



COMPETENCY STANDARDS & ASSESSMENT GUIDE FOR PROJECT PROPOSAL PREPARATION

**Skills for Employment Investment Program (SEIP)
Finance Division, Ministry of Finance**

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The Competency Standards for Project Proposal Preparation is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

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INTRODUCTION:

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skill eco system and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery program. Key priority economic growth sectors identified by government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with the industry to address identified skills to enable industry growth and increased employment through the provision of market responsive inclusive skills training programs. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISCs), Employer Associations and Employers.

This document is developed to improve skills in accordance with the job roles and skill sets of the occupation and ensure that the required skills are aligned to industry requirements.

The document details the format, sequencing, wording and layout of the Competency Standard for an occupation which comprised Units of Competence and its corresponding Elements.

OVERVIEW:

A **Competency Standard** is a written specification of the knowledge, skills and attitudes required for the performance of a job or occupation or trade corresponding to the standard of performance required in the workplace.

Competency standard:

- provides a consistent and reliable set of components for training, recognizing and assessing people's skills, and may also have optional support materials.
- enables industry recognized qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

Competency Standards are developed by a working group who comprised national and international process experts and the participation of experts from the industry to identify the competencies required of an occupation in the construction sector.

Competency Standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards, training and assessment may be conducted at the workplace or at training organization or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of Competency are documented in a standard format that comprises:

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts of various construction companies in an industry consultative workshop.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

Competency Verification-Validation Experts:

Name	Company	Job Position
Engr Md Mamunur Rashid	BIM	Senior Faculty and Management Counselor, Cell 01712700412
Engr Muhammad Taslim Rahman	Purple Developer PVT Ltd	Project Engineer Cell 01922263574
Engr Towhidul Alam Chowdhury	Rahimafrooz(Bangladesh) Ltd	Manager Cell 01716032134

Workshop Facilitators:

Md. Mohiuzzaman	SEIP	Course Specialist
Emeterio Cedillo, Jr.	SEIP	International Specialist

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.
- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

COMPETENCY PROFILE/MAP FOR PROJECT PROPOSAL PREPARATION

**UNITS OF
COMPETENCY**

ELEMENTS

A. Occupation Specific (Core) Competencies

DESCRIBE THE CONCEPT OF PROJECT DEVELOPMENT (SEIP-CON-PRO-1-O)	Identify the project concept	Describe project development cycle	Explain project identification process	Define project generation and selection process
	Describe the steps of project analysis			
EXPLAIN PROJECT MONITORING AND EVALUATION TECHNIQUES (SEIP-CON-PRO-2-O)	Describe the concept of project monitoring and evaluation	Explain the techniques of monitoring and evaluation		
PERFORM PROJECT PLANNING AND CONTROL, SCHEDULING AND RESOURCE ALLOCATION (SEIP-CON-PRO-3-O)	Explain the Critical Path Method (CPM) of project analysis	Explain Program Evaluation and Review Techniques (PERT) and Earned Value Management (EVM)	Carry out project planning using MS Project software 2010/2013	Provide data to project criterion
	Track progress on tasks and make fine tuning/adjustments	Print project information		
CARRY OUT PROJECT ACCELERATION PROCEDURES (SEIP-CON-PRO-4-O)	Explain time cost trade offs	Explain probabilistic time estimates	Carry out Trade offs using MS Project 2010/2013	Carry out probabilistic time estimates using MS Project 2010/2013
EXPLAIN THE PRINCIPLES OF CONFLICT MANAGEMENT AND NEGOTIATION (SEIP-CON-PRO-5-O)	Identify the importance of conflict management	Explain how conflict management and negotiation is carried out	Explain how to manage conflict through third-party intervention	
EXPLAIN PROJECT ORGANIZATION STRUCTURE (SEIP-CON-PRO-6-O)	Identify the factors in designing a project structure	Identify the types of project organization structures	Describe the types of management styles and project governance	

**PERFORM REAL LIFE
PROJECT PROPOSAL**
(SEIP-CON-PRO-7-0)

Explain how to
perform SWOT
analysis of proposed
project

Describe the methods
used on capital
budgeting of project

Perform project
proposal preparation
using log frame

Perform project
proposal presentation

Perform capital
budgeting proposal
preparation

Perform capital
budgeting
presentation

Unit of Competencies at a Glance:

Occupation Specific (Core) Competencies (44 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-CON-PRO-1-O	Describe the concept of project development	1. Identify the project concept 2. Describe project development cycle 3. Explain project identification process 4. Define project generation and selection process 5. Describe the steps of project analysis	2
SEIP-CON-PRO-2-O	Explain project monitoring and evaluation techniques	1. Describe the concept of project monitoring and evaluation 2. Explain the techniques of monitoring and evaluation	2
SEIP-CON-PRO-3-O	Perform project planning and control, scheduling and resource allocation	1. Explain the Critical Path Method (CPM) of project analysis 2. Explain Program Evaluation and Review Techniques (PERT) and Earned Value Management (EVM) 3. Carry out project planning using MS Project software 2010/2013 4. Create project plan/proposal parameters 5. Track progress on tasks and make fine tuning/adjustments 6. Print project information	12
SEIP-CON-PRO-4-O	Carry out project acceleration procedures	1. Explain time cost trade offs 2. Explain probabilistic time estimates 3. Carry out Trade offs using MS Project 2010/2013 4. Carry out probabilistic time estimates using MS Project 2010/2013	6
SEIP-CON-PRO-5-O	Explain the principles of conflict management and negotiation	1. Identify the importance of conflict management 2. Explain how conflict management and negotiation is carried out 3. Explain how to manage conflict through third-party intervention	6
SEIP-CON-PRO-6-O	explain project organization structure	1. Identify the factors in designing a project structure 2. Identify the types of project	2

		organization structures 3. Describe the types of management styles and project governance	
SEIP-CON-PRO-7-0	Perform real life project proposal	1. Explain how to perform SWOT analysis of proposed project 2. Describe the methods used on capital budgeting of project 3. Perform project proposal preparation using log frame 4. Perform project proposal presentation 5. Perform capital budgeting proposal preparation 6. Perform capital budgeting presentation	14
Total Hours			44

COMPETENCY STANDARD:PROJECT PROPOSAL PREPARATION

A. The Occupation Specific (Core) Competencies

Unit of Competency: DESCRIBE THE CONCEPT OF PROJECT DEVELOPMENT	Nominal Duration: 2 hrs.	Unit Code: SEIP-CON-PRO-1-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to describe the concept on project development. It specifically includes identifying the project concept, describing project development cycle, explaining project identification process, defining project generation and selection process and describing the steps of project analysis		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the project concept	1.1 Project is defined. 1.2 <u>Components of project concept</u> is identified. 1.3 Project concept is described.
2. Describe project development cycle	2.1 <u>Project development cycle</u> is described.
3. Explain project identification process	3.1 <u>Project identification process</u> is explained.
4. Define project generation and selection process	4.1 Project generation and selection process is defined.
5. Describe the steps of project analysis	5.1 The steps of project analysis is describe.

Range of Variables

Variable	Range (Includes but not limited to):
1. Components of project concept	1.1 Background about the problem 1.2 Aim / goal of the project 1.3 Strategies, plan & activities 1.4 Duration of the project 1.5 Estimated total budget
2. Project development cycle	2.1 Conception phase 2.2 Definition phase 2.3 Execution phase 2.4 Operation phase
3. Project identification process	3.1 Identification 3.2 Conceptualization 3.3 Risk analysis 3.4 Financial planning

	3.5 Appraisal and approval
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Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 Meaning of project 1.2 Components of project concept 1.3 Project concept 1.4 Project development cycle 1.5 Project identification process 1.6 Project generation and selection process 1.7 The steps of project analysis
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Defining project 2.2 Identifying components of project concept 2.3 Describing project concept 2.4 Describing project development cycle 2.5 Explaining the project identification process 2.6 Defining project generation and selection process 2.7 Describing the steps of project analysis
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	<ul style="list-style-type: none"> 4.1 Workplace (simulated or actual) 4.2 Worksheets/learning manuals 4.3 Personal Computer/laptop 4.4 Projector with sound system 4.5 Pens 4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified components of project concept 1.2 Described project development cycle 1.3 Explained project identification process 1.4 Defined project generation and selection process 1.5 Describe steps of project analysis
2. Methods of Assessment	<p>Competency should be assessed by:</p> <ul style="list-style-type: none"> 2.1 Written examination 2.2 Oral recitation 2.3 Demonstration
3. Context of Assessment	<ul style="list-style-type: none"> 3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: EXPLAIN PROJECT MONITORING AND EVALUATION TECHNIQUES	Nominal Duration: 2 hrs.	Unit Code: SEIP-CON-PRO-2-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to explain project monitoring and evaluation techniques. It specifically includes describing the concept of project monitoring and evaluation and explaining the techniques of monitoring and evaluation.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
3. Describe the concept of project monitoring and evaluation	3.1 Concept of project monitoring and evaluation is described. 3.2 <u>information</u> provided by timely and reliable Monitoring and Evaluation (M&E) are identified.
4. Explain the techniques of monitoring and evaluation	4.1 <u>Types of monitoring</u> are defined. 4.2 <u>Types of evaluation</u> are defined. 4.3 <u>Techniques/steps</u> in project monitoring are explained.

Range of Variables

Variable	Range (Includes but not limited to):
1. Information	1.1 Supports program implementation 1.2 Contribute to organizational learning 1.3 Uphold accountability compliance 1.4 Provide opportunities for stakeholder feedback 1.5 Promote and celebrate work accomplishments
2. Types of monitoring	2.1 Results monitoring 2.2 Process (Activity) monitoring 2.3 Compliance monitoring 2.4 Context (situation) monitoring 2.5 Beneficiary monitoring 2.6 Financial monitoring 2.7 Organizational monitoring
3. Types of evaluation	3.1 According to evaluation Timing 3.1.1 Formative 3.1.2 Summative 3.1.3 Midterm evaluation 3.1.4 Final evaluation 3.1.5 Ex-post evaluation 3.2 According to who conducts the evaluation 3.2.1 Internal or self-evaluation 3.2.2 External or independent evaluation 3.2.3 Participatory evaluations 3.2.4 Joint evaluations

	3.3 According to technicality or methodology 3.3.1 Thematic evaluation 3.3.2 Cluster/sector evaluation 3.3.3 Impact evaluation
4. Techniques/steps	4.1 Identify the purpose of M & E 4.2 Plan for data collection and management 4.3 Plan for data analysis 4.4 Plan for information reporting and utilization 4.5 Plan for M & E human resources and capacity building 4.6 Prepare the M & E budget

Curricular Content Guide

1. Underpinning Knowledge	1.1 Concept of project monitoring and evaluation 1.2 Monitoring and Evaluation (M&E) 1.3 Types of monitoring 1.4 Types of evaluation 1.5 Techniques/steps in project monitoring
2. Underpinning Skills	2.1 Describing the concept of project monitoring and evaluation 2.2 Illustrating monitoring and evaluation (m&e) 2.3 Defining the types of monitoring 2.4 Defining the types of evaluation 2.5 Explaining the techniques/steps in project monitoring
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worksheets/learning manuals 4.3 Personal Computer/laptop 4.4 Projector with sound system 4.5 Pens 4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Described the concept of project monitoring and evaluation. 1.2 Illustrated Monitoring and Evaluation 1.3 Defined the types of monitoring. 1.4 Defined types of evaluation. 1.5 Explained the techniques/steps in project monitoring.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questions 2.3 Demonstration

3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.
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Unit of Competency: PERFORM PROJECT PLANNING AND CONTROL, SCHEDULING AND RESOURCE ALLOCATION	Nominal Duration: 12 hrs.	Unit Code: SEIP-CON-PRO-3-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform project planning and control, scheduling and resource allocation. It specifically includes the tasks of explaining the critical path method (CPM) of project analysis, explaining program evaluation and review techniques (PERT) and earned value management (EVM), carrying out project planning using MS Project software 2010/2013, creating project plan/proposal parameters, tracking progress on tasks and making fine tuning/adjustments and printing project information.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain the Critical Path Method (CPM) of project analysis	1.1 Critical Path Method (CPM) of project analysis is explained. 1.2 <u>Steps of the Critical Path Method</u> of project management is identified.
2. Explain Program Evaluation and Review Techniques (PERT) and Earned Value Management (EVM)	2.1 Program Evaluation and Review Techniques (PERT) of project management is explained. 2.2 Basic concepts of Earned Value Management (EVM) is explained. 2.3 <u>Advantages of Earned Value Management (EVM)</u> System of project management are identified.
3. Carry out project planning using MS Project software 2010/2013	3.1 <u>Features of MS Project</u> software are identified. 3.2 Application of MS project software is explained. 3.3 Project plan/proposal is created using MS project planning software in accordance to software version 2010/2013.
4. Create project plan/proposal parameters	4.1 Project plan/proposal <u>parameters</u> are identified. 4.2 Project plan/proposal parameters are created in the worksheet.
5. Track progress on tasks and make fine tuning/adjustments	5.1 Progress on tasks are tracked. 5.2 Fine tuning/adjustments is made on tasks/plan.
6. Print project information	6.1 Project information is printed.

Range of Variables

Variable	Range (Includes but not limited to):
1. Steps of the Critical Path Method	1.1 List of activities 1.2 Draw diagram 1.3 Set up the CPM spreadsheet 1.4 Use pathfind to get the paths 1.5 Paste path information into the spreadsheet 1.6 Calculate the path's time 1.7 Identify the critical path

<p>2. Advantages of Earned Value Management (EVM)</p>	<p>2.1 Improving the planning process 2.2 Fostering a clear definition of the work scope 2.3 Establishing clear responsibility for work effort 2.4 Integrating technical, schedule, and cost performance 2.5 Providing early warning and analysis of potential Earned Value problems 2.6 Identifying problem areas for immediate and proactive management attention 2.7 Enabling more accurate reporting of cost and schedule impacts of known problems 2.8 Enhancing the ability to assess and integrate technical, schedule, cost, systems analysis, and risk factors 2.9 Providing consistent and clear communication of progress at all management levels and 2.10 Improving project visibility and accountability</p>
<p>3. Features of MS Project</p>	<p>3.1 MS Project 2010 3.1.1 SharePoint synchronization 3.1.2 Manual scheduling 3.1.3 Placeholder text 3.1.4 Active and inactive tasks 3.1.5 Timeline view 3.1.6 Team Planner 3.1.7 Task Inspector 3.2 MS Project 2013 3.2.1 Improved Reporting 3.2.2 Lync Integration 3.2.3 Trace Task Paths 3.2.4 Increased Date Range 3.2.5 Share Meetings 3.2.6 Cloud Storage 3.2.7 Online Access</p>
<p>4. Parameters</p>	<p>4.1 Task list 4.2 Resources 4.3 Resources assigned to each task 4.4 Timeline 4.5 Person incharge</p>

Curricular Content Guide

<p>1. Underpinning Knowledge</p>	<p>1.1 Critical path method (CPM) of project analysis 1.2 Steps of using the Critical Path Method of project management 1.3 Program Evaluation and Review Techniques (PERT) of project management 1.4 Basic concepts of Earned Value Management (EVM) 1.5 Advantages of Earned Value Management (EVM) System of project management 1.6 Features of MS Project software</p>
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	<ul style="list-style-type: none"> 1.7 Application of MS project software 1.8 Procedure of creating Project plan/proposal using MS project planning software in accordance to software version 2010/2013. 1.9 Method of identifying project plan/proposal parameters 1.10 Method of creating project plan/proposal parameters on the worksheet 1.11 Techniques of tracking progress on tasks 1.12 Means of Fine tuning/adjusting on tasks/plan 1.13 Project information printing procedure
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Explaining the Critical path method (CPM) of project analysis 2.2 Identifying the steps in applying the Critical Path Method (CPM) of project management 2.3 Explaining the Program Evaluation and Review Techniques (PERT) of project management 2.4 Explaining the basic concepts of earned value management (EVM) 2.5 Identifying the advantages of Earned Value Management (EVM) system of project management 2.6 Identifying the features of MS Project software 2.7 Explaining the application of MS project software 2.8 Creating project plan/proposal using MS Project planning software in accordance to software version 2010/2013. 2.9 Identifying project plan/proposal parameters 2.10 Creating project plan/proposal parameters in the worksheet 2.11 tracking of progress on tasks 2.12 making fine tuning/adjustments on tasks/plan 2.13 Printing of project information
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
1. Resource Implications	<ul style="list-style-type: none"> 1.1 Workplace (simulated or actual) 1.2 Worksheets/learning manuals 1.3 Personal Computer/laptop 1.4 Projector with sound system 1.5 Pens 1.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained the Critical Path Method (CPM) of project analysis. 1.2 Explained the Program Evaluation and Review Techniques (PERT) of project management. 1.3 Explained the basic concepts of Earned Value Management
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	<p>(EVM).</p> <p>1.4 Created project plan/proposal using MS project planning software in accordance to software version 2010/2013.</p> <p>1.5 Created Project plan/proposal parameters in the worksheet</p> <p>1.6 Fine tuning/adjusting of tasks/plan</p> <p>1.7 Printing of project information</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Oral questioning</p> <p>2.3 Demonstration</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: CARRY OUT PROJECT ACCELERATION PROCEDURES	Nominal Duration: 6 hrs.	Unit Code: SEIP-CON-PRO-4-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to carry out project acceleration procedures. It specifically includes the tasks of explaining Time Cost Trade Offs, explaining probabilistic time estimation, carrying out trade offs using MS Project 2010/2013, and carrying out probabilistic time estimates using ms project 2010/2013.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain time cost trade offs	1.1 <u>Objectives</u> of time cost trade offs are identified. 1.2 <u>Activity Time-Cost Relationship parameters</u> are described. 1.3 <u>Project Time-Cost Relationship parameters</u> are described. 1.4 Time cost trade off is explained.
2. Explain probabilistic time estimates	2.1 Probabilistic time estimate is explained. 2.2 <u>Types of time estimates</u> are identified. 2.3 Probabilistic analysis of a project network is performed.
3. Carry out Trade offs using MS Project 2010/2013	3.1 Application of trade off using MS project 2010/2013 is identified. 3.2 Trade off using MS Project 2010/2013 is carried out.
4. Carry out probabilistic time estimates using MS Project 2010/2013	4.1 Application of probabilistic time estimates using MS project 2010/2013 is identified. 4.2 Probabilistic time estimates using MS Project 2010/2013 are carried out.

Range of Variables

Variable	Range (Includes but not limited to):
1. Objectives	1.1 Reduce the original project duration 1.2 Finish the project in a predefined deadline date. 1.3 Recover early delays 1.4 Avoid liquidated damages 1.5 Free key resources early for other projects 1.6 Avoid adverse weather conditions that might affect productivity 1.7 Receive an early completion-bonus. 1.8 Improve project cash flow
2. Activity Time-Cost Relationship parameters	2.1 Normal duration 2.2 Crashed duration 2.3 Intermediate duration 2.4 Crash cost 2.5 Normal cost
3. Project Time-Cost Relationship parameters	3.1 Minimum total cost 3.2 Optimal total cost

	3.3 Indirect cost 3.4 Direct cost 3.5 Total cost
4. Types of time estimates	4.1 Most likely time 4.2 Optimistic time 4.3 Pessimistic time

Curricular Content Guide

1. Underpinning Knowledge	1.1 Objectives of Time Cost Trade Offs 1.2 Activity Time-Cost Relationship parameters 1.3 Project Time-Cost Relationship parameters 1.4 Time Cost Trade Off 1.5 Probabilistic Time estimate 1.6 Types of time estimates 1.7 Probabilistic Analysis of a project network 1.8 Application of Trade Off using MS project 2010/2013 1.9 Procedure of applying Trade off using MS Project 2010/2013 1.10 Application of Probabilistic Time Estimates using MS project 2010/2013 1.11 Procedure of applying Probabilistic Time Estimates using MS Project 2010/2013
2. Underpinning Skills	2.1 Identifying the objectives of Time Cost Trade Offs 2.2 Describing the Activity Time-Cost Relationship parameters 2.3 Describing Project Time-Cost Relationship parameters 2.4 Explaining Time Cost Trade Off 2.5 Explaining Probabilistic Time Estimate 2.6 Identifying Types of Time Estimates 2.7 Performing Probabilistic analysis of a project network 2.8 Identifying Application of trade off using MS project 2010/2013 2.9 Carrying out Trade off using MS Project 2010/2013 2.10 Identifying Application of probabilistic time estimates using MS project 2010/2013 2.11 Carrying out Probabilistic time estimates using MS Project 2010/2013
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
1. Resource Implications	1.1 Workplace (simulated or actual) 1.2 Worksheets/learning manuals 1.3 Personal Computer/laptop 1.4 Projector with sound system 1.5 Pens 1.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: <ul style="list-style-type: none">1.1 Described Project Time-Cost relationship parameters.1.2 Explained Time Cost Trade Off1.3 Identified types of time estimates1.4 Performed Probabilistic Analysis of a project network1.5 Carried out trade off using MS Project 2010/20131.6 Carried out trade off using MS Project 2010/20131.7 Carried out Probabilistic Time Estimates using ms project 2010/2013
2. Methods of Assessment	Competency should be assessed by: <ul style="list-style-type: none">2.1 Written examination2.2 Oral questioning2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: EXPLAIN THE PRINCIPLES OF CONFLICT MANAGEMENT AND NEGOTIATION	Nominal Duration: 6 hrs.	Unit Code: SEIP-CON-PRO-5-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to explain the principles of conflict management and negotiation. It specifically includes the tasks of identifying the importance of conflict management, explaining how conflict management and negotiation is carried out and explaining how to manage conflict through third-party intervention.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the importance of conflict management	1.1 Importance of conflict management is identified. 1.2 <u>Causes of conflict</u> at work is identified. 1.3 <u>Levels of conflict</u> are identified.
2. Explain how conflict management and negotiation is carried out	2.1 <u>Stages of conflict</u> are described. 2.2 The different <u>conflict management styles</u> are explained. 2.3 Procedure of handling conflict management is explained. 2.4 <u>Process of negotiation</u> is explained. 2.5 <u>Negotiation and conflict resolution techniques</u> are identified.
3. Explain how to manage conflict through third-party intervention	3.1 Third-party intervention in managing conflict is explained. 3.2 <u>Strategies of third-party intervention</u> in managing conflict is explained.

Range of Variables

Variable	Range (Includes but not limited to):
1. Causes of conflict	1.1 Lack of information 1.2 Lack of resources 1.3 Personal relationships 1.4 Incompetent management 1.5 Change conflict 1.6 Interpersonal conflict 1.7 External conflict
2. Levels of conflict	2.1 Individual 2.2 Interpersonal 2.3 Group level 2.4 Organizational
3. Stages of conflict	3.1 Stage 1: Potential disagreements 3.2 Stage 2: The emergence of conflict 3.3 Stage 3: Purpose of intention 3.4 Stage 4: Action 3.5 Stage 5: Results
4. Conflict management styles	4.1 Competition 4.2 Acceptance

	4.3 Avoidance 4.4 Cooperation 4.5 Compromise
5. Process of negotiation	5.1 Preparing the strategy 5.2 Exchanging/gathering information 5.3 Opening and making concessions 5.4 Closing and getting commitment
6. Negotiation and conflict resolution techniques	6.1 Listen, then speak out 6.2 Gather the group 6.3 Be impartial 6.4 Do not postpone conflict resolution 6.5 Promote teamwork 6.6 Provide praises
7. Strategies of third-party intervention	7.1 Consultation 7.2 Mediation 7.3 Conciliation 7.4 Arbitration

Curricular Content Guide

1. Underpinning Knowledge	1.1 Importance of conflict management 1.2 Causes of conflict at work 1.3 Levels of conflict 1.4 Stages of conflict 1.5 The different conflict management styles 1.6 Procedure of handling conflict management 1.7 Process of negotiation 1.8 Negotiation and conflict resolution techniques 1.9 Third-party intervention in managing conflict 1.10 Strategies of third-party intervention in managing conflict
2. Underpinning Skills	2.1 Identifying the importance of conflict management 2.2 Identifying causes of conflict at work 2.3 Identifying the levels of conflict 2.4 Describing stages of conflict 2.5 Explaining the different conflict management styles 2.6 Explaining the procedure of handling conflict management 2.7 Explaining the process of negotiation 2.8 Identifying negotiation and conflict resolution techniques 2.9 Explaining the third-party intervention in managing conflict 2.10 Explaining the strategies of third-party intervention in managing conflict
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worksheets/learning manuals

	4.3 Personal Computer/laptop 4.4 Projector with sound system 4.5 Pens 4.6 Papers
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Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Identified the causes of conflict at work. 1.2 Identified levels of conflict. 1.3 Explained the different conflict management styles. 1.4 Explained the procedure of handling conflict management. 1.5 Explained the strategies of third-party intervention in managing conflict.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: EXPLAIN PROJECT ORGANIZATION STRUCTURE	Nominal Duration: 2 hrs.	Unit Code: SEIP-CON-PRO-6-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to explain project organization structure. It specifically includes the tasks of identifying the factors in designing a project structure, identifying the types of project organization structures and describing the types of management styles and project governance.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the factors in designing a project structure	1.1 <u>Factors</u> affecting the design of a project organizational structure is identified.
2. Identify the types of project organization structures	2.1 <u>Types of project organization structures</u> are identified.
3. Describe the types of management styles and project governance	3.1 <u>Types of management styles</u> and their effective use are described.

Range of Variables

Variable	Range (Includes but not limited to):
1. Factors	1.1 Organizational size 1.2 Organization life cycle 1.3 Strategy 1.4 Environment 1.5 Technology
2. Types of project organization structures	2.1 Functional organizational structure 2.2 Project-based organizational structure 2.3 Matrix organizational structure
3. Types of management styles	3.1 The directive 3.2 The authoritative 3.3 The affiliative 3.4 The participative 3.5 The pacesetting 3.6 The coaching

Curricular Content Guide

1. Underpinning Knowledge	1.1 Factors affecting the design of a project organizational structure 1.2 Types of project organization structures 1.3 Types of management styles and their effective use
2. Underpinning Skills	2.1 Identifying the factors affecting the design of a project

	<p>organizational structure</p> <p>2.2 Identifying the types of project organization structures</p> <p>2.3 Describing the types of management styles and their effective use</p>
3. Underpinning Attitudes	<p>3.1 Eagerness to learn</p> <p>3.2 Patience and attentiveness</p> <p>3.3 Attitude of sharing and participation</p> <p>3.4 Tidiness, timeliness, and orderliness</p>
4. Resource Implications	<p>4.1 Workplace (simulated or actual)</p> <p>4.2 Worksheets/learning manuals</p> <p>4.3 Personal Computer/laptop</p> <p>4.4 Projector with sound system</p> <p>4.5 Pens</p> <p>4.6 Papers</p>

Assessment Evidence Guide

1. Critical Aspects of Competency	<p>Assessment required evidence that the candidate:</p> <p>1.1 Identified the factors affecting the design of a project organizational structure.</p> <p>1.2 Identified the types of project organization structures.</p> <p>1.3 Describe the types of management styles and their effective use.</p>
2. Methods of Assessment	<p>Competency should be assessed by:</p> <p>2.1 Written examination</p> <p>2.2 Oral questioning</p> <p>2.3 Demonstration</p>
3. Context of Assessment	<p>3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.</p>

Unit of Competency: PERFORM REAL LIFE PROJECT PROPOSAL	Nominal Duration: 14 hrs.	Unit Code: SEIP-CON-PRO-7-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to perform real life project proposal. It specifically includes the tasks of explaining how to perform SWOT analysis of proposed project, describing the methods used on capital budgeting of project, performing project proposal preparation using log frame, performing project proposal presentation and performing capital budgeting proposal preparation.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain how to perform SWOT analysis of proposed project	1.1 SWOT analysis process is described. 1.2 The <u>four areas in SWOT</u> analysis are identified. 1.3 <u>Procedure when performing SWOT analysis</u> of proposed project is explained.
2. Describe the methods used on capital budgeting of project	2.1 <u>Decision tools</u> or methods used in capital budgeting are described.
3. Perform project proposal preparation using log frame	3.1 <u>Components of the logical framework</u> approach of project preparation is identified. 3.2 Project proposal preparation using log frame is performed.
4. Perform project proposal presentation	4.1 Project proposal presentation is performed.
5. Perform capital budgeting proposal preparation	5.1 Capital budgeting proposal preparation is performed.
6. Perform capital budgeting presentation	6.1 Capital budgeting presentation is performed.

Range of Variables

Variable	Range (Includes but not limited to):
1. Four areas of SWOT	1.1 Strengths 1.2 Weaknesses 1.3 Opportunities 1.4 Threats
2. Procedure when performing SWOT analysis	2.1 Identify project's strength 2.2 Identify weaknesses 2.3 Identify Opportunities 2.4 Identify threats 2.5 Consider the gathered data in the project plan/proposal
3. Decision tools	3.1 Payback period 3.2 Net Present Value (NPV) 3.3 Internal Rate of Return (IRR)
4. Components of the logical	4.1 Analysis Phase

framework	<ul style="list-style-type: none"> 4.1.1 Problem analysis 4.1.2 Objectives analysis 4.1.3 Strategy analysis 4.2 Planning phase <ul style="list-style-type: none"> 4.2.1 Logframe 4.2.2 Activity planning 4.2.3 Resources planning
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Curricular Content Guide

1. Underpinning Knowledge	<ul style="list-style-type: none"> 1.1 SWOT analysis process 1.2 The four areas in SWOT analysis 1.3 Procedure of SWOT analysis 1.4 Decision tools or methods used in capital budgeting 1.5 Components of the logical framework approach of project preparation 1.6 Project proposal preparation using log frame 1.7 Project proposal presentation techniques 1.8 Capital budgeting proposal preparation techniques 1.9 Performing presentation techniques on capital budgeting proposal
2. Underpinning Skills	<ul style="list-style-type: none"> 2.1 Describing the SWOT analysis process 2.2 Identifying the four areas in SWOT analysis 2.3 Explaining the procedure when performing SWOT analysis of proposed project 2.4 Describing the decision tools or methods used in capital budgeting 2.5 Identifying the components of the logical framework approach of project preparation 2.6 Preparing project proposal using log frame 2.7 Performing project proposal presentation 2.8 Performing capital budgeting proposal preparation
3. Underpinning Attitudes	<ul style="list-style-type: none"> 3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
1. Resource Implications	<ul style="list-style-type: none"> 1.1 Workplace (simulated or actual) 1.2 Worksheets/learning manuals 1.3 Personal Computer/laptop 1.4 Projector with sound system 1.5 Pens 1.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained the procedure when performing SWOT analysis of proposed project. 1.2 Described the decision tools or methods used in capital budgeting. 1.3 Performed project proposal preparation using log frame. 1.4 Performed project proposal presentation. 1.5 Performed capital budgeting proposal preparation. 1.6 Performed capital budgeting presentation.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Assessment Guide

A Framework for Effective Assessment

Project Proposal Preparation

How to Use this Assessment Guide

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.
- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.
- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.
- If you want a “toolbox” of tools and templates, that you can select from depending on your assessment need, see Section Three.
- If you want to look at working samples of completed assessment tools, see the Appendices.

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Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Give an example of assessment.

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is **competent** or **not yet competent**.

What is the purpose of assessment?

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

What is Assessment based on?

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

Define the term "competency."

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome

Describe what makes up a competency standard.

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

Define the term “Assessment tool.”

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

Describe the difference between Conventional Testing & Competency Based Assessment.

Conventional Testing	CBT Assessment
<ul style="list-style-type: none"> • Emphasis on knowledge/memorization • Teachers/Training Providers have main role • Theory & practical Tests can become outdated • High cost & central control • Relatively inflexible 	<ul style="list-style-type: none"> • Based on competency standards • Involve industry partners in crucial role • Assessment based on demonstration of work skills rather than classroom knowledge • Flexible delivery • Competencies widely recognized

- | | |
|--|---|
| | <ul style="list-style-type: none">• Guidelines & Templates used |
|--|---|

Describe briefly what makes up an assessment system.

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Define the purpose of the Assessor role.

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

Describe the basic questions that an Assessor must ask when planning an Assessment.

Planning an Assessment: What Needs to Happen?

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.
- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.
- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

Review some basic need-to-know elements concerning assessment.

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency

- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor
- Trainees must demonstrate competence based on the units of competency outlined in the standards
- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

Discuss the importance of principles of assessment and what is involved.

Principles of Assessment Table

Key Principles	Relevance/Meaning
Valid	Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace)
Reliable	Evidence presented for assessment is consistently interpreted regardless of the Assessor
Flexible	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs
Fair	The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted

Safe	The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed
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Define the term “evidence.”

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate’s self-assessment or third party reports such as an employer interview

Describe and outline what is involved in “rules of evidence” and why they are important.

Rules of Evidence Table

Rules of Evidence	Meaning
Valid	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
Sufficient	The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner’s competency
Authentic	The assessor is assured that the evidence provided for assessment is the learner’s own work
Current	The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past.

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

State the use of the evidence guide.

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

State why assessment evidence is important.

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

Methods	Examples
Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires
Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	Examples
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

Advice to the Assessor: use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

Define the term “evidence gathering tools” and give some examples of these tools.

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate’s portfolio

- Verifying the Candidate's capacity to deal with contingencies (unexpected things that come up)
- Written test

Define the term "portfolio."

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate's competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

Outline a 6-step method for preparing an evidence plan.

Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment
2. Read full Unit of Competency
3. Identify evidence requirements based on:
 - a. Elements and Performance Criteria
 - b. Dimensions of Competence
 - c. Underpinning skills knowledge
 - d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

Outline the steps (sequence of activities) involved in developing an assessment tool.

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency
3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

Describe the four dimensions of competency.

Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a “clustering.”
- Making what can be termed “reasonable adjustments” for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These “reasonable adjustments” may involve reconfiguring a simulated workplace site so that a candidate’s disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

Roles and Responsibilities of Assessor

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1. Visit the assessment venue or workplace to ensure an adequate work area or platform containing:
 - Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
 - Fire extinguisher and safety equipment within reach
 - Emergency procedures in place
 - All necessary tools, equipment, and materials ready at hand
 - All necessary machinery in good working order
2. Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.
3. The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent

information such as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4. After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5. The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6. At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body

- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment
- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1. Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3. The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4. Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5. After you have performed the task, the Assessor will provide feedback to you on your performance.

6. The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7. At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start

Demonstration Checklist

Candidate's name:			
Assessor's name:			
Qualification:			
Project-Based Assessment Title			
Units of competency covered:			
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:		
Code:		
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist

Candidate's name:	
Assessor's name	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	
Reference Standard:	

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

List of Questions	Satisfactory Response	

Indicate Y or N in the box provided	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Feedback to Candidate:

Candidate's overall performance was (circle):	Satisfactory	Not Satisfactory
The Candidate's underpinning knowledge was (circle):	Satisfactory	Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

EVIDENCE PLAN: Overall Summary

QUALIFICATION:				
Project-Based Assessment Title				
Units of competency covered				
Ways in which evidence will be collected: [tick the column]	Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
The evidence must show that the candidate				
•				
•				
•				
•				
•				
•				
•				
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•				
•				
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•				
•				
•				

Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the _____ Standard, and has been developed by an Industry Representative/Assessor.

The Result* indicates either C for Competent, or NYC for Not Yet Competent.

Unit of Competency	Elements Reviewed	Critical Aspects of Competency Covered	Result*: C/NYC

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent**.

1.	
2.	
3.	
4.	
5.	

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

Tools	Equipment	Materials

Assessor Name:

Date:

Competency Assessment Results

Candidate's name:	
Assessor's name	
Qualification Title:	
Date of Assessment:	
Assessment Venue:	
Reference Standard:	
Unit of Competency:	

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

Yes: The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

No: The Candidate did not meet the evidence requirements. Re-assessment is recommended.

Assessor Signature:	Date:
Candidate Signature:	Date:
Assessment Center Manager Signature:	

ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

Directions: Circle the 'Yes' or 'No' response to each item.

1.	The Assessor is familiar with the unit(s) of competency being assessed	Yes	No
2.	The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency	Yes	No
3.	The Assessor has ensured that all materials and equipment were assembled and arranged in advance.	Yes	No
4.	The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard	Yes	No
5.	The Assessor has met with the trainer prior to the assessment event to discuss his/her role.	Yes	No
6.	The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test	Yes	No
7.	The Assessor will discuss and record with the trainee the results of their performance	Yes	No

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

- Keep questions short and focused on one key concept
- Ensure that questions are structured
- Test the questions to check that they are not ambiguous
- Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions
- Keep questions clear and straight forward and ask one at a time
- Use words that the candidate is able to understand
- Look at the candidate when asking questions
- Check to ensure that the candidate fully understands the questions
- Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response
- Confirm the candidate's response by repeating the answer back in his/her own words
- Encourage a conversational approach with the candidate when appropriate, to put him or her at ease
- Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
- Use language at a suitable level for the candidate
- Listen carefully to the answers for opportunities to find unexpected evidence
- Follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas
- Compile a list of acceptable responses to ensure reliability of assessments

Recording responses

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

Candidate's Name		
Assessor or Observer's Name		
Unit of Competency)		
Code		
Date of Assessment		
Location		
Task/Procedure		
Questions to be Answered by candidate	Response/Answer*	Satisfactory (Yes/No)
What would you do if ...		
What would you do if ...		
What would you do if ...		
How do you ...		
What are ...		
Why did you... (Clarification)		
Follow up Questions		
The candidate's knowledge was:	Satisfactory Unsatisfactory	
Feedback to candidate:		
Candidate signature:		Date:
Assessor/Observer's Signature:		Date:

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

1. BEFORE THE ASSESSMENT	2. DAY OF ASSESSMENT	3. DURING THE ASSESSMENT	4. POST ASSESSMENT
<p>- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria</p> <p>- Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked</p> <p>- Identify/request essential assessment resources:</p> <ul style="list-style-type: none"> • tools and equipment • supplies and materials • personal protective equipment • print resources and rating sheets • Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook 	<p>-Verify attendance through signed attendance sheet</p> <p>- Provide overview of what is to happen throughout day</p> <p>Orient the trainees to:</p> <ul style="list-style-type: none"> • purpose of assessment • qualification to be assessed • assessment procedures to be followed • address needs of trainees and provide information on evidence requirements and assessment process • make all announcements just before start of assessment 	<p>Give clear instructions to trainees on what they are required to do:</p> <ul style="list-style-type: none"> • time limits and expectations • all equipment and tools must be of the same quality for all trainees • written and verbal instructions translated into local dialects as needed • encourage questions • avoid providing any assistance to trainees during assessment • stop process if accident imminent • keep focused on evidence being valid, reliable, fair, flexible, and safe • Record details of evidence collected 	<p>Provide feedback on outcome of assessment process re:</p> <ul style="list-style-type: none"> • give clear feedback on assessment decision • provide information on overcoming any gaps in competency assessment • provide opportunity to discuss assessment process and outcome <p>Prepare required assessment reports:</p> <ul style="list-style-type: none"> • all rating sheets signed by trainee as well as Assessor • maintain records of assessment procedures, evidence collected, and assessment outcome • verify assessment results/outcomes with training center <p>Prepare</p> <p>recommendations for issuance of national certificate</p>

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.
2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.
3. Select the Assessment Tools that you will use to gather evidence.
 - i. Demonstration Checklist
 - ii. Observation Checklist
 - iii. Oral Questions Checklist
4. Create spec sheet(s) for the Unit of Competency to be examined.
5. Review the assessment procedure with the Candidate and ask if there are any questions.
6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.
7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**
8. Complete all necessary record sheets.
9. Give feedback to the Candidate.

Demonstration Checklist: Describe The Concept Of Project Development

Candidate's name:			
Assessor's name:			
Qualification:	Project Proposal Preparation		
Project-Based Assessment Title			
Units of competency covered:	Describe The Concept Of Project Development		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the components of the project concept under consideration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe in clear terms the 4 phases of the project development cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify the 5 parts of the project identification process in clear terms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Define how the project generation and selection process is determined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe the steps followed in project analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Describe The Concept Of Project Development

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Describe The Concept Of Project Development	
Code:	SEIP-CON-PRO-1- 0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Identify the components of the project concept under consideration.		
2. Describe in clear terms the 4 phases of the project development cycle.		
3. Identify the 5 parts of the project identification process in clear terms.		
4. Define how the project generation and selection process is determined.		
5. Describe the steps followed in project analysis.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Describe The Concept Of Project Development

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Describe The Concept Of Project Development
Reference Standard:	Project Proposal Preparation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. Can you identify the 5 components of the project concept and why each is important?	<input type="checkbox"/>	<input type="checkbox"/>
2. Can you briefly outline what is involved in the execution phase of the project development cycle?	<input type="checkbox"/>	<input type="checkbox"/>
3. What is meant by "risk analysis" as understood in the project identification process?	<input type="checkbox"/>	<input type="checkbox"/>
4. What method is used in the selection process?	<input type="checkbox"/>	<input type="checkbox"/>
5. What techniques are used for project analysis?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Explain Project Monitoring And Evaluation Techniques

Candidate's name:			
Assessor's name:			
Qualification:	Project Proposal Preparation		
Project-Based Assessment Title			
Units of competency covered:	Explain Project Monitoring And Evaluation Techniques		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe briefly the concept of project monitoring and evaluation and why it is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Outline the difference between formative and summative evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify at least 5 types of monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cite 4 kinds of evaluation according to who conducts the evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify 3 kinds of evaluation according to technicality or methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describe a useful 5-step technique in project monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Explain Project Monitoring And Evaluation Techniques

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Explain Project Monitoring And Evaluation Techniques	
Code:	SEIP-CON-PRO-2- 0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Describe briefly the concept of project monitoring and evaluation and why it is important.		
2. Outline the difference between formative and summative evaluation.		
3. Identify at least 5 types of monitoring.		
4. Cite 4 kinds of evaluation according to who conducts the evaluation.		
5. Identify 3 kinds of evaluation according to technicality or methodology.		
6. Describe a useful 5-step technique in project monitoring.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain Project Monitoring And Evaluation Techniques

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Project Monitoring And Evaluation Techniques
Reference Standard:	Project Proposal Preparation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. What is meant by "compliance monitoring"?	<input type="checkbox"/>	<input type="checkbox"/>
2. Can you state at least 4 purposes behind project monitoring and evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
3. What are the 6 steps involved in project monitoring?	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent are presentation techniques useful in reviewing project monitoring and evaluation techniques?	<input type="checkbox"/>	<input type="checkbox"/>
5. How important is orderliness in project monitoring and evaluation techniques?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Project Planning And Control, Scheduling And Resource Allocation

Candidate's name:			
Assessor's name:			
Qualification:	Project Proposal Preparation		
Project-Based Assessment Title			
Units of competency covered:	Perform Project Planning And Control, Scheduling And Resource Allocation		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the 7 steps of the Critical Path Method (CPM) of project analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe briefly the concept behind Program Evaluation and Review Techniques (PERT) of project management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify at least 8 advantages of the Earned Value Management (EVM) system of project management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe at least 5 features of MS Project Planning software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Create a project plan/proposal using MS Project Planning software, version 2010/2013.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Fine tune/adjust tasks/plan/parameters to the satisfaction of the Assessor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Print a concise 1-page summary of project information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Project Planning And Control, Scheduling And Resource Allocation

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Project Planning And Control, Scheduling And Resource Allocation	
Code:	SEIP-CON-PRO-3- 0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Describe the 7 steps of the Critical Path Method (CPM) of project analysis.		
2. Describe briefly the concept behind Program Evaluation and Review Techniques (PERT) of project management.		
3. Identify at least 8 advantages of the Earned Value Management (EVM) system of project management.		
4. Describe at least 5 features of MS Project Planning software.		
5. Create a project plan/proposal using MS Project Planning software, version 2010/2013.		
6. Fine tune/adjust tasks/plan/parameters to the satisfaction of the Assessor.		
7. Print a concise 1-page summary of project information.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:

Assessor's Signature:

Date:

Oral Questions Checklist: Perform Project Planning And Control, Scheduling And Resource Allocation

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Project Planning And Control, Scheduling And Resource Allocation
Reference Standard:	Project Proposal Preparation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
-------------------	-----------------------

Indicate Y or N in the box provided	YES	NO
1. To what extent is it important to ensure resources are assigned to each task?		
2. Why is it important to track tasks and make fine tuning/adjustments on tasks/plan?		
3. Can you describe briefly 3 important features of MS Project?		
4. To what extent and why are timelines important in project planning?		
5. Can you describe some of the benefits of close communication in project planning work, giving some examples?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:

Date:

Candidate Signature:	Date:
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Demonstration Checklist: Carry Out Project Acceleration Procedures

Candidate's name:			
Assessor's name:			
Qualification:	Project Proposal Preparation		
Project-Based Assessment Title			
Units of competency covered:	Carry Out Project Acceleration Procedures		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe what is meant by Project Time-Cost parameters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Define the concept "Time Cost Trade Off."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify different types of time estimates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform Problematic Analysis of a project network/spec to the satisfaction of the Assessor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Carry out trade off using MS Project 2010/2013.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Carry out Probabilistic Time Estimates using MS Project 2010/2013.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Carry Out Project Acceleration Procedures

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Carry Out Project Acceleration Procedures	
Code:	SEIP-CON-PRO-4- 0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Describe what is meant by Project Time-Cost parameters.		
2. Define the concept "Time Cost Trade Off."		
3. Identify different types of time estimates.		
4. Perform Problematic Analysis of a project network/spec to the satisfaction of the Assessor.		
5. Carry out trade off using MS Project 2010/2013.		
6. Carry out Probabilistic Time Estimates using MS Project 2010/2013.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Carry Out Project Acceleration Procedures

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Carry Out Project Acceleration Procedures
Reference Standard:	Project Proposal Preparation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What are the objectives of time cost trade offs?		
2. What are 3 types of time estimates?		
3. To what extent is being able to apply probabilistic time estimates using MS Project 2010/2013 important and why?		
4. How important is being a team player useful in project work and why?		
5. What is meant by "Activity Time-Cost Relationship Parameters?"		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Explain The Principles Of Conflict Management And Negotiation

Candidate's name:			
Assessor's name:			
Qualification:	Project Proposal Preparation		
Project-Based Assessment Title			
Units of competency covered:	Explain The Principles Of Conflict Management And Negotiation		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the leading causes of conflict at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify 4 different levels of conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe 5 different conflict management styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Outline a 6-step procedure for negotiating, handling, and managing conflict effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe 4 strategies of third-party intervention in managing conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Explain The Principles Of Conflict Management And Negotiation

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Explain The Principles Of Conflict Management And Negotiation	
Code:	SEIP-CON-PRO-5- 0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Identify the leading causes of conflict at work.		
2. Identify 4 different levels of conflict.		
3. Describe 5 different conflict management styles.		
4. Outline a 6-step procedure for negotiating, handling, and managing conflict effectively.		
5. Describe 4 strategies of third-party intervention in managing conflict.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain The Principles Of Conflict Management And Negotiation

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain The Principles Of Conflict Management And Negotiation
Reference Standard:	Project Proposal Preparation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. Can you identify the various stages of conflict?	<input type="checkbox"/>	<input type="checkbox"/>
2. What is involved in the negotiation process?	<input type="checkbox"/>	<input type="checkbox"/>
3. What is meant by the "arbitration" strategy of third-party intervention?	<input type="checkbox"/>	<input type="checkbox"/>
4. How effective is "avoidance" as a conflict management style?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is being "impartial" a valuable conflict resolution technique?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Explain Project Organization Structure

Candidate's name:					
Assessor's name:					
Qualification:	Project Proposal Preparation				
Project-Based Assessment Title					
Units of competency covered:	Explain Project Organization Structure				
Date of assessment:					
Time of assessment:					
Instructions for demonstration					
Please see attached Instruction for Demonstration (Candidate/Assessor)					
Supplies and Materials ▪ Please refer to attached specific instruction		Tools and equipment • Please refer to attached specific instruction			
			✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:			Yes	No	N/A
1. Identify 5 factors affecting the design of a project organizational structure.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify 3 types of project organization structure briefly describing each one.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe 6 types of management styles and their effective use giving examples where relevant.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Explain Project Organization Structure

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Explain Project Organization Structure	
Code:	SEIP-CON-PRO-6- 0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Identify 5 factors affecting the design of a project organizational structure.		
2. Identify 3 types of project organization structure briefly describing each one.		
3. Describe 6 types of management styles and their effective use giving examples where relevant.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain Project Organization Structure

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Project Organization Structure
Reference Standard:	Project Proposal Preparation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. What are the difficulties a project-based organizational structure faces when it is also part of a functional organizational structure?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the authoritative management style effective in all organizations?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is a participative management style useful in government organizations?	<input type="checkbox"/>	<input type="checkbox"/>
4. How would you describe the matrix organizational structure?	<input type="checkbox"/>	<input type="checkbox"/>
5. In what ways does technology affect project organizational structure?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Perform Real Life Project Proposal

Candidate's name:			
Assessor's name:			
Qualification:	Project Proposal Preparation		
Project-Based Assessment Title			
Units of competency covered:	Perform Real Life Project Proposal		
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		
	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the procedure followed when performing 4-part SWOT Analysis of a proposed project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the 3 decision tools/methods used in capital budgeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Perform project proposal preparation using log frame (logical framework analysis).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Perform project proposal preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perform capital budgeting proposal preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Perform capital budgeting presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observation Checklist: Perform Real Life Project Proposal

Candidate's name:		
Assessor's name:		
Date of Assessment:		
Unit of Competency:	Perform Real Life Project Proposal	
Code:	SEIP-CON-PRO-7- 0	
Name of Workplace/Training Center		
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided	
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):		
	YES	NO
1. Describe the procedure followed when performing 4-part SWOT Analysis of a proposed project.		
2. Describe the 3 decision tools/methods used in capital budgeting.		
3. Perform project proposal preparation using log frame (logical framework analysis).		
4. Perform project proposal preparation.		
5. Perform capital budgeting proposal preparation.		
6. Perform capital budgeting presentation.		
Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		
Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Real Life Project Proposal

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Real Life Project Proposal
Reference Standard:	Project Proposal Preparation

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response
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Indicate Y or N in the box provided	YES	NO
1. Can you identify the key components of the logical framework method?	<input type="checkbox"/>	<input type="checkbox"/>
2. Can you describe the "Internal Rate of Return" as a decision tool used on capital budgeting of a project?	<input type="checkbox"/>	<input type="checkbox"/>
3. What is involved in performing a capital budgeting presentation?	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent is specialized project software important in preparing project proposals.	<input type="checkbox"/>	<input type="checkbox"/>
5. How important is team communication in preparing project proposals?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date: