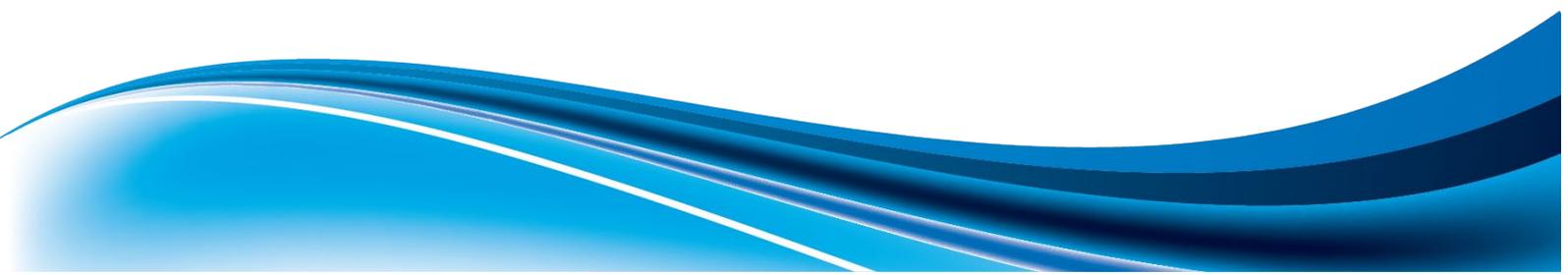




BSB10120 Certificate I
in Workplace Skills
(Project Management)

Assessment Guide



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BSB10120 Certificate I in Workplace Skills (Project Management)

Welcome to the BSB10120 Certificate I in Workplace Skills (Project Management). This course is designed for people who contribute to or manage the initiation, planning, delivery and close of project tasks in a variety of organisational settings.

Entry requirements

There are no academic pre-requisites to joining this program.

Students must have reliable access to an internet-connected computer with word-processing and spreadsheet software (for example, Microsoft Word and Excel).

International students must also evidence vocational English as per the Australian government standard for skilled migration. Students need to independently prepare for and obtain this standard.

As a rule, students with English language, literacy and/or numeracy special needs should contact us prior to enrolment to confirm their suitability for the program of study.

Units of study

Although this course typically takes 3-6 months to complete, your enrolment is good for a period of two (2) years and may be paused or extended upon request.

As the volume of learning is based on your prior experience, project experienced students may demonstrate competency sooner.

For that reason, your mentor will work with you to develop a training plan that uniquely responds to your personal and professional environment and needs.

To successfully graduate, you will need to evidence competence in the following Australian Qualifications Framework (AQF) units:

- 🌀 Module 1
 - BSBOPS101 Use business resources
 - BSBCRT201 Develop and apply thinking and problem solving skills
 - BSBPEF202 Plan and apply time management
- 🌀 Module 2
 - BSBCMM211 Apply communication skills
 - BSBPEF101 Plan and prepare for work readiness
 - BSBTWK201 Work effectively with others

You can learn more about these units and this qualification here:

🌀 <https://training.gov.au/Training/Details/BSB10120>

At any time throughout your qualification, you may also request a Statement of Attainment, which is formal recognition of the units that you have completed. Any units successfully completed are nationally recognised and can be credited to other qualifications with another RTO within Australia.

Course structure

This course acts as an introduction to the skills necessary to contributing to a wide range of professional and personal projects. Because we do not make you wait until a fixed date, such as the start of a semester, before allowing you to commence, study can begin as soon as your enrolment is processed, usually within 24 hours!

And instead of teaching these units one at a time, our program is structured to align with the project lifecycle. As you will see, studying and applying your knowledge in the order you do things in a real project (as opposed to learning via discrete 'knowledge areas') is a much more practical and enjoyable way to engage with project management.

What this means (from an administrative perspective) is that your study will proceed in two (2) discrete modules of three (3) AQF units of competence.

This is important to note, as unlike in a traditional study program, should you withdraw from the program before completing a module you are currently undertaking (even if you are nearly finished!) we may not be able to assess you as competent in any of the AQF units in that module.

Nevertheless, depending on how far you have progressed at the point of withdrawal, we may be able to assess you as competent in some alternative AQF units – we can have that conversation with you if and when the need arises.

If you would like to see how the AQF units map to our delivery method, we are also more than happy to share our government and industry audited training and assessment model.

Active mentoring

The BSB40920 Certificate IV in Project Management Practice is delivered with unlimited active mentor support, extending actionable advice on the projects you are working on through the lens of good-practice.

Our mentors can uniquely support you in this way because they are:

- 🌀 Proven industry experts with a minimum of 10 years' practical experience in leading complex projects, programs and portfolios of work
- 🌀 Inspiring communicators and creative, critical thinkers
- 🌀 Trained educators, facilitators and mentors

Importantly, they are not professional lecturers who have only learned project management from text-books and classrooms – they superimpose on the coursework a wealth of project skill and experience from all stakeholder perspectives to bring project management to life.

Your mentor will give you detailed feedback at each stage of your qualification. If he or she feels that you are not yet ready to progress, then you will be advised on how you can improve your work for reassessment.

There is no limit to the number of times you may resubmit your work for feedback – we will stick with you until you get it right!

All email enquiries are responded to within two business days, and the turnaround for assessment feedback is usually within five days. Successful completion of each stage will demonstrate to us (and your present and future employers) that you have the ability to apply the theory you have learnt to practical workplace scenarios.

The one-on-one assignment of mentors to learners also allows a genuine relationship to develop, avoiding a call-centre feel to learner engagement. Contact hours are neither stipulated nor capped, meaning that higher risk learners can access appropriate levels of support and self-motivated participants are not held back.

Note that although assessment tasks are made easier if you are employed in a workplace, those without this opportunity may complete the course as long as they have sufficient access to a project environment to facilitate learning and demonstrate competence.

The Institute of Project Management has successfully delivered self-paced learning with active mentor support to a diverse range of global learners in a variety of cultural settings.

Assessment

In order to successfully demonstrate competence to the requisite standard, students must successfully complete the following assessment tasks:

- 🌀 A1: 120+ formative and summative knowledge quizzes (OPEN)
- 🌀 A2: LinkedIn profile
- 🌀 A3: Assessment interview

Assessment integrity

Academic misconduct includes cheating, plagiarism, allowing another candidate to copy work for an assignment or an examination, and any other conduct by which a candidate:

- 🌀 seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person is not entitled, or
- 🌀 improperly disadvantages any other candidate.

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- 🌀 using another author's words without attribution
- 🌀 submitting for original assessment a project document that was prepared by someone else in your organisation, or
- 🌀 copying another candidate's work.

It is **not** plagiarism when you:

- 🌀 use another author's words, putting them in quotation marks and acknowledging the source; *for example*, quoting the project's objectives from the project charter in your reflection, or
- 🌀 collaborating with or seeking feedback from others on assessment tasks, as long as you remain the principal author and document owner.

All your assessable works may be submitted to the plagiarism checking service *TurnItIn* to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. Candidates engaging in any form of academic misconduct may be subject to the imposition of penalties that range from a deduction or cancellation of marks to exclusion from the course.

Confidentiality

Although all the information you share with us is managed in accordance with our [Privacy Policy](#), when completing assessment tasks, please take every care to de-identify or redact confidential stakeholder or organisational information.

If you have concerns about the impact this may have on your ability to demonstrate your competence and complete this course, please raise this with your mentor at the earliest opportunity.

Alternative assessment

Reasonable adjustments can be made to ensure equity in assessment for people with special needs. Adjustments may include changes to the assessment process or context that meet the individual needs of the person with a special need but do not change competency outcomes.

When assessing people with special needs, our assessors apply good practice assessment methods with sensitivity and flexibility. Assessors can also provide alternative assessment activities to address identified specific enterprise requirements if deemed appropriate or necessary.

If you have specific or special needs that may be better suited to alternative forms of assessment, please raise this with your mentor at the earliest opportunity.

Recognition of prior learning (RPL)

The Institute of Project Management accepts that learning takes place through formal study, informal learning in the workplace and from life experience. Our [Recognition of Prior Learning Policy](#) outlines how you may apply to have your prior learning recognised by the Institute and what procedures the Institute has in place to assess your learning and work/life experience.

Because of the unique structure of this program, students are typically awarded RPL for:

- 🌀 Project management coursework independently assessed by an accredited educational institution, and/or
- 🌀 Relevant documents prepared for workplace projects that meet the standards for assessment stipulated in this guide.

Please consult directly with your mentor if you are seeking RPL for any part or all of your BSB10120 Certificate I in Workplace Skills (Project Management).

More about our student policies, including your rights and obligations, can be found here:

- 🌀 <https://institute.pm/student-handbook/>

Graduate outcomes

Upon completion of our BSB10120 Certificate I in Workplace Skills (Project Management), you will be able to:

- 🌀 Understand basic project management concepts, methods and theories
- 🌀 **Manage the initiation, planning, delivery and close of project tasks**
- 🌀 Anticipate and resolve common project issues
- 🌀 Work effectively with other project stakeholders
- 🌀 Critically reflect on your performance

You will also be directly admitted to the Institute of Project Management as a **Certified Project Officer** (or at a higher level if you can evidence the requisite project experience).

Students who attain an overall grade of 100% in the OPEN quizzes will further be entered into the Institute of Project Management's **Order of Merit**.

Graduate pathways

Graduates of our BSB10120 Certificate I in Workplace Skills (Project Management) are encouraged to continue with advanced standing to the Institute of Project Management's fast-track BSB40920 Certificate IV in Project Management Practice.

Study plan

To properly plan your progress, we recommend adopting the following study plan. There is no penalty for completing tasks ahead of schedule – if you have the available time, this is something you may wish to discuss with your mentor. Your mentor can also assist you in keeping to this plan and maintaining momentum throughout the course.

Kick-off meeting

Your BSB10120 Certificate I in Workplace Skills (Project Management) is a project!

In your initial meeting with your mentor, you will:

- 🌀 Define the outcomes you want from this course (*why* you are studying)
- 🌀 Plan the course scope, time and resource requirements
- 🌀 Consider any risks to course completion and how they might be managed, and
- 🌀 Agree information and communication requirements.

At regular intervals throughout the course, you will give updates on the status of your study project to your mentor and, if needed, negotiate changes to your study plan.

This planning process and the status updates that follow form part of the assessment for your BSB10120 Certificate I in Workplace Skills (Project Management).

A1: OPEN

OPEN is the Institute of Project Management's proprietary *Online Project EducatiON* learning hub.

Following a lifecycle approach, the 12 online units in OPEN – each with 10 featured topics with 2-5 microlessons – address all aspects of contemporary project management. A number of well-known and highly regarded methodologies, such as PMBOK, Agile, and PRINCE2, are referenced and integrated into the curriculum.

Visit here to learn more about OPEN: <https://institute.pm/open-online-project-education/>

Successfully completing all of the **online quizzes** that follow each topic at a minimum passing grade of 70% will satisfy the foundational knowledge requirements for the BSB10120 Certificate I in Workplace Skills (Project Management).

Those graduates who attain an overall grade of 100% in the OPEN quizzes will be additionally entered into the Institute of Project Management's Order of Merit.

As an alternative or complement to OPEN, students can attend our 12-session Advanced Recognition and Certification (ARC) workshop series – please liaise with your mentor to see if this is available in your region.

Upon successfully completing Units / Sessions 1-6, you will be assessed as competent in the following Module 1 subjects:

- 🌀 BSBOPS101 Use business resources
- 🌀 BSBCRT201 Develop and apply thinking and problem solving skills
- 🌀 BSBPEF202 Plan and apply time management

Recommended plan

Week 1	Online	OPEN Unit 1
	Workshop	Project frameworks <ul style="list-style-type: none"> • Projects v operations • The triple constraints • The cost of change • Project methodologies
Week 2	Online	OPEN Unit 2
	Workshop	Project stakeholders <ul style="list-style-type: none"> • Stakeholder processes • Stakeholder taxonomy • Power v interest • Stakeholder engagement
Week 3	Online	OPEN Unit 3
	Workshop	Choosing the right project <ul style="list-style-type: none"> • Project initiation • The concept canvas • The business case • The project charter
Week 4	Online	OPEN Unit 4
	Workshop	Project communication <ul style="list-style-type: none"> • Communication models • Communication media • Managing meetings • Groupthink
Week 5	Online	OPEN Unit 5
	Workshop	Project planning <ul style="list-style-type: none"> • Work breakdown structure • Project budgeting • Project scheduling • Gantt charts

Week 6	Online	OPEN Unit 6
	Workshop	Procurement <ul style="list-style-type: none"> • Assessing need • Co-design • Going to market • Supplier selection
Week 7	Online	OPEN Unit 7
	Workshop	Project risk management <ul style="list-style-type: none"> • Identifying risk • Prioritizing risk • Treating risk • Tracking risk
Week 8	Online	OPEN Unit 8
	Workshop	Agile project management <ul style="list-style-type: none"> • Agile history • Vision and user stories • Sprint management • Critical success factors
Week 9	Online	OPEN Unit 9
	Workshop	Managing project teams <ul style="list-style-type: none"> • Team acquisition • The stages of team development • Delegation • Managing performance
Week 10	Online	OPEN Unit 10
	Workshop	Leading successful projects <ul style="list-style-type: none"> • Leveraging conflict • Managing up • Project ethics • The perfect project manager

Week 11	Online	OPEN Unit 11
	Workshop	<p>Managing project change</p> <ul style="list-style-type: none"> • Status reporting • Earned value management • Requesting change • Scope creep
Week 12	Online	OPEN Unit 12
	Workshop	<p>Closing projects</p> <ul style="list-style-type: none"> • Handover • Administrative close • Lessons learned • A culture of project excellence

A2: Professional experience

To demonstrate your preparedness for work in a project environment, you are required to complete a digital resume in the form of an industry-connected LinkedIn profile.

At a minimum, your profile must include:

- A recent professional photo
- Headline
- Current role and location
- Industry you work in
- Previous education
- About
- Work experience
- Education
- Volunteering experience
- At least 10 industry connections
- Activity – at least five (5) likes or shares of industry relevant posts
- At least three (3) skills, including at least one (1) endorsement
- Interests – following at least two (2) companies, groups or schools

A free online resource to assist you in crafting an optimal LinkedIn profile can be found here:

<https://www.linkedin.com/learning/rock-your-linkedin-profile>

Your mentor is available to assist at any time, and you should submit drafts of work-in-progress to receive feedback prior to final submission.

Recommended plan

Week 13	LinkedIn profile draft
Week 14	LinkedIn profile final

A3: Assessment interview

If you have three (3) or more years' experience contributing to projects, you should seek advice from your mentor on the industry certification most appropriate to you. Your mentor will then direct you to resources that will aid your preparation for the assessment interview.

If you have less than three (3) years' experience contributing to projects, your mentor will schedule an assessment interview for you with an independent examiner.

Your assessment interview will be conducted as a **45-60 minute interview** via videoconference and recorded to provide evidence of your competence. You may refer to notes; however, you cannot read from a script. We retain the audio records of these assessments as per our regulatory obligations and privacy policy.

To successfully complete this interview, you are encouraged to read widely to develop critical, practical responses to each question posed. You will need to be familiar with larger issues, such as project management frameworks, theories and best practice; more importantly, you need to have a deep understanding of the projects you are reflecting upon and the major issues encountered.

It may also help to have important materials for easy reference in the course of your interview; these may include key project documents, stakeholder interview notes, and the like.

The questions that will be asked include (but are not limited to):

- 🌀 Describe in detail how you have successfully planned and delivered a project
- 🌀 How did (or would) you engage stakeholders in the planning and delivery of your project?
- 🌀 What are some of the questions you ask of stakeholders when resourcing a project?
- 🌀 Give an example of how you have worked (or could work) with stakeholders to successfully resolve a project resourcing issue
- 🌀 Give an example of how you have worked (or could work) with stakeholders to successfully resolve a project scheduling issue
- 🌀 Give an example of how you have worked (or could work) with stakeholders to successfully manage conflict within a group
- 🌀 How will you continue to improve the way you contribute to or manage projects?

It may help to have important materials for easy reference in the course of your interview, such as notes or talking points, and you should always use examples in your responses where possible.

As you will see from the assessment rubric (below), your interview is evaluated in terms of content and clarity, as well as style. Don't speak too fast and don't overly rely on notes. Be prepared to clarify or elaborate on your assumptions, theoretical positions, methods, and conclusions. Often an examiner plays the devil's advocate to see how well you can think on your feet and justify yourself.

During the interview, don't rush your answers. It is perfectly acceptable to think for a couple of seconds or ask if you are on the right track. If you are not clear about the question you are entitled to ask for clarification.

Try to be concise and to the point, but at the same time demonstrate that you have a good grasp of the complex issues involved. In other words, do not give superficial answers, but at the same time, do not try and present an entire PhD-level theory of project management in each response.

Importantly, you should put up a good defence of your findings without being defensive. A good defence means that you can provide strong logical arguments and empirically support or defend your position or recommendations.

However, don't become hostile if the examiner is critical of your viewpoint. If they are able to constructively establish some real flaws or weaknesses in your reflection, accept their criticisms with humility, and indicate how you might learn from this for the future.

This is an essential real-world skill and may be directly assessed!

What if I 'fail' my assessment interview?

If you have the requisite knowledge, experience and references, and are adequately prepared for your assessment interview, the process should be fairly straight forward.

That said, nerves or just the fact you are not at your best on the day may result in you not interviewing to the standard you know you are capable of.

If you are unsuccessful in any interview attempt, we will make some recommendations as to how you might do better next time and give you an opportunity to be reassessed at no cost.

Assessment Rubric

A rubric for assessment, usually in the form of a matrix or grid, is a tool used to interpret and grade candidates' work against criteria and standards. Rubrics are sometimes called "criteria sheets", "grading schemes", or "scoring guides".

A rubric makes explicit a range of assessment criteria and expected performance standards. Assessors evaluate a candidate's performance against all of these, rather than assigning a single subjective score. A rubric is intended to:

- make candidates aware of all expectations related to the assessment task, and helps them evaluate their own work as it progresses, and
- help assessors apply consistent standards when assessing qualitative tasks and promote consistency in shared marking.

The rubric shown on the following page is applied in assessing your interview.

In order to achieve the standard for this qualification, you need to be assessed as proficient (at a minimum) in **ALL** the listed criteria. Note that proficiency is generally considered to be a higher standard than a 50% passing grade.



Interview	Mastered	Advanced	Proficient	Developing	Basic
Communication	Enthusiastically speaks to their projects and beyond by providing clear and insightful answers to questions; discussion was superior, accurate, and engaging.	Competently speaks to their projects and beyond by providing clear and insightful answers to questions.	Adequately expands upon findings by providing appropriate answers to questions.	Answers questions, but often with little insight; frequently shows a need for deeper reflection on certain points.	Does not adequately address findings; does not answer key questions; displayed poor grasp of material.
Application of project management knowledge	Connects complex concepts, theory and evidence from practice to the issues under examination.	Applies the critical elements of a project methodology or framework to inform discussion.	Demonstrates understanding of key project management concepts and principles.	Misapplies project management principles and good practice in a way that noticeably detracts from the discussion.	Limited understanding of the relevant issues.
Lessons learned	Uses experience and information to generate a variety of high-quality lessons for him/herself and the performing organisation.	Views and reframes problems or issues from multiple perspectives to better identify lessons learned.	Identifies a range of lessons accurately using standard processes, techniques and tools.	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective.	Fails to adequately identify and/or respond to potential lessons.
Recommendations and action plan	Frames solutions and recommendations that are both nuanced and actionable, while remaining sensitive to a variety of contextual factors.	Decisively chooses the most effective, actionable solutions after evaluating available responses to the issues.	Makes actionable recommendations that are clearly linked to a critical analysis of the findings.	Investigates and identifies a limited range of possible solutions for effectively addressing issues.	Insufficient, invalid or irrelevant recommendations.
Professionalism	Thoroughly professional and engaging in all correspondence throughout the application process, including the interview itself, demonstrating initiative when appropriate.	Thoroughly professional and engaging in all correspondence throughout the application process, including the interview itself.	Professional in manner and appearance throughout the interview.	Occasionally casual in manner and appearance and/or overfamiliar during the interview process.	Failed to meet the standards of professionalism expected of a Certified Project Professional.

This is also your last opportunity to ask any questions about the program, particularly insofar as they relate to observations you have made or issues you are experiencing in your 'real-life' projects.

If you are interested in continuing your professional development as a project leader, your examiner can introduce and discuss with you the pathway to the BSB40920 Diploma of Project Management.

Recommended plan

Week 15	Certification preparation
Week 16	Certification assessment

Upon successfully completing all the assessment tasks, you will be assessed as competent in the remaining Module 2 subjects:

- BSBCMM211 Apply communication skills
- BSBPEF101 Plan and prepare for work readiness
- BSBTWK201 Work effectively with others