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# Assessment Strategy

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| **ENTRY LEVEL REQUIREMENT** | Level 4 with Mathematical Literacy and Communication |

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| **CONTEXT OF ASSESSMENT:** | **THE PURPOSE OF THE ASSESSMENT** |
| Assessment of competence is a process of making judgments about an individual’s competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the Modules of the learning programme for which you are being assessed. |
| **ASSESSMENT APPROACH** |
| 🗹**Pre-Assessment (Baseline assessment)**  (Baseline assessment is used to decide where to start a learning intervention and to identify **gaps** in learning where support may be needed) |
| 🗹**Formative assessment**  (Refers to assessment that takes place **during** the process of learning and teaching. This assessment gives valuable information about the knowledge, skills and attitudes/values of the candidate.) |
| 🗹**Summative assessment**  (Is assessment for making a judgment about achievement and to determine if the candidate can obtain entry in the final External Integrated Summative Assessment (National Assessment). This is carried out when a learner is ready to be assessed at the **end** of a programme of learning. ) |
| 🗹**Integrated assessment**  (**Combination** of formative and Summative assessment) |
|  | * **Re-assessment**   Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.  When learners have to undergo re-assessment, the following conditions will apply:   * + Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.   + Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.   + Only the specific outcomes that were not achieved will be re-assessed.   + Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. |

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| **CONTEXT OF ASSESSMENT:** | **ASSESSMENT INSTRUMENTS** | |
| **Types of Evidence** | **Assessment Method**  (Tick appropriate box/es and/or specify) |
| **Direct**  (Direct evidence is actual evidence produced by the candidate) | * Direct observation of tasks and activities * Questioning – oral * Questioning – written * Questioning – multiple choice * Questioning – true / false * Questioning – completion/ short answer * Questioning – extended response * Personal interviews * Assignments * Case studies * Logbooks * Portfolios * Projects * Role-plays * Reflective journals * Self-assessment * Work related statistics * Product output * Other: |
| **Indirect**  (Indirect evidence is produced about the candidate from another source) | * Work completed at an earlier stage * Training records * Work related statistics * Testimonials * Performance appraisals * Other: |
| **Supplementary / Historical**  This type of evidence tells the Assessor what the candidate was capable of doing in the past) | * Projects and portfolios * Completed work (products) * Performance appraisals * Training records * Work related statistics * Testimonials * Certificates and qualifications * Customer / client ratings * Curriculum Vitae * Other: |

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| **ASSESSMENT PROCESS** | | |
| **What:** | **How:** | |
| Compile a plan for assessment | * Study the Candidate’s information. * Study the Module Topics which the Candidate wants to be assessed against. * Have a pre-assessment meeting. * Select the most cost effective assessment instruments for assessment. * Draw up assessment instruments. * Review assessment instruments and validate the instrument against the unit standard. * Develop an assessment plan for the learner. * Agree on an assessment plan with the candidate. * Inform other role-players of assessment (Supervisor, witness etc.). | |
| Prepare the workplace and the candidate | * Identify and prepare the venue to ensure fair assessment practice. * Identify and prepare all the role-players. * Consult with candidate and agree on assessment plan. * Candidate complete “Am I ready for assessment?” form | |
| Conduct Assessment | * Review assessment plan with candidate. * Gather, record and make judgements on all the evidence. * Provide feedback to candidate on every assessment activity. | |
| Make assessment decision | * Make assessment decision after consultation with Assessor panel and/or Internal Moderator and discuss the results with the candidate. * Handle any disputes and identify matter that requires contingency planning. * Provide feedback to the candidate’s direct Manager/Supervisor. * Record and submit final results to the Internal Moderator/SDF and Senior Trainer. | |
| Appeals procedure | The candidate has the right to appeal against assessment decision or practice they regard as unfair.  An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:   * Unfair assessment * Invalid assessment * Unreliable assessment * Unethical practices * Inadequate expertise and experience of the assessor   Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant ETQA. | |
| **Accessibility and safety of environment** | **Step** | **Resources Required** |
| 1. Site inspection conducted 2. Pre-assessment moderation conducted | * Assignments * POE * Assessments |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Qualification Overview

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |

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| **Occupational Certificate: Project Manager** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 101869 | Occupational Certificate: Project Manager | | | |
| **ORIGINATOR** | | | | |
| Development Quality Partner - SERVICES SETA | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| - | | | OQSF - Occupational Qualifications Sub-framework | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| Occupational Certificate | Field 03 - Business, Commerce and Management Studies | | Project Management | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 240 | Not Applicable | NQF Level 05 | Regular-ELOAC |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 06120/18 | 2018-07-01 | 2023-06-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

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| This qualification replaces: |

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| **Qual ID** | **Qualification Title** | **Pre-2009 NQF Level** | **NQF Level** | **Min Credits** | **Replacement Status** |
| 21160 | National Certificate: Generic Project Management | Level 4 | NQF Level 04 | 146 | Complete |
| 50080 | Further Education and Training Certificate: Project Management | Level 4 | NQF Level 04 | 136 | Complete |
| 58395 | National Certificate: Project Management | Level 5 | Level TBA: Pre-2009 was L5 | 120 | Complete |
| 58309 | National Diploma: Project Management | Level 5 | NQF Level 05 | 247 | Complete |

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| **PURPOSE AND RATIONALE OF THE QUALIFICATION** |

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| Purpose: The purpose of this qualification is to prepare a learner to operate as a Project Manager. A Project Manager applies knowledge of project management to achieve project objectives in a specific field of application.  A qualified learner will be able to:   Initiate a project to address specific project objectives.   Plan and prepare the delivery of a project.   Execute and control the delivery of a project management plan.   Manage the project close out process.  Rationale: Project Managers are the people in charge of a specific project or projects within a company or a government entity and any small or large scale development project requires high quality project management skills. The need for a qualification that will serve as a competency framework for the development of project managers is identified by a number of key government strategic frameworks and policy documents. Project Managers however can work in a variety of fields, from Information and Communication Technology, Human Resources, Advertising, Marketing, Construction and more.  Improved service delivery and economic growth in South Africa are dependent on the quality of project management skills available in the country. Project management is a cross-cutting function, needed in all social and economic sectors. This qualification presents a competency framework appropriate for South African contexts and was developed and closely benchmarked against international standards.  The qualification establishes a national standard for the training of fully qualified Project Managers and is closely aligned with international best practice. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| Recognition of Prior Learning (RPL): RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.  RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.  Entry Requirements: Level 4 with Mathematical Literacy and Communication. |

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| **RECOGNISE PREVIOUS LEARNING?** |

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| **QUALIFICATION RULES** |

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| This qualification is made up of the following compulsory Knowledge and Practical Skill Modules:  Knowledge Modules:   121905000-KM-01, Introductory Studies for Project Managers, Level 5, 4 Credits.   121905000-KM-02, Project Integration Management, Level 5, 4 Credits.   121905000-KM-03, Project Scope Management, Level 5, 8 Credits.   121905000-KM-04, Project Time Management, Level 5, 8 Credits.   121905000-KM-05, Project Cost Management, Level 5, 8 Credits.   121905000-KM-06, Project Quality Management, Level 5, 8 Credits.   121905000-KM-07, Project Human Resource Management, Level 5, 8 Credits.   121905000-KM-08, Project Communications Management, Level 05, 8 Credits.   121905000-KM-09, Project Risk Management, Level 05, 8 Credits.   121905000-KM-10, Project Procurement Management, Level 05, 8 Credits.   121905000-KM-11, Project Stakeholder Management, Level 05, 8 Credits. Total number of credits for Knowledge Modules: 80.  Practical Skill Modules:   121905000-PM-01, Initiate a project, Level 5, 4 Credits.   121905000-PM-02, Plan and develop a project management approach and scope statement, Level 05, 8 Credits.   121905000-PM-03, Plan and develop a project time line and schedule, Level 05, 8 Credits.   121905000-PM-04, Plan for and project the cost of a project, Level 05, 8 Credits.   121905000-PM-05, Plan project management systems, Level 05, 8 Credits.   121905000-PM-06, Monitor and control the scope of a project, Level 05, 8 Credits.   121905000-PM-07, Control the project delivery schedules and costs, Level 05, 8 Credits.   121905000-PM-08, Control the project quality, Level 05, 8 Credits.   121905000-PM-09, Manage and control the human resources of a project, Level 05, 8 Credits.   121905000-PM-10, Conduct and control project communication and stakeholder interaction, Level 05, 8 Credits.   121905000-PM-11, Manage and control project risks, Level 05, 8 Credits.   121905000-PM-12, Manage and control project procurement activities, Level 05, 8 Credits.   121905000-PM-13, Manage and control project close-out activities, Level 05, 8 Credits. Total number of credits for Practical Skill Modules: 100.  This qualification also requires the following Work Experience Modules:   121905000-WM-01, Attend to project initiation management processes, Level 05, 10 Credits.   121905000-WM-02, Attend to project planning processes, Level 5, 20 Credits.   121905000-WM-03, Attend to project execution and control processes, Level 05, 20 Credits.   121905000-WM-04, Attend to project close out processes, Level 5, 10 Credits. Total number of credits for Work Experience Modules: 60. |

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| **EXIT LEVEL OUTCOMES** |

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| 1. Initiate a project to address specific project objectives. 2. Plan and prepare the delivery of a project. 3. Execute and control the delivery of a project management plan. 4. Manage the project close out process. |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| Associated Assessment Criteria for Exit Level Outcome 1:   An understanding of project initiation inputs, techniques and outputs is demonstrated.   An understanding of project initiation processes, documents, flow of data and importance of this process can be demonstrated.   Project initiation documents can be identified, their applications explained, evaluated for completeness, gaps identified and improvement areas motivated.   The needs and requirements of a project that must be met to achieve project objectives can be identified.   An initial project schedule can be compiled to determine an estimated overall timeline of the project.   An initial project budget can be compiled to reflect the feasibility of the project.  Associated Assessment Criteria for Exit Level Outcome 2:   An understanding of project planning inputs, techniques and outputs is demonstrated.   An understanding of project planning processes, documents, flow of data and importance of this process can be demonstrated.   Major project assumptions and constraints are interpreted and the impact thereof on the project is explained.   Project strategies are compiled and aligned with project objectives, including but are not limited to management strategies for project scope, schedule, cost, quality, risk, communication.   Project controls are compiled that include but are not limited to policies, procedures, standards and guidelines required to govern the project.   Project performance measures and acceptance criteria are compiled that supports the achievement of project objectives.   The Project Management approach is compiled to best suit the specific project and the stakeholder requirements.   Work Breakdown Structure including the unique identification of components, description of components and their completion criteria is produced.   Components into which work needs to be decomposed (horizontal division) are determined using project management principles to support the planning and control of the project.   The level of detail to which work is decomposed (vertical division) is determined using project management principles in order to support the planning and control of the project.   An integrated project schedule is produced and maintained that consolidates the entire component plans.   An understanding of project costs management planning and control can be demonstrated.   Factors affecting project costs are identified and explained with examples of how these factors affect the project costs. (Range: Includes but is not limited to: constraints, time, resource availability, exchange rates, interest rates, prices).   An understanding of the importance of managing income and expenditure on a project is demonstrated with examples of how they impact on the project outcome. (Range: Includes but is not limited to: impact of late payment, forecast of impact of changes, alignment with organisational cash flow, payment schedules, impact on profit expected).   A cost base line is compiled that represents a time phased budget that is used as a basis against which to measure, monitor and control overall cost performance on the project.   The cost baseline reflects needs and structures including but not limited to: Work Breakdown Structure (WBS), Chart of Accounts, Schedule.  Associated Assessment Criteria for Exit Level Outcome 3:   An understanding of project execution and control inputs, techniques and outputs is demonstrated.   An understanding of project execution and control processes, documents, flow of data and importance of this process can be can be demonstrated.   An understanding of project management systems requirement for the management of quality, human resources, communication, risk and procurement is demonstrated.   An understanding of project scope management practices is demonstrated in terms of evaluation and refinement of the project scope statement, validating scope statements and controlling a project scope.   Project schedules are executed and controlled by monitoring and controlling performance measures, project base lines and project risks.   An understanding of the cost control process, concepts, theory, techniques and practices are demonstrated.   Cost management policies and procurements are evaluated against governance criteria for completeness and practicability, gaps are identified and corrective measures motivated.   Recorded variance analysis, trends analysis, earned value performance reports demonstrate analytical competence and understanding.   An understanding of project quality assurance and control concepts, practices and techniques is demonstrated.   Project human resources management concepts, practices and techniques are applied in relation to recruitment and selection of a project team, team development, performance and conduct.   An understanding of project communication concepts, practices and techniques is demonstrated.   Project risks are monitored and controlled as related to risk probability estimates, risk impact assessments, risk response plans and review schedules.   Project procurement activities are monitored and controlled including sourcing and securing project suppliers and project procurement processes.   An understanding of project stakeholder communication processes is demonstrated.  Associated Assessment Criteria for Exit Level Outcome 4:   An understanding of project close-out inputs, techniques and outputs is demonstrated.   An understanding of project close-out processes, documents, flow of data and importance of this process can be demonstrated.   An understanding of project close-out customer satisfaction and verification process is demonstrated.   Project resource demobilisation and termination procedures are established and complied with as required by contractual agreements.   An understanding of project administration and contract closure audit procedure is demonstrated.   Project transfer and handover procedure are adhered to as related to organisational and project requirements.  Integrated Assessment: Integrated Formative Assessment: The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.  Integrated Summative Assessment: An external integrated summative assessment, conducted through the relevant Quality Council for Trades and Occupations (QCTO) Assessment Quality Partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the Exit Level Outcomes and Associated Assessment Criteria. |

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| **INTERNATIONAL COMPARABILITY** |

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| Two global standards for Project Managers were selected for international comparability purposes. These are the Project Management Body of Knowledge (PMBOK) and the Projects in Controlled Environments (PRINCE2) best practices methodology. Both standards are globally recognised as best practices models for Project Managers.  The Project Management Body of Knowledge (PMBOK) standard.  The PMBOK® Guide is widely accepted as a recognised global standard for project management. It provides project managers with a project management framework consisting of structured integrated processes, fundamental practices and the associated body of knowledge needed to achieve organisational results and quality in the practice of project management.  PMBOK provides fundamentals standards for project management that applies to the discipline of project management, irrespective of the type of project be it construction, software, engineering, automotive.  The PMBOK standard recognises 10 key knowledge areas in project management as follows:   Project Integration Management.   Project Scope Management.   Project Time Management.   Project Cost Management.   Project Quality Management.   Project Human Resource Management.   Project Communications Management.   Project Risk Management.   Project Procurement Management.   Project Stakeholders Management.  The PRINCE2 standard.  PRINCE2 defines project management methodology that is internationally accepted as a framework for the delivery of projects. The methodology is applicable for the delivery of a large range of projects including Information Technology (IT), research and development projects, construction projects, product development projects, marketing projects, business transformation projects and many more.  The PRINCE2 standard recognises 7 key processes in project management as follows:   Starting up a project.   Initiating a project.   Directing a project.   Controlling a stage.   Managing stage boundaries.   Managing product delivery.   Closing a project.  Conclusion: The qualification is closely aligned with the two most recognised international standards for project managers. |

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| **ARTICULATION OPTIONS** |

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| Horizontal Articulation:   National Certificate: Generic Management, Level 5, SAQA Qual ID: 59201.   Higher Certificate: Operations Management, Level 5, SAQA Qual ID: 88916.  Vertical Articulation:   Advanced Certificate in Project Management, Level 6, SAQA Qual ID: 83546.   Advanced Certificate: Management, Level 6 SAQA Qual ID: 90665.   Diploma in Operations Management, Level 6, SAQA Qual ID: 59509. |

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| **MODERATION OPTIONS** |

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| N/A |

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| **CRITERIA FOR THE REGISTRATION OF ASSESSORS** |

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| N/A |

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| **NOTES** |

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| Qualifying for external assessment: In order to qualify for an external assessment, learners must provide proof of completion of all required knowledge and practical modules by means of statements of results and a record of completed work experience.  Additional legal or physical entry requirements: None.  Criteria for the accreditation of providers: Accreditation of providers will be done against the criteria as reflected in the relevant curriculum on the Quality Council for Trades and Occupations (QCTO) website.  The curriculum title and code is: Project Manager: 121905000.  This qualification encompasses the following trades as recorded on the NLRD:   This is not a trade qualification.  Part Qualifications: None. |

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| **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:** |

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| *When qualifications are replaced, some (but not all) of their learning programmes are moved to the replacement qualifications. If a learning programme appears to be missing from here, please check the replaced qualification.* |

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| **NONE** |

## Learner’s Rights and Responsibilities

**Your rights as a learner:**

1. You have the right to a fair, open and practical assessment
2. Should you be assessed as “not yet competent” you have the right to be reassessed, according to the company’s assessment policy.
3. If you may be re-assessed, you will be responsible to arrange a new assessment plan with the assessor. If you exceed the number of re-assessments allowed by the policy, your assessor reserves the right to remove you from the program.
4. You have the right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external verification on the assessment. If any verifier confirms the original assessment outcome, you the learner will have to pay for the cost of the verification.
5. You have the right to an interpreter if you need someone to perform this role. However if one of the learning assumptions for the standards is that you are competent within the language of assessment you may not have an interpreter.
6. You can ask that an impartial witness attend any assessment. This witness may not take any part in the assessment.
7. You have a right to have your assessment internally moderated.

**Your responsibilities:**

1. You must prepare yourself thoroughly for the assessment
2. You must arrange to be available for the assessment on the date, time and place agreed as set out in the assessment plan
3. Should you be unable to attend the agreed assessment date it is your responsibility to inform both your immediate line manager and the assessor.
4. You are responsible for packaging your evidence as set out in the evidence Guide.

**Confidentiality**

Assessment of outcomes results and reviews will be treated with confidentiality. The information may not be given to other people except for record, assessment and moderation purposes.

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| **CANDIDATE’S SIGNATURE** | **DATE** |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Appeals Procedure

An appeal is a formal written complaint. The assessor must inform the candidate up front that he/she has a right to appeal against the outcome of an assessment. The purpose of the appeal procedures is to provide a learner with a systematic approach of contesting the assessment decision and resolving the potential dispute. When a learner disagrees with the assessment outcome, he/she must explain the reasons for this to the assessor concerned as soon as possible. If there is a disagreement on the outcome of the assessment process, the learner will initiate a formal appeal process by submitting an Appeal Form.

**When can a Candidate Appeal?**

The Skills Development Act and South African Qualifications Authority Act cover the following two scenarios where appeals can be lodged:

* An appeal against an assessment
* An appeal against an accreditation decision

An appeal can be brought against:

* Unfair assessments
* Invalid assessments
* Unreliable assessments
* The assessor’s judgements, if considered biased
* Inadequate experience and expertise of the assessor if it influenced the assessment
* Unethical practices.

**Who does a candidate appeal to?**

The candidate can appeal an assessment outcome either to the practitioner / assessor or to the Appeals Team or finally the ETQA.

An Appeal Team will be established as a permanent academic structure to deal with appeals and disputes. The Appeal Team is a sub-committee of the Higher Degrees Committee including an external moderator.

The diagram below presents the process, roles and responsibilities of various parties in the appeal process:

## Appeals Application Form

(**O*nly complete if applicable***)

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| **Name of learner** |  | | |
| **Date of Application** |  | **Date of Assessment** |  |
| **Name of Assessor** |  | | |

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| **Module Topic #** | **Module Topic Title** | **LEVEL** | **Weighting** |
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***Insert the unit standard information in the table above for which you want to apply for an appeal***

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| What was the purpose of the assessment? |  |
| Explain how you were assessed |  |
| Mention the reasons why you disagree with the assessment decision |  |
| What do you think could resolve the matter? |  |
| Mention any special need that you may have. |  |

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| **CANDIDATE’S SIGNATURE** | **DATE** |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

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| **MODERATOR’S SIGNATURE** | **DATE** |

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## Candidate’s confirmation to be assessed

(To be completed by *the candidate*)

I herewith agree to be assessed against the following Modules of the **Occupational Certificate: Project Manager** Qualification registered on the National Qualifications Framework (NQF) with 240 credits. I understand the purpose of assessment in the organisation. I further declare to be committed to the process and support all assessment systems. I also understand it is my responsibility to gather evidence as agreed on with my Assessor and to submit it on the agreed date/s.

**Module 1: Introductory Studies for Project Managers**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-01-KT01 | Project Management careers and qualifications | 5 | 10% |
| KM-01-KT02 | Project management framework | 5 | 40% |
| KM-01-KT03 | Project management processes | 5 | 10% |
| KM-01-KT04 | Business ethics | 5 | 40% |
| **Total knowledge module credit value** | | **4** | |

**Module 2: Project Integration Management**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-02-KT01 | Project charters | 5 | 10% |
| KM-02-KT02 | Project management plan | 5 | 20% |
| KM-02-KT03 | Direct and manage project work | 5 | 20% |
| KM-02-KT04 | Monitor and control project work | 5 | 20% |
| KM-02-KT05 | Integrated change control | 5 | 20% |
| KM-02-KT06 | Project close out | 5 | 10% |
| **Practical Modules** | | | |
| PM-01-PS01 | Interpret the project charter or brief and associated documents | 5 | 50% |
| PM-01-PS02 | Determine the key requirements and needs of the project | 5 | 50% |
| **Total Knowledge Module Credit Value** | | **4** | |
| **Total Practical Skills Module Credit Value** | | **4** | |

**Module 3: Project Scope Management**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-03-KT01 | Project scope management planning | 5 | 15% |
| KM-03-KT02 | Scope management requirements and needs | 5 | 15% |
| KM-03-KT03 | Define scope | 5 | 15% |
| KM-03-KT04 | Work breakdown structures | 5 | 20% |
| KM-03-KT05 | Validate scope | 5 | 15% |
| KM-03-KT06 | Control scope | 5 | 20% |
| **Practical Modules** | | | |
| PM-02-PS01 | Develop the Project Management approach | 5 | 33% |
| PM-02-PS02 | Compile a project scope statement | 5 | 33% |
| PM-02-PS03 | Develop a Work Breakdown Structure | 5 | 34% |
| PM-06-PS01 | Evaluate and refine the project scope statement | 5 | 33% |
| PM-06-PS02 | Validate the project scope | 5 | 33% |
| PM-06-PS03 | Control the project scope | 5 | 34% |
| **Workplace Experience Modules** | | | |
| WM-01-WE01 | Observe and assist an experienced project manager with project initiation processes | 5 | 50% |
| WM-01-WE02 | Conduct project initiation activities under close supervision of an experience project manager | 5 | 50% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **16** | |
| **Total Workplace Experience Module Credit Value** | | **10** | |

**Module 4: Project Time Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-04-KT01 | Plan schedule management | 5 | 15% |
| KM-04-KT02 | Define schedule activities | 5 | 10% |
| KM-04-KT03 | Sequence activities | 5 | 15% |
| KM-04-KT04 | Estimate activity resources | 5 | 15% |
| KM-04-KT05 | Estimate activity duration | 5 | 15% |
| KM-04-KT06 | Develop schedule | 5 | 15% |
| KM-04-KT07 | Control schedule | 5 | 15% |
| **Practical Modules** | | | |
| PM-03-PS01 | Plan schedule management | 5 | 20% |
| PM-03-PS02 | Define project activities | 5 | 20% |
| PM-03-PS03 | Sequence project activities | 5 | 20% |
| PM-03-PS04 | Estimate project activity resources and duration | 5 | 20% |
| PM-03-PS05 | Develop a project schedule | 5 | 20% |
| PM-07-PS01 | Control a project schedule | 5 | 50% |
| **Workplace Experience Modules** | | | |
| WM-02-WE01 | Observe and assist an experienced project manager with project planning | 5 | 50% |
| WM-02-WE02 | Conduct project planning activities under close supervision of an experience project manager | 5 | 50% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **8** | |
| **Total Workplace Experience Module Credit Value** | | **20** | |

**Module 5: Project Cost Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-05-KT01 | Plan cost management | 5 | 20% |
| KM-05-KT02 | Estimate costs | 5 | 20% |
| KM-05-KT03 | Project budgeting concepts | 5 | 30% |
| KM-05-KT04 | Control costs | 5 | 30% |
| **Practical Modules** | | | |
| PM-04-PS01 | Plan project cost management | 5 | 33% |
| PM-04-PS02 | Develop a project cost estimate | 5 | 33% |
| PM-04-PS03 | Develop a project budget | 5 | 34% |
| PM-07-PS02 | Control project costs | 5 | 50% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **16** | |

**Module 6: Project Quality Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-06-KT01 | Plan quality management | 5 | 30% |
| KM-06-KT02 | Perform quality assurance | 5 | 30% |
| KM-06-KT03 | Control quality | 5 | 40% |
| **Practical Modules** | | | |
| PM-05-PS01 | Plan project quality management | 5 | 20% |
| PM-08-PS01 | Gather and analyse quality requirements | 5 | 33% |
| PM-08-PS02 | Perform project quality assurance | 5 | 33% |
| PM-08-PS03 | Control project quality | 5 | 34% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **8** | |

**Module 7: Project Human Resource Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-07-KT01 | Plan HR Management | 5 | 25% |
| KM-07-KT02 | Acquire a project team | 5 | 25% |
| KM-07-KT03 | Develop a project team | 5 | 25% |
| KM-07-KT04 | Manage a project team | 5 | 25% |
| **Practical Modules** | | | |
| PM-05-PS02 | Plan project human resources | 5 | 20% |
| PM-09-PS01 | Recruit and select a project team | 5 | 20% |
| PM-09-PS02 | Develop a project team | 5 | 20% |
| PM-09-PS03 | Manage project team performance | 5 | 20% |
| PM-09-PS04 | Manage project team member conduct | 5 | 20% |
| PM-09-PS05 | Enforce occupational health, safety, environment and risk control practices | 5 | 20% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **8** | |

**Module 8: Project Communications Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-08-KT01 | Plan communications management | 5 | 33% |
| KM-08-KT02 | Manage communications | 5 | 34% |
| KM-08-KT03 | Control communications | 5 | 33% |
| **Practical Modules** | | | |
| PM-05-PS03 | Plan project communication management | 5 | 20% |
| PM-10-PS01 | Conduct project communication | 5 | 33% |
| PM-10-PS02 | Control project communication | 5 | 34% |
| PM-10-PS03 | Identify, analyse and manage project stakeholder groups | 5 | 33% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **8** | |

**Module 9: Project Risk Management**

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| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-09-KT01 | Plan risk management | 5 | 20% |
| KM-09-KT02 | Identify risks | 5 | 15% |
| KM-09-KT03 | Qualitative risk analysis | 5 | 15% |
| KM-09-KT04 | Quantitative risk analysis | 5 | 15% |
| KM-09-KT05 | Plan risk response | 5 | 20% |
| KM-09-KT06 | Control risks | 5 | 15% |
| **Practical Modules** | | | |
| PM-05-PS04 | Plan project risk management | 5 | 20% |
| PM-11-PS01 | Identify project risks | 5 | 50% |
| PM-11-PS02 | Control project risks | 5 | 50% |
| **Workplace Experience Modules** | | | |
| WM-03-WE01 | Observe and assist an experienced project manager with project execution and control | 5 | 50% |
| WM-03-WE02 | Conduct project execution and control activities under close supervision of an experience project manager | 5 | 50% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **8** | |
| **Total Workplace Experience Module Credit Value** | | **20** | |

**Module 10: Project Procurement Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-10-KT01 | Plan procurement management | 5 | 25% |
| KM-10-KT02 | Conduct procurement | 5 | 25% |
| KM-10-KT03 | Control procurement | 5 | 25% |
| KM-10-KT04 | Close procurement | 5 | 25% |
| **Practical Modules** | | | |
| PM-05-PS05 | Plan project procurement management | 5 | 20% |
| PM-12-PS01 | Source and secure project suppliers | 5 | 50% |
| PM-12-PS02 | Control project procurement processes | 5 | 50% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **16** | |

**Module 11: Project Stakeholder Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** |
| **Knowledge Modules** | | | |
| KM-11-KT01 | Stakeholder identification | 5 | 25% |
| KM-11-KT02 | Plan stakeholder management | 5 | 25% |
| KM-11-KT03 | Manage stakeholder engagements | 5 | 25% |
| KM-11-KT04 | Control stakeholder engagements | 5 | 25% |
| **Practical Modules** | | | |
| PM-13-PS01 | Project verification and satisfaction assessment | 5 | 25% |
| PM-13-PS02 | Develop project resource demobolisation and termination procedures | 5 | 25% |
| PM-13-PS03 | Administration and contract closure audit procedure | 5 | 25% |
| PM-13-PS04 | Design a project transfer and handover procedure | 5 | 25% |
| **Workplace Experience Modules** | | | |
| WM-04-WE01 | Observe and assist an experienced project manager with  project close out activities | 5 | 50% |
| WM-04-WE02 | Conduct project close out activities under close supervision of an experience project manager | 5 | 50% |
| **Total Knowledge Module Credit Value** | | **8** | |
| **Total Practical Skills Module Credit Value** | | **8** | |
| **Total Workplace Experience Module Credit Value** | | **20** | |

## Reason/s for registering for Assessment

(The reason/s why I want to register for assessment is/are)

|  |  |
| --- | --- |
| Formal credits or certification on the National Qualifications Framework (NQF) |  |
| A formal qualification on the National Qualifications Framework (NQF) |  |
| To apply for a certain position/job |  |
| To up-skill my knowledge and competencies |  |
| Learnership with the prospect of being employed |  |

## “Am I Ready for Assessment?”

(To be completed by *the Candidate*)

|  |  |  |
| --- | --- | --- |
| **CHECKLIST: ASSESSMENT OF PERFORMANCE** | **Yes** | **No** |
| Have I arranged appropriate time with my assessor? |  |  |
| Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me? |  |  |
| Have I notified anyone else who needs to know? (E.g. security, reception, a witness) |  |  |
| Have I got everything I need to carry out the planned activity? |  |  |
| Have I got together any other evidence which supports unit standard which I am being assessed against? |  |  |
| Am I clear which aspects of the Modules I am being assessed upon? |  |  |
| Have I checked that nothing will get in the way of being able to perform this activity? |  |  |
| Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be? |  |  |
| I understand the appeals procedure |  |  |
| I understand the assessment process |  |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |