Registered Program Director (RPD)

Assessment Record Book (ARB)

Version Control

Version	Date	Author	Reason	Reference
V1.0	12 July 2008	Brian Franklin	Create document	
V1.1	24 September	Brian Franklin	Amendments collected	
V1.2	28 September	Brian Franklin	Final edit	
V1.3	14 May 2009	Brian Franklin	Lessons Learned Revision	
V1.4	22 June 2009	Brian Franklin	Format edit	
V1.5	31 December 2010	CBAS Unit, PROKOM JKR	Enhancement	
V1.6	15 August 2011	CBAS Unit, PROKOM JKR	Amendment. MPD replaced with RPD.	
V1.7	31 May 2013	CBAS Unit, PROKOM JKR	Amendment and updated	

Amendments to current Version

Title	Page No.	Amendment Summary

COPYRIGHT

Contents

ROLES & RESPONSIBILITIES
Registered Program Director
(RPD)

The function of a **REGISTERED PROGRAM DIRECTOR** (also referred to as **PROJECT DIRECTOR**) is to ensure that the overall objectives of the programs of projects for which he/she is responsible are aligned with the societal, business and strategic objectives of the organisation in which they are run, and are achieved to the desired quality in a timely and cost/resource efficient manner.

To achieve this the function of a **REGISTERED PROGRAM DIRECTOR** ensures that all projects within his/her programs of projects align with the program objectives and that all project managers within these programs work collaboratively, are sufficiently competent for the level and type of project they are managing, and are provided with the appropriate support and resources to achieve the desired outcomes of their respective projects.

The application of the skills and knowledge in order to be deemed competent at this function:

> *"… is likely to be under limited guidance in line with a broad plan, budget or strategy. Responsibility and defined accountability for the management and output of the work of others and for a defined function or functions may be involved.*

> *Competency at this level involves the self-directed development of knowledge with substantial depth across a number of areas and/or mastery of a specialised area with a range of skills. Application is to major functions in either varied or highly specific contexts.*

> *Competencies are normally used independently and are substantially non-routine. Significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes."*

INTRODUCTION

This document has been prepared to assist candidates in the assessment process to gain the professional status of **Registered Program Director.**

It also provides guidelines to the candidate on the method of obtaining the appropriate evidence which demonstrates the candidate's competency at the level being assessed.

The intent of the document is to provide candidates with sufficient information in respect of the qualification in a number of areas, including:
- the definition of the qualification
- the JKR Competency Standards for Project Management
- the method of assessment to be undertaken
- details of the methods of collection and collation of evidence to be submitted for assessment

It is also intended that the document is used by the assessor in determining the candidate's level of competency. That is, this document has been prepared in a format which specifically refers to the requirements of the Malaysian Department of Public Works. The provision of evidence by the candidate in the format required is intended to assist the assessor, reduce the assessment period, and reduce the assessment cost.

Candidates for certification will be required to demonstrate their competence in each of the 9 core units of project management. Confirmation of the level of competency will be undertaken by independent and qualified assessors within the JKR quality assurance process.

The benefits to be obtained from this certification include:
- JKR project management competency recognition
- enhanced construction industry recognition
- recognition by peers within the project management profession
- delineation of certification holders from lesser-qualified project managers
- certification which is based on international best practice
- competencies which align with international standards

REGISTERED PROGRAM DIRECTOR

Certification as a Registered Program Director is not an educational award granted by a training authority. The award is based on the candidate's ability to demonstrate competency against the JKR certification established for competency evaluation. As a complementary benefit the certification aligns with the Australian Qualifications Framework (AQF) Advanced Diploma level (BSB60707), Advanced Diploma in Project Management.

Competency at this level reflects the role of individuals who analyse, design and execute judgements using wide-ranging technical, creative, conceptual or managerial competencies. Their knowledge base may be specialised or broad. These individuals are often accountable for group outcomes.

Job Roles

Job roles and titles vary across different JKR sectors. Possible job titles relevant to this qualification may include:
- Branch manager
- Project director
- Program manager

- Senior project manager (multiple projects)
- Project manager (major complex project)

Pre-requisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways into the certification

Preferred pathways for candidates considering this award include:
- have undertaken a competency based learning program in international best practice project management
- after achieving Registered Project Manager certification or other relevant qualification/s
- through extensive vocational experience in program management roles where they may have had responsibility for the output of others, and without a formal project management qualification. Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:
  - Project director
  - Program manager
  - Senior project manager
  - Director design/procurement/construction management

This breadth of expertise may equate to the competencies required to undertake this certification.

Pathways from the certification

After achieving this award, candidates may later consider undertaking the further advanced certification at the executive program and portfolio management level (this opportunity will be subject to further JKR consideration of international developments in this field).

Licensing, Legislative, Regulatory or Certification Considerations

While no licensing, legislative, regulatory or certification requirements apply to this certification at the time of publication, relevant national or state legislation, regulations and codes of practice may impact upon this qualification.

LINK TO JKR COMPETENCY STANDARDS FOR PROJECT MANAGEMENT (The Standards)

Approval of the Standards

The standards were issued and published on November 2010.

Levels of Competency

The standards cover competence at Qualified Project Practitioner (QPP); Registered Project Manager (RPM) and Registered Program Director (RPD) levels.

Design of the Standards

The standards have been developed to apply specifically to JKR circumstances however the competencies align with those of the Construction Industries Board and have application to architectural and engineering based construction industries.

The standards have been designed to:
- be simple to understand and straight forward to use
- cover the range of competencies which project managers and project team members need to do their jobs

The design of the standards reflects:
- input from JKR personnel
- input from the Australian Institute of Project Management
- the framework developed for the Project Management Body of Knowledge by the Project Management Institute in the USA
- the behavioural competencies identified and documented in the Body of Knowledge developed by the Association of Project Managers in the UK, and the International Project Management (IPMA) Europe.

The nine units of competence outlined in the standards reflect the main functions of project management and the key processes required to integrate them.

Each of these nine units of competence has then been broken down into a number of elements which contain the performance criteria and data which can be formally assessed. Each element covers a function or process of project management.

Structure of the Standards

The standards have been structured to cater for different levels of project management activity in the workplace.

The standards contain the following data:

- **Unit of competence** - Units of competence describe in broad terms what is expected of project management personnel in particular aspects of the job. A unit is able to stand alone as a complete function in the area of employment.

- **Element of competence** - Each unit consists of a number of elements which reflect the competencies that project management personnel are expected to possess at a particular level.

- **Performance criteria** - Each element is described by performance criteria which specify the outcomes to be achieved in order to demonstrate competent performance. Performance criteria form the basis on which evidence of competence is assessed.

- **Skills and knowledge** - This describes the required skills and knowledge to be displayed by project management personnel.

- **Range statement** - The range statement relates to the unit of competency as a whole and describes the instances and situations in which the elements of competence are applied.

- **Evidence guides** - Evidence guides provides advice on assessment and give an indication of the type and degree of evidence acceptable, by the industry/enterprise, to satisfactorily demonstrate competence in the unit being

assessed. Evidence requirements may include demonstration of underpinning knowledge and understanding.

Descriptor

Certification at this level is defined as "reflecting the role of individuals who analyse, design and execute judgements using wide-ranging technical, creative, conceptual or managerial competencies. Their knowledge base may be specialised or broad. These individuals are often accountable for group outcomes.

Work at this level is likely to be in an upper management collegiate context. The work of others managers may be supervised or guided. Responsibility for the planning and management of the program of work of others may be involved.

Competency at this level involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts.

Competencies are normally used independently and both routinely and non-routinely. Judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others.

METHOD OF ASSESSMENT

What is Assessment?

In a competency-based system, assessment is defined as the process of collecting evidence and assessing an individual's performance against requirements described in a set of standards and, at an appropriate point, making a judgement of whether competency has been achieved.

Effective and objective assessment is vital in the successful implementation of competency standards in the workplace and in education. In this context, assessment is the judgement of performance and knowledge against national industry or enterprise-based competency standards.

Following assessment, a process of verification is used to apply appropriate quality monitoring and management to the assessment process through the JKR quality assurance process.

Verification is the continual process by which the quality of assessment is assured. It occurs through a variety of means including the:

- appointment and training of Assessors
- monitoring of assessments
- implementation and management of appropriate administrative systems
- regular overview of the assessment process by JKR

Assessment Process

Applicants demonstrate their competence primarily by providing evidence of their performance in the workplace. The responsibility for demonstrating evidence of competence rests with the candidate. Some tasks may be assessed by observation in the workplace, while others will generate end-product evidence which can be assessed in a portfolio.

As well as assessment of direct performance evidence from tasks undertaken, candidates will also be assessed on their underpinning knowledge and understanding. An assessment of applicants underpinning knowledge and understanding will show that they have a grasp of why a program carried out in a certain way, not just how.

Evidence is assessed only against the JKR requirements. This helps to ensure that assessment is as objective as possible and free from any assessor or industry bias.

Underlying Principles of Assessment

For effective assessment in a competency environment, 7 basic principles apply:

- **Validity** – The evidence must be a real measure of what the candidate has learnt and is clearly related to the units of competence

- **Authenticity** - The evidence collected is authentic and is derived from valid workplace sources and is directly attributable to the candidate

- **Reliability and consistency** – The assessment used methods and procedures which ensure that the competency standards are interpreted and applied consistently from person to person and across the range of different workplace contexts. Evidence should be drawn from a minimum of two projects which is then

applied to each of the performance criteria within the JKR Competency Standard for Project Management

- **Currency** - An effective assessment process must evaluate current competence. In a practical sense, evidence provided to demonstrate current competence will normally be generated no more than 5 years prior to the date of evidence provision. There may be specific situations where individual skills have not been directly applied for a longer period, but where these skills are in fact still held by the individual. In cases such as this, evidence from earlier periods may be admissible. This decision should be able to be made by an assessor within an appropriately flexible assessment process.

- **Sufficiency** - A tendency of many applicants is to provide a great deal more evidence than is actually required to prove competency against the standards. As a rule, evidence should be sufficient to show competence across the full set of performance criteria and other variables specified within the JKR Competency Standard for Project Management.

- **Flexibility** - Just as each applicant is unique, so every portfolio of applicant evidence is also unique. Each applicant will identify and develop his or her own specific set of evidence to prove competency against the standards. This set will be based on the workplace experience of the applicant and will comprise diverse types and forms of relevant and appropriate evidence. Assessors must be capable of taking a flexible approach to the assessment of these portfolios.

  Clearly, this approach must always take time and cost into account - both from the point of view of the best use of assessor time and from the viewpoint of the applicant and his or her employer. Assessment must be flexible enough to evaluate the scope of knowledge and skills covered by the criteria - both performance (skill) and underpinning knowledge and understanding.

- **Fairness and equity** - The assessment process must not disadvantage any person or organisation. All eligible candidates must be guaranteed access to assessment which does not discriminate on any basis.

Assessor Standards

All assessors used by JKR are independent of the training and hold either a JKR Certificate in Assessment or higher assessment qualifications. In addition all assessors are themselves Certified Project Managers at least at the level being assessed.

Assessors are therefore expected to:
- meet or exceed the competency standards for project management at the level at which the candidate is being assessed;
- know current JKR practices for the job or role against which performance is being assessed; and
- practise the necessary interpersonal skills required in the assessment process.

ASSESSMENT RECORD BOOK

This certification Assessment Record Book is to:
- to assist candidates in the assessment process to gain the professional project management award
- provide guidelines to the candidate on the method of obtaining the appropriate evidence which demonstrates the candidate's competency at the level being assessed
- to provide candidates with sufficient information in respect of the qualification in a number of areas
- be utilised by the Assessor in determining the candidate's level of competency

The format is based upon each unit and element of the standards and will, therefore, allow evidence generation to be undertaken on an element by element basis.

RECORDS OF EVIDENCE

Basic forms of performance evidence include:

- **Direct performance evidence from:**
  - extracted examples within the workplace
  - natural observation in the workplace
  - simulations including competency and skills tests, projects, and/or assignments

- **Historical and indirect evidence from:**
  - reports, documents and products of work
  - designs, computer programs
  - letters of validation from the workplace
  - certificates or statements of achievement

- **Supplementary evidence from:**
  - oral and written questioning
  - witness testimony

DOCUMENTARY EVIDENCE

It is preferred that the Assessor undertake assessments in the candidate's work environment examining documentation identified and tagged by the candidate within existing filing systems. These references are noted by the candidate in the ARB and sighted and signed off by the Assessor.

In some instances, for example where the candidate has sourced material not related to his/her current work environment or where the candidate's competencies are reviewed away from the workplace convenient access to tagged working file is not practicable.
In such a circumstance the Assessment Record Book is supplemented with an Evidence Log Book (ELB). The purpose of the ELB is to enable candidates to collect and file appropriate documentation on a progressive basis.

In circumstances where the assessment is undertaken away from the candidate's work location and is based on electronic exchanges, documentary evidence should be collected in the **Evidence Log Book**.

Material to be included in the Evidence Log Book may include:
- Evidence Log Book Index
- Project list (format included in document)

- References (format included in document)
- Current resume/curriculum vitae
- Professional endorsements or awards
- Copies of qualifications including certificates and statements of attainment from short training courses

This evidence will need to be collected and collated and, subsequently, recorded in the Assessment Record Book or Evidence Log Book as required.

JKR METHODOLOGY FOR ASSESSMENT

JKR's methodology for assessment is based on international best practice through the following:

- **Initial briefing on purpose, process and product.** The candidate, or group of candidates, is given a briefing on Competency Based Assessment by a JKR Assessor who discusses the levels of competency and the type of evidence required in the candidate's context.

  Each candidate then completes a self-analysis of competency at the appropriate level, to determine areas of competence and those areas that need focus to successfully complete the assessment.

  Each candidate then discusses the level of assessment (using the self-analysis as a basis) with the JKR Assessor to determine whether the candidate has a suitable level of expertise and holds/has held an appropriate appointment as a project team member, manager or director.

  Benefits:
    - Clearly identifies the candidate's suitability and requirements for JKR certification.
    - Clearly identify coaching requirements (if necessary) to complete the assessment.
    - The candidate is fully apprised of what is entailed in the process and what he/she needs to do to meet the competency standards. An outline schedule is compiled by the candidate and Assessor to achieve the result.
    - The organisation is made aware of who is capable of completing the assessment, at what level, and what needs to be done to reach competency.
    - An insight into corporate project management capability is achieved by the Assessor.

- **Process of assessment.** Planning the assessment and setting the standard for compiling the portfolio of evidence by way of examples from her/his context, receipt and assessment of documentation (usually by electronic means), review and advice on suitability and sufficiency of evidence, advice on areas required to increase competence, interview/s at the workplace, discussions with managers/colleagues to determine competence (third party referral), compiling and reviewing the final assessment report, and submission of the report and recommendation of level of attainment to JKR.

  Benefits:
    - The candidate is able to send and review information with the assessor
    - The Assessor is able to monitor and control progress, and validate the assessment by using a team approach and third party referral

- Where commercial-in-confidence material is involved as evidence in the assessment, no documentation or evidence leaves the candidate's workplace

- **Candidate responsibilities.** The candidate is to provide up-to-date evidence of competence and complete this Assessment Record Book. Examples of the type of evidence which is required are provided against each element of competence. This is achieved by forwarding draft descriptions at element level to the Assessor (preferably electronically) for validation of content and approach.

  This is usually achieved in three parts (Units 2, 3, 4; Units 5, 6, 7; Units 8, 9, 1). The candidate is to keep the Assessor informed on progress in accordance with the agreed schedule. The candidate is to seek advice for assistance in compiling the Assessment Record Book with internal managers/mentors/colleagues.

- **Assessor responsibilities.** The Assessor is to interview the candidate on at least four occasions (initial planning & schedule session, first competency review, intermediate review, final competency review) to complete a full review of the documentation and performance in consultation with the candidate's managers / colleagues / witnesses.

  Ideally at least one of these interviews is at the candidate's workplace. The Assessor assesses not only the reliability, sufficiency and quality of the candidate's evidence, but also the underpinning knowledge and understanding. At least one (preferably two) referee letters are required attesting that the candidate is competent at the assessed level. A generic letter for this purpose is provided for the candidate to give to the appropriate manager/colleague.

  The Assessor may contact the referee to acknowledge the third party referral and to ask questions about the candidate's level of competence that is not easily assessed by documentation alone. The Assessor is to complete the documentation and prepare an Assessment Report recommending competency.

  Note: In the event that the candidate is not deemed competent, a plan will be compiled to achieve competence, or the candidate's manager will be informed that the assessment should not proceed.

OUTCOMES OF ASSESSMENT:

Final report and qualifications. As a result of the Assessor's report, JKR notifies the candidate of the results and issues the candidate with an appropriate JKR project management certification level or statement of attainment and logs the results on the JKR certification database. This step may be interrupted by JKR verifying that the Assessor's process of assessment meets the JKR Competency Standard for Project Management.

NOTES:

For performance criteria and range indicators refer to JKR Competency Standard for Project Management - Registered Program Director (RPD)

Single pieces of evidence may serve multiple purposes; for example a Program or Project Completion Report may demonstrate evidence of finalisation and review against multiple units and elements.

Cross reference but do not duplicate information which may be presented in as hard copy documentary evidence.

Where substantial reports are evidenced, the candidate's direct contribution is the primary concern of the Assessor. Documentation may include cover and index and a statement from a senior officer confirming the claimed contribution.

Evidence may be examined by an assessor as follows:
- **In-office or as on-site reviews**
- **On screen documentation**
- **File presentation (tagged documentation)**
- **In an 'Evidence Folder'**
- **As substantial report as a consequence of investigations**
- **As part or whole periodic reports**

CERTIFICATION AND ASSESSMENT

Candidate Certification of Claims

I certify that all claims made by me concerning evidence of my competencies relevant to this assessment and in the documentary evidence shown to the Assessor are true and correct.

Candidate's name: ……………………………………. Signature: ………………………….

Date: …………………………..

Division: ………………………………………………….

Address: …………………………………………………

…………………………………………………

E-mail: …………………………………………………

Telephone: …………………………………………….

Assessor

I certify that I have undertaken this assessment and concluded based on discussions with the candidate, discussions with others familiar with the candidate's work and through the documentary and other evidence provided to me by the candidate that (strike out sections not applicable):

(a)   I have assessed the candidate as competent at the JKR Competency Standard for Project Management – Registered Program Director (RPD).

(b)   I have assessed the candidate as competent in the units noted hereunder and recommend the issue of an appropriate statement of attainment.

(c)   I have assessed the candidate as not yet competent in the units noted hereunder. The candidate needs to provide additional information, evidence or undertake skill development before re-assessment.

Assessor's name: ………………………………………. Signature: …………………………….

Date: …………………………….

Organisation: ………………………………………….

Address: ………………………………………….

…………………………………………..

E-mail: ………………………………………….

Telephone: ………………………………………….

UNIT 1
DIRECT SCOPE MANAGEMENT OF
MULTIPLE PROJECTS/PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to direct the scope of projects within a programmes or multiple projects context. It covers the management of project authorisations and defining, planning and managing the programmes scope.

Elements

This unit comprises four (4) Elements:

1.1   Evaluate multiple projects/programmes proposals
1.2   Define and manage programme scope
1.3   Conduct project scope authorisation
1.4   Manage scope change activities

EVIDENCE REQUIREMENTS

This element should be assessed within the candidate's area and level of authority and against projects and programme of projects conducted in stable and controlled environments.

Underpinning knowledge:

- A broad knowledge and understanding of the business and strategic objectives appropriate to each program of projects, and the development and submission of project proposals will be assessed using written or oral questions.

Supporting evidence may take the form of:

- Programme/project plans detailing links between corporate business/strategic goals and objectives and those of the programme/projects upon which candidate is working or has worked

- records of feedback given during proposal agreement or rejection

- records of discussions between proponent and manager

- records of written or verbal reasons for agreement or rejection

- feedback from others on appropriateness of project and program proposal evaluations

EVIDENCE REVIEW

UNIT 1: Direct Scope Management of Multiple Projects/Programmes

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
1.1: Evaluate multiple projects/programmes proposals		
Appointment letters		❑
Q-plan		❑
Program planning documentation		❑
Programme / project scope definition		❑
Minutes of Meetings – project team; clients		❑
Project brief guideline		❑
Programme/project priority review		❑
1.2: Define and manage programme scope		
Q-plan		❑
Scope definition		❑
Project brief guideline		❑
Technical design brief		❑
Preliminary design drawings register		❑
As-built drawing register		❑
Asset register		❑
1.3: Conduct project scope authorisation		
Appointment letters		❑
Program authorisation /approvals		❑
Scope definition		❑
Minutes of meetings with client and project team		❑
Project authorisation		❑
Letters of approval /project authorisation		❑

1.4: Manage scope change activities		
Change register		❑
Priority review minutes		❑
Program change submissions		❑
Project change approvals		❑
Minutes of meetings – client; project team		❑
Minutes of pre-construction meetings		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the unit such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 1: Direct Scope Management of Multiple Projects/Programmes

	ASSESSOR COMMENTS
Work environment reviewed	❑ _____
Knowledge reviewed	❑ _____
RPL reviewed	❑ _____
Statements reviewed	❑ _____
Competencies examined	❑ _____
Evidence sighted	❑ _____
Other observations	❑ _____
ASSESSMENT OUTCOME	**Elements**
	❑ **Competent Element 1.1**
	Evaluate multiple projects/programmes proposals
	❑ **Competent Element 1.2**
	Define and manage programme scope
	❑ **Competent Element 1.3**
	Conduct project scope authorisation
	❑ **Competent Element 1.4**
	Manage scope change activities
Assessor signature:	
	_____ Date _____
The candidate is NOT YET COMPETENT	Gaps in performance identified and a program for competency development and reassessment.
	_____
	_____
	_____
	_____
	_____
	❑ Date for reassessment _____
Participant signature:	
	_____ Date _____

UNIT 2
DIRECT TIME MANAGEMENT ACTIVITIES

Description

This unit describes the performance outcomes, skills and knowledge required to analyse, coordinate, and refine the budgets of multiple projects that contribute to an overall program budget. It covers directing project budget development, managing program costs and directing the financial completion of projects.

Elements

This Unit comprises three (3) Elements:
2.1   Direct project schedule development
2.2   Manage programme schedule
2.3   Analyse time management outcomes

EVIDENCE REQUIREMENTS

This element should be assessed within the candidate's area and level of authority and against projects and programs of projects conducted in stable and controlled environments.

Underpinning knowledge:

- A broad knowledge and understanding of the candidate's organisation's business and strategic timetables and high level processes for acquiring, allocating and managing resources

- A broad knowledge and understanding of the processes for dealing with project slippages and appropriate processes for overcoming

- A broad knowledge and understanding of the sign-off and finalisation processes

Supporting evidence may take the form of:

- Program/project schedules detailing links between corporate business/strategic goals and objectives and those of the program/projects upon which candidate is working or has worked

- The creation, management and analysis of Program and multiple project schedules

- Negotiation, agreement and implementation of program and project schedules

- records of feedback given during schedule agreement or rejection

- records of schedule discussions between stakeholders and the manager

- records of written or verbal reasons for schedule agreement or rejection

- feedback from others on appropriateness of project and program schedule processes and outcomes

- Policies and procedures developed by the candidate for reporting and dealing with issues arising out of the implementation and management of schedules and resource allocation

- records of actions taken to correct schedule slippage

- Feedback from others on appropriateness of schedule management activities.

- Finalisation documentation

- feedback from others on appropriateness and quality of schedule finalisation activities

EVIDENCE REVIEW

UNIT 2: Direct Time Management Activities

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
2.1: Direct project schedule development		
Establish work programme in MS Project		❑
Approve Contractor's Work Programme		❑
Approve project managers' work programs		❑
Minutes of meetings related to schedule		❑
2.2: Manage programme schedule		
Review work programme in MS Project		❑
Review contractor's work programme		❑
Approval of contractor's work programme		❑
EOT register		❑
Reviews EOT register		❑
Progress reports/reviews		❑
Minutes of schedule reviews		❑
2.3: Analyse time management outcomes		
Contractor's work programme performance		❑
Review work programme performance		❑
Analysis of schedule variations		❑
Completion report		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the Unit such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 2: Direct Time Management Activities

	ASSESSOR COMMENTS
Work environment reviewed	❑ _____
Knowledge reviewed	❑ _____
RPL reviewed	❑ _____
Statements reviewed	❑ _____
Competencies examined	❑ _____
Evidence sighted	❑ _____
Other observations	❑ _____

ASSESSMENT OUTCOME

Elements

❑ **Competent Element 2.1**
   Direct project schedule development

❑ **Competent Element 2.2**
   Manage programme schedule

❑ **Competent Element 2.3**
   Analyse time management outcomes

Assessor signature:

_____ Date _____

The candidate is NOT YET COMPETENT

Gaps in performance identified and a program for competency development and reassessment.

_____

_____

_____

_____

_____

❑ Date for reassessment _____

Participant signature:

_____ Date _____

UNIT 3
DIRECT COST MANAGEMENT OF
MULTIPLE PROJECTS/PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to analyse, coordinate, and refine the budgets of multiple projects that contribute to an overall program budget. It covers directing project budget development, managing program costs and directing the financial completion of projects.

Elements

This Unit comprises three (3) Elements:

3.1   Direct programme budget development
3.2   Direct management of programme costs
3.3   Manage financial completion

EVIDENCE REQUIREMENTS

This element should be assessed within the candidate's area and level of authority and against projects and programs of projects conducted in stable and controlled environments and environments that are complex and non-linear.

Underpinning knowledge:

- A broad knowledge and understanding of the candidate's organisation's business and strategic timetables and high level processes for acquiring, allocating and managing resources

- A broad knowledge and understanding of the processes for dealing with project slippages and appropriate processes for overcoming them

- A broad knowledge and understanding of the sign-off and finalisation processes relevant to the organisation

Supporting evidence may take the form of:

- Program schedules

- feedback from others on appropriateness of schedule development processes and outcomes

- Policies and procedures developed by the candidate for reporting and dealing with issues arising out of the implementation and management of schedules and resource allocation

- records of actions taken to correct schedule slippage

- feedback from others on appropriateness of schedule management activities

- Finalisation documentation

- feedback from others on appropriateness and quality of schedule finalisation activities

EVIDENCE REVIEW
UNIT 3: Direct Cost Management of Multiple Projects/Programmes

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
3.1: Direct programme budget development		
Budget estimation		❑
Preliminary Detailed Abstract (PDA)		❑
Letter of approval (client/SBU director)		❑
Letter of confirmation of funds		❑
As Tendered Detail Abstract (ATDA)		❑
Minutes of meetings		❑
3.2: Direct management of programme costs		
Budget estimation		❑
Cost review against program		
Preliminary Detailed Abstract (PDA)		❑
Letter of approval (client/SBU director)		❑
As Tendered Detail Abstract (ATDA)		❑
Contract variations register		❑
Standard response letter to claims		❑
Variations (JKR variation procedure)		❑
SKALA report		❑
Minutes of meetings		❑
3.3: Manage financial completion		
Review of Tendered Detail Abstract (ATDA)		❑
Review of contract variations register		❑
Review of variations (JKR variation procedure)		❑
Approved statement of final account		❑
As Completed Detailed Abstract (ACDA)		❑
SKALA report		❑
Minutes of meetings		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the Unit such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 3: Direct Cost Management of Multiple Projects/Programmes

	ASSESSOR COMMENTS
Work environment reviewed	☐ _____
Knowledge reviewed	☐ _____
RPL reviewed	☐ _____
Statements reviewed	☐ _____
Competencies examined	☐ _____
Evidence sighted	☐ _____
Other observations	☐ _____
ASSESSMENT OUTCOME	**Elements**
	☐ **Competent Element 3.1**
	Direct programme budget development
	☐ **Competent Element 3.2**
	Direct management of programme costs
	☐ **Competent Element 3.3**
	Manage financial completion
Assessor signature:	_____ Date _____
The candidate is NOT YET COMPETENT	Gaps in performance identified and a program for competency development and reassessment.
	_____
	_____
	_____
	_____
	_____
	☐ Date for reassessment _____
Participant signature:	_____ Date _____

UNIT 4
DIRECT QUALITY MANAGEMENT OF
MULTIPLE PROJECTS/PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to direct quality management across multiple projects and within the overall program. It covers directing the development of quality requirements, directing quality assurance management, and reviewing and improving the quality of projects and the program including environmental quality issues.

Elements

This Unit comprises five (5) Elements:

4.1   Direct quality requirement development
4.2   Manage programme quality assurance
4.3   Improve programme and project quality
4.4   JKR Specific - direct environmental quality plan
4.5   JKR Specific - improve programme and project environmental quality plan

EVIDENCE REQUIREMENTS

Underpinning knowledge:

- A broad knowledge and understanding of the quality criteria and management processes and procedures appropriate to the candidate's organisation

- A broad knowledge and understanding of the quality criteria relevant to the organisation and individual projects

- A broad knowledge and understanding of client and organisational objectives, generally accepted quality criteria appropriate to candidate's range of experience, and methods for promoting and encouraging continuous improvement

Supporting evidence may take the form of:

- program quality management plan/s

- quality criteria as established, and agreed, with key stakeholders

- feedback from others on appropriateness of quality management activities

- quality criteria as established by the candidate

- communications regarding quality

- feedback from others on appropriateness of quality management activities

- written or oral feedback and encouragement to others

- program/project sign-off documentation relating to quality management

- feedback from others on appropriateness of quality management activities

- written or oral feedback and encouragement to others

- program/project sign-off documentation relating to EMP

- feedback from others on appropriateness of EMP activities

- written or oral feedback and encouragement to others

- program/project sign-off documentation relating to EMP

- feedback from others on appropriateness of quality management activities

EVIDENCE REVIEW
UNIT 4:   Direct Quality Management of Multiple Projects/Programmes

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
4.1 Direct quality requirement development		
SPK JKR documentation and reports		❑
Q-Plan		❑
D-Plan		❑
C-Plan		❑
Environmental Management Plan		❑
Minutes of meetings		❑
4.2 Manage programme quality assurance		
SPK JKR documentation and reports		❑
Review of quality assurance requirements (Product)		❑
Confirmation of QA requirements		❑
Promotion of QA requirements		❑
C-Plan		❑
Construction quality reports		❑
Progress reports		❑
Report of pre-handover inspection		❑
Standard joint inspection checklist		❑
Review of Contractor's Maintenance Plan-checklist		❑
Standard final inspection checklist		❑
Contractor's performance report		❑
Minutes of meetings		❑
Independent audit reports		❑
Instruction to project team		❑
4.3 Improve programme and project quality		
Review C-Plan		❑
Reviews of construction quality reports		❑
Progress reports		❑
Review of defects list process		❑
Report of pre-handover inspection		❑
Standard joint inspection checklist		❑
Evaluation of contractor maintenance plans		❑
Standard final inspection checklist		❑
Client feedback		❑
Contractor's performance report		❑
Minutes of meetings		❑

4.4 JKR specific - Direct environmental quality plan		
SPK JKR documentation and reports		❏
C-Plan		❏
Construction quality reports		❏
Environmental management plan		❏
Progress reports		❏
Client feedback		❏
Contractor's performance report		❏
Minutes of meetings		❏
ESCP- mandatory requirement (MASMA Guideline)		❏
4.5 JKR Specific - Improve program and project environmental quality plan		
SPK JKR documentation and reports		❏
C-Plan		❏
Construction quality reports		❏
Environmental management plan		❏
Progress reports		❏
Standard joint inspection checklist		❏
Standard final inspection checklist		❏
Client feedback		❏
Complaint resolution		❏
Lesson learned web page		❏

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the Unit such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 4: Direct Quality Management of Multiple Projects/Programmes

Work environment reviewed	**ASSESSOR COMMENTS**
Knowledge reviewed	☐ _____
RPL reviewed	☐ _____
Statements reviewed	☐ _____
Competencies examined	☐ _____
Evidence sighted	☐ _____
Other observations	☐ _____
	☐ _____

ASSESSMENT OUTCOME

Elements

☐ **Competent Element 4.1**
  Direct quality requirement development

☐ **Competent Element 4.2**
  Manage programme quality assurance

☐ **Competent Element 4.3**
  Improve programme and project quality

☐ **Competent Element 4.4**
  JKR specific - Direct environmental quality plan

☐ **Competent Element 4.5**
  JKR specific - Improve programme and project environmental quality plan

Assessor signature: _____ Date _____

The candidate is NOT YET COMPETENT

Gaps in performance identified and a program for competency development and reassessment.

_____

_____

_____

_____

☐ Date for reassessment _____

Participant signature: _____ Date _____

UNIT 5
DIRECT HUMAN RESOURCES MANAGEMENT OF MULTIPLE PROJECTS/PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to direct human resource organisation and staffing and health and safety across the program, to direct project managers in relation to staff performance and to provide leadership within the program.

Elements

This Unit comprises five (5) Elements:

5.1   Manage programme organisation and staffing
5.2   Manage individual and team performance
5.3   Lead the project team
5.4   JKR Specific - Direct programme health and safety plan

EVIDENCE REQUIREMENTS

Underpinning knowledge:

- A broad knowledge and understanding of current methods of identifying and assessing individual skills and knowledge

- A broad knowledge and understanding of performance appraisal and individual assessment techniques and procedures

- A broad knowledge and understanding of the principles of leadership and how groups work together in the achievement of task objectives

- A broad knowledge and understanding of the issues relevant to health and safety

Supporting evidence may take the form of:

- program staffing management plan/s

- work breakdown structures and responsibility assignment matrixes

- individual competencies and their relevance to the management of the program

- feedback from others on the quality and appropriateness of human resource planning and management

- record/s of feedback and interviews

- individual and group training programs and records

- appraisal and assessment records

- feedback from others on appropriateness and quality of human resource development activities

- The Health and Safety Plan at program level which includes Policy statements by JKR, Responsibility assignment matrix for H&S and checklist

- Analysis on the outcomes of health and safety plan

- appraisal and assessment records

- program or project sign-off records detailing

- feedback from others on appropriateness and quality of human resource management activities

EVIDENCE REVIEW

UNIT 5:   **Direct Human Resources Management of Multiple Projects/Programmes**

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
5.1: Manage programme organisation and staffing		
Determine resources requirements		❑
Review organisational structure		❑
Evaluate training needs		❑
Authorise consultant recruitment		❑
Authorise staff recruitment		❑
Appointments letters		❑
Organizational charts		❑
Workload distribution schedule		❑
Job lists		❑
5.2: Manage individual and team performance		
Responsibility assignment matrix		❑
Proposed training schedule		❑
Authorise training program		❑
Performance evaluations		❑
Staff competency assessment		❑
Performance report		❑
Minutes of meetings		❑
Safety risk identification & assessment		❑
Safety Management Plan		❑
5.3: Lead the project team		
Responsibility assignment matrix		❑
Program / project briefings		❑
Evaluate team leader competencies		❑
Minutes of meetings		❑
		❑
5.5: JKR specific - Direct program health and safety plan		
Responsibility assignment		❑
Safety risk identification & assessment		❑
Safety management plan		❑
Accident/emergency response plan		❑
Occupational safety and health management plan		❑
Occupational safety and health procedure		❑
Minutes of meetings		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the Element such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 5:   Direct Human Resources Management of Multiple
**   Projects/Programmes**

Work environment reviewed	**ASSESSOR COMMENTS**
	☐ _____
Knowledge reviewed	☐ _____
RPL reviewed	☐ _____
Statements reviewed	☐ _____
Competencies examined	☐ _____
Evidence sighted	☐ _____
Other observations	☐ _____

ASSESSMENT
OUTCOME

Elements

☐ **Competent Element 5.1**
    Manage programme organisation and staffing

☐ **Competent Element 5.2**
     Manage individual and team performance

☐ **Competent Element 5.3**
    Lead the project team

☐ **Competent Element 5.4**
    JKR Specific - Direct programme health and safety plan

Assessor signature:

_____ Date _____

The candidate is
NOT YET COMPETENT

Gaps in performance identified and a program for competency development and reassessment.

_____

_____

_____

_____

☐ Date for reassessment _____

Participant signature:

_____ Date _____

UNIT 6
DIRECT COMMUNICATIONS MANAGEMENT OF MULTIPLE PROJECTS/PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to provide the critical link between people, ideas and information at all stages in the life cycles of multiple projects across a program. It covers directing project communications and information management, managing program communications, analysing communications management outcomes and issues and dispute circumstances for projects and programs.

Elements

This Unit comprises five (5) Elements:

6.1   Direct planning of project communication
6.2   Manage information processes
6.3   Analyse communications management outcomes
6.4   JKR Specific - Issue management
6.5   JKR Specific - Manage dispute resolution

EVIDENCE REQUIREMENTS

Underpinning knowledge:

- A broad knowledge and understanding of communications processes, and key stakeholders, relevant to the projects and/or program of projects

- A broad knowledge and understanding of the communications processes and systems appropriate to the program and organisation

- A broad knowledge and understanding of the issues affecting communications throughout current or similar projects and programs

- A broad knowledge and understanding of the issue management plan

- A broad knowledge and understanding of the issues arising out of poor risk management processes

Supporting evidence may take the form of:
- network diagrams and contact list/s

- communications management plans and sign-off reports

- feedback from others on appropriateness of communications planning and management activities activities

- Issue management plan, issue management form, issue escalation rules and issue record log

- Resolution of escalated issue

- Outcomes report of issue management plan

- Issue data base and review of issue management plan

- Procedures for early notification of dispute and records of informing the procedures to all relevant parties

- Record of analysis of disputes

- S.O decisions on disputes to the other parties

- Dispute data base and records on arbitration process

EVIDENCE REVIEW

UNIT 6:   Direct Communications Management of Multiple Projects/Programmes

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
6.1: Direct planning of project communication		
Program network diagram		❑
Establish communication processes		❑
Stakeholder management plan		❑
Communication matrix		❑
Minutes of coordination meetings		❑
Correspondence (client/authority)		❑
Minutes of construction meetings		❑
6.2: Manage information processes		
Communication matrix		❑
Client/authority relationship		❑
Contact tracking		❑
Coordination meetings minutes		❑
Handover and maintenance proposals		❑
Review of communications process		❑
File management system (hard / soft)		❑
6.3: Analyse communications management outcomes		
Review communication matrix		❑
Review client relationship arrangements		❑
Review of handover schedules		❑
Client letter of confirmation.		❑
Client feedback report		❑
Client letter of approval		❑
Coordination meetings minutes		❑
Lessons learned		❑
6.4: JKR specific - Issue management		
Issues procedures & work instructions		❑
Issues register		❑
Issues resolution delegation		❑
Issues management plans		❑
Minutes - coordination meetings		❑
Minutes - technical meetings		❑

6.5: JKR specific - Manage dispute resolution		
Dispute procedures & work instructions		❑
Dispute register		❑
Minutes dispute outcomes		❑
Minutes - coordination meetings		❑
Lessons learned		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the element such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 6:   Direct Communications Management of Multiple
**   Projects/Programmes**

Work environment reviewed Knowledge reviewed RPL reviewed Statements reviewed Competencies examined Evidence sighted Other observations	**ASSESSOR COMMENTS** ❏ _____ ❏ _____ ❏ _____ ❏ _____ ❏ _____ ❏ _____ ❏ _____

ASSESSMENT OUTCOME	**Elements**
	
	❏ **Competent Element 6.1**
	    Direct planning of project communication
	
	❏ **Competent Element 6.2**
	     Manage information processes
	
	❏ **Competent Element 6.3**
	     Analyse communications management outcomes
	
	❏ **Competent Element 6.4**
	     JKR Specific - Issue management
	
	❏ **Competent Element 6.5**
	     JKR Specific - Manage dispute resolution

Assessor signature:	_____ Date _____
The candidate is NOT YET COMPETENT	Gaps in performance identified and a program for competency development and reassessment. _____ _____ _____ _____ ❏ Date for reassessment _____
Participant signature:	_____ Date _____

UNIT 7
DIRECT RISK MANAGEMENT OF
MULTIPLE PROJECTS/PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to manage factors that might adversely affect the project program and organisational outcomes. It covers directing the planning and management of project risks, managing risks to the overall program and assessing risk management outcomes for the program and the organisation.

Elements

This Unit comprises three (3) Elements:

7.1   Direct planning of project risk management
7.2   Manage project risk
7.3   Assess risk management outcomes

EVIDENCE REQUIREMENTS

Underpinning knowledge:

- A broad knowledge and understanding of risk events that can influence the outcome of programs and projects

- A broad knowledge and understanding of the outcomes of poor risk management strategies

- A broad knowledge and understanding of techniques used to review risk management strategies

Supporting evidence may take the form of:

- risk management plans

- written or oral analysis of risk events and common approaches to minimise them

- feedback from others on appropriateness of risk planning and management activities

- documented risk management strategies

- feedback and supporting evidence from others

- Feedback from others on appropriateness of risk management activities.

- risk management reviews

- risk management plan sign-off records

- Feedback from others on appropriateness and quality of risk finalisation activities.

EVIDENCE REVIEW

UNIT 7: **Direct Risk Management of Multiple Projects/Programmes**

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
7.1: **Direct planning of project risk management**		
Establish risk management procedures		❑
Promote risk management		❑
Risk management implementation		❑
7.2: **Manage project Risk**		
Risk register		❑
Risk analysis		❑
Minutes of risk review meetings		❑
7.3: **Assess risk management outcomes**		
Review of risk register		❑
Review of risk analysis		❑
Review of risk management outcomes		❑
Minutes of assessment outcome review		❑
Lessons learned		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the Element such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 7:   Direct Risk Management of Multiple Projects/Programs

Work environment reviewed	**ASSESSOR COMMENTS**
	❏ _____
Knowledge reviewed	❏ _____
RPL reviewed	❏ _____
Statements reviewed	❏ _____
Competencies examined	❏ _____
Evidence sighted	❏ _____
Other observations	❏ _____

ASSESSMENT OUTCOME

Elements

❏ **Competent Element 7.1**
   Direct planning of project risk management

❏ **Competent Element 7.2**
   Manage project risk

❏ **Competent Element 7.3**
   Assess risk management outcomes

Assessor signature: _____ Date _____

The candidate is NOT YET COMPETENT

Gaps in performance identified and a program for competency development and reassessment.

_____

_____

_____

_____

_____

❏ Date for reassessment _____

_____ Date _____

Participant signature:

UNIT 8
DIRECT PROCUREMENT MANAGEMENT OF MULTIPLE PROJECTS/PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to direct the management of contracting and procurement activities across projects and programs. It covers setting up the contracting process, directing the management of contract and procurement processes and finalising contracts for projects across the program.

Elements

This Unit comprises five (5) Elements:

8.1   Direct planning for project contracting and procurement
8.2   Set up procurement process
8.3   Manage procurement process
8.4   Manage procurement activities
8.5   Finalise contracts

EVIDENCE REQUIREMENTS

Underpinning knowledge:

- A broad knowledge and understanding of the requirements for procurement within the range of projects and programs
- A broad knowledge and understanding of organisational requirements for resource or contract procurement

- A broad knowledge and understanding of negotiations techniques

- A broad knowledge and understanding of the law of contracts, and other legislation as pertaining to the organisation's normal activities

- A broad knowledge and understanding of the processes to be followed when terminating or completing projects

Supporting evidence may take the form of:

- documented resource or contract requirements

- procurement management plans

- requests for tender

- expressions of interest

- Feedback from others on appropriateness of procurement planning activities.

- documents adhering to organisational policy or guidelines

- information for contractors or tenderers

- contract selection criteria

- feedback from others on appropriateness of procurement management activities

- records or outcomes of contract negotiations

- contracts and source documentation that relates to organisational requirements

- feedback from others on appropriateness and quality of procurement management and negotiations activities

- contract agreements

- letters of intent

- joint venture agreements

- feedback from others on appropriateness of procurement and contract activities.

- contract finalisation documentation

- records concerning the procurement management plan sign-off

- feedback from others on appropriateness of program procurement finalisation activities

EVIDENCE REVIEW

UNIT 8:   Direct Procurement Management of Multiple Projects/Programmes

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
8.1: Direct planning for project contracting and procurement		
Procurement procedure		❑
Needs statement (D&B)		❑
Procurement scope document		❑
Tender proposals		❑
Partnering arrangements		❑
Coordination meeting minutes		❑
8.2: Set up procurement process		
Procurement strategy / plan		❑
Project specific procurement plan		❑
Procurement scope document		❑
Approvals - Ministry of Works; Treasury; State Financial Officer		❑
Tender process proposals		❑
Coordination meeting minutes		❑
8.3: Manage procurement process		
Implementation of procurement procedure		❑
Tender Document (draft contract)		❑
Letter of Intent		❑
Letter of Acceptance (SKALA form)		❑
Signed Letter of Acceptance		❑
Manage partnering arrangements		❑
Coordination meeting minutes		❑

8.4: Manage procurement activities		
Issues procedures & work instructions		❑
Issues register		❑
Issues resolution delegation		❑
Issues Management Plans		❑
Minutes - Coordination meetings		❑
Minutes - Technical Meetings		❑
Letter of Acceptance (SKALA form)		❑
Progress report		❑
Coordination meeting minutes		❑
Lessons learned		❑
8.5: Finalise contracts		
As Built drawing register		❑
Asset register		❑
Certificate of practical completion		❑
Operation & maintenance manuals		❑
Handover certificate		❑
Contract finalisation coordination meeting minutes		❑
Contract performance review		❑
Lessons learned		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the Unit such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 8:   Direct Procurement Management of Multiple Projects/Programs

Work environment reviewed	**ASSESSOR COMMENTS**
Knowledge reviewed	❏ _____
RPL reviewed	❏ _____
Statements reviewed	❏ _____
Competencies examined	❏ _____
Evidence sighted	❏ _____
Other observations	❏ _____
	❏ _____

ASSESSMENT OUTCOME

Elements

❏ **Competent Element 8.1**
  Direct planning for project contracting and procurement

❏ **Competent Element 8.2**
  Set up procurement process

❏ **Competent Element 8.3**
  Manage procurement process

❏ **Competent Element 8.4**
  Manage procurement activities

❏ **Competent Element 8.5**
  Finalise contracts

Assessor signature: _____ Date _____

The candidate is
NOT YET COMPETENT

Gaps in performance identified and a program for competency development and reassessment.

_____

_____

_____

_____

❏ Date for reassessment _____

Participant signature: _____ Date _____

UNIT 9
DIRECT INTEGRATION OF MULTIPLE
PROJECTS / PROGRAMMES

Description

This unit describes the performance outcomes, skills and knowledge required to manage the integration of all functions of project management in a program or multiple project context. This covers managing conflicting priorities between projects, directing project managers in re aligning projects within the program, directing the internal environment with the needs and expectations of the life external environment, and directing projects within the program throughout their life cycle.

Elements

This Unit comprises three (3) Elements:

9.1   Direct the management of integration processes
9.2   Manage within the internal and external environment
9.3   Manage integration throughout project life cycles

EVIDENCE REQUIREMENTS

Underpinning knowledge:

- A broad knowledge and understanding of relevant project planning and Master Project Director Level 6 techniques, and the resources management processes available

- A broad knowledge and understanding of the environment in which the projects or program of projects are managed

- A broad knowledge and understanding of negotiation techniques and resource levelling

Supporting evidence may take the form of:

- Program and/or Master Project Management plans

- records of rationalisation/integration processes

- feedback from others on appropriateness of integration planning activities.

- written or oral analysis of the environment

- documented feedback from others relevant to environmental matters

- environmental impact studies

- feedback from others on appropriateness of integration management activities.

- program integration schedules and plans

- reports of program/project integration sign-offs

- feedback from others on appropriateness of program and project integration finalisation activities

EVIDENCE REVIEW
UNIT 9:   Direct Integration of Multiple Projects/Programmes

DOCUMENTARY EVIDENCE	LOCATION	SIGHTED
9.1: Direct the management of integration processes		
Q-Plan with attachments (PMP)		❑
Phase transfer reports		❑
Project or program status reports		❑
Client liaison arrangements		❑
Coordination meeting minutes		❑
9.2: Manage within the internal and external environment		
Q-Plan with attachments (PMP)		❑
Phase transfer reports		❑
Project/programme status report		❑
Minutes of site meetings		❑
Service level agreements		❑
Coordination meeting minutes		❑
9.3: Manage integration throughout project life cycles		
Q-Plan with attachments (PMP)		❑
Phase transfer reports		❑
Project status report		❑
Minutes of site meetings		❑
Project completion report		❑
Program coordination meetings minutes		❑
Project coordination meetings minutes		❑

ADDITIONAL EVIDENCE

Note below any additional evidence you consider relevant to the Unit such as examples of performance outcomes and success; specific projects to which these competences were/are applied, the number of occasions and working circumstances or locations.

ASSESSMENT (Assessor use only)
UNIT 9:   **Direct Integration of Multiple Projects / Programmes**

Work environment reviewed	**ASSESSOR COMMENTS**
Knowledge reviewed	☐ _____
RPL reviewed	☐ _____
Referee reports reviewed	☐ _____
Competencies examined	☐ _____
Evidence sighted	☐ _____
Other observations	☐ _____
	☐ _____

ASSESSMENT OUTCOME

Elements

☐ **Competent Element 9.1**
    Direct the management of integration processes

☐ **Competent Element 9.2**
    Manage within the internal And external environment

☐ **Competent Element 9.3**
    Manage integration throughout project life cycles

Assessor signature:

_____ Date _____

The candidate is NOT YET COMPETENT

Gaps in performance identified and a program for competency development and reassessment.

_____

_____

_____

_____

_____

☐   Date for reassessment _____

_____ Date _____

Participant signature: