AIPM
PROFESSIONAL
COMPETENCY STANDARDS
FOR
PROJECT MANAGEMENT

PART A – INTRODUCTION

JUNE 2008 Version 1.0

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Australian Institute of Project Management
DOCUMENT CONTROL

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Proposals for Amendment

Proposals for amendments or additions to this document should be sent to:

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ACKNOWLEDGMENTS

To undertake and complete a review and update of AIPM Standards requires the contribution and dedication of many people. This update has been no exception, with many individuals providing advice and assistance over the duration of the review.

Particular thanks need to be given to the AIPM Standards Committee, the Technical Standards Working Group, the Assessor Working Group, the Industry Reference Group and many AIPM members for providing valuable input and guidance.
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INTRODUCTION

The Australian Institute of Project Management (AIPM) is the peak body for project management in Australia with one of its aims being to promote and progress the profession of project management in Australia.

These Standards have been developed by AIPM to meet the requirements of the Project Management profession. It is important to note that they are not nationally endorsed vocational education and training standards and they serve a different purpose than project management standards published by Innovation and Business Skills Australia (IBSA). Their content is also different. Certification against the AIPM Standards does not lead to any AQF qualification; however the aim of AIPM is to keep the professional Standards and the national standards as closely matched as possible.

The AIPM Competency Standards for Project Management are at four levels:
- Executive Project Director (not yet validated)
- Project Director
- Project Manager
- Project Practitioner

The AIPM titles and their post nominals are:
- Executive Project Director (ExecPD)
- Certified Practising Project Director (CPPD)
- Certified Practising Project Manager (CPPM)
- Certified Practising Project Practitioner (CPPP)

The Standards are divided into 5 parts:
Part A – Introduction
Part B – Standards for Project Practitioners
Part C – Standards for Project Managers
Part D – Standards for Project Directors
Part E – Standards for Executive Project Directors

The Standards have been developed to apply generically across a range of industries and enterprises and a range of projects from simple to difficult.
An applicant for assessment must have actually performed at the level for which assessment is being sought and must have demonstrated the competence in the workplace before he or she can be assessed as competent.

Assessment takes place against the Standards. These specify not only what individual project managers and project team members can be expected to do in their working roles, but also what knowledge and understanding of their occupation is needed to underpin these roles at a specific level of competence.

These Standards apply to new applicants for entry to the AIPM RegPM Program from the date that the Standards are formally implemented as an AIPM requirement. The scheduled date for implementation is 1 September 2008.

Prior to the implementation date the standards for assessment for existing entry levels (Qualified Project Practitioner (QPP), Registered Project Manager (RPM), and Master Project Director (MPD)) will be the 2004 National Standards issued by IBSA.

Transition arrangements for certified QPPs, RPMs and MPDs who desire certification under the requirements of the new Standards are addressed separately in the document “Transition Arrangements for the Introduction of the AIPM Professional Competency Standards”.

DEFINITIONS

A Glossary of Terms is included at Annexe A (Page 10). The Glossary contains a large number of definitions, but the following are reproduced here as they are fundamental to the understanding of these Standards.

Direct
The provision of instructions with a view to achieving project, program or portfolio outcomes.

Manage
To exercise executive, administrative or supervisory direction.

Program (of Projects)
A program is a group of related projects managed in a coordinated way to obtain benefits and control not available from managing them individually. Programs may include elements of related work outside the scope of the discrete projects in the program. A program may also be a single large or complicated project involving a number of sub projects which may, or may not, be directly controlled by the program manager.

A program being managed at the ExecPD level differs from a program at the Project Director level in that it has a direct impact on the viability of the organisation’s strategic goals.

Portfolio (of Programs and Projects)
A portfolio is a collection of programs and/or projects and other work that are grouped together to facilitate effective management of that work to meet strategic business
objectives. The projects or programs of the portfolio may not necessarily be interdependent or directly related.

Project

A project is a temporary endeavour undertaken to create a unique product, service or result in order to achieve an outcome.

Project management

Project management is a formalised and structured method of managing change in a rigorous manner. It requires the application of knowledge, skills, tools and techniques to project activities to achieve the required project outcome.

BACKGROUND

In the early 1990s the AIPM developed project management competency standards for the AIPM registration process (RegPM). These standards were later incorporated into a number of national Training Packages aligned to the Australian Qualification Framework (AQF) levels 4, 5 and 6. Since then the project management body of knowledge and industry expectations of project management have increased substantially. As a result industry has voiced the need for;

- Upgrading the standards to meet industry needs. The Standards for Project Practitioner, Project Director and Project Director contained in this document reflect this upgrading.
- Higher levels of performance from project managers, particularly those working at the senior management level. Standards for new levels of Senior Project Manager are under consideration and standards for Executive Project Director are under development.

These Standards are for AIPM use in assessing applicants for the RegPM program. The intention is that the Standards contained in this document will be adjusted to suit the AQF requirement and then submitted to Innovation and Business Skills Australia (IBSA) for consideration as the new National Standards for project management within the Vocational Education and Training sector.

Development of the Standards

The content of the Standards has been based on a review and alignment of the following national and international project management standards.

- AIPM project management standards
- International Project Management Association (IPMA) standards
- UK Association of Project Management (APM) standards
- US Project Management Institute (PMI) standards
- Complex Project Managers standards developed by the College of Complex Project Managers
- Innovation and Business Services Australia (IBSA) project management standards
Development of the Standards included a desk top review of current research in areas of skill gaps in project management, future PM trends and a review of existing international standards such as those mentioned above. From this research, gaps in existing standards and areas where project management practice was falling short were identified. These findings provided the framework for the first draft of the standards.

During the development phase, preliminary reviews were conducted by a network of key practitioners from a range of industry sectors identified by the Technical Standards Committee. The Technical Standards Committee was made up of individuals who were primarily project management practitioners. The committee members facilitated feedback from networks that each committee member had access to and as well it was distributed to an Industry Reference Group for feedback.

A draft incorporating feedback was placed on the AIPM website and feedback was sought for a period of four months. The feedback was incorporated and national seminars and teleconferences were held. Project management practitioners and AIPM assessors attended and provided detailed feedback. Any general comments or feedback that was not consistent with other feedback was collected and grouped for discussion and action by a Standards Review Group. Membership of this group included AIPM assessors and project practitioners.

Associations such as the Australian Institute of Risk Management organised groups of members to provide feedback.

The Nature of Projects

Projects come in all shapes and sizes, they might involve a major engineering construction, or the introduction of a pharmaceutical product, or the writing of a book or the introduction of a new organisation. Some characteristics of projects include:

- Change is invariably involved.
- They are time limited
- They are composed of a number of activities to produce agreed outputs.
- Multiple resources are involved.
- They are not part of general operational work
- They have definable, measurable project outcomes

Managerial emphasis is placed on completing within time and cost restraints and to a pre-determined level of quality.

The Functions of Project Management

The nine functions of project management are:

- scope
- time
- cost
- quality
- human resources
- communications
Why Project Management?
Applying a formalised project management methodology to projects can help with clarification of, and agreement to, objectives, identifying resources needed, ensuring accountability for results and performance, and fostering a focus on final outcomes to be achieved.

The Nature of Project Managers
Project managers come from a wide range of occupational backgrounds, from construction site workers and managers, teachers, health professionals, engineers and architects to name but a few. There is no fundamental reason for project managers to have any specific background; however an appropriate specialist background may be an advantage in some projects.
THE AIPM CERTIFICATION FRAMEWORK

The AIPM standards are grouped at four levels in recognition of four distinct areas of project management responsibility. Each level within the AIPM standards has a specific certification assigned to it and is comprised of a number units of competency. Competency encompasses the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Units of competency define the various competencies required for effective workplace performance. A unit of competency is one which, when applied in a work situation, can logically stand alone.

The number of units of competency at each level of the AIPM standards reflects the difference in project management responsibility and the increasing impact and importance of external considerations at the higher levels, such as organisational strategic implications.

The AIPM has identified, for later research and development, a requirement for specialist standards in such areas as planning and scheduling, risk, cost estimating and life cycle management.

Units of competency must:

- cover the four primary components of competency;
  1. task skills;
  2. task management skills;
  3. contingency management skills;
  4. job/role environment skills;
- be drafted to avoid any direct or indirect bias or discrimination;
- support participation by a diverse workforce; and
- encourage successful outcomes.

The Concept of Professional Competency

The broad concept of professional competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency in this context is far more than the skills an individual is able to perform in an industry or enterprise; it is equally about the knowledge that an individual brings to the application of those skills. This approach encourages multi-skilling and the ability to transfer competency to new situations leading to improved portability of skills across the workforce.
**Example of the Format of a Unit of Competence**

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>Definition: A short summary of the intent of the unit</th>
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<tbody>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>List of Unit Elements</td>
<td>Performance Criteria applicable to the Element</td>
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**Range Indicators**
A range of indicative contexts within which the Unit may be applied

**Underpinning Knowledge and Skills**
A summary of the required underpinning knowledge and skills which may be required to demonstrate competence

**Evidence Guide**
A summary of typical evidence which may be required to demonstrate competence

**Unit Title**
The unit title is a succinct statement of the outcome of the specific unit of competency.

**Unit Descriptor**
The unit descriptor assists with clarifying the unit title and notes any relationship with other industry units.

**Elements of Competency**
Elements of competency are the basic building blocks of the unit of competency. They describe, in outcome terms, functions that a person who works in a particular area of work is able to perform.

**Performance Criteria**
Performance criteria are evaluative statements which specify what is to be assessed and the required level of performance.

**The Range Statement**
The range statement performs a number of significant functions, such as contextualising the competency, providing a link to knowledge and enterprise requirements, assisting in providing a focus of assessment, and assisting with updating standards as they are reviewed.
The Evidence Guide
Each unit of competency has an evidence guide which relates directly to the performance criteria and range statement. Its purpose is to guide assessment of the unit of competency in the workplace and/or training program.

Using the standards
The standards are cross-industry standards designed to be used in a range of industries and organisations and are thus generic in nature. In some cases, users of the standards will need to adapt them to suit the particular context in which they are to be applied.

Where an industry or organisation wishes to establish project management competency standards, these generic standards may be used as a foundation upon which the industry/sector can develop its own specific standards which would reflect the industry/sector context. Similarly, individual enterprises may wish to develop standards for internal use as a basis for contextualisation in the specific enterprise context.

Certification Levels
The AIPM certification framework encompasses four certification levels. These are shown in Figure 1, which also shows entry points to the program and articulation paths through the various levels.

Certification Pathways

![Figure 1 - Certification Framework](image)

The work done at each competency level is defined in the associate Part of these Standards:

- Part B – Project Practitioner
- Part C – Project Manager
- Part D – Project Director
- Part E – Executive Project Director
Prerequisites for Entry Into the RegPM Program

A prerequisite for entry as a Project Director is that the applicant must provide evidence that he/she has managed one or more projects at a level equivalent to Certified Practising Project Manager.

Certification at the Project Director level is a prerequisite for entry to the Executive Project Director level.

COMPETENCY BASED ASSESSMENT

Competency Based Assessment (CBA) is the process of collecting evidence and making judgements on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to an accepted workplace standard, as detailed in these Standards. The benchmarks for assessment are the units of competency which make up each level of the AIPM standards.

The role of the AIPM assessment process is to provide the principles and guidance required to ensure that any assessment in relation to the competency standards is fair, valid and consistent.

The AIPM Assessment Guidelines, published separately, provide the framework for assessment of competency. They are designed to ensure that assessment is consistent with the AQTF 2007. To achieve this, assessments must be carried out in accordance with the AIPM Assessment Guidelines.

Assessment is the process of collecting evidence and making judgements about whether an individual can perform to the standards expected in the workplace.
ANNEXE A – GLOSSARY OF TERMS

Definitions have been sourced from the following documents:

- Competency Based Training - How to Do It for Trainers, VEETAC.
- PMBOK, Project Management Institute.
- Complex Project Managers Standard version 2.0

Accreditation refers to the official recognition by vocational education and training recognition authorities that:

- the contents and standards of a course are appropriate to the credential that is received;
- the course and methods of delivering it fulfil the purposes for which it was introduced;
- the curriculum and assessment are based on national competency standards, where they exist.

Activity. An element of work performed during the course of a project. An activity normally has an expected duration, an expected cost, and expected resource requirements. Activities are often subdivided into tasks.

Advanced standing refers to the amount of exemption granted to a student or trainee from an accredited course or training program on the basis of previous study, experience or competencies held.

AQF. Australian Qualifications Framework

Articulation refers to the formal linkage between different levels or different fields of study, including enterprise and industry-based training. Articulation arrangements allow the horizontal or vertical movement between programs or between education and employment.

Assessment refers to the process of collecting evidence and making judgements on the evidence of performance against the requirements set out in a standard or a learning outcome.

Attributes and Behaviours. A range of attributes and behaviours that are requirements for project managers, particularly at the higher competence levels. They include wisdom, action and outcome orientation, leadership, innovation, focus, courage, and the ability to influence.¹

Awarding body - see Project Management awarding body.

¹ Complex Project Managers Standard version 2.0
Baseline. A declared summary description of the point in a project, indicating original content and stage reached, as a basis from which all responsible parties can further the project.

Behaviours. See Attributes

Career Path refers to the sequence of jobs or classifications in a work structure that an individual can attain through progressive achievement of competencies and other requirements. Career paths can enable a person to progress within a particular industry or sector of an industry, or laterally move into another related sector of an industry or another industry.

Certification refers to recognition given for successful achievement of competency. It can apply at a minimum to a single unit of competency through to the defined set of competencies required to receive a credential.

Common Competencies refer to those competencies that are used in a number of industries with essentially the same outcomes, and sometimes form of expression. Often they would be the competencies used in cross-industry standards.

Competency. The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process; and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency Based Training (CBT) refers to training concerned with the attainment and demonstration of specified skills, knowledge and their application to meet industry standards rather than with an individual’s achievement relative to that of others in a group. It is “criterion-referenced” rather than “norm-referenced”.

Competency Interview is a one-to-one interview carried out by a person skilled in the technique; its purpose is to identify and list competencies of workers in particular positions. Only persons in the position under investigation or their immediate supervisors participate.

Competency Standards detail the Units, Elements, Performance Criteria, Range Indicators, Evidence Guides and Underpinning Knowledge and Skills associated with demonstrable performance of a function for a particular level or standard.

Complexity Index. A measure of the complexity of a project

Contingency Planning. The development of a management plan that identifies alternative strategies to be used to ensure project success if specified risk events occur.

Contract Administration. Monitoring and control or performance, reviewing progress, making payments, recommending modifications and approving contractor/supplier actions to ensure compliance with contractual terms during contract execution.

Core Competencies are a group of units of competency within a competency standard that an industry has agreed are essential to be achieved if a person is to be accepted as competent at a particular level or standard. All units may be core, but in many cases competency at a level will involve core units plus optional or specialisation units of competency. Core competencies are normally those central to work in that industry.
Corrective Action. Changes made to bring expected future performance of the project into line with the plan.

Credit Transfer is the credit given or to be given in an accredited course for competencies gained in a training program or through Recognition of Prior Learning.

Critical Path Method. A scheduling technique using the precedence diagrams to determine the length of a project based on the end-to-end tasks that are critical to the completion of the project within a specified time frame.

Critical Path. The series of interdependent project activities, connected end-to-end, which determines the shortest total length of the project. The critical path may change from time to time as tasks are completed behind or ahead of schedule.

Cross-Industry Competency Standard is a group of units of competency that express competencies common to a number of industries. The units of competency may be grouped to relate to certain function of work common across those industries.

Curriculum refers to a plan incorporating a structured series of intended learning outcomes and associated learning experiences (ie the objectives, structure, content, assessment and sequencing of what has been learned, generally organised as a related combination or series of units/modules/elements).

Deliverable. The procedure deliverable is the physical outcome of the task as a result of applying defined processes to a set of inputs.

Direct. The provision of instructions with a view to achieving project, program or portfolio outcomes.

Duration. The number of work units (not including holidays or other non-working periods) required to complete an activity or other project element. Usually expressed as work days or work weeks.

Elements of Competency are the basic building blocks of the unit of competency. They describe, in output terms, actions or outcomes which are demonstrable and assessable.

Estimate. An approximate judgement of the effort, cost and timescale to perform a specified piece of work. The outcome of estimating is a document which states resources, time and funds requirements.

Evidence (in the Assessment Process) refers to the set of information, performance or achievement which, when matched against the relevant criteria, provides proof of the applicant’s competency. Evidence can take many forms and can be gathered from a number of sources.

Fairness (of Assessment) refers to the controls in place to ensure that assessment is available to all eligible persons regardless of age, gender, ethnicity, disability, language barriers, and geographic location and that, in the course of assessment, persons are not disadvantaged for any reason. These controls include: making standards or other assessment criteria accessible and understandable; ensuring assessment methods are equitable; involving persons being assessed through consultation on the purpose, methods and procedures for assessment, providing effective feedback during and after assessment,
and, providing suitable opportunities for challenges and appeals and re-assessment, when necessary.

**Feasibility Studies.** Method and techniques used to estimate technical, cost and resource data to determine potential and practicability of achieving project objectives.

**Financial Close Out.** Accounting analysis of how funds were spent in achieving a project. It signifies the point at which it is agreed, and the customer signs-off documentation accordingly, that no further changes should be made against the project.

**Formative Assessment** refers to on-going assessment throughout a period of learning or practice which provides continual feedback on the rate and direction of progress towards the goal of competency. (Contrasts with Summative Assessment)

**Gantt Chart.** A graphic display of schedule related information. In the typical Gantt Chart, activities are listed down the left side of the chart, dates are shown across the top, and planned activity durations are shown as date-placed horizontal bars.

**General Competencies** are those competencies that apply to work generally rather than being specific to work in particular occupations or industries. They tend to underpin performance in other more industry specific competencies. The key competencies developed by the Mayer Committee are an example. Also may be called generic competencies.

**Generic Competencies** - see General Competencies

**Holistic Assessment** is an approach to competency-based assessment that covers, in an integrated way, multiple elements and/or units from relevant competency standards. The integrated approach seeks to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks. Integrated or holistic assessment can be characterised as: problem oriented; interdisciplinary; embracing actual practice and workplace tasks; covering groups of competencies; focusing on common circumstances; demanding analytical abilities; and combining theory and practice.

**IBSA. Innovation and Business Skills Australia**

**Industry Competency Standards** are competency standards endorsed for a specific industry.

**Judgement** (within the Assessment Process) refers to the process of comparing sufficient evidence of an applicant’s performance with the required performance criteria, and of making a decision as to whether the applicant is Competent or Not Yet Competent.

**Key Competencies** refers to employment related general competencies defined by the Mayer Committee as essential for all young people’s effective participation in emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations and are not restricted to narrow or specific application. They are also essential for effective participation in further education and life, more generally.

**Knowledge** refers to two aspects:

- Cognitive skills involved in processes such as judgement, thinking and understanding; and
Information, which is the base of factual and theoretical material that is accessed, manipulated and used cognitively.

**Leadership.** The art of influencing, motivating and inspiring others to willingly strive for the achievement of defined objectives.

**Life Cycle Costing.** The concept of including acquisition, operating and disposal costs when evaluating various alternatives.

**Manage.** To exercise executive, administrative or supervisory direction.

**Master Schedule.** An executive summary which identifies the major components of a project against which dates for achievement are estimated, particularly those achievement dates designated as milestones.

**Matrix Organisation.** Any organisational structure in which the project manager shares responsibility with the functional managers for assigning priorities and for directing the work of individuals assigned to the project.

**Methodology.** A documented process for management of projects that contains procedures, definitions and roles and responsibilities.²

**Milestone.** A key item or key event in the project schedule, the achievement of which usually designates a review point.

**Monitoring.** The capture, analysis and reporting of actual performance compared to planned performance.

**Network Analysis.** The process of identifying early and late start and finish dates for the uncompleted portions of project activities. See also Critical Path Method, Program Evaluation and Review Technique.

**Objective.** A concise statement of what the project is to achieve. The objective is subordinate to higher level goals and aims.

**Organisational Breakdown Structure** (OBS). A depiction of the project organisation arranged so as to relate work packages to organisational units.

**Outcome (of a project).** The end result of the project

**Output.** Any artefact that is the result of a process step.³

**Owner (of a project).** The organisation or individual who is responsible for financing the project and who benefits from its outcomes.

**Performance Criteria** refers to an integrated list of the aspects of performance that would be regarded as displaying competent performance in the workplace in an Element of Competency.

**Performance.** The calculation of achievement used to measure and manage project deliverables.


Portfolio (of Evidence). A collection of Evidence to support an application for assessment.

Portfolio (of Programs and Projects). A portfolio is a collection of programs and/or projects and other work that are grouped together to facilitate effective management of that work to meet strategic business objectives. The projects or programs of the portfolio may not necessarily be interdependent or directly related.

Portfolio Management. Portfolio management is the centralised management of one or more portfolios, which includes identifying, prioritising, authorising, managing and controlling projects, programs, and other related work, to achieve specific strategic objectives.

Problem Resolution. The interaction between the project manager and a contributing agency responsible for achievement of agreed objectives/milestones with the aim of finding a solution to technical, scheduling, resource availability.

Process. The set of activities required to achieve an outcome.

Program (of Projects). A program is a group of related projects managed in a coordinated way to obtain benefits and control not available from managing them individually. Programs may include elements of related work outside the scope of the discrete projects in the program. A program may also be a single large or complicated project involving a number of sub projects which may, or may not, be directly controlled by the program manager.

Program Evaluation and Review Technique (PERT). An event-oriented network analysis technique used to estimate project duration when there is a high degree of uncertainty with the individual activity duration estimates. PERT applies the critical path method of a weighted average duration estimate.

Program Management. Program management is the centralised coordinated management of a program to achieve the program’s strategic objectives and benefits.

Project. A project is a temporary endeavour undertaken to create a unique product, service, in order to achieve an outcome.

Project Champion. A person who takes on personal responsibility (though not usually day-to-day management) for the successful completion of a project or creative change in an organisation.

Project Close Out. A process that provides for acceptance of the project by the project sponsor, completion of project records, final revision and issue of documentation to

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5 Based on Project Management Institute PMBOK® Guide. Third Edition, 2004
reflect 'as-delivered' circumstances, agreement of Service/Maintenance plans and retention for review of project documentation.

**Project Director.** One of the following.\(^\text{10}\)

- The manager of a very large project that demands senior level responsibility.
- The person at the board level in an organisation who has the overall responsibility for managing projects.
- The owner's representative who provides overall direction to the project manager.

**Project Environment.** The combined internal and external forces which assist or restrict the attainment of the project objectives. These could be business or project related or may be due to political, economic, technological, regulatory or internal ('culture') conditions.

**Project Life Cycle.** The Project Life Cycle is the aggregation of the events that occur from conceptualisation of an idea or business goal, through achievement of the project objective, and subsequent finalisation of work associated with the project. The project lifecycle is independent of the concept of time, except insofar as it defines the total project time. The project lifecycle defines a logical sequence of events which must occur.

**Project Management.** Project management is a formalised and structured method of managing change in a rigorous manner. It requires the application of knowledge, skills, tools and techniques to project activities to achieve the required project outcome.

**Project Manager.** The Project Manager is the person designated as responsible for the management of all activity necessary for delivery of the contracted project (including services) to the customer (whether internal or external), to the customer's satisfaction and within agreed time and budget constraints.

**Project Manager.** The person who heads up the project team and is assigned the authority and responsibility for conducting the project and meeting project objectives through project management.\(^\text{11}\)

**Project Phase.** A collection of logically related project activities, usually culminating in the completion of a major intermediate or end deliverable.

**Project Plan.** A formal, approved document used to guide both project execution and project control. The primary uses of the project plan are to document planning assumptions and decisions, to facilitate communication among stakeholders, and to document approved scope, cost, and schedule baselines.

**Project Planning.** The development and maintenance of the project plan.

**Project Schedule.** The planned dates for performing activities and the planned dates for meeting milestones. Sometimes erroneously termed the “project program”.


Project Team Members. The people who report either directly or indirectly to the project manager.

Quality Assurance (of Assessment) refers to the process by which the necessary quality requirements for assessment are checked and maintained including validity, reliability, fairness, flexibility, authenticity (of applicant’s evidence) transparency (of assessment process and criteria), currency (of criteria), sufficiency (of evidence), and usefulness and value of assessment outcomes.

Range Indicator is a statement of the circumstances in which performance applies.

Recognition of Prior Learning refers to determination on an individual basis of the competencies obtained by a person through previous formal or informal training, work experience and/or life experience. It can lead to advanced standing that a learner is entitled to in relation to a training course or qualification.

Records (of Assessment) refers to the information that is retained by the assessing organisation, and/or other authorised organisations, of the outcomes of assessments. The type and format of the information will vary from organisation to organisation and is also dependent on the purpose of the assessment.

Registration of Providers of Training refers to formal recognition by a State/Territory Recognition Authority that a provider is competent to offer a particular accredited course of recognised training program.

Reliability (of Assessment) refers to the extent in which consistent outcomes are achieved in assessment regardless of who does the assessment, when it is conducted and in whatever context it is conducted. This usually is achieved by ensuring clear and sufficiently detailed procedures, clear and unambiguous assessment criteria, measures to ensure consistent interpretation of evidence and sufficient, suitable training for assessors.

Resource. Any personnel, materiel or equipment required for the performance of an activity.

Responsibility Assignment Matrix (RAM). The activity, involving techniques, of clearly identifying and communicating the responsibilities of all personnel for each task in the project life cycle work breakdown structure.

Risk Analysis. Analysis of the consequences and probabilities that certain undesirable events will occur, and their impact on attaining project/contract/customer expectations.

Role refers to a distinct area of practice within a job.

Simplicity (of Assessment) refers to the extent to which assessment procedures are straight-forward and easy to understand and implement.

Skill may be intellectual, manual, motor, perceptual, or social. The nature of tasks usually requires a combination of these and usually involves the application of cognitive and psychomotor functions, together with appropriate knowledge.

Sponsor. The executive who manages, administers, monitors, funds, and is responsible for the business outcomes of the project.

Stakeholder. One who has a stake or interest in the outcome of the project\textsuperscript{13}.

**Summative Assessment** refers to assessment of performance at the end of a period of learning or practice, the results of which are usually recorded and reported. In a typical learning module, summative assessment will occur at several places in the module.

**Task** (or Combination of Tasks) is a discreet, identifiable and meaningful component of work that is carried out by the job-holder for a specific purpose leading to a specific outcome. The performance of a task requires the application of skill and knowledge.

**Task.** A subdivision of an activity.

**Underpinning Knowledge.** The knowledge required to perform defined skills and tasks

**Unit of Competency** is a major segment of overall Competency, typically representing a major function.

**Validity** (of Assessment) refers to the extent to which the assessment measures what it claims to measure. Measures to improve validity include:

- assessors have sufficient competency in both the necessary assessment techniques, as well as the technical aspects of the competency being assessed;
- assessors are fully aware of what is to be assessed, as indicated by the relevant units of competency, learning outcomes and clearly-defined performance criteria;
- evidence is collected from activities and tasks that are clearly related to the relevant unit(s) of competency (or learning outcomes specified for a competency-based course or training program);
- sufficient evidence is collected; and
- evidence is appropriately compared with the relevant performance criteria.

**Value Analysis.** An activity devoted to optimising cost performance. The systematic use of techniques which identify the required functions of an item, establish values for these functions, and provide the functions at the lowest overall cost without loss of performance (optimum overall cost).

**VET.** Vocational Education and Training

**Work Breakdown Structure** (WBS). A task oriented family tree of phases, activities and tasks which organises, defines and graphically displays the total work to be accomplished in order to achieve the final objectives of a project. Each descending level represents an increasingly detailed definition of the project objective. It is a system for subdividing a project into manageable work packets, components or elements to provide a common framework for scope/cost schedule communication, allocation of responsibility, monitoring and control.

**Workplace** refers to the actual environment(s) in which people work. It may be simulated for purposes of assessment.