projects 1	BSBPMG511 Manage project scope	✓	✓	✓	✓
	BSBPMG512 Manage project time	✓	✓	✓	✓
	BSBMPG514 Manage project cost	✓	✓	✓	✓
	BSBPMG513 Manage project quality		✓	✓	✓
Manage Projects 2	BSBPMG519 Manage project stakeholder engagement		✓	✓	✓
	BSBPMG515 Manage project human resources		✓	✓	✓
	BSBPMG516 Manage project information and communication	✓	✓	✓	✓
	BSBPMG517 Manage project risk		✓	✓	✓
Manage Projects 3	BSBPMG518 Manage project procurement		✓	✓	✓
	BSBMGT516 Facilitate continuous improvement		✓	✓	✓
Manage Projects 4	BSBPMG520 Manage project governance		✓	✓	✓
	BSBPMG521 Manage project integration		✓	✓	✓

	Please contact info@cti.qld.edu.au for more information on Evidence gathering techniques / Assessment tools.	
	Delivery and assessment staff 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. A Staff Matrix is available for review on request.	
	Recognition of Prior Learning (RPL) / Credit Transfer (CT) 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). 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. 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. The RPL process may involve a practical demonstration assessment. 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.	

Language Literacy and Numeracy (LLN)

- 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.

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.

Special Needs Arrangements (Reasonable Adjustments)

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.

Intervention Strategies

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:
- 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

Transition Arrangements

The Principal ensures the management of the students into the revised version of this course.
This will include:
- 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.

Assessment validation process
The processes used to validate assessment activity in this program are:

1. Pre-assessment
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:
- the design of assessment activities;
- the assessment methods that are to be used;
- the benchmarks against which each participant is assessed.

2. Post-assessment
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:
- 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.
It includes the following activities:
- Moderation and Validation meetings;
- Moderation process;
- Student and Trainer/Assessor's Feedback;

Assessment Moderation Process

The Student Services & Academic Manager with the Head Trainer/Assessor conducts Assessment moderation at regular intervals as defined in the CTI Moderation 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.

Feedback from students and trainers/assessor is collected to support the continuous improvement of the assessment process and assessment tools used by the RTO.

Industry Consultation

CTI has liaised with the following organization / individuals for its industry consultation for BSB15 Business Services Training Package. Documentation and or Minutes of meeting / discussion are available for review on request.

Tracey Hickey AAIPM
Trainer & Assessor
112/152 Palm Meadows Drive
Carrara Qld 4211
Ph: 0402 157 556
tracey@thenavig8group.com

Other requirements

- All staff (including full time, part time and casual) involved in the delivery and assessment of this qualification, have direct access to the current version of the BSB15 Business Services Training Package, including the appropriate units of competency, assessment guidelines and qualification structure through the TGA website.

- All staff (including full time, part time and casual) involved in delivering the program, have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.

- All assessors have access to point and electronic copies of the assessment tools used in this program. Learning resources are supplied to all students

- The RTO has access to staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures. (Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.)

- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to the plant and equipment needed to implement the program.

- Classrooms for the delivery of Theory based Units
    - Tables & Chairs, Whiteboard or Flipchart
    - Computers with Internet access

- Office Equipment for practical demonstration assessments
    - Desks or work stations with Ergonomic Chairs
    - Computers with Internet Access

- Text books and reference library