



## BSB51415 Diploma of Project Management

### Fast-Track Assessment Guide

**Important note:** The fast-track BSB51415 Diploma of Project Management is only available to people who can evidence at least three years' experience leading project teams – please contact us directly to confirm your eligibility.

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## BSB51415 Diploma of Project Management

Welcome to the BSB51415 Diploma of Project Management. This course is designed for people who lead project initiation, planning, delivery and close in a variety of organisational and project contexts. Good luck with your study!

### Units of study

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

-  BSBPMG511 Manage project scope
-  BSBPMG512 Manage project time
-  BSBPMG513 Manage project quality
-  BSBPMG514 Manage project cost
-  BSBPMG515 Manage project human resources
-  BSBPMG516 Manage project information and communication
-  BSBPMG517 Manage project risk
-  BSBPMG518 Manage project procurement
-  BSBPMG519 Manage project stakeholder engagement
-  BSBPMG521 Manage project integration
-  BSBMGT516 Facilitate continuous improvement
-  BSBWOR501 Manage personal work priorities and professional development

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

 <https://training.gov.au/Training/Details/BSB51415>

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 you will formally commence study in all AQF units of competence at once; and only complete them when you have successfully submitted all of your assessment activities.

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

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.

We also recognise previous qualifications, knowledge and skills through work, education, training and life experiences. Your mentor will discuss this with you and apply credit transfer or RPL to those units that may be relevant.

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

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

## Assessment

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

- 🌀 120 formative knowledge quizzes (OPEN)
- 🌀 Three (3) summative assessment interviews
- 🌀 Project review

For the capstone assessment task, students must identify a complex public or private project that has recently completed and, *as a project*, conduct a comprehensive review of its performance.

To meet the minimum threshold of complexity, the project you review must involve:

- 🌀 A delivery team of three (3) or more people (including the project manager)
- 🌀 Detailed project documentation at all stages
- 🌀 Formal governance structure (for example, a sponsor and/or steering committee)
- 🌀 Multiple stakeholder relationships

The final output will take the form of a hypothetical consultant's report commissioned by the Board of Directors of the performing organisation. The report will be aimed at recommending improvements for the firm's performance of future projects. It is **not** a (product) review of the deliverable created by the project.

In addition to common requirements for business writing, the Review should address the following:

- 🌀 project assets, including (but not limited to):
  - project initiation documentation (for example: a project stakeholder register, communications plan, business case and charter); and
  - project planning documentation (for example: a project work breakdown structure, schedule, budget; procurement assets and risk register); and
  - project delivery documentation (for example: project status reports, change requests, issues register, lessons log, contracts and collateral); and
  - project close documentation (for example: project handover checklists, acquittals, closure reports and evaluations); and
- 🌀 project performance, including (but not limited to):
  - planned versus actual performance to scope, schedule and budget; and
  - stakeholder identification and engagement; and
  - business case development; and
  - scope definition and management; and
  - schedule development and control; and
  - cost estimating and control; and
  - procurement and contract management; and
  - risk identification, prioritisation and treatment; and
  - project team management and performance; and
  - project governance and change control; and
  - project delivery and handover; and
  - other lessons learned.

At a minimum, you would be expected to conduct one-on-one interviews with the project manager, project sponsor and a client representative. Other project stakeholders should also be consulted. This can be done using a variety of methods, including interviews, workshops and surveys.

For assessment purposes, the Review is to be at least **4,000 words** in length. The word count does not include the executive summary, headings and titles, footnotes, references and/or appendices. The executive summary must not be more than 10% of the overall word count.

A template to support this review can be found at: <https://open.institute.pm/free-project-management-resources/> or you can use your own workplace assets

You are also required to participate in assessment interviews – interviews – at each stage of the review project, including an oral defence of your review findings. These assessments are typically conducted via Zoom or another video-conferencing platform.

### 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.

|                   |                         |  |
|-------------------|-------------------------|--|
| <i>Weeks 1-4</i>  | <i>OPEN Units 1-4</i>   | <i>Assessment interview – Project initiation</i> |
| <i>Weeks 5-8</i>  | <i>OPEN Units 5-8</i>   | <i>Assessment interview – Project planning</i>   |
| <i>Weeks 9-12</i> | <i>OPEN Units 9-12</i>  | <i>Assessment interview – Project leadership</i> |
| Weeks 12-16       | Identify project        | Assessment interview – Terms of reference / plan |
| Weeks 17-20       | Audit project documents | Assessment interview – Status report             |
| Weeks 21-24       | Interview stakeholders  | Assessment interview – Status report             |
| Weeks 24-28       | Analyse and report      | Final Report                                     |
| Weeks 29-30       | Oral defence            | Assessment interview – Defence                   |

### Graduate outcomes

Upon completion of our Certificate IV in Project Management Practice, you will be able to:

-  Apply advanced project management concepts, methods and theories
-  Demonstrate the technical skills of project management
-  Leverage the interpersonal aspects of project management
-  **Lead the initiation, planning, delivery and close of complex projects**
-  Evaluate and respond to project challenges in all environments
-  Professionally engage with diverse project stakeholders
-  Critically reflect on own performance and the performance of others

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

## 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 120 of the **online quizzes** that follow each topic at a minimum passing grade of 70% will satisfy the foundational knowledge requirements for the BSB41515 Certificate IV in Project Management Practice.

As your digital textbook, OPEN also provides detailed contextual guidance on how to complete each portfolio task. For that reason, portfolio tasks are best completed in parallel with their relevant OPEN Unit.



## Assessment interview – Project initiation (OPEN Module 1)

Upon completing OPEN Module 1 you should schedule a **45-60 minute interview** with your mentor to confirm your progress. You will also be assessed in that interview on the key ideas and concepts introduced in the Module and how they connect to each other and project management in practice.

You will be asked some of the following questions, which may lead to more detailed discussion. If there is a question here or from your own experience relevant to this Module that you would like to explore further, please be sure to raise it in the interview.

- ☞ Reflect on how your organisation initiates projects...
  - What works well?
  - What could be improved?
- ☞ Can a project have too much time or money?
- ☞ Which do you think is harder to deliver: one large project or lots of little projects?
- ☞ What is the benefit of a project methodology?
  - Can we ever over-document our projects?
- ☞ In your observation or experience, why do projects under-perform or fail?
- ☞ What are the differences between the roles of the project manager, sponsor and client?
- ☞ What do stakeholders typically expect of a project manager?
- ☞ What can stakeholders do for their project manager?
- ☞ What are some of the barriers to stakeholder engagement you have observed?
- ☞ What are some of the criteria you might use to assess the feasibility of different project alternatives?
- ☞ What are potential consequences of under- v over-estimating project costs and/or impacts?
  - How accurate do we need to be at the business case?
- ☞ What non-financial metrics might you use to baseline and measure...
  - ...improved productivity?
  - ...customer satisfaction?
  - ...employee health and safety?
  - ...corporate culture?
  - ...environmental impact?
- ☞ What if your preferred option is not 'proven' by multi-criteria analysis?
- ☞ What if the decision-maker(s) go against your recommendation and choose another option?
- ☞ Considering the communication basic sender/receiver communication model, how can (and does) project communication go wrong?
- ☞ What is your personal communication style and how does that impact on your interactions with others?

- 🌀 What are the risks of not sharing enough information with our stakeholders?
  - What are the risks of sharing too much?
  - If in doubt, where should we err (under- or over-share)?
- 🌀 What are some things to keep in mind when writing reports?
- 🌀 What are some things to keep in mind when preparing and delivering presentations?
- 🌀 Using examples from your own experience, compare and contrast a 'good' and 'bad' meeting.
- 🌀 Give an example from your own observation or experience of groupthink in action. How can you prevent and/or manage groupthink?
- 🌀 Give an example of how you might provide feedback to team member?

You are encouraged to read widely to develop critical, practical responses to each question posed. You should also use examples in your responses where possible.

This interview will be conducted via videoconference and recorded so as 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.



## Assessment interview – Project planning (OPEN Module 2)

Upon completing OPEN Module 2 you should schedule a **45-60 minute interview** with your mentor to confirm your progress. You will also be assessed in that interview on the key ideas and concepts introduced in the Module and how they connect to each other and project management in practice.

You will be asked some of the following questions, which may lead to more detailed discussion. If there is a question here or from your own experience relevant to this Module that you would like to explore further, please be sure to raise it in the interview.

- ☞ Reflect on how your organisation plans projects...
  - What works well?
  - What could be improved?
- ☞ The client should define high-level acceptance criteria in project initiation. What should you do if this hasn't been done? What should you do if the stakeholders cannot agree?
- ☞ What is the value of a handover checklist? When should it be prepared and who should you consult?
- ☞ What should you do if your project estimates of time or cost vary significantly from what was authorised in the project charter?
- ☞ What are some possible causes of estimation error? How can you improve confidence in your estimates?
- ☞ What is a project's critical path and why does it matter?
- ☞ Explain the differences between and different uses for a project schedule network diagram and Gantt chart.
- ☞ What process should you follow when evaluating tender responses and negotiating terms with successful vendors? What legal, probity or policy constraints should you be aware of?
- ☞ How should you manage requests for information (RFIs) once the EOI or RFP is published?
- ☞ Give an example of a conflict of interest. How should this be managed?
- ☞ What are some typical sources of project risks?
- ☞ Give an example of how a single risk could have both positive and negative impacts?
- ☞ What is meant by an organisation's risk appetite? How will risk appetite affect an organisation's tolerance of project risk?
- ☞ Using examples, explain the difference between a contingency and management reserve. Why is this distinction important?
- ☞ How should you monitor and control risks during project delivery?
- ☞ How can you encourage better risk management practices in your projects?
- ☞ Using examples, explain the key principles of quality management. How are these principles applied in managing projects?
- ☞ What is the cost of quality theory? How might it impact how we plan our project?
- ☞ What do you think are the pros and cons of agile project management methods?
- ☞ What criteria should we use when deciding the level of detail to which we document our projects?

You are encouraged to read widely to develop critical, practical responses to each question posed. You should also use examples in your responses where possible.

This interview will be conducted via videoconference and recorded so as 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.



## Assessment interview – Project leadership (OPEN Module 3)

Upon completing OPEN Module 3, you should schedule a **45-60 minute interview** with your mentor to confirm your progress. You will also be assessed in that interview on the key ideas and concepts introduced in these Units and how they connect to each other and project management in practice.

This interview will be conducted via videoconference and recorded so as 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.

### Role play

You have recently accepted a project management position with a large, high profile organisation in your chosen industry. Your new employer is well regarded as an ethical entity that is highly respectful of its staff and stakeholders.

There are 12 project team members, from different backgrounds and with differing levels of expertise. Some team members have worked with the organisation for a number of years and have significant project experience. Other team members are relatively new, while some have worked in other departments/ sections of the organisation before being transferred to this project.

The project team is co-located on a single site, and the physical environment is otherwise conducive to high performance.

The reason for your appointment is that the project has not been meeting its scope, time and cost targets. The previous project manager was away on leave for one month prior to your appointment, and no one filled the leadership role

The project sponsor has identified a number of problems in the team:

-  communication between team members appears to be strained at times
-  levels of cooperation are falling, and two team members are in open conflict
-  the prioritisation of tasks appears to occur on an *ad hoc* basis, and
-  important project stakeholders are complaining about being uninformed on progress

While each of the team members was selected for their role on the basis of demonstrated skills and expertise, they seem unable to work together effectively.

Your initial role, therefore, is that of trouble-shooter, problem-solver and team facilitator. You need to bring this group of people together to form a cohesive, effective and productive team.

**The sponsor has asked for detailed advice on how you will achieve this.**

Explain in a logical sequence how you will develop your project team. Give reasons for each of your actions and the expected outcomes.

What will each of these tasks look like in your project plan?

What will you do if these measures do not work?

In your advice you may be asked about:

- 🌀 team roles and dynamics
- 🌀 the various stages of team development
- 🌀 the importance of agreed goals
- 🌀 skills/ competency analysis
- 🌀 the need to link individual goals with project and organisational goals, and individual performance measures
- 🌀 strategies to encourage input into planning and decision-making
- 🌀 the need for performance evaluations/ reviews
- 🌀 providing praise and constructive feedback
- 🌀 reward and recognition
- 🌀 the role of diversity
- 🌀 constructive versus destructive conflict
- 🌀 trust, reliability, consistency and relationship building
- 🌀 the importance of, and appropriate formats for, meetings
- 🌀 initiative, responsibility, motivation, delegation
- 🌀 the need to monitor, measure and evaluate the team's development
- 🌀 stakeholder communication, especially with high power / interest stakeholders
- 🌀 your own interpersonal skills
- 🌀 ethical considerations
- 🌀 the project manager as a role model

Remember too that you are the new team member. How will your introduction impact on team dynamics?

#### *Alternate assessment*

You may have already experienced a similar situation in your working life.

If you have, you can choose to report on the methods you used to develop your team and solve both its internal and external problems.

How successful were they and why were they successful?

Your report must cover the concepts of team development discussed in this course. They must also demonstrate understanding and application of the same criteria as those required for the case study.

## Project Review

### Stage 1 – Identify a project

One commonly expressed concern is that people do not have access to a sufficiently complex project for review, or a project that they are a 'stranger' to. In this instance, we recommend a number of alternatives:

- 🌀 Talk to your employer – there may be a number of projects suitable for review outside your immediate department. You might also be able to 'swap' a project with a fellow candidate.
- 🌀 Contact the local chapter of your relevant industry association – for example, if you are a software engineer, you could connect with other software engineers and have them suggest suitable projects for review.
- 🌀 Consider your social networks – are you a member of a sporting organisation or other community group? Do they have any recently completed projects? They may value your new-found expertise!
- 🌀 Ask a family member or friend – do they have access to suitable projects within their employer, industry or social networks?
- 🌀 Chase your dream – is there a public festival or event you've always wanted to be involved in? Is there a new career you'd like to pursue? Use your review as the opportunity to make new contacts and create new networks that might literally be life-changing!

We have found that a surprising number of people out there are receptive to the idea of having their projects externally reviewed for both certification and practical purposes. It is nonetheless important that you present yourself professionally, are fully prepared, and ready to answer any questions they might have about the process.

Therefore, when making your introduction, either in person or via a letter, you should be able to fully explain:

- 🌀 Who you are
- 🌀 What you are doing
- 🌀 Why you are doing it
- 🌀 The benefit to them (both as an individual and an organisation)
- 🌀 How the review process will work
- 🌀 What you need from them
- 🌀 When you need it
- 🌀 How much it will cost
- 🌀 How long it will take
- 🌀 What they can expect at the end of the process

You should also be willing to sign a **non-disclosure agreement (NDA)** to protect any information learned in the course of your review that might be commercially sensitive. As part of your terms and conditions of enrolment, IPM enters into a binding NDA with you (the candidate), however some review sponsors may ask you to sign one directly with them.

As always, please ensure you fully read and understand what you are agreeing to in the NDA. Also ensure that the participating organisation fully understands that your final report will be shared with IPM for assessment purposes only, and that we will treat the data and findings you share with us in

the strictest confidence (as per our NDA with you, which is included in the terms and conditions of your enrolment). As a rule, we do not directly enter into NDAs with your review partners.

Finally, you should always try and review a **successful** (as opposed to a failed) project. The lessons learned may be just as strong and you are far more likely to get stakeholder buy-in and participation if they expect to be praised instead of damned!

#### Assessment task

Candidates should contact their mentor at this time to confirm that their chosen project is appropriate and confirm the **terms of reference** for the review.

This interview will be conducted via videoconference and recorded so as 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.

### Stage 2 – Project plan

You should treat your review as a project in its own right. At this point you should:

-  List the project documents and assets you will need to complete the review
-  Identify the key stakeholders and your engagement strategy
-  Prepare a baseline review WBS and schedule – is a budget required?
-  Consider how you will manage any risks (for example, what if certain documents / stakeholders are unavailable)

#### Assessment task

Candidates should contact their mentor at this time to confirm that their **review plan** is suitably SMART.

This interview will be conducted via videoconference and recorded so as 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.

### Stage 3 – Gather data

There are two (2) stages to data collection; however, they are not necessarily consecutive. The first stage involves gathering and reviewing all the relevant project planning documentation, including (but not necessarily limited to) the baseline and subsequent versions of the project:

- |   |   |
|---|---|
|  Concept brief   |  Stakeholder register  |
|  Business case   |  Communications plan   |
|  Project charter |  Procurement plan      |
|  Scope (WBS)     |  Quality plan          |
|  Schedule        |  Human resource plan   |
|  Budget          |  Position descriptions |
|  Risk register   |  Finance plan          |

You should also review any and all project:

-  Status reports
-  Meeting agendas & meetings
-  Change requests
-  Issues logs
-  Change logs
-  General correspondence

From this data, you will begin to get a sense of what the project did well, and where you may have opportunities to improve the future delivery of like projects. You might also draw important conclusions from the poor recordkeeping within (or even absence of) any or all of these documents.

These first impressions should then inform and guide any stakeholder interviews you wish to conduct (stage two). Interviewing people such as the project manager, sponsor and client can give you new perspectives and insight into how the project performed and opportunities for improvement.

As you are also likely to discover more relevant documents as part of this process, you should continually update your secondary (document) sources and the relationships that exist therein.

#### Mentor support

*At this point, your mentor is an excellent resource to bounce ideas off and begin to challenge some of your formative analysis. Although your mentor **will not** directly review any of the data you gather (or, for example, propose stakeholder questions for you); they can support, encourage and guide you as you consolidate your findings.*

#### Assessment task

At the end of each of the document review and stakeholder interview processes you should provide a **status report** to your mentor updating your progress against the project plan.

This interview will be conducted via videoconference and recorded so as 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.

#### Stage 4 – Analyse and report

Data analysis is the process of converting all the fragments of *information* you have collected into reliable, actionable *intelligence*.

Unfortunately, the amount of data you have likely generated could answer an incredible number of questions – you could spend the rest of your life trying to analyse all of that information! That is why it is important to go back to the original questions that you are trying to answer.

At the highest level, these questions can be found in your Review terms of reference; drilling down they may be included in your pre-defined report template. Beyond that, look at other ideas and themes that have emerged from your data (surprises), and consider them in terms of how they relate to your questions and their potential implications for the performing organisation.

You should always be looking for multiple points of evidence for each of your conclusions, all of which will lead to actionable recommendations – the entire purpose of your Review.

Although you may use any report format, a Project Review template appropriate to this assessment task can be downloaded from <https://open.institute.pm/free-project-management-resources/>. Ensure the blue guidance text is deleted – it cannot be included in your word count!

*Minimum* word counts for each section are suggested below; however, they are presented as a **rough guide**, and not intended to be prescriptive. For example, not all the items in *Section 5 – Lessons Learned* may actually reveal lessons to learn! You are encouraged here to use your expert judgment in selecting how much detail to respond with at each criterion.

## 1 PROJECT OVERVIEW

- 1.1 Project description ..... 100 words
- 1.2 Intended outcomes ..... 100 words
- 1.3 Strategic objectives ..... 100 words

## 2 REVIEW METHODOLOGY

- 2.1 Terms of reference ..... 100 words
- 2.2 Documents reviewed ..... 100 words
- 2.3 Stakeholders consulted ..... 100 words
- 2.4 Assumptions and constraints ..... 50 words

## 3 PROJECT PERFORMANCE

- 3.1 Performance against baseline plans
  - 3.1.1 Performance against baseline scope ..... 50 words
  - 3.1.2 Performance against baseline schedule ..... 50 words
  - 3.1.3 Performance against baseline budget ..... 50 words
- 3.2 Benefits delivered ..... 100 words
- 3.3 Benefits yet to be realised ..... 100 words
- 3.4 Unplanned outcomes ..... 50 words
- 3.5 Changes ..... 150 words

## 4 OPEN ACTIONS

- 4.1 Open project issues ..... 50 words
- 4.2 Residual risks ..... 50 words
- 4.3 Handover/training needs ..... 50 words
- 4.4 Other required activities ..... 50 words

|      |  |            |
|------|--|------------|
| 5    | LESSONS LEARNED .....                                | 1500 words |
| 5.1  | Stakeholder identification and engagement            |            |
| 5.2  | Business case development                            |            |
| 5.3  | Scope definition and management                      |            |
| 5.4  | Schedule development and control                     |            |
| 5.5  | Cost estimating and control                          |            |
| 5.6  | Procurement / contract management                    |            |
| 5.7  | Risk identification, prioritisation and treatment    |            |
| 5.8  | Project team management and performance              |            |
| 5.9  | Project governance and change control                |            |
| 5.10 | Project delivery and handover                        |            |
| 5.11 | Other lessons learned                                |            |
| 6    | PROJECT MANAGEMENT TEMPLATES, TOOLS AND ASSETS ..... | 250 words  |
| 7    | CONCLUSION .....                                     | 100 words  |
| 8    | RECOMMENDATIONS .....                                | 750 words  |

Total words: 4,000

|     |                                      |                                   |
|-----|--------------------------------------|-----------------------------------|
| 9   | APPENDICES .....                     | <i>Not included in word count</i> |
| 9.1 | Business case and/or project charter |                                   |
| 9.2 | WBS, schedule and budget             |                                   |
| 9.3 | Risk and stakeholder registers       |                                   |
| 9.4 | Position descriptions                |                                   |
| 9.5 | Status reports / change requests     |                                   |

### Mentor support

*You should look to engage your mentor at least twice during the analysis and reporting stage, prior to submitting your final report.*

*In the first instance, you should provide a 'dot-point draft' to your mentor. This involves noting your thoughts for each sub-section of the report, without going into any real detail. The process allows you to organise your thinking into a coherent structure for high-level discussion and feedback. Note that if you write too much at this stage – and subsequently discover you are not on the right track – you may waste significant effort in re-work.*

*Your second draft should incorporate the feedback provided and begin to flesh out the ideas into a more complete, evidenced analysis. As a guide, the draft you provide to your mentor here should be around 75% complete.*

This section is all about critical analysis. For some topics, you might simply acknowledge that there were no major issues or lessons to be learned – for others, you may present several hundred words of analysis. Where you place your emphasis depends on the specific contingencies of the project you are reviewing.

*Following this, you should be ready to finalise your report, applying appropriate formatting and style so that it presents as well as it reads.*

*Although these stages are proposed here as the ideal points of collaboration, in practice you may choose as few or as many interactions as you like as part of the unlimited, on-demand nature of the mentoring program.*

## Stage 5 – Oral defence

You will be required to make a 60-minute Oral Defence of your Project Review to complete this assessment activity. You will be contacted directly to schedule your defence once your written report has been assessed.

This Defence simulates a Board level interrogation of your Review conclusions and its recommendations – it is not an oral presentation of your findings (eg PowerPoint). You need to be familiar with larger issues, such as the project management frameworks, theories and best practice; more importantly, you need to have a deep understanding of the project you have reviewed and the major issues encountered.

As most defences are conducted via Zoom, you should have with you important materials for easy reference in the course of your defence; these may include key project documents, stakeholder interview notes, and the like. Note that we retain the audio records of these assessments as per our regulatory obligations and privacy policy.

As you will see from the assessment criteria (below), your defence is evaluated in terms of content and clarity, as well as style. Don't speak too fast and don't read from 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 defend yourself.

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 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 work.

If they are able to point out some real flaws or weaknesses in your review, accept their criticisms with humility, and indicate how you might learn from this for the future.

Note that this is an essential real world skill and may be directly assessed!

In addition to the oral defence, you will spend additional time reflecting on your own project performance. This is your final opportunity to demonstrate competence to the Diploma standard and will close any gaps in our assessment criteria.

### Mentor support

*Candidates who have actively engaged their mentor throughout the report writing process should feel confident that they are adequately prepared for the oral defence. Mentor supported candidates may also attempt the oral defence an unlimited number of times.*

## Language, literacy and numeracy (LLN)

Language, literacy and numeracy (LLN) are key underpinning skills that support vocational learning and the development of foundational workplace communication skills.

The Institute is committed to ensuring successful learner outcomes by enrolling learners who have the capacity to fulfil the requirements to complete the qualification in which they have enrolled.

The Institute also ensures that our mentors implement appropriate strategies to assist learners needing LLN assistance or are provided with support through external providers specialising in LLN, and maintain fairness, confidentiality, and equality when dealing with these learners.

Please contact your mentor directly if you feel you would benefit from any additional assistance in this regard.

## 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 an author's words without putting them in quotation marks and acknowledging the source
- 🌀 using an author's ideas without proper acknowledgment, or
- 🌀 copying another candidate's work.

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/ cancellation of marks to exclusion from the course.