education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

PROJECT MANAGEMENT

NQF Level 3

September 2007

PROJECT MANAGEMENT – LEVEL 3

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 Assessment in the National Certificates (Vocational)
2 Assessment framework for vocational qualifications
2.1 Internal continuous assessment (ICASS)
2.2 External summative assessment (ESASS)
3 Moderation of assessment
3.1 Internal moderation
3.2 External moderation
4 Period of validity of internal continuous assessment (ICASS)
5 Assessor requirements
6 Types of assessment
6.1 Baseline assessment
6.2 Diagnostic assessment
6.3 Formative assessment
6.4 Summative assessment
7 Planning assessment
7.1 Collecting evidence
7.2 Recording
7.3 Reporting
8 Methods of assessment
9 Instruments and tools for collecting evidence
10 Tools for assessing student performance
11 Selecting and/or designing recording and reporting systems
12 Competence descriptions
13 Strategies for collecting evidence
13.1 Record sheets
13.2 Checklists

SECTION C: ASSESSMENT IN PROJECT MANAGEMENT

1 Schedule of assessment
2 Recording and reporting
2.1 Topics for internal assessment
3 Internal assessment of Subject Outcomes in Project Management - Level 3
4 Specifications for external assessment in Project Management- Level 3
4.1 Integrated summative assessment task (ISAT)
4.2 National Examination

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Project Management in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Project Management* to prepare for and deliver Project Management. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate students' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Portability***

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Recognition of Prior Learning***

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students' work with other students, based on learning styles and language

- ***Practicability and cost-effectiveness***

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).*

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process in order to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN PROJECT MANAGEMENT

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE), account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Project Management must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

2 RECORDING AND REPORTING

Project Management, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	**80-100**
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following internal assessment units guide the assessment of Project Management.

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes

- **Entrepreneurship Level 2 – An example of a simple business plan**

Students identify or are given an idea for a simple business and must develop a business plan. As Entrepreneurship is offered as an option in both Business and Engineering Studies, students should develop an entrepreneurial business idea in the field they are studying, for example a woodwork student could investigate the need for a professional carpenter in the community while an Information Technology student could put together a business plan offering his or her Information Technology expertise.

The plan must include a:

- Title page
- Executive summary
- Introduction
- Marketing plan
- SWOT analysis
- Financial plan
- Staff structure
- Technical plan
- Material purchasing plan
- Environmental impact assessment
- Conclusion
- Appendices

- **Project Management Level 3 – An example of a simple project plan**

Students identify or are given a simple project plan to develop. Students should develop ideas for projects in their area of training. Colleges should encourage students to develop plans for social responsibility projects. If a disadvantaged school in the community needs a computer room, engineering students could develop and initiate a project to build tables for the computer room while management students could instigate a project to teach computer skills after hours at the school to members of the community.

The plan must include:

- Project management tools
- Application of ethics
- Project estimating and costing
- Project administration
- Team initiatives

Students must compile a report on the:

- Identity of the project
- Type of tools used
- Activities to be managed
- Budget
- Timeframes
- Team duties identified
- Leadership and management styles employed to develop the plan

Students must compile a reflective document on:

- The challenges encountered and how these challenges were overcome
- Changes that could be made to improve the plan

2.1 Topics for internal assessment

These assessment tasks should be kept on record as well as evidence, feedback and judgements kept in the Portfolio of Evidence (PoE)

- **Entrepreneurship Level 2**

Exit Level Outcome 1: Compile an elementary business plan for a small business venture.

Assessment Standards

- Entrepreneurial opportunities and ideas are identified and described using a SWOT analysis.
- The advantages and disadvantages of entrepreneurship and the characteristics of an entrepreneur are identified with the purpose of participation in business opportunities.
- The characteristics and personality traits of an entrepreneur are identified and described with examples of skills needed in relation to a specific business venture.
- The elements of a business plan are outlined and described in terms of its objectives and purpose.
- An elementary business plan is developed using a specific format.

TERM	**TOPIC**	**KNOWLEDGE AND COMPREHENSION**	**APPLICATION**	**ANALYSIS, SYNTHESIS AND EVALUATION**
1	Entrepreneurship Customer Relations	55%	35%	10%
2	Basic Finances	55%	35%	10%
3	Manage Time and Work Process	40%	50%	10%
4	Business Plan	30%	50%	20%

TERM	**PORTFOLIO ASSESSMENTS**	**TOPICS**
1	**One**	Entrepreneurship [Theory and Practical] Customer Relations [Theory and Practical]
	Two	
	Three	
2	**Four**	Basic Finances [Theory and Practical]
3	**Five**	Manage Time and Work Processes
4	**Six**	A Business Plan
	Seven	

- **Project Management Level 3**

Exit Level Outcome 1: Develop a simple project plan

Range: A simple project plan includes, but is not limited to, measurable deliverables, milestones, timeframes, activity, time, and resources (human and/or material and/or equipment) information.

Assessment Standards

- A project plan is developed for a small venture.
- The reasons why support should be given to project teams are identified and expanded with examples.
  Range: Support includes, but is not limited to, administrative (recordkeeping), financial (quotations, costings) and organising (resources).
- Leadership skills are identified to support and manage a simple project.
- The role of ethical conduct is explained and applied to manage a project.

TERM	TOPIC	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
1	Fundamentals of Project Management Project Management Tools and Techniques Application of Ethics in Project Management	55%	35%	10%
2	Project Estimation and Costing Develop a Project Plan	50%	40%	10%
3	Project Administration Leadership in a Project Environment	40%	50%	10%
4	Projects are Team Initiatives	30%	50%	20%

TERM	PORTFOLIO ASSESSMENTS	TOPICS
1	**One**	Fundamentals of Project Management Project Management Tools and Techniques Application of Ethics in Project Management [Theory and Practical]
	Two	
	Three	
2	**Four**	Project Estimation and Costing Develop a Project Plan [Theory and Practical]
	Five	
3	**Six**	Project Administration Leadership in a Project Environment [Theory and Practical]
	Seven	
4	**Eight**	Projects are Team Initiatives

- **Project Management Level 4**

Exit Level Outcome 1: Plan, execute and control activities of a simple project.

Range: A simple project plan includes, but is not limited to, measurable deliverables, milestones, timeframes, activity, time and resources (human and/or material and/or equipment) information.

Assessment Standards

- A project is planned according to project principles.
- The activities of a project are executed and controlled according to given specifications.
- Project management processes and techniques are applied to manage a project from implementation to completion.
  Range: Processes and techniques include, but are not limited to, planning, scoping, scheduling and budgeting.
- The potential risks within a project are explained and quantified in terms of severity and probability.
  Range: Risks may include, but are not limited to, financial risks, human resource risks and physical and environmental risks.
- Leadership skills and techniques are selected and used in the management of a project.
  Range: Skills include, but are not limited to, professionalism, ethical values, norms and social standards, positive attitudes, perseverance, non-judgmental conduct, delegation and clear communication.

TERM	TOPIC	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
1	Project Delivery Strategies and Operations Project Initiation and Leadership Styles	55%	35%	10%
2	Developing Schedules for Project Management Supervision of a Project	50%	40%	10%
3	Project Risk Management	40%	50%	10%
4	Review the Project	30%	50%	20%

TERM	PORTFOLIO ASSESSMENTS	TOPICS
1	**One**	Project Delivery Strategies and Operations Project Initiation and Leadership Styles [Theory and Practical]
	Two	
2	**Three**	Developing Schedules for Project Management Supervision of a Project [Theory and Practical]
	Four	
3	**Five**	Project Risk Management [Theory and Practical]
	Six	
4	**Seven**	Review the Project

ASSESSMENT OF PROJECT MANAGEMENT

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN PROJECT MANAGEMENT - LEVEL 3

Topic 1: Fundamentals of Project Management

SUBJECT OUTCOME	
1.1 Explain the nature of a project. *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The characteristics of a project are explained with examples.	Explain with the aid of an example of project plan, the characteristics of a project *Range: Basic terminology and definitions may include but is not limited to project management, project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications*
• Differences between project and non-project work are explained with examples of each • A basic project life cycle is explained with examples of possible phases.	Differentiate between project and non-project work
The reasons for undertaking projects are explained with practical examples.	Identify reasons for undertaking projects
A range of types of projects and their complexity are explained in simple terms. *Range: Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new products.*	Identify types of projects and their complexity *Range: Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new products.*
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a case study of a project where nature of a project can be identified • Investigate/Research the nature of a project and explain with examples *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion *Retain evidence for each assessment standard in the POE*	

SUBJECT OUTCOME	
1.2 Explain the nature and application of Project Management	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Project management is defined and its application is explained according to recognised published standards	Define Project Management within the recognised published standards. *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects* *Recognised published standards may include but not limited to those published by APM, PMI, IPMA, Global Performance Standards for Project Management Personnel, American National Standard Institute, International Standards Organisation, British Standard and South African National Standards*

The major project management processes are described and explained according to recognised best practice.	Identify and describe project management processes as per recognised best practices. *Range: Processes and sub-processes may include but are not limited to initiating, planning, controlling, execution, close out processes, budgeting, approval, implementation, monitoring, evaluation, elementary risk identification, analysis, quantification, time management, risk management, quality management, resources management, communication management, scope management, contract management and supplies management.* *International and local professional bodies linked to project management practice and standards will include but are not limited to Project Management Institute (PMI), Australian Institute of Project Management (AIPM), International Project Management Association (IPMA), and Association for Project Management (APM), Association for Construction Project Managers (ACPM), Cost Engineering Association of South Africa (CEASA) and Project Management South Africa (PMSA)*
• The differences between project management and general management are explained with examples of each. • The difference between project management processes and technical (end product related) processes is explained with examples of each. *Range: Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project.*	Differentiate using examples of each, between project management and general management and technical (end product related) processes *Range: Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project.*
• The difference between a project team member and the project manager is explained in accordance with role descriptions.	Explain and discuss the human resource hierarchies of the project team, in accordance with role descriptors *Range: Roles may include but are not limited to project sponsor, project manager, project administrator, project engineer, steering committee, team member.*
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a case study of a project where nature and application of project management can be identified • Investigate/ research the nature and application of project management and explain with examples • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical Cross Fields Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to make a summary of the group discussion • *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team; organise and manage oneself and one's activities responsibly; communicate effectively using visual, written and verbal communication modes* • *Retain evidence for each assessment standard in the POE*	

<table>
<tr><th colspan="2">SUBJECT OUTCOME</th></tr>
<tr><td colspan="2">1.3 Explain the types of structures that are found in the project environment</td></tr>
<tr><th>ASSESSMENT STANDARD</th><th>LEARNING OUTCOME</th></tr>
<tr><td>The structures within a project are defined with examples
Range: Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product /work/cost/organisation breakdowns
Note - structure is a set of interconnecting parts of any complex thing, a framework</td><td>Identify the structures within a project.
Range: Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product /work/cost/organisation breakdowns
Note - structure is a set of interconnecting parts of any complex thing, a framework</td></tr>
<tr><td>The concept of programme and project hierarchies is explained with an example.
Range: Programmes include related projects, which may be broken down into sub projects, phases or other components / units.</td><td>Discuss and explain the concept of programme and project hierarchies.
Range: Programmes include related projects, which may be broken into sub projects, phases or other components / units</td></tr>
<tr><td>The purpose of decomposing a project into manageable components or parts is explained with practical examples.
Range: Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.</td><td>• Define the concept of decomposing a project.
Range: Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.
• Discuss and explain, (with the aid of an example of a project), the purpose of decomposing a project into manageable components or parts.</td></tr>
<tr><td>The terms breakdown structures for product, work and cost are defined, discussed and explained in simple terms.
Range: Product may include products, services or results. The term deliverable is associated with Product, a common interpretation is that deliverables are produced as the project progresses resulting in an end product</td><td>• Define the terms breakdown structures and deliverables
• Discuss and explain, (with the aid of an example of a project), the concepts of breakdown structures for product, work and cost
Range: Product may include products, services or results. The term deliverable is associated with product, a common interpretation is that deliverables are produced as the project progresses resulting in an end product.</td></tr>
<tr><td colspan="2">ASSESSMENT TASKS OR ACTIVITIES</td></tr>
<tr><td colspan="2">Task-based
• Respond to a case study of a project where the types of structures of a project can be identified
• Investigate/research the types of structures of a project and explain with examples
Apply theory in Assignment / Contemplative document / project.
Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; Work in a team
Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.
Observation based
• Students to make a summary of the group discussion
• Retain evidence for each assessment standard in the POE</td></tr>
</table>

<table>
<tr><th colspan="2">SUBJECT OUTCOME</th></tr>
<tr><td colspan="2">1.4 Explain the application of organisation structures in a project environment.</td></tr>
<tr><th>ASSESSMENT STANDARD</th><th>LEARNING OUTCOME</th></tr>
<tr><td>• The basic differences between a matrix and functional organisation structure are explained with examples of each.
Range: Limited to organisational matrix and functional structures not extended to their impact on a project.</td><td>• Differentiate between a matrix and functional organisation structure
Range: Limited to organisational matrix and functional structures not extended to their impact on a project.
• Discuss and explain, (with the aid of an example of a project), organisational structure.</td></tr>
<tr><td>The project organisation structure is described and explained in a written format.
Range: Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing descriptions of roles, responsibilities and reporting lines, progress and communication reporting, authority hierarchy, decision-making accountability. - Reporting lines, authority levels, single point of responsibility / accountability</td><td>Prepare an organisational structure in a written format.
Range: Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing description of roles, responsibilities and reporting lines, progress and communication reporting, authority hierarchy, decision-making accountability
(Project manager leads the project management team, whereas a team leader leads a technical team and reports to the project manager).
Reporting lines, authority levels, single point of responsibility / accountability</td></tr>
<tr><td>• The purpose and key responsibilities of two roles in a project are described in written format. Stakeholders are explained with at least six examples.</td><td>• Describe, (with the aid of an example project), the purpose and responsibilities of the roles attached to the project.
• Prepare a written document that describes at least two of the purposes, roles and responsibilities within a project
• Define the concept of stakeholders in a project.
• Discuss and explain, (with the aid of an example project), at least 6 different stakeholders involved with a project.</td></tr>
<tr><th colspan="2">ASSESSMENT TASKS OR ACTIVITIES</th></tr>
<tr><td colspan="2">Task-based
• Respond to a case study of a project where the application of organisation structures can be identified
• Investigate/research the application of organisation structures in a project and explain with examples
Apply theory in Assignment / Contemplative document / project.
Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team
Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.
Observation based
• Students to document a summary of the group discussion
• Retain evidence for each assessment standard in the POE</td></tr>
</table>

SUBJECT OUTCOME	
1.5 Explain the major processes and activities required to manage a project.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Key processes and activities that take place to manage a project are described from beginning to end. *Range: The processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating*.	• Identify the processes and activities in a project. *Range: The processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating*. • Describe, (with the aid of an example of a project), all key processes and activities, that take place from the beginning of the project to the end of a project
• The supplementary management sub-processes and activities required to support the key processes and activities are briefly described with examples of each. *Range: Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management*	• Identify the supplementary management sub-processes and activities required to support the key processes and activities. *Range: Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management* • Discuss and explain, (with the aid of an example project), the supplementary management sub-processes and activities required to support the key processes and activities.
• The reasons for planning and controlling a project are explained and the consequences of not planning and controlling are described.	• Define the concepts of planning and control. • Explain (with the aid of an example project), the reasons for planning and controlling a project. • Describe (with the aid of an example project and the use of planning templates), the consequences of not planning and controlling the project
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and Answer **Task based** • Respond to a case study of a project where the major management processes and activities can be identified • Investigate/research the major processes and activities required to manage a project and explain with examples *Apply theory in Assignment / Contemplative document / project in project plan.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to summarise the group discussion • Retain evidence for each assessment standard in the POE	

Topic 2: Project Management tools and techniques

SUBJECT OUTCOMES	
2.1 Demonstrate an understanding of project management tools and techniques. *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.* *The range of project management tools and techniques may include but is not limited to Gantt charts, network diagramming, spreadsheets, budget administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A range of tools and techniques used on a project is identified and explained in accordance with project requirements.	• Collect and organise information to identify techniques and tools used in accordance with a project. *Projects may include but are not limited to all projects including technical, developmental and business related projects.* *Tools are tangible such as a computer, spreadsheet program, template.* *Techniques are systematic procedures using one or more tools to produce a deliverable.* • Identify the established standards and procedures for a range of project management tools and techniques. *The range of project management tools and techniques may include but is not limited to Gantt charts, network diagramming, spreadsheets, budget administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).*
• Limitations and advantages of project management tools and techniques are explained using examples.	• Discuss and explain (with the aid of an examples from a project), advantages and limitations of project management tools and techniques.
• Examples of the usage of the project management tools and techniques are provided in a hard copy format.	• Demonstrate the application of project management tools and techniques and provide hard copy examples
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a case study of a project where project management tools and techniques can be identified • Investigate/research the project management tools and techniques and explain with examples • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOMES	
2.2 Use a range of project management tools and techniques. *Range: Tools are tangible such as a computer, spreadsheet program, template.* *Techniques are systematic procedures using one or more tools to produce a deliverable.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
A range of project management tools and techniques is used in accordance with established standards and procedures.	Use a range of project management tools and techniques in accordance with established standards and procedures

Output of project management tools and techniques meet individual, team and organisational needs/requirements.	Obtain output from project management tools and techniques to meet individual, team and organisational needs and requirements
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class tests – integrated summative assessment of the module ▪ Define terms ▪ Question and answer ▪ Task based **Task based:** • Respond to a case study of a project where project management tools and techniques can be used as per established standards and procedures • Investigations/ research the project management tools and techniques and explain with examples • Apply theory in Assignment/ contemplative document/ project	

SUBJECT OUTCOMES	
2.3 Apply corrective action where project management tools and techniques usage problems occur. *Range: Policies and procedures may be organisation specified systems, policies and procedures or where these do not exist, accepted industry best practice.* *Project level may include but is not limited to working as a leader in the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Problems with the usage of project management tools and techniques are identified against project requirements.	Identify problems with the usage of project management tools and techniques against project requirements
• Possible solutions are identified and discussed in consultation with higher authority. • Authorised / agreed solutions are implemented according to agreed steps.	• Identify and discuss possible solutions with a higher authority • Implement authorised/ agreed solutions according to agreed steps
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and Answer • Task based	

Topic 3: Application of ethics in Project Management

SUBJECT OUTCOME	
3.1 Explain the concept of ethics in relation to property and personal rights.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The source of ethics is explained in relation to property and personal rights.	• Explain the concept of ethics, in relation to property and personal rights in business
• The role of the South African Constitution in defining the source of ethics for South African society is explained in the context of the business environment.	• Explain the role of the South African Constitution in defining the source of ethics for South African society
• The relationship between ethics and generally accepted codes of conduct is explained for project management.	• Explain the relationship between ethics and generally accepted codes of conduct in project management.

ASSESSMENT TASKS OR ACTIVITIES
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and Answer Task based • Respond to a case study of a project where compliance and non-compliance to ethics in the project data can be identified • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE

SUBJECT OUTCOME	
3.2 Apply ethical principles in a specific context.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The application of ethical principles in the formulation and management of the project plan is illustrated.	• Illustrate the application of ethical practices in the formulation and management of the project plan.
• The process to be followed when the code of conduct is breached is explained according to Standard Operating Practices.	• Explain the process to be followed according to Standard Operating Practices when the code of conduct is breached
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and Answer Task based • Respond to a case study of a project where compliance and non-compliance to ethics in the project data.can be identified • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

Topic 4: Project Estimating and Costing

SUBJECT OUTCOME	
4.1 Identify elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Identify work elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data. *Range: Elements of work may include but are not limited to projects, sub projects, phases of a projects, stages, tasks or activities or work packages.* *- Elements of costing and budgeting may include but are not limited to forecasting, estimating.* *- Fixed costs may include but are not limited to rent, labour and overheads.* *- Variable costs may include but are not limited to materials, equipment, transport and resource.* *Agreed standards and procedures may include but are not limited to an organisation's project procedures and standards, industry best practice.*	• Identify the work elements of a given project. *Range: Elements of work may include but are not limited to projects, sub projects, phases of the project, stages, tasks or activities or work packages.* • Identify cost types (elements) of a given project. *Range: Elements of costing and budgeting may include but are not limited to forecasting, estimating. Fixed costs may include but are not limited to rent, labour and overheads. Variable costs may include but is not limited to materials, equipment, transport and resource.* • Assess a given project for work elements and cost types (elements) of the project. • Determine the resource requirements of the given project, in terms of type, quantity and unit cost, and documented in agreed format.
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and Answer • Task based • Calculations **Task-based** • Respond to a case study of a project where elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data can be identified • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOME	
4.2 Participate in the preparation and production of a cost budget.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The elements of cost for each work element / package are estimated using agreed rules and procedures.	Estimate elements of cost for each work element / package using agreed rules and procedures
A cost budget is documented in agreed format and within agreed time frames.	Document a cost budget in agreed format and within agreed time frames
Underlying assumptions of the estimate are explained, motivated and documented in agreed format.	Explain, motivate and document in agreed format the underlying assumptions of the estimate
Approval is obtained for the budget from higher authority in accordance with established standards and procedures.	Obtain approval for the budget from higher authority in accordance with established standards and procedures
Cost budget figures are balanced and correct in accordance with standard accounting practices.	Balance cost budget figures and correct in accordance with standard accounting procedures

ASSESSMENT TASKS OR ACTIVITIES
See Topic 4 SO1 AC1

SUBJECT OUTCOME	
4.3 Contribute to the monitoring and controlling of cost budget performance by maintaining records and communicating.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Cost budget is communicated in a manner that ensures that all relevant parties are clear on its contents.	Communicate cost budget in a manner that ensures that all relevant parties are clear on its contents
• Actual costs against the budget elements are obtained and records updated correctly	Obtain actual costs against budget elements and update records correctly
• Deviations of actual against budgeted costs are identified and communicated to higher authority.	Identify and communicate deviations of actual against budgeted costs to a higher authority
• Opportunities for corrective action or improvement are identified and communicated to relevant individuals/teams.	Identify opportunities for corrective action or improvement and communicate to relevant individuals
• Financial records are maintained according to agreed standards and procedures	Maintain financial records according to agreed standards and procedures
ASSESSMENT TASKS OR ACTIVITIES	
See Theme 4 SO1 AC1	

Topic 5: Develop a project plan for a simple project

SUBJECT OUTCOME	
5.1 Develop a project plan for a simple project *(A simple project/sub-project is one that involves few resources and has a limited impact on stakeholders and the environment)* *Range: project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A project plan is developed for a simple project/sub project, within identified frames. *Range: project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications*	• Assess components of a given project plan (assess component-by-component) e.g. a project to provide students with access to computers, a project of the students entertainment committee. *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.* • Collect, and organise information relating to the individual project/sub-project *Range: project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications* • Develop a project plan for a simple project *A simple project/sub-project is one that involves few resources and has a limited impact on stakeholders and the environment)*

ASSESSMENT TASKS OR ACTIVITIES
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and answer • Task based **Task-based** • Respond to a case study of a project where the plan for a simple project can be identified • Investigate / research to plan for a simple project and explain why project management tools used in the project were chosen over other options. Evidence of management and leadership styles and skills, application of ethics, estimation and costing and project environment must be included. *Apply theory in Assignment / Contemplative document / project.* • Retain evidence for each assessment standard in the PoE *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to make a summary of the group discussion

SUBJECT OUTCOME	
5.2 Demonstrate an understanding of the use of project management tools and techniques	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Project management tools and techniques are applied to project plan. *Range: The range of project management tools and techniques may include but is not limited to Gantt charts, network diagramming, spreadsheets, budget administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).*	• Apply a range of tools and techniques of project management to support documentation of the project plan
• Problems with the usage of project management tools and techniques are identified against project requirements.	• Identify corrective steps where tools and techniques may be used in the project
• Possible solutions are identified and discussed in consultation with higher authority.	• Apply corrective measures to tools and techniques used for the project
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a case study of a project where project management tools and techniques can be identified • Investigate/ research the project management tools and techniques and explain with examples the advantages and disadvantages of each *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* • **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE	

SUBJECT OUTCOME	
5.3 Participate in the costing and budgeting of a small project.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Costing and monitoring mechanisms are included in the project plan *Range: Elements of costing and budgeting may include but are not limited to forecasting, estimating.* *Fixed costs may include but are not limited to rent, labour and overheads.* *Variable costs may include but are not limited to materials, equipment, transport and resource.* *Agreed standards and procedures may include but are not limited to an organisation's project procedures and standards, industry best practice*.	• Prepare a work element and cost budget for the project. Include the motivations for underlying assumptions of the estimate • Balance budget figures in accordance with standard accounting practices.
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a requirements of a project where the costing and budgeting of a small project can be identified • Apply theory in Assignment / Contemplative document /for project plan. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE	

SUBJECT OUTCOME	
5.4 Provide project templates to team members *Range: Templates may include but are not limited to letters, memo's, faxes, e-mail messages, minutes of meetings, document transmittal forms, various types of drawings, programme schedules, cost reports, equipment data sheets, specifications, procedures, standing orders, materials control documents (orders, receiving, issued, inventory levels, stock counts), contracts, requisitions, budget authorisations, change notices, change orders, site instructions, rectification instructions, variation orders, petty cash vouchers, petty cash returns, timesheets, travel / expense claims, technical procedure related controls*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Templates are prepared in accordance with requirements and accepted standards	• Contribute to the monitoring and controlling of cost budget performance of the project, by maintaining records and communication. • Identify deviations from budget, record and communicate. • Identify and communicate corrective actions of deviations to budget. • Prepare templates to be used for the administration work.

ASSESSMENT TASKS OR ACTIVITIES

Test based:
• Class test – integrated summative assessment of the module:-
  ▪ Define terms.
  ▪ Question and answer
  ▪ Task based
Task-based
• Respond the requirements of a project where templates for team members of a project can be identified
• Apply theory in Assignment / Contemplative document /for the project plan.
Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team
Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.
Observation based
• Students to document a summary of the group discussion
• Retain evidence for each assessment standard in the PoE

Topic 6: Project administration

SUBJECT OUTCOME	
6.1 Use a paper based and/or electronic filing system for a project *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.* *Documentation management systems may include but are not limited to computer based document control systems, computer based document tracking systems, manually operated document control systems.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**

• A filing system exclusively for the project is developed and utilised according to project needs.
• Project files are clearly named and structured to enable easy filing or retrieval.
• An inventory of the project documentation is prepared and maintained in accordance with agreed filling system.
• An audit trail for project documentation is maintained according to agreed filing system.
• All files and documentation are maintained to ensure they are current, up-to-date, neat and clean
	• Identify filing system requirements for the project plan.
	• Demonstrate and explain the following features of a filing system,
	  ▪ files clearly marked;
	  ▪ inventory of project documentation;
	  ▪ audit trail for project;
	  ▪ maintenance of a filing system to ensure they are current, up-to-date, neat and clean.

ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and Answer • Task based *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion **Practical task-based** • Apply theory to develop and use a paper based and/or electronic filing system for a project • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOME	
6.2 Use standardised processes for identifying, securing and finding documents	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• All documents are named and filed to agreed standards. • Filing system is structured and indexed reflecting project, sub-project, phase and stage levels, management, and quality and specialist (technical) products. • Multiple versions of documents are correctly filed and annotated in accordance with agreed filing system. • Back-up and archive processes are identified and utilised in accordance with agreed filing system. • Sensitive and /or confidential documents are kept in safe custody.	• Demonstrate and explain the following standardised features ▪ Documents are named and filed ▪ Filing system is structured and indexed reflecting project, sub-project, phase and stage levels, management, quality and specialist (technical) products ▪ annotation of multiple versions of documents ▪ back-up systems; ▪ handling of sensitive / confidential documents *Range: Documentation management systems may include but are not limited to computer based document control systems, computer based document tracking systems, manually operated document control systems*
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test – integrated summative assessment of the module:- • Define terms. • Question and answer • Task based *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to make a summary of the group discussion **Practical task-based** • Apply theory to develop and use a paper based and/or electronic filing system for a project • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOMES	
6.3 Provide project templates to team members.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Templates are prepared in accordance with requirements and accepted standards	Identify the need for templates within administrative work.
Templates and their components are identified and explained in terms of how they should be used.	Demonstrate and explain, using given templates, the following features, their components and how they can be used to support the team operating in a project. *Range: Templates may include but are not limited to letters, memo's, faxes, e-mail messages, minutes of meetings, document transmittal forms, various types of drawings, programme schedules, cost reports, equipment data sheets, specifications, procedures, standing orders, materials control documents (orders, receiving, issued, inventory levels, stock counts), contracts, requisitions, budget authorisations, change notices, change orders, site instructions, rectification instructions, variation orders, petty cash vouchers, petty cash returns, timesheets, travel / expense claims, technical procedure related controls.*

ASSESSMENT TASKS OR ACTIVITIES
Test based: • Class test ▪ Define terms. ▪ Question and answer **Task-based** • Respond to a case study of a project where project templates can be identified • Investigate/ research the project templates of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE

SUBJECT OUTCOMES	
6.4 Assist in preparing project documents for handover at the end of a project or a project phase/stage.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Handover project documents are prepared in correct format and within agreed time frame. • Handover project documents are complete, concise and in the required location and are handed over to appropriate individuals.	Demonstrate and explain the preparation of project documents for handover at the end of a project or a project phase/stage

ASSESSMENT TASKS OR ACTIVITIES
Task-based • Respond to a case study of a project where documents for handover at the end of a project or a project can be identified • Investigate/research the project documents for handover at the end of a project or a project phase / stage and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE

SUBJECT OUTCOMES	
6.5. Describe and explain project documentation management processes.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The documentation system requirements are explained in relation to quality, access and traceability. • Document control requirements for a project are explained with reasons for the control • Benefits of documentation management for a project are explained with examples	• Describe and explain the following features of the project management process, ▪ Document control requirements; ▪ Storage and retrieval functions and processes; ▪ Benefits of documentation management for a project

ASSESSMENT TASKS OR ACTIVITIES
Task-based • Respond to a case study of a project where project documentation management processes can be identified • Investigations/Research the project documentation management processes of a project and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to make a summary of the group discussion • Retain evidence for each assessment standard in the PoE

Theme 7: Leadership within the project environment

SUBJECT OUTCOMES	
7.1. Explain the concept of leadership.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Various definitions of leadership are identified and explained with examples. *Range: At least four definitions are provided.*	Explain the different definitions identified with Leadership *Range: At least four definitions are provided.*
The roles and qualities of a leader are explained using examples. *Range: Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders.* *Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental environment, being an innovator, being creative.*	Explain, with the aid of examples, the roles and qualities expected of a leader *Range: Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders.* *Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental environment, being an innovator, being creative.*
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test – integrated summative assessment of the module:- ▪ Define terms. ▪ Question and answer ▪ Task based • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOMES	
7.2 Differentiate between the concepts, roles and qualities of leadership and management.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The concepts of leadership and management are differentiated using examples. *Range: The management styles include, but are not limited to; administer/organise; maintains/controls; focuses on structures and systems*.	Differentiate between the concepts of leadership and management *Range: The management styles include, but are not limited to; administer/organise; maintains/controls; focuses on structures and systems.*
The roles and qualities of a leader are differentiated and compared with those of a manager in a work context.	Differentiate between the roles and qualities of a leader and a manager in the work context.
The roles of a leader in the project and a manager are compared in terms of their complementary roles in the work place.	Compare the roles of a leader in the project, and a manager in their complementary roles in the work place.

ASSESSMENT TASKS OR ACTIVITIES
Task-based • Respond to a case study of a project where the difference between leadership and management can be identified • Investigate/research the difference between leadership and management of a project and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE

SUBJECT OUTCOMES	
7.3 Identify leadership style	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The four basic leadership styles used by project managers are named and explained and an indication is given of when it is appropriate to use each style. *Range: The project leadership styles include, but are not limited to; directing, coaching, supporting and delegating*	• Identify leadership styles used by project managers *Range: The project leadership styles include, but are not limited to; directing, coaching, supporting and delegating* • Discuss and explain how the leadership styles can be used for a project.
The basic behaviours that a leader can use to influence someone else are named and an indication is given of their relationship to the four basic leadership styles of project situational management *Range: The basic behaviours of leaders may include - directive and supportive*	• Identify basic behaviours that a leader can use to influence someone on a project. *Range: The basic behaviours of leaders may include - directive and supportive* • Discuss and explain the relationship of the basic leader behaviours to the leadership styles identified
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a case study of a project where leadership styles of a project can be identified • Investigate/research the leadership styles of a project and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOMES	
7.4 Apply leadership skills and techniques to the project	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The opportunities for application of leadership skills and techniques to a project, are discussed with examples or using case studies	Discuss and explain how leadership skills and techniques may be applied within the scope of the chosen project.

ASSESSMENT TASKS OR ACTIVITIES
Task-based • Respond to a case study of a project where application of leadership skills and techniques of a project can be identified • Investigate/research the application of leadership skills and techniques of a project and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE

SUBJECT OUTCOMES	
7.5 Recognise achievement	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Possible systems for recognising achievement at team level are explained and a personal plan is devised to show recognition in own team • Possible systems for recognising achievement at team level are explained and a personal plan is devised to show recognition in own team	• Identify the importance of giving recognition • Discuss and describe systems for recognition of achievement at team level • Discuss and explain a plan to show recognition of achievement in the team
ASSESSMENT TASKS OR ACTIVITIES	
Tests based: • Class test ▪ Define terms. ▪ Question and answer **Task-based** • Respond to a case study of a project where recognition of achievement in a project can be identified • Investigate/research the recognition of achievement in a project and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOMES	
7.6 Indicate how leaders can empower members of a team	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Tasks allocated to the team are analysed and suggestions are made as to how individual team members can be given responsibility for their own achievement	• Identify tasks for the team in the project plan. • Identify the responsibilities attached to the tasks in the project. • Analyse and discuss the tasks to be allocated to all team members, including supervisors and team leaders. • Discuss and explain the responsibilities of the tasks to be assigned to the team members.
Aspects of team performance that are supervised by the junior manager are analysed and an indication is given of which aspects of team performance could better be handled by the team	Discuss and explain methods that enable a leader to improve the ways in which members of the project team can measure their own performance against the objective of the project.

ASSESSMENT TASKS OR ACTIVITIES
Task-based • Respond to a case study of a project where project management tools and techniques of a project can be identified • Investigate/research the project management tools and techniques of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE

Topic 8: Projects are team initiatives

SUBJECT OUTCOMES	
8.1 Demonstrate an understanding of working as a member of a team *Range: Project level may include but is not limited to working as a leader i the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader.* *Projects may include but are not limited to all projects including technical, developmental and business related projects.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Criteria and behaviours conducive to working as a member of a team are identified and explained with practical examples.	Identify criteria and behaviours conducive to working as a member of a team of a small project. *Range: Ethical values, norms and social standards, positive attitudes, perseverance, non-judgemental conduct, and clear communication* *Constructive, non-disruptive behaviours may include showing sensitivity, grasping others perspectives, being attentive, showing interest, showing positive attitude, positive reinforcement*
Team interfaces are described and the roles explained with actual examples. *Range: includes but not limited to customer/client, sponsor, project manager, project management team, project team and other stakeholders*.	• Explain and describe team interfaces and roles. *Range includes but not limited to customer/client, sponsor, project manager, project management team, project team and other stakeholders.* *Project manager leads the project management team, whereas a team leader leads a technical team and reports to the project manager* • Demonstrate application of behaviours conducive to working as a member of a team, within the identified team interfaces and roles
Disruptive behaviours to team performance are identified and explained with examples of the consequences.	• Identify disruptive behaviours, related to the team interfaces and roles. • Discuss and explain the consequences of disruptive behaviour in a team.

ASSESSMENT TASKS OR ACTIVITIES

Tests based:
• Class test – integrated summative assessment of the module:-
  ▪ Define terms.
  ▪ Question and answer
  ▪ Task based
Task-based
• Respond to a case study of a project where working as a member of a team in a project can be identified
• Investigate / research working as a member of a team in a project and explain with examples
• Apply theory in Assignment / Contemplative document / project.
Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team
Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.
Observation based
• Students to document a summary of the group discussion
• Retain evidence for each assessment standard in the PoE

SUBJECT OUTCOMES	
8.2 Collaborate with other team members to improve performance *Range: Team dynamics may include but are not limited to team goals, priorities, roles, structure, formality, communication channels, flexibility, cohesion, skill levels, trust, conflict, relationships and climate.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The importance of consultation and joint decision-making is explained with examples of how this affects team performance.	• Define Team Dynamics *Range: Team dynamics may include but are not limited to team goals, priorities, roles, structure, formality, communication channels, flexibility, cohesion, skill levels, trust, conflict, relationships and climate.* • Explain how team dynamics can be improved through the use of consultation and joint decision-making *Principles for creating productive communication may include but are not limited to listening, consulting, giving feedback, supporting, discussing, negotiating, embracing diversity and exhibiting empathy*
Constructive, non-disruptive behaviours and how others are influenced positively are provided, described and explained with examples. *Range: Constructive, non-disruptive behaviours may include showing sensitivity, grasping others perspectives, being attentive, showing interest, showing positive attitude, positive reinforcement*	• Describe constructive, non-disruptive behaviours that have influence • Identify methods and techniques for building team coherence and spirit

• Other team members are consulted for ideas relating to project work and joint decisions are made according to team needs. • Other team members are worked with in order to achieve project objectives	Describe and explain the following features to improve performance of the project: • Consultation with team members for ideas relating to project work and joint decisions are made according to team needs • Initiate team work with members in order to achieve project objectives • Identify Information that a team requires to do to meet the project objectives *Range: Methods for communication may include but are not limited to written, oral, symbols, body language and signals* • Explain methods to facilitate the information reaching team members • Discuss and explain methods of measuring performance, required by the team to meet project objectives • Discuss and explain methods of providing feedback to team members on performance against team objectives • Identify situations that are a cause of conflict in a group and identify a plan to minimise their negative effect on the team and project objectives. • Develop methods to provide feedback on an ongoing basis which leads to constructive and productive working relationships
Situations that are a cause of conflict in a group are identified and a plan is made to minimise their negative effect on the team and project objectives.	• Identify the kinds of conflict that could arise in a project team • Demonstrate strategies to deal with issues in a team • Demonstrate strategies for creating a positive working environment for a project team
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a case study of a project where collaboration with other team members to improve performance of a project can be identified • Investigate / research the project collaboration with other team members to improve performance of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOMES	
8.3 Participate in building relations between team members and other stakeholders	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Project stakeholders are identified and their needs are explained in terms of teamwork.	• Identify project stakeholders, and their needs • Discuss and explain how team work can address the needs of the stakeholders
• The importance of building relations between team members and stakeholders is explained with examples • The importance or honouring commitments to stakeholder is explained with practical examples.	• Discuss and explain the importance of building relations between team members and stakeholders, and the importance of honouring commitments to stakeholders.
• Methods and techniques for building team coherence and spirit are identified and explained with practical examples. • Instances of building relations between team members and stakeholders are documented and implemented according to procedures • Feedback is provided on an ongoing basis which leads to constructive and productive working relationships	• Demonstrate the building of relations between team members and stakeholders and document and implement instances, according to procedures
ASSESSMENT TASKS OR ACTIVITIES	
Task-based • Respond to a case study of a project where participation in building relations between team members and other stakeholders of a project can be identified • Investigations / Research the participation in building relations between team members and other stakeholders of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

SUBJECT OUTCOMES	
8.4 Respect personal, ethical, religious and cultural differences to enhance interaction between team members.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The differences between team members are identified and explained with examples. • The importance, of showing respect to each other is explained with examples. • Behaviours that are of concern to individuals are discussed promptly and openly with those involved.	Discuss and explain ethical issues related to the team with reference to: • Differences between team members • Showing respect to team members • Behaviours that are of concern to individuals
Examples are given of how own behaviour is modified and changed to support other team member`s feelings and needs	Behaviour is modified and changed to support other team member's feelings and needs.

ASSESSMENT TASKS OR ACTIVITIES
Task-based • Respond to a case study of a project where respect personal, ethical, religious and cultural differences to enhance interaction between team members of a project can be identified • Investigate/research the project management tools and techniques and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE

SUBJECT OUTCOMES	
8.5 Use a variety of strategies to deal with potential or actual conflict in a project team.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Situations that hamper efficiency in a project team are identified and suggestions are made to improve these situations • The kinds of conflict that could arise in a project team are identified and strategies to deal with issues in a team are demonstrated in role-play situations or through discussion.	• Identify situations that hamper efficiency in a project team
• Support systems available to the project team are identified and an indication is given of the student's own role in being supportive and using a support system. • Strategies for creating a positive working environment for a project team are explored and an indication is given of the role of the team leader/project manager in creating a positive work environment.	• Identify support systems available to the project team. • Demonstrate the application of the support system for a project team
ASSESSMENT TASKS OR ACTIVITIES	
Test based: • Class test ▪ Define terms. ▪ Question and answer **Task-based** • Respond to a case study of a project where use of a variety of strategies to deal with potential or actual conflict in a project team can be identified • Investigate / Research the use of a variety of strategies to deal with potential or actual conflict in a project team and explain with examples *Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Cross Field Outcomes (CCFO) such as problem solving; collect, analyse and organise information; work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* **Observation based** • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the PoE	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN PROJECT MANAGEMENT- LEVEL 3

4.1 Integrated summative assessment task (ISAT)

A compulsory component of ESASS is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

- The students are assigned a task at the beginning of the year which they will have to complete in phases during the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

- Students achieve the competencies during the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application is suggested

	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
LEVEL 3	30%	50%	20%