

## PM601 Direct projects' integration

**Unit Descriptor** This unit specifies the outcomes required to integrate the management of multiple projects' scope. This is in the context of a program of schedules, budgets, risk and contracts towards establishing agreed outcomes.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses the management of the integration of all functions of project management in a program (multiple projects) context. This requires managing conflicting priorities between projects, with higher project authority support (in this case project governance committees or senior management). It involves directing project managers in re-aligning projects within the program, directing the internal environment with the needs and expectations of the external environment, and directing projects within the program throughout their life cycle.

A program manager usually performs this function. The functions performed by a project manager to manage integration within individual projects are addressed in PM501.

### Element

### Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### 1. Direct integration of all functions of project management

- 1.1 Project managers are supported in project stakeholder analysis to determine the influence of others on project outcomes
- 1.2 The requirements of all projects, and the multiple inter-relationships of project management functions are analysed, rationalised and integrated, to determine agreed, *achievable program objectives* that align to organisational goals, strategies and objectives as stated in strategic planning documentation
- 1.3 Project plans are reviewed, rationalised and integrated when approved, into a structured, cohesive program plan for ongoing program management
- 1.4 Integrated program control mechanisms are derived from multiple project plans to establish program control requirements
- 1.5 Multiple project plans are used to develop consolidated program budgets, schedules, interdependencies and program risks

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| <b>2. Direct the internal project environment to meet external needs and expectations</b> | <p>2.1 The <i>internal project working environment</i> is directed to ensure project managers' work is conducted effectively throughout multiple, aligned project life cycles</p> <p>2.2 Links are established and maintained to direct the alignment between multiple projects, and organisation objectives, within the program</p> <p>2.3 Project proposals (scope definitions) are evaluated against the organisation's strategic objectives</p> <p>2.4 Conflicting requirements of individual projects are coordinated and directed to achieve multiple project objectives</p> <p>2.5 Where necessary individual project objectives are modified to achieve overall program objectives</p> <p>2.6 The impact of <i>external environmental</i> influences on individual projects is coordinated to achieve multiple project objectives</p>                                                                     |
| <b>3. Direct projects throughout project life cycles</b>                                  | <p>3.1 All project managers are directed to provide project phases, approval points, review points and other milestones, to allow program integration</p> <p>3.2 Project baselines are established and progress is reported in relation to baselines, to measure program performance throughout the business reporting cycle</p> <p>3.3 Project baselines are reviewed progressively to ensure nominated benefits are consistent with organisational expectations</p> <p>3.4 <i>Finalisation plans, procedures and activities</i> are directed to ensure final outcomes are met and that projects meet agreed program objectives</p> <p>3.5 Projects finalised in a program management reporting period are reviewed to evaluate benefits to the business</p> <p>3.6 Integration management lessons learned are passed to higher project authority and feedback is provided for application to other projects</p> |

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Achievable program objectives may include:*

- the client's objectives, eg maximum value for money, or maximum performance at minimum cost
- the supplier/contractor's objectives, eg minimum cost, minimum time, acceptable quality
- end-user(s) objectives, eg maximum performance as well as optional extras
- higher project authorities' objectives (ie: management/projects governance group), eg reputation, retention of market share, buying into market within the constraints of performance, time, cost, quality, resources and skills
- the organisation's objectives, eg quantifiable benefits

*The internal environment may include:*

- physical location of projects within the organisation
- layout of program project managers, personnel and equipment
- computing support and integrated computer networks
- personal working conditions (physical and emotional)
- teams and interpersonal dynamics
- identity and differentiation of the program's projects within the larger environment

*The external environment may include:*

- the parent organisation, enterprise, industry
- employee representative groups, eg unions, professional associations, lobby groups
- political, environmental and societal influences
- public and media interest
- the physical environment, eg geography, ecology, environmental sensitivity
- external stakeholder expectations

*Program finalisation activities may include:*

- transition of responsibility/ownership of projects deliverables/products for those projects that concluded in a reporting/management period (eg financial year)
- assessment of stakeholder satisfaction against expectations
- evaluation of projects for benefits derived
- evaluation of projects completed in a reporting period
- review of success/failure criteria for projects completed in a given reporting period

- settling of financial liabilities for projects completed in a consolidated budget context
- forwarding program progress report to higher projects governance authority

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

### Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility is taken across multiple projects or programs for integrating all project management functions (scope, time, cost, quality, human resources, communications, risk and procurement) within and between projects. This will include evidence of directing the work of others including project managers, and others in the internal and external environment.

### Specific evidence requirements

#### Required knowledge and understanding include:

- detailed knowledge and understanding of:
  - the project process, the project life-cycle, the relationship between project phases, and interdependencies/relationships between projects
  - program planning and control procedures, resource levelling and rationalisation management and program risk management
  - a range of suitable methodologies, techniques and tools available to both project managers and to project portfolio (program) managers
  - the need for and application of leadership and management within a projects management environment
  - internal and external environment factors that may affect the program of projects

#### Required skills and attributes include:

- project and program management
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes

- communicative
- positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

- |                                                                      |                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1 Communicating idea and information (3)</b></p>               | <ul style="list-style-type: none"> <li>• communication required to manage teams including negotiation skills and report writing</li> <li>• verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions</li> </ul>                   |
| <p><b>2 Collecting, analysing and organising information (3)</b></p> | <ul style="list-style-type: none"> <li>• tracking and monitoring of multiple projects</li> <li>• relevant skills associated with reviewing multiple projects</li> </ul>                                                                                                                                      |
| <p><b>3 Planning and organising activities (3)</b></p>               | <ul style="list-style-type: none"> <li>• planning own work and directing that of project managers</li> </ul>                                                                                                                                                                                                 |
| <p><b>4 Working in a team (3)</b></p>                                | <ul style="list-style-type: none"> <li>• managing project managers</li> <li>• working with others including external parties/clients and project managers and team members</li> </ul>                                                                                                                        |
| <p><b>5 Using Mathematical ideas and techniques (1)</b></p>          | <ul style="list-style-type: none"> <li>• calculation skills associated with data manipulation involved in project including financial data</li> </ul>                                                                                                                                                        |
| <p><b>6 Solving problems (3)</b></p>                                 | <ul style="list-style-type: none"> <li>• applying problem solving skills as required to address problems and conflicting requirements arising in managing multiple projects</li> <li>• assisting others to solve problems arising within their projects</li> </ul>                                           |
| <p><b>7 Using technology (2)</b></p>                                 | <ul style="list-style-type: none"> <li>• using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation</li> <li>• using specific project and program management software tools</li> </ul> |
| <p><b>Innovation skills (2)</b></p>                                  | <ul style="list-style-type: none"> <li>• using review process to inform future activity in the projects management environment</li> </ul>                                                                                                                                                                    |
| <p><b>Products that could be used as</b></p>                         | <ul style="list-style-type: none"> <li>• documentation produced in managing the program/directing projects such as:</li> </ul>                                                                                                                                                                               |

**evidence include:**

- records of rationalisation/integration processes to determine achievable program objectives
- program plans and control mechanisms covering the coordination of multiple projects' outcomes
- maintenance of processes for linking and co-ordination of program control mechanisms
- records of organisation and other environmental impact analysis
- program (integrated) schedules, budgets
- records of co-ordination and tracking of multiple projects interdependencies, program resource levelling
- records of establishment, measurement and reporting of progress in relation to program baselines
- records of use of benefits identification, tracking and realisation tables
- program finalisation plans (aligned to organisational management periods eg financial year)
- lists of integration management lessons learned

**Processes that could be used as evidence include:**

- how program planning is coordinated through projects direction
- how project managers are managed through multiple project lifecycles
- how projects are monitored during the program lifecycle
- how problems and conflicting requirements arising in the program are addressed and managed
- how multiple projects' progress is measured throughout the program
- how projects are finalised in the context of a program management/reporting period
- how projects are reviewed and lessons learnt are used in future projects within the program

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has managed integration across projects/program

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM602 **Direct multiple projects' scope and manage program scope**

**Unit Descriptor** This unit specifies the outcomes required to direct the scope of multiple projects within a program context.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses the management of authorising projects and, defining and planning the program scope. It covers selection, prioritisation and managing the program scope within a reporting period(s).

A program manager usually performs this function. The functions performed by a project manager to manage scope within individual projects are addressed in PM502.

### Element

### Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### 4. Authorise projects

- 1.1 *Needs* are analysed, in consultation with client and other stakeholders if necessary, to justify each project and for designate of project managers
- 1.2 Project selection and prioritisation is conducted within guidelines provided by, or under direction of, higher project (governance) authorities
- 1.3 *Project authorisation* recommendations are confirmed by higher project authority as the basis for future multiple projects management activity and commitment of resources and effort

#### 5. Define and plan program scope

- 2.1 Multiple projects' objectives, major deliverables and resource requirements are defined at the project and program level and confirmed with governance group or higher project authority
- 2.2 Measurable projects' outcomes and benefits are determined and agreed to enable quantified evaluation of program performance
- 2.3 Scope definition, *scope management* strategies and plans are developed, agreed and communicated
- 2.4 Program scope is aligned to business requirements and organisational strategy

## 6. Manage program scope

- 3.1 Regular program reviews are conducted to measure *project performance* and to ensure that stated program and business/strategic objectives are met
- 3.2 *Change management system* is established and maintained to form the basis of ongoing scope management
- 3.3 The effects potential, perceived and actual projects' *scope changes* are reviewed and action is taken to see that project objectives are achieved or modified
- 3.4 Multiple projects' outcomes are compared against defined program scope and aligned strategic objectives
- 3.4 Results of program outcomes communicated
- 3.5 Scope management lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects within the program

### Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Needs may be:*

- outcome oriented, eg requirement to fulfil perceived needs or shortfalls
- product oriented, eg acquire new computer systems or buildings
- improvement oriented, eg a better ways of doing something
- activity oriented, eg stage major sporting events

*Project authorisation may include:*

- broad details of required multiple project outcomes and objectives
- major projects phases, activities and milestones that will require timing coordination across the program (particularly as new approved projects enter the program)
- project managers terms of reference, authorisations and limitations directed by the program manager
- relationship between multiple project objectives and the programs and therefore strategic objectives of the organisation

*Scope management may include:*

- progressive refinement of scope throughout multiple project life cycles
- controlling program scope creep, ie incremental increases to scope to accommodate wishes rather than needs
- managing factors which influence changes to scope
- determining that a scope change has occurred or is about to occur
- managing scope changes when they occur
- managing the effect of scope changes on other areas and on achievement of multiple project objectives

*Project performance may include:*

- measurement of time and resources spent on the project, as compared to baseline data
- use of tools and techniques to manage and measure project progress in terms of time and resources

*Change management system may include:*

- documentation
- risk analysis
- impact analysis
- configuration management
- change control boards/committees

*Change orders may include:*

- major elements of the program liable to change, eg deletion of a line of business endeavour, new projects prioritising program, deletion of poorly performing projects
- program documentation, including plans, integrated schedules, integrated budgets, integrated (program) risk analysis
- formal agreements, eg contracts, sub-contracts, memoranda of understanding

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

## Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken across multiple projects or programs for directing and authorising scoping of the projects. This will include evidence of managing the work of others including project managers and those working within the project team.

## Specific evidence requirements

### Required knowledge and understanding include:

- detailed knowledge and understanding of the place of scope management in the context of projects delivery environment, particularly the relationship between program scope and:
  - performance, time, cost and quality
  - the processes of justification and authorisation of projects existence
  - the importance of scope definition especially during projects start-up, and ongoing throughout the project life cycles
  - the importance of, and techniques related to, project performance measurement and management
  - the importance of, and techniques related to, multiple projects definition
  - the impact of balancing and levelling resource requirements for achieving overall organisational objectives
  - the principles of change management and their application
  - appropriate scope management methodologies, techniques and tools, their applicability, capabilities and limitations

### Required skills and attributes include:

- program management
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes
  - communicative
  - positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

- |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1 Communicating idea and information (3)</b></p>               | <ul style="list-style-type: none"> <li>• communication required to manage teams including negotiation skills and report writing</li> <li>• verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions</li> </ul>                                                                                                                   |
| <p><b>2 Collecting, analysing and organising information (3)</b></p> | <ul style="list-style-type: none"> <li>• tracking and monitoring of a program of projects</li> <li>• relevant skills associated with reviewing projects</li> <li>• collating multiple projects information for business reporting against strategic objectives</li> </ul>                                                                                                                                    |
| <p><b>3 Planning and organising activities (3)</b></p>               | <ul style="list-style-type: none"> <li>• planning own work and that of project managers</li> </ul>                                                                                                                                                                                                                                                                                                           |
| <p><b>4 Working in a team (3)</b></p>                                | <ul style="list-style-type: none"> <li>• managing the program and key personnel (project managers, business level personnel)</li> <li>• working with others including external parties/clients and project managers</li> </ul>                                                                                                                                                                               |
| <p><b>5 Using Mathematical ideas and techniques (1)</b></p>          | <ul style="list-style-type: none"> <li>• calculation skills associated with data manipulation involved in project including financial data</li> </ul>                                                                                                                                                                                                                                                        |
| <p><b>6 Solving problems (3)</b></p>                                 | <ul style="list-style-type: none"> <li>• applying problem solving skills as required to address problems and conflicting requirements arising in managing the program</li> <li>• assisting others to solve problems arising within the program</li> </ul>                                                                                                                                                    |
| <p><b>7 Using technology (2)</b></p>                                 | <ul style="list-style-type: none"> <li>• using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation</li> <li>• using specific program management software tools</li> </ul>                                                                                                             |
| <p><b>Innovation skills (2)</b></p>                                  | <ul style="list-style-type: none"> <li>• using review process to inform future activity in program management</li> </ul>                                                                                                                                                                                                                                                                                     |
| <p><b>Products that could be used as evidence include:</b></p>       | <ul style="list-style-type: none"> <li>• documentation produced in managing the program and directing projects such as:             <ul style="list-style-type: none"> <li>• requirements definition and needs analysis documentation</li> <li>• documentation aligning business directions to program and therefore multiple project objectives</li> <li>• program charter/directive</li> </ul> </li> </ul> |

- program manager's terms of reference
- program scope statement
- program definition terms of reference
- work breakdown, product breakdown and organisation breakdown structures
- project performance management records
- formal agreements, eg contracts, sub-contracts, memoranda of understanding
- records of management of change management system and procedures
- records of program cope lessons learned

**Processes that could be used as evidence include:**

- how project authorisations are managed
- how project scopes are defined in a program context and agreement gained between program manager and the business
- how expected program performance is determined
- how project managers are given direction throughout projects with respect to the scope of the projects
- how the need for scope changes within projects are identified and authorised
- how projects/programs are reviewed with respect to the scope of the projects
- how improvements to scope management of projects are used in future projects

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has managed program scope and directed scope across projects

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM603 Direct projects' time management

### Unit Descriptor

This unit specifies the outcomes required to direct project time management. It relates to activities associated with analysis, coordination and control of multiple project schedules.

### Competency Field

*Business management services*

### Domain

*Project management*

### Application of the competency

This unit addresses the direction of project schedules. It focuses on time management for multiple projects, so that key deliverables meet project with schedules.

A program manager usually performs this function. The functions performed by a project manager to manage time and scheduling within individual projects are addressed in PM503.

### Element

Elements define the critical outcomes of a unit of competency.

### Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### 7. Direct project schedules development

- 1.1 The duration and effort, sequence and inter-dependencies of major activities and milestones are determined from individual project plans to form the basis of the program schedule
- 1.2 Project managers are directed in the use of *time management* methods, *techniques and tools*, preferred schedules, time management plans, resource allocation and financial requirements at the project level to enable continuing update and refinement of the program schedule
- 1.3 Project schedules are agreed, formalised and communicated to stakeholders as the basis for planning, implementation and review of progress.

#### 8. Manage program schedules

- 2.1 Mechanisms are developed, implemented and modified to monitor, control, record and report actual progress in relation to the agreed schedule and plans
- 2.2 Ongoing analysis is conducted to identify and forecast variances and trends, and to develop responses so that multiple projects meet their schedules

- 2.3 Durations of key activities and inter-dependencies between projects are managed to enable financial and resource rationalisation across the program of projects, to meet strategic expectations within the management/reporting period of the program
  - 2.4 Progress is reviewed and the schedule is refined throughout the program life cycle to ensure consistency with changing scope, objectives and constraints related to time and resource availability
  - 2.5 Responses to perceived, potential or actual multiple projects schedule changes are authorised to achieve program objectives
- 9. Analyse time management outcomes**
- 3.1 Multiple project and program outcomes are reviewed from available *records* and information and analysed to determine the effectiveness of the schedule and time management processes
  - 3.2 Lessons learned are passed to higher project authority and feedback is provided for application in planning and implementation of later projects within the program

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Time management may:*

- be done by taking the lead in a team environment
- involve consultation with project managers and selective involvement of stakeholders
- involve the direction of the use of appropriate time management methods, processes, procedures, tools and techniques
- be conducted non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the program's projects and vice versa

*Techniques and tools may include:*

- use of personal experience and/or subject matter experts
- directing qualitative and/or quantitative time analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development
- collating and using the products of specialist time analysis to make program-wide time management decisions

*Time management plans may include:*

- assessing and reporting the potential impact of multiple project timings and their potential for change on the program, and therefore the organisation
- program consolidated schedule
- sub-schedules
- important milestones, critical interdependencies between projects
- alternative schedule management strategies and actions
- formal arrangements
- responsibility assignment
- contingency plans
- assigned schedule management responsibilities

*Records may take the form of:*

- lists of variances, trends and forecasts of potential schedule events
- Gantt, PERT and other scheduling charts
- diaries, incident logs, occurrence reports and other such documentation
- records of analysis, evaluation of options and selection processes
- records of responses, results and lessons learned
- program and/or organisation files and records

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

## Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken across multiple projects or programs for managing time and scheduling of the projects. This will include evidence of managing the output of work of others including project managers and a range of stakeholders including higher management.

## Specific evidence requirements

### Required knowledge and understanding include:

- detailed knowledge and understanding of:
  - the principles of program management and its application
  - organisational policies, guidance and attitudes to time management
  - the relationship between time, cost and resources to the project management framework
  - delegation and management of responsibilities for time management
  - direction of project schedules management
  - use of the schedule as a control mechanism
  - appropriate time management and estimating methodologies, techniques and tools, their capabilities and limitations, applicability and outcomes
  - the differences in work content, risk, processes, tools and techniques that apply in the various phases of recurring project life cycles within a volatile program environment

### Required skills and attributes include:

- program management
- time management and scheduling
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes
  - communicative
  - positive leadership

### Key Competencies or Generic Skills relevant to this unit include:

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

#### 1 Communicating idea and information (3)

- communication required to manage teams including negotiation skills and report writing
- verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions

- 2 Collecting, analysing and organising information (3)**
  - tracking and monitoring of major milestones of projects
  - relevant skills associated with reviewing projects
- 3 Planning and organising activities (3)**
  - planning own work and that of project managers
- 4 Working in a team (3)**
  - managing the projects delivery environment down to project managers and up to the business
  - working with others including external parties/clients and project managers
  - being the link between expectations of management and the aspirations, constraints and issues of project managers and their teams
- 5 Using Mathematical ideas and techniques (1)**
  - calculation skills associated with data manipulation involved in the program including financial data
- 6 Solving problems (3)**
  - applying problem solving skills as required to address problems and conflicting requirements arising in managing the program
  - assisting others to solve problems arising within projects
- 7 Using technology (2)**
  - using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation
  - using specific program management software tools
- Innovation skills (2)**
  - using review process to inform future activity in program management
- Products that could be used as evidence include:**
  - documentation produced in managing program and directing projects such as:
    - application of lessons learned from previous project(s) in authorising new projects
    - time management strategies
    - time management analysis, forecasts and predictions
    - program work breakdown structure
    - key activity schedules
    - application of precedence and dependency principles to determine program major activities rationalisation and interdependencies
    - program schedule

- records of regular and ad hoc communication of schedules to stakeholders
- application of and modifications to monitoring, review and reporting mechanisms
- application of actual progress against planned progress
- records of corrective actions taken against variances in the program schedule
- records of lessons learned

**Processes that could be used as evidence include:**

- how project schedules management is directed and the program schedule is managed
- how agreement on schedules is reached with relevant parties
- how project managers are directed throughout the project with respect to time management within projects
- how schedules are coordinated and managed throughout the program
- how problems and issues with time management are identified and addressed
- how projects are reviewed with respect to time management of the program
- how improvements to time management of projects are used in future projects within the program

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has managed time and scheduling across multiple projects/programs

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM604 Direct projects' cost management

**Unit Descriptor** This unit specifies the outcomes required to analyse, coordinate, and refine multiple project costs to produce a program budget that is used as the principal mechanism to control program cost.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses directing project budgets development, managing program costs and directing financial completion for projects as this occurs in the program.  
A program manager usually performs this function. The functions performed by a project manager to manage costs within individual projects are addressed in PM504.

### Element

Elements define the critical outcomes of a unit of competency.

### Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### 10. Direct project budget development

- 1.1 Project managers are directed to determine resource requirements for individual tasks, in consultation with appropriate stakeholders, to develop a project budget which contributes to program budget
- 1.2 Project *costs estimation* is directed to enable budgets and cost management processes to be developed for the project life cycles
- 1.3 Cost strategies and *cost management* plans are directed and authorised to ensure clarity of understanding and ongoing *management of project finances* and the program budget overall

#### 11. Manage program costs

- 2.1 *Cost management* systems are developed and maintained to direct monitoring of actual expenditure and to control costs throughout multiple project life cycles and for the program overall
- 2.2 Analysis is conducted, options are evaluated and responses to project cost variations are implemented to maintain control over changing financial and overall program objectives
- 2.3 Internal and external influences on program costs are monitored to forecast, and where necessary, approval is sought from business management for changes to the approved program budget

- 12. Direct financial completion**
- 3.1 Direction is provided for project *finalisation activities* to achieve integrated financial and physical project completion within program and therefore client and organisational expectations
  - 3.2 Project outcomes are reviewed from available *records* at finalisation for each project concluded in a program reporting period and information is analysed to determine the effectiveness of cost management systems
  - 3.3 Program lessons learned are aggregated as a repository of lessons for future program references and where necessary referred to higher project authority for application in planning strategic direction changes and business outcomes for future projects

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Cost estimates may take account of:*

- the stage of multiple project life cycles
- the availability of information at the time
  - contingency to allow for identified risks and uncertainty
  - overhead and profit margin
  - government regulations/ industry codes of practice /organisational influences

*Cost management activities throughout program management may:*

- be done independently or by taking the lead in a team environment
- involve consultation with, and selective involvement of, appropriate project stakeholders
  - involve the selection, modification and supervision of the use of appropriate cost management methods, processes, procedures, tools and techniques
  - be conducted non-routinely to meet complex, changing circumstances
  - take into account the impact of organisational and environmental change on the project and vice versa

*Management of project finances may include:*

- approval processes
- financial authorisations/delegations
  - invoice procedures
  - audit and review
  - communication, reports and briefs

*Cost management may include:*

the application of personal judgement

- the modification of program methodologies and procedures
- cost modelling and estimating
- financial analysis, eg benefit-cost analysis, cash flow analysis, earned value analysis
- program obligation and expenditure forecasting and long term planning
- authorising and revising financial delegations
- progress and financial change management

*Finalisation activities may include:*

comparison of one project's cost management outcomes with success rates of other projects and with overall (organisation) budgetary expectations:

- direction of project team managers in their:
- transition of responsibility/ownership of project deliverables/products
- transfer of assets to the client or originating owner
- warranty requirements resolution
- final audit/reconciliation
- settling of financial liabilities
- close-out of account codes and other financial documentation

*Records may take the form of:*

records of potential and actual costs

- financial summaries
- budgets, commitment and expenditure
- cost management plans
- reports to higher authority
- financial charts and graphs
- program and/or organisation files and records
- cost management lessons learned

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

### Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken across multiple projects or programs for direction of cost management of the inherent projects and for management of the program budget. This will include evidence of managing the work of others including project managers and those working within the projects delivery environment.

### Specific evidence requirements

#### Required knowledge and understanding include:

- detailed knowledge and understanding of
  - the principles of program project cost management and its application
  - organisational policies, guidance and attitudes to cost management
  - the relationship of cost, time and resources to the project management framework
  - delegation and management of responsibilities for cost management
  - direction of development of project and management of program budgets
  - use of the budget as a control mechanism
  - appropriate cost management and estimating methodologies, techniques and tools, their capabilities and limitations, applicability and outcomes
  - the differences in work content, risk, processes, tools and techniques that apply in the various phases of the recurring project life cycles within a volatile program environment

#### Required skills and attributes include:

- program management
- financial management
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs

- delegation
- attributes
  - communicative
  - positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

- |                                                                      |                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1 Communicating idea and information (3)</b></p>               | <ul style="list-style-type: none"> <li>• communication required to manage teams including negotiation skills and report writing</li> <li>• verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions</li> </ul>             |
| <p><b>2 Collecting, analysing and organising information (3)</b></p> | <ul style="list-style-type: none"> <li>• tracking and monitoring major milestones of projects</li> <li>• relevant skills associated with reviewing projects</li> </ul>                                                                                                                                 |
| <p><b>3 Planning and organising activities (3)</b></p>               | <ul style="list-style-type: none"> <li>• planning own work and that of project managers</li> </ul>                                                                                                                                                                                                     |
| <p><b>4 Working in a team (3)</b></p>                                | <ul style="list-style-type: none"> <li>• managing the projects delivery environment including being the interface between the business and the requirements of project team managers and their teams</li> <li>• working with others including external parties/clients and project managers</li> </ul> |
| <p><b>5 Using Mathematical ideas and techniques (2)</b></p>          | <ul style="list-style-type: none"> <li>• calculation skills associated with data manipulation involved in the program including financial data</li> </ul>                                                                                                                                              |
| <p><b>6 Solving problems (3)</b></p>                                 | <ul style="list-style-type: none"> <li>• applying problem solving skills as required to address problems and conflicting requirements arising in managing the program</li> <li>• assisting others to solve problems arising within projects</li> </ul>                                                 |
| <p><b>7 Using technology (2)</b></p>                                 | <ul style="list-style-type: none"> <li>• using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation</li> <li>• using specific program management software tools</li> </ul>       |
| <p><b>Innovation skills (2)</b></p>                                  | <ul style="list-style-type: none"> <li>• using review process to inform future activity in project management</li> </ul>                                                                                                                                                                               |

**Products that could be used as evidence include:**

- documentation produced in managing program/directing projects such as:
  - application of lessons learned from previous project(s) in authorising new projects entering the program
  - cost estimates at cost element and summary levels
  - cost management plans, strategies, analysis, forecasts and predictions
  - cost breakdown structures
  - financial feasibility studies
  - consolidated program budgets and expenditure forecasts
  - program cash flow profiles
  - records of analysis of financial variance and trends and remedial actions
  - financial transition plans
  - budget control mechanisms
  - records of direction to project managers for clearance of project liabilities and disposal of project assets
  - aggregated project finalisation reports with program conclusions and recommendations
  - records of cost management lessons learned
  - financial audit documentation

**Processes that could be used as evidence include:**

- how resource requirements and associated costs are rationalised/levelled for the program
- how program budgets, cost strategies and cost management plans are updated, rationalised and reported
- how project managers are directed throughout projects with respect to the costs of projects
- how problems and issues with respect to costs arising during projects are resolved
- how projects finalisation is reviewed for program update and reporting
- how projects are reviewed with respect to cost management success criteria
- how improvements to cost management of projects are used in future projects within the program

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has managed costs across multiple projects/programs

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM605 Direct projects' quality management

**Unit Descriptor** This unit specifies the outcomes required to direct quality management across projects/programs.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses direction of project quality requirements developments, direction of quality assurance management and improving program and projects.

A program manager usually performs this function. The functions performed by a project manager to manage quality within individual projects are addressed in PM505.

### Element

### Performance Criteria

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### 13. Direct quality requirements development

- 1.1 Reviews and consultation are directed to ensure that the organisation's quality objectives, standards, levels and criteria are applied at the project level in consultation with stakeholders
- 1.2 *Quality management* methods, techniques and tools are modified to the requirements of the program, as necessary, and directed for project team use
- 1.3 Program quality criteria are identified and communicated to project manager for implementation
- 1.4 Project managers are directed to develop and implement quality plans that will be used as the basis for performance measurement

#### 14. Direct project quality assurance management

- 2.1 Results of multiple project activities and product performance are analysed to determine compliance with agreed quality standards throughout the project life cycles within the program
- 2.2 Causes of unsatisfactory results are identified in consultation with project managers, and through clients and stakeholders, and appropriate actions are initiated to enable continuous improvement in quality outcomes
- 2.3 Inspections of quality processes are directed and results are analysed to determine compliance with quality standards for overall program and organisation

## 15. Improve program and projects quality

- 2.4 A quality management system is developed and maintained to enable effective management and communication of quality issues and outcomes
- 3.1 The *quality management system* is reviewed and modified continually throughout the program of projects' activities to ensure project team commitment to continuous improvement of quality processes and outcomes
- 3.2 Project outcomes review and analysis against performance criteria are directed to determine the effectiveness of the quality management system
- 3.3 *Quality management improvements* and lessons learned are aggregated and used to benefit the business and later program initiatives/projects, and where appropriate are passed to organisational management for consideration in support of strategic planning and (re)direction

### Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Quality management may:*

- be done independently or by taking the lead in a team environment
- involve consultation with and direction to project managers selective involvement of appropriate project stakeholders
- involve the overall direction of quality management system guidelines appropriate to the program to project managers for the selection, modification and supervision of the use of appropriate quality management methods, processes, procedures, tools and techniques
- be conducted non-routinely to meet complex, changing circumstances
- take into account the impact of organisational and environmental change on the program and vice versa

*Quality Management Systems may include:*

- ISO 9000 Series or they may be designed to meet the specific needs of the project

*Quality improvement may include*

- formal practices such as total quality management or continuous improvement

- by less formal processes which improve both the product quality and processes of the project, eg client surveys to determine client satisfaction with projects performance

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

## Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken across multiple projects or programs for quality management of the projects. This will include evidence of managing the work of others including project managers and those working within the project team.

## Specific evidence requirements

### Required knowledge and understanding include:

- detailed knowledge and understanding of
  - the principles of project quality management and their application, and its relation to the organisation's quality management system
  - the need for quality management in the project and its place in the overall organisation
  - the importance of quality in trade-offs with scope, time, and cost
  - quality policies and standards applicable in the projects management environment
  - quality management tools, including their capabilities, limitations, applicability and outcomes
  - what are quality outcomes, critical success and failure criteria and quality performance measures

### Required skills and attributes include:

- project management
- quality management
- client relationship management and client focus
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes

- communicative
- attention to detail/thoroughness
- positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

- |                                                               |                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Communicating idea and information (3)</b>               | <ul style="list-style-type: none"> <li>• communication required to manage complex environments including negotiation skills and report writing</li> <li>• verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions</li> </ul> |
| <b>2 Collecting, analysing and organising information (3)</b> | <ul style="list-style-type: none"> <li>• tracking and monitoring of multiple projects</li> <li>• collating key projects information for program tracking and reporting</li> <li>• relevant skills associated with reviewing projects outcomes</li> </ul>                                                  |
| <b>3 Planning and organising activities (3)</b>               | <ul style="list-style-type: none"> <li>• planning own work and that of project managers, and the output of a wide range of stakeholders related to the program</li> </ul>                                                                                                                                 |
| <b>4 Working in a team (3)</b>                                | <ul style="list-style-type: none"> <li>• managing the projects delivery environment</li> <li>• working with others including external parties/clients and project managers</li> </ul>                                                                                                                     |
| <b>5 Using Mathematical ideas and techniques (1)</b>          | <ul style="list-style-type: none"> <li>• calculation skills associated with data manipulation involved in the program including financial data</li> </ul>                                                                                                                                                 |
| <b>6 Solving problems (3)</b>                                 | <ul style="list-style-type: none"> <li>• applying problem solving skills as required to address problems and conflicting requirements arising in managing the program</li> <li>• assisting others to solve issues arising within projects</li> </ul>                                                      |
| <b>7 Using technology (2)</b>                                 | <ul style="list-style-type: none"> <li>• using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation</li> <li>• using specific program management software tools</li> </ul>          |
| <b>Innovation skills (2)</b>                                  | <ul style="list-style-type: none"> <li>• using review process to inform future activity in program management</li> </ul>                                                                                                                                                                                  |

**Products that could be used as evidence include:**

- documentation produced in managing program/projects such as:
  - lists of program quality stakeholders and quality objectives
  - records of project selection and prioritisation processes and use of quality tools
  - alignment ‘threads’ between the quality management system and procedures documentation applied in projects
  - benefits quantification criteria and tracking documentation
  - stakeholder expectations lists and means of review across the program
  - quality management plans
  - records of direction for inspections, modifications and quality outcomes
  - records of selection, management and direction for project teams’ modifications of quality management system
  - quality control, quality assurance and continuous improvement processes
  - documentation of quality management lessons learned
  - relation of project quality outcomes to the continuous improvement objectives of the program and the organisation

**Processes that could be used as evidence include:**

- how quality requirements and outcomes are determined for projects and the program overall
- how quality tools are selected for use in projects
- how project managers are directed throughout the program with respect to their management of quality within projects
- how quality is managed throughout projects
- how problems and issues with respect to quality, that are beyond the delegated authority of the project managers are processed, supported and resolved
- how projects are directed for review with respect to quality management
- how improvements to quality management of the program and projects are used in future projects within the program

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- four examples of where candidate has managed quality across projects/programs

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM606 Direct projects' human resources management

**Unit Descriptor** This unit specifies the outcomes required to develop individuals and sub-teams into a cohesive projects delivery environment with the common purpose of meeting multiple project objectives.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses directing human resources and responsibility assignment management. It includes managing stakeholders, managing projects', delivery environment organisation and staffing, and directing project managers in relation to staff performance and leading project teams.

A program manager usually performs this function. The functions performed by a project manager to manage human resources within individual projects are addressed in PM506.

### Element

Elements define the critical outcomes of a unit of competency.

### Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### 16. Direct human resource management and responsibility assignment

- 1.1 Human resource requirement analysis for projects is directed, to determine numbers and skills levels required for the overall program
- 1.2 Stakeholder assessment is directed to establish a basis for stakeholder management within projects and the overall program
- 1.3 Responsibility assignment is directed for projects activities and tasks and authorisation protocols are established

#### 17. Manage program organisation and staffing

- 2.1 Resource requirements for projects are determined, in consultation with project managers and appropriate stakeholders, to establish program staffing levels and required competencies
- 2.2 *Project organisation and structure* is directed for development to optimise alignment of individual and group competencies within projects
- 2.3 *Staff* are recruited, allocated to projects or reallocated within the organisation, within agreed delegated authority, to meet competency requirements throughout the program

- 2.4 *Human Resources Management (HRM) methods, techniques and tools* are directed to project managers, and modified for program requirements
- 2.5 Organisational HRM system and HRM processes are utilised across projects
- 18. Direct project staff performance management**
- 3.1 Performance measurement criteria are agreed for clarity of roles and responsibilities and ongoing assessment
- 3.2 Systems for ongoing *development and training* of personnel across the program are established and implemented by project managers
- 3.3 Individuals' performance is measured against agreed criteria and actions are authorised to overcome shortfalls in performance and encourage career progression
- 19. Lead teams**
- 4.1 A system of continuous improvement of staff is managed to enhance program effectiveness
- 4.2 Individual and team performance, and morale levels, are analysed and action is taken where necessary
- 4.3 Procedures for interpersonal communication, counselling and conflict resolution are directed to project managers and results are reviewed to maintain and promote a positive working environment
- 4.4 Intra-organisational and intra-project conflict is identified and positively managed to maximise achievement of program objectives
- 4.5 HRM lessons learned are aggregated for application in planning and later projects in the program, and where appropriate passed to others for consideration in strategic planning and direction

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Project organisation and structure may be affected by external influences such as:*

- anti-discrimination
- equal employment opportunity
- affirmative action
- occupational health and safety
- work place bargaining
- accepted work practices

*Staff may come from:*

- within the organisation
- loan staff from other program
- consultants
- collaborative or alliance agencies
- external authorities, eg quality assurance, safety

*Human resource management methods, techniques and tools may include:*

- individual and group competency identification and development
- HRM forecasts, staffing plans and job descriptions
- staff recruitment and reallocation
- performance monitoring, assessment and reporting
- conflict resolution

*HRM development and training may be formal or informal, and may include:*

- project management
- general management
- project administration, eg computer applications, filing systems etc
- specialist/professional skills and career progression
- interpersonal communications
- team building and group activities

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

### Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken across multiple projects or programs for human resources management of the projects. This will include evidence of managing the work of others including project managers, and those external to the program and/or organisation who contribute to, or benefit from, the outcomes of the projects.

### Specific evidence requirements

**Required knowledge and understanding include:**

- detailed knowledge and understanding of:
  - the importance of human resource management in the project management environment
  - policies, standards and methods required to achieve HRM outcomes

- the use of HRM selection, assignment, training, performance evaluation and motivation tools, including their capabilities, limitations, applicability and outcomes
- the conflict and stress issues associated with individuals managing projects especially within a human resource matrix management environment
- HRM outcomes, critical success and failure criteria and HRM performance measures
- the application of interpersonal skills
- assessment of interpersonal strengths and weaknesses
- application of relevant strategies, eg leadership, decision making, group dynamics, change management, learning/coaching
- the differences in work content, processes and risk that affect HRM requirements in the various phases of the project life cycle

**Required skills and attributes include:**

- program and project management
- human resources management
- high level management and leadership
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes
  - communicative
  - positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

**1 Communicating idea and information (3)**

- communication required to manage teams including negotiation skills and report writing
- verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions

**2 Collecting, analysing and organising information (3)**

- tracking and monitoring of key milestones of multiple projects
- relevant skills associated with reviewing outcomes of multiple projects

- 3 Planning and organising activities (3)**
  - planning own work and that of project managers
- 4 Working in a team (3)**
  - managing the program/projects delivery environment
  - working with others including external parties/clients and project managers
- 5 Using Mathematical ideas and techniques (1)**
  - calculation skills associated with data manipulation involved in the program including financial data
- 6 Solving problems (3)**
  - applying problem solving skills as required to address problems and conflicting requirements arising across the program
  - authorising issues resolution arising within projects
- 7 Using technology (2)**
  - using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of project activities, financial reporting, data collation
  - using specific program management software tools
- Innovation skills (2)**
  - using review process to inform future activity in program management
- Products that could be used as evidence include:**
  - documentation produced in managing the program such as:
    - current and future requirements for competency within the program
    - staffing levels and competencies related to projects
    - job descriptions including measures of performance
    - program organisation charts
    - staff recruitment and selection criteria
    - teams and individual responsibilities, levels of authority and performance assessment criteria
    - high-level program responsibility assignment matrix
    - master stakeholder management plan
    - HRM system, including performance measurement and reporting and conflict resolutions procedures
    - HRM plans, including training and development plans
    - Records of analysis of internal and external influences on HRM performance
    - HRM lessons learned

**Processes that could be used as evidence include:**

- how human resources requirements are authorised for projects
- how required human resources are allocated to and/or selected for projects
- how project managers are managed throughout the program with respect to human resources management
- how responsibility assignment is directed, managed, and authorised
- how human resources management is directed throughout the program including required training and development
- how stakeholders are managed and their expectations tracked and met
- how problems and issues with respect to human resources arising during projects are communicated to the program level and resolved
- how projects outcomes are reviewed with respect to human resources management
- how improvements to project human resources management are used in future projects within the program

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has directed human resources management across projects/programs

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM607 **Direct project communications management and manage program communications**

**Unit Descriptor** This unit specifies the outcomes required to provide the critical link between people, ideas and information at all stages in the multiple project life-cycles across the program.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses direction of planning and management of project communications. It includes managing project information, managing program communications and analysing communications management outcomes for projects/programs. A program manager usually performs this function. The functions performed by a project manager to manage communications within individual projects are addressed in PM507.

### **Element**

### **Performance Criteria**

Elements define the critical outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

#### **20. Direct planning of project communications**

- 1.1 Project information requirements are directed for identification, documentation and analysis, in consultation with appropriate stakeholders, as the basis for projects and program communications planning
- 1.2 *Communications management plans and activities* are directed for development and management to ensure clarity of understanding and achievement of multiple project objectives at all levels (organisation, operations, program and projects)
- 1.3 *Project management information system*, structure and procedures are developed to maintain the quality, validity, timeliness and integrity of information and communication across the program and to organisational (strategic) management

#### **21. Direct management of project information**

- 2.1 The generation, gathering, storage, retrieval, analysis and dissemination of information by project staff and stakeholders is directed to improve decision making processes and the communications throughout the program and between the projects

- 2.2 Information *validation* processes are directed for development, management and modification to ensure consistent quality and accuracy of data across the program
- 22. Manage program communications**
- 3.1 Formal and informal communication networks between the organisation’s management structure, program, projects and key stakeholders are developed and managed to ensure effectiveness throughout the multiple project life cycles of projects within the program
- 3.2 Potential, perceived and actual problems with communication and management information systems are addressed through project managers and remedial actions are authorised to ensure projects’, program, and organisations objectives are met
- 3.3 Customer relationships beyond the delegated responsibility of project managers are managed to ensure clarity of understanding of objectives and to minimise conflict throughout the program
- 23. Analyse communications management outcomes**
- 4.1 Project finalisation activities are directed, ensure ownership of, and responsibility for, information outcomes
- 4.2 Project outcomes are reviewed and analysed to determine the effectiveness of management information and communications systems
- 4.3 Lessons learned across multiple projects are aggregated and used for other applications in the program and the organisation

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Communications management plans and activities throughout the program may:*

- be done independently or by taking the lead in a multiple teams environment
- involve consultation with project managers and selective involvement of appropriate project stakeholders
- involve the selection, modification and supervision of appropriate communications management methods, processes, procedures and tools
- be conducted non-routinely to meet complex, changing circumstances

*Project Management Information System (PMIS) may include:*

- take into account the impact of organisational and environmental change on the program and vice versa
- networks structure, processes and procedures for storage and communication of information
- individual and group authority and responsibilities
- hierarchy of decision making responsibility/authority
- limitations and restrictions on subject matter and methods of communication
- types, responsibilities, distribution and regularity of reports, as well as follow-up procedures

*Validation processes may be influenced by:*

- age of the information
- level of detail of information (too much or too little)
- language (translated or converted data may need special attention)
- changes to standards, regulations or limits since information was compiled
- degree of exposure to mis-information and dis-information
- potential impact of the information on the program outcome
- cost of the validation process

## **Evidence Guide**

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

## **Overview of assessment requirements**

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken across multiple projects or programs for communications management of the projects. This will include evidence of managing the work of others including project managers and a range of stakeholders within, and external to, the organisation.

## Specific evidence requirements

### Required knowledge and understanding include:

- detailed knowledge and understanding of:
  - the principles of communications management and their application
  - the importance of communications at all levels and at all times within the program, the organisation and the external environment
  - establishment and maintenance of structured communication networks in a rapidly evolving technological environment involving computer-based, interpersonal and media-based methods of communication
  - appropriate communication management technologies; their capabilities, limitations and applicability
  - contribution to program and organisational outcomes
  - aggregating, commenting on, endorsing and forwarding of reports to organisational management
  - feedback to multiple project teams

### Required skills and attributes include:

- program management
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes
  - communicative
  - positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

- |                                                                      |                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1 Communicating idea and information (3)</b></p>               | <ul style="list-style-type: none"> <li>• communication required to manage a complex projects delivery environment including negotiation skills, report writing, and conduct of meetings</li> <li>• verbal communication skills including those involved in making presentations, chairing steering group meetings, questioning and discussions</li> </ul> |
| <p><b>2 Collecting, analysing and organising information (3)</b></p> | <ul style="list-style-type: none"> <li>• tracking and monitoring of major outcomes and interdependencies of multiple projects</li> <li>• relevant skills associated with reviewing projects' outcomes</li> </ul>                                                                                                                                          |
| <p><b>3 Planning and organising activities (3)</b></p>               | <ul style="list-style-type: none"> <li>• planning own work and that of project managers</li> </ul>                                                                                                                                                                                                                                                        |
| <p><b>4 Working in a team (3)</b></p>                                | <ul style="list-style-type: none"> <li>• managing the projects delivery/program environment</li> <li>• working with others including external parties/clients and project managers</li> </ul>                                                                                                                                                             |
| <p><b>5 Using Mathematical ideas and techniques (1)</b></p>          | <ul style="list-style-type: none"> <li>• calculation skills associated with data manipulation involved in project including financial data</li> </ul>                                                                                                                                                                                                     |
| <p><b>6 Solving problems (3)</b></p>                                 | <ul style="list-style-type: none"> <li>• applying problem solving skills as required to address problems and conflicting requirements arising in managing the program</li> <li>• assisting others to solve problems arising within the program</li> </ul>                                                                                                 |
| <p><b>7 Using technology (2)</b></p>                                 | <ul style="list-style-type: none"> <li>• using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation</li> <li>• using specific program management software tools</li> </ul>                                                          |
| <p><b>Innovation skills (2)</b></p>                                  | <ul style="list-style-type: none"> <li>• using review process to inform future activity in program management</li> </ul>                                                                                                                                                                                                                                  |

**Products that could be used as evidence include:**

- documentation produced in managing program/projects such as:
  - communications management plans and strategies
  - project management information system
  - progress reports upwards and downwards within the program and organisation
  - records of meetings, outcomes and actions
  - formal briefs, presentations, media releases, newsletters
  - records of collection, validation, storage, retrieval, analysis and/or dissemination of information
  - validation processes and post-validation modifications
  - formal and informal communication networks
  - records of communications problems, analysis and solutions
  - records of communications management lessons learned

**Processes that could be used as evidence include:**

- how information requirements are determined for the program of multiple projects
- how communication plans and associated processes are directed for development for projects
- how project team managers are managed throughout projects with respect to communications
- how information is managed across multiple projects within the program
- how project reporting processes are managed during multiple projects' outcomes across the program
- how communications problems and issues arising during projects are addressed
- how communications within the program are reviewed at finalisation
- how improvements to communications management of projects are used in future projects entering the program

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has managed communications across projects/programs

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM608 **Direct project risk management and manage program risk**

**Unit Descriptor** This unit specifies the outcomes required to manage the factors that might adversely affect multiple projects, the program and organisational outcomes.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses the direction of planning and management of project risk management. It includes managing program risk and assessing risk management outcomes for the program and the organisation.

A program manager usually performs this function. The functions performed by a project manager to manage risk within individual projects are addressed in PM508.

### Element

Elements define the critical outcomes of a unit of competency.

### Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

- |                                                       |     |                                                                                                                                                                                                                                       |
|-------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>24. Direct planning of project risk management</b> | 1.1 | Potential, perceived and actual risk events are directed for identification, documentation and analysis, in consultation with project managers and appropriate stakeholders, as the basis for project <i>risk management planning</i> |
|                                                       | 1.2 | Project <i>risk management methods, techniques and tools</i> are selected and modified for project managers to analyse information, evaluate options and determine preferred risk approaches within the overall program environment   |
|                                                       | 1.3 | Project <i>risk management plans</i> and strategies are directed for development, communication and implementing to ensure clarity of understanding and achievement of multiple project objectives throughout the program             |
|                                                       | 1.4 | A project risk management system is developed and maintained to enable effective management and communication of risk events, responses and results to stakeholders across multiple projects within the program                       |

- |                                                                      |     |                                                                                                                                                                         |
|----------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>25. Direct management of project risk and manage program risk</b> | 2.1 | The program is managed in accordance with agreed project risk management plans                                                                                          |
|                                                                      | 2.2 | Progress is reviewed, variance is analysed and risk responses are initiated to achieve program and multiple project objectives in changing environments                 |
|                                                                      | 2.3 | Risks to multiple project outcomes are directed for monitoring and remedial actions are authorised to achieve project objectives                                        |
| <b>26. Assess project and program risk management outcomes</b>       | 3.1 | Project outcomes are reviewed and analysed to assess the effectiveness of the project risk management system for multiple projects, program and organisational outcomes |
|                                                                      | 3.2 | Lessons learned are aggregated, analysed and structured for feedback to project managers and senior management for strategic review and planning                        |

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

- Risk management planning may:*
- be done independently or by taking the lead in a multiple projects team environment
  - involve consultation with project managers and with selective involvement of stakeholders within and external to the organisation
  - involve the selection, modification and direction of the use of appropriate risk management methods processes, procedures, tools and techniques
  - be conducted substantially non-routinely to meet complex, changing circumstances
  - take into account the impact of organisational and environmental change on the program and vice versa

- Risk management methods, techniques and tools may involve:*
- calling upon personal experience and/or subject matter experts
  - conducting or directing qualitative and/or quantitative risk analysis, such as schedule simulation, decision analysis, contingency planning, alternative strategy development
  - collating and using the products of specialist risk analysis to make program-wide risk management decisions

*Risk management plans may include:*

- assessing and reporting the potential impact of multiple projects risk on the organisation
- potential risk events
- preferred and alternative risk management strategies and actions
- formal arrangements
- responsibility assignment
- contingency plans
- assigned risk responsibilities

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

### Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken for risk management across multiple projects or programs. This will include evidence of managing the work of others including project managers and a range of stakeholders and contributing agencies both within and beyond the organisation.

### Specific evidence requirements

#### Required knowledge and understanding include:

- detailed knowledge and understanding of
  - uncertainty and the means of measurement
  - organisational policies, guidance and attitudes to risk management
  - personal attitudes to uncertainty and risk, and how they might impact on the program's and organisation's approach to risk management
  - the place of project risk management in the context of the project life cycle and other project management functions
  - appropriate project risk management methodologies, their capabilities, limitations, applicability and outcomes

- the differences in work content, risk, processes, tools and techniques that apply in the various phases of the project life cycle and of the program cycle and its relation to business cycles particularly financial

**Required skills and attributes include:**

- program management
- project risk management
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes
  - communicative
  - positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

- |                                                                      |                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1 Communicating idea and information (3)</b></p>               | <ul style="list-style-type: none"> <li>• communication required to manage teams including negotiation skills and report writing</li> <li>• verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions</li> </ul> |
| <p><b>2 Collecting, analysing and organising information (3)</b></p> | <ul style="list-style-type: none"> <li>• tracking and monitoring of multiple projects across the program</li> <li>• relevant skills associated with reviewing projects in a program and program-to-organisation context</li> </ul>                                                         |
| <p><b>3 Planning and organising activities (3)</b></p>               | <ul style="list-style-type: none"> <li>• planning own work and that of project managers and a range of stakeholders both within and external to the organisation</li> </ul>                                                                                                                |
| <p><b>4 Working in a team (3)</b></p>                                | <ul style="list-style-type: none"> <li>• managing multiple project teams in a projects delivery (program) environment</li> <li>• working with others including external parties/clients and project managers</li> </ul>                                                                    |
| <p><b>5 Using Mathematical ideas and techniques (1)</b></p>          | <ul style="list-style-type: none"> <li>• calculation skills associated with data manipulation and interpretation involved in the program including quantitative risk (statistical) analysis</li> </ul>                                                                                     |

**6 Solving problems (3)**

- applying problem solving skills as required to address problems and conflicting requirements arising in managing the program, particularly resolving cost of treatment versus consequence of failure equations for individual projects
- assisting others to solve problems arising within the program

**7 Using technology (2)**

- using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation
- using specific program management software tools

**Innovation skills (2)**

- using review process to inform future activity in program management

**Products that could be used as evidence include:**

- documentation produced in managing program/projects such as:
  - records of project risk management lessons learned and application in other projects
  - collated lists of potential risk events
  - records of identification and prioritisation of multiple project risk events
  - detailed records of project risk analysis, forecasts and predictions and reappraisal
  - program risk management plans
  - details of development of, and direction to use, project risk management system
  - details of modifications to project risk management system, plans and procedures
  - documentation of formal risk management arrangements eg contract
  - project and program risk management lessons learned

**Processes that could be used as evidence include:**

- how multiple project risks are identified and documented for projects
- how project risk management plans are developed
- how project managers are managed throughout projects with respect to project risk management across the program
- how program risks are managed
- how problems and issues with respect to project and program risk are resolved

- how projects are reviewed, with respect to risk management, for impact on the program and the organisation
- how improvements to project risk management are used in future projects

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has managed risk across projects/programs

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.

## PM609 Direct project and contracts

**Unit Descriptor** This unit specifies the outcomes required to direct the management of contracting activities across projects and programs.

**Competency Field** *Business management services*

**Domain** *Project management*

**Application of the competency** This unit addresses directing the project contracting and procurement. It includes setting up the contracting process, managing contract and procurement process, directing the management of contracts, and finalising contracts for multiple projects across the program.

A program manager usually performs this function. The functions performed by a project manager to manage procurement within individual projects are addressed in PM509.

### Element

Elements define the critical outcomes of a unit of competency.

### Performance Criteria

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. *Italicised* terms are elaborated in the Range Statement.

- |                                                                    |                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>27. Direct planning for project contracting and procurement</b> | <p>1.1 Product specifications and procurement requirements are directed for identification, analysis and prioritisation, in consultation with appropriate stakeholders, for procurement and contract planning</p> <p>1.2 <i>Procurement strategies, methods and management plans</i> are directed for development for multiple project objectives throughout the program</p> |
| <b>28. Direct set up of contract and procurement process</b>       | <p>2.1 Project managers are directed to source organisations that meet procurement requirements</p> <p>2.2 Selection processes and selection criteria are established, in consultation with stakeholders, and communicated to prospective contractors</p> <p>2.3 Contract and procurement actions accord with organisation and program objectives</p>                        |
| <b>29. Direct management of contract and procurement process</b>   | <p>3.1 Direction is provided for requirements of <i>proposals</i>, and communicated to prospective contractors</p> <p>3.2 Direction is provided for responses to be evaluated and preferred contractors to be selected in accordance with agreed selection processes</p>                                                                                                     |

- 3.3 Contract terms and conditions are directed for negotiation between client and preferred contractor
- 30. Direct management of contracts**
- 4.1 Contract and procurement activities are directed for management in accordance with program contract and procurement management guidelines
- 4.2 Direction is provided for regular reviews from available *records* and information, variance is directed for analysis and changes are agreed for implementation
- 4.3 Project managers are directed to work within the legal and organisational framework for contracts
- 4.3 Potential, perceived and actual contractual conflicts are directed for identification and remedial actions are approved to minimise disruption
- 31. Direct finalisation of contracts**
- 5.1 Finalisation activities are directed for management of, contract deliverables in accordance with contractual and project and program requirements
- 5.2 Multiple project outcomes are directed for review and analysis to determine the effectiveness of contract and procurement processes and procedures
- 5.3 Lessons learned are aggregated and used for application in planning and implementation of later projects within the program, and where appropriate passed to organisational management for use in strategic planning

## Range Statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

*Procurement strategies, methods and management plans may include:*

- contract performance plans and an associated performance monitoring processes
- contractor and sub-contractor responsibilities, controls and reporting relationships
- procurement, test and acceptance procedures and payment schedules
- conflict resolution processes
- explanatory information (eg background, restrictions or expectations) relating to special terms and conditions planning for long lead-time items and critical program components, transition plans

*Proposals may take the form of:*

- tenders
- submissions
- quotations

*Records may take the form of:*

- expressions of interest
- product specifications
- procurement management plans
- contract analysis, evaluation of options, strategy development
- contractor identification, evaluation and selection records
- contract negotiation documentation, eg contract negotiation strategies, plans, team and individual directives
- progress measurement and conflict resolution process records
- development and management of contract change procedures
- test and acceptance procedures
- contract discharge procedures and outcomes
- procurement management lessons learned

## Evidence Guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

### Overview of assessment requirements

A person who demonstrates competency in this unit must be able to provide evidence that responsibility was taken across the multiple projects and programs for direction of contract and procurement management. This will include evidence of managing the work of others, including project managers.

### Specific evidence requirements

#### Required knowledge and understanding include:

- detailed knowledge and understanding of:
  - the principles of contract and procurement management and their application
  - the principles of contracts and contractual legal requirements from the project and program management perspective
  - contract types, their capabilities, limitations, applicability and outcomes
  - personal and team oriented contract negotiation skills
  - contract and procurement management processes and procedures

**Required skills and attributes include:**

- project and program management
- high level leadership and personnel management
- analytical skills
- communication skills
- planning and organising
- maintaining an overview of projects/programs
- delegation
- attributes
  - communicative
  - thoroughness
  - positive leadership

**Key Competencies or Generic Skills relevant to this unit include:**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the degree of difficulty in this unit.

- 1 Communicating idea and information (3)**
  - communication required to manage teams including negotiation skills and report writing
  - verbal communication skills including those involved in making presentations, participating in meetings, questioning and discussions
- 2 Collecting, analysing and organising information (3)**
  - tracking and monitoring major outcomes of projects and therefore the program against organisational objectives
  - relevant skills associated with reviewing multiple projects and the program
- 3 Planning and organising activities (3)**
  - planning own work and that of project managers and stakeholders within/beyond the organisation
- 4 Working in a team (3)**
  - managing project teams in a projects delivery/program environment
  - working with others including external parties/clients and project managers
- 5 Using Mathematical ideas and techniques (1)**
  - calculation skills associated with data manipulation involved in the program including financial data
- 6 Solving problems (3)**
  - applying problem solving skills as required to address problems and conflicting requirements arising in managing the program
  - assisting others to solve problems arising within the program

**7 Using technology (2)**

- using word processing packages, spreadsheets, databases, other packages to produce written correspondence and reports of program activities, financial reporting, data collation
- using specific program management software tools

**Innovation skills (2)**

- using review process to inform future activity in program management

**Products that could be used as evidence include:**

- documentation produced in directing the management of multiple projects and the program such as:
  - records of product specifications
  - aggregated/synthesised procurement management plans
  - records of analysis, evaluation of options, procurement strategy development
  - contractor identification, evaluation and selection records
  - tendering documentation, evaluation criteria and selection processes
  - contract negotiation documentation, eg contract negotiation strategies, plans, team and individual directives or working documents
  - program impact records of project progress measurement and conflict resolution process
  - program records of development and management of multiple project contract change procedures
  - program analysis of multiple project records of test and acceptance procedures
  - program records of contract discharge procedures and documentation
  - program records of procurement management lessons learned and application in other projects

**Processes that could be used as evidence include:**

- how procurement requirements are directed for identification and documentation for projects
- how procurement management plans are authorised for projects
- how project managers are managed throughout projects with respect to management of procurement within their projects
- how procurement is managed during multiple projects across the program
- how procurement problems and issues arising during multiple projects are addressed

- how contract finalisation activities are directed for management
- how contract and procurement management is reviewed in projects
- how improvements to contract procurement management are used for future projects within the program

**Resource implications for assessment include:**

- access to workplace documentation

**Validity and sufficiency of evidence requires:**

- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- examples of where candidate has managed procurements and contracts across projects/programs

**Integrated competency assessment:**

- this unit should be assessed with other project management units at AQF level 6, as applicable to candidate's management role in projects/programs as part of an integrated assessment activity.