Project Implementation

LEVEL 2	5 TCE CREDIT POINTS
COURSE CODE	PRJ205118
COURSE SPAN	2018 — 2024
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Project Implementation provides opportunities for learners to delve deeply into a topic while acquiring transferable skills and capabilities required into the future

Project Implementation provides meaningful engagement in rich learning tasks that enhance opportunities to collaborate rather than just cooperate. Students learn how to effectively manage or lead a project – a key to deeper engagement, self-motivated learning, more productive collaboration, team work, and more compelling communication. Developing a project management mindset will promote the skill of assessing the worth of a piece of work before undertaking the work and if they proceed, how to do this in the most effective and efficient manner. It can also assist in working towards a more creative and successful future.

Course Description

Learners will plan, develop and work on a project which results in a finished product or a culminating event, performance or presentation. Learners will undertake a project as part of a small group or a whole class where each member of the group is responsible for collaborating with members of the group and completion of set tasks.

Learners and teachers will negotiate a suitable project, ensuring that the topic/project has the potential to provide each student with the opportunity to develop the skills and knowledge identified in the Learning Outcomes and to meet all the assessed criteria.

Learners will develop a range of generic skills by undertaking different tasks related to the project. These skills will be made explicit in the context of the selected project:

- effective communication
- problem solving
- time management
- reflective practice
- working with others/in teams.

Some projects may also require learners to develop a specific set of skills and understandings (e.g. catering, boat building, film making) but the focus of this course is to provide a context in which students will develop generic skills.

Rationale

Young people entering today's workforce need a different set of skills than those of previous generations. To gain this skillset they need opportunities to develop entrepreneurial attitudes, skills and knowledge. These opportunities foster creative thinking, collaborative problem solving and the generation of new ideas.

Project Implementation provides opportunities for learners to delve deeply into a topic while acquiring transferable skills and capabilities required into the future. Project Implementation provides meaningful engagement in rich learning tasks that enhance opportunities to collaborate rather than just cooperate. Students learn how to effectively manage or lead a project – a key to deeper engagement, self-motivated learning, more productive collaboration, team work, and more compelling communication. Developing a project management mindset will promote the skill of assessing the worth of a piece of work before undertaking the work and if they proceed, how to do this in the most effective and efficient manner. It can also assist in working towards a more creative and successful future.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. communicate ideas and information effectively
2. work collaboratively with others
3. apply knowledge and skills to solve problems
4. assess whether the benefits of implementing a project outweigh the risks, costs and effort
5. be flexible and adapt to change
6. show initiative and self-direction
7. set goals and outline a plan to achieve them
8. work with focus to achieve the completion of tasks within project timeframes
9. access and assess relevance of information from a variety of sources
10. reflect constructively upon their own performance
11. Additionally, learners may also: apply an entrepreneurial mindset to work and life; create new and worthwhile ideas; develop social and cross cultural skills; and develop specific knowledge or skills related to their project of choice.

Access

This course requires the learner to work as a member of a group or team.

Resource Requirements

PROVIDER REQUIREMENTS

Risk Management
It is the responsibility of the provider to ensure that a duty of care is exercised in relation to the health and safety of all students undertaking this course. Providers must ensure a thorough risk analysis is undertaken and risk management plan is put in place to manage risks at the local level. This must be signed off by the principal/CEO.

Learning Design
Prior to the commencement of delivery and assessment of Project Implementation, providers must submit a Learning Design to TASC for approval.
Learning Designs must demonstrate how the course provider will:

- resource and deliver the course
- assess learners (as per the criteria and standards).

The Learning Design template is available for download via the 'Supporting Documents' tab below.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgment is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 5.

Relationship To Other TASC Accredited And Recognised Senior Secondary Course

This course may be delivered along-side other TASC accredited courses, however work generated for specific work requirements in other courses, such as the Work Readiness (Collaborative real world enterprise or project) may not be used towards this course.

Course Delivery

Projects may initially be learner or teacher directed. While the teacher may provide the stimulus for planning and implementing the project the learner must be actively involved in all four stages of the project cycle. The project should have significant challenge, be collaborative and have ongoing opportunities for learners to reflect, revise and provide feedback into the project outcomes. It must provide opportunities for learners to share their work with others.

Project groups can range from small groups (minimum of three people) up to a whole class project. The project must have enough scope for all learners to be fully engaged, with opportunities for skill development, collaboration, development of personal and social capability and be able to address the criteria and standards.

Learning projects can be identified into four common project types:

- inquiry projects
- design projects
- debate projects
- expression projects.

Many projects have a mix of two or more of these project types within them. Each type of project has its own unique set of stages, but all projects have the following stages:

- defining (setting the goal(s))
- planning (planning the steps)
- doing (executing)
- reviewing (reviewing, evaluating, celebrating and closing).

Some projects – such as design projects – may have a design, production and testing phase as well.

There is scope for projects to have either an entrepreneurial or a social responsibility facet depending on the interests of the learners. Projects with a design focus provide opportunities for learners to develop creativity, innovation, invention as well as Science, Technology, Engineering and Maths (STEM) or Science, Technology, Engineering, Arts and Maths (STEAM) skills.

Projects may be prescriptive with clearly defined outcomes and requirements from the start. These may be teacher-directed projects. Some projects may be more student-directed. These will be more open-ended, with learners identifying the desired outcomes and progressively clarifying them throughout the course. A combination of both styles may be used, especially if the project is large.

While the delivery of the course may be flexible the provider must coordinate the implementation of the stages and guide each group or class through these stages.

Course Content

This course uses a project management framework to enhance the project experience for the learner. Projects will be varied in size and nature but they must provide opportunities for learners to work through the four stages which are part of the project cycle:

1. defining – setting the goal(s)
2. planning – planning the steps
3. doing – executing
4. reviewing – reviewing, evaluating, celebrating and closing.

These stages will be undertaken in their numerical order.

In some contexts the first stage may be preceded by immersion/idea generation, prior to defining the project. This will depend on whether the project is teacher directed or student directed in the initiating stage.

In contexts where the project is teacher directed the Defining state must include discussion and documentation of the project weighed up against the risks, costs, down sides and effort of the project.

Introduction: Immersion/Idea Generation (OPTIONAL)

- exploring all the possibilities
- identifying an area of interest.

Stage 1: Defining the Project (Setting the Goals)
This phase will include developing a project brief (this will be brief and relevant. It will be reviewed and updated throughout the phases of the project. It will need commitment and agreement from all team members). Defining the project is an opportunity to establish components and boundaries so the size and shape of the project is understood and agreed upon before beginning the work. The project brief will include:

- developing an objective
    - what is the project about?
    - what is the goal of the project?
- target outcomes
    - what are the benefits of the project?
    - what are the risks, downsides and efforts?
- measuring success
    - how will the success of the project be measured?
    - what baseline data can be gathered and measured throughout the project?
- project outputs
    - what will be delivered/be the end results of the project? (These are what are used and when by the recipients of the project outcomes.)
- governance
    - who will manage the project/will there be a project manager?
    - are there any people/organisations that will assist?
- resources
    - what resources will be required (human, equipment, tools, materials, technology, financial, books)?
- stakeholders
    - who will be positively/negatively impacted by the project?
    - describe how they will be engaged
- constraints
    - list any constraints that may need to be considered
- risk management
    - what or who are the barriers to the success of the project?
    - develop a risk management plan
    - what events or conditions may delay or impact on the project work?
    - what steps will be taken to minimise any risks?
- what risk mitigation strategies can be put into place?
- what contingency plans need to be put in place?
- quality control
    - when will reviews take place?
    - who will be involved?
- review process

    - how will progress be measured throughout the project?
    - how will the quality of work and end results be evaluated?
    - how will the effectiveness of obtaining the results be evaluated?

Stage 2: Planning the Project (Planning the Steps)
Spending time in the planning stage will enable the project to stay on track to meeting its goals
During this phase timelines, activities and milestones should be documented. These may be documented using project management tools such as a:

- work plan
- Gantt chart
- budget plan.

Roles will also be defined during this phase. Work should be broken down into small tasks and each member will be assigned. These may include:

- assignment of a project manager
- identifying team member roles (time needed, resources and deadlines to complete tasks)
- identifying any advisors or mentors
- evaluating the project – who will evaluate the project? (peers, teacher, external customers).

Other useful tools may include:

- activity tree (list of activities with detailed tasked under each activity)
- stakeholder table.

Stage 3: Doing (Executing the Project)
This phase is the implementation of the previous two phases. The success of this phase success depends on the defining and planning that occurred in the previous two phases and how well the project plan runs to schedule.

Regular review meetings will assist in keeping the doing phase on track. These will include reviewing:

- project schedule
- adjusting timelines accordingly
- previewing upcoming tasks
- project completion

Stage 4: Reviewing (Reviewing, Evaluating, Celebrating and Closing)
Review the:

- project presentation/report
- quality of the deliverables/outcomes
    - what test has been used to determine the quality of the outcomes?
    - was the product/service/event fit for purpose? If not, why not?
    - did it meet expectations – if not, why not?
- effectiveness of the team's work and processes
- any lessons learned
- project achievements.

Reflect on:

- individual learner outcomes, progress and achievements
- challenges and obstacles overcome.

This phase must include a celebration of the successes of the project. It may include the writing of a report, a presentation, performance, artefact, device, website etc...

Work Requirements

Learners are required to produce:

- **Project brief** (this must document all the key components as outlined in the course content).
- **Time schedule** (which may be in the form of a Gantt Chart or project calendar) indicating:
    - project tasks
    - owners of tasks
    - timelines for tasks
- **Documented project status/check-in meetings.** These will provide evidence of reviewing and updating the:
    - project schedule
    - activities and milestones
        - what has recently been completed
        - what is currently being worked on
        - when will the current tasks be completed
        - what is needed to keep current work on track.
    - adjusting timelines
    - previewing upcoming tasks
    - feedback.
- **Team work agreement:**
    - Who will be involved?
    - What is each person's role?
    - What are each person's strengths, expertise, and preferences?
    - How often will the project team communicate?
    - How will disagreements be handled? (what processes will be put in place if the project fails to deliver its objectives?)
    - How will decisions be made? How will outside experts/coaches be used in the project?
- **Journal:** (in the range of 500–800 words)
  This will be an ongoing individual reflection document recording thoughts, feelings, observations, new perspectives. At the conclusion of the project a summative reflection will also be included in the journal. This will include reflection on the learner's our role and the role of the other members of the team.
  Questions that must be addressed:
    - What new things have I learned?
    - What was the most difficult thing about the project?
    - What was the most enjoyable part of the project?
    - What would I change if I did this again?
    - What could I have done better?
- **Peer and self-evaluation:** learners will evaluate their own and members of their team for participation in group work.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. For further information, see quality assurance and assessment processes.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – Project Implementation Learning Designs will be developed by providers and submitted to TASC for approval prior to the commencement of course delivery. *The Learning Design template is available for download via the 'Supporting Documents' tab below.* TASC will undertake audits of providers' course delivery and assessment, including checks of specific learner projects against approved Learning Designs. Audits will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Project Implementation Level 2 will be based on whether the learner can:

1. work productively to negotiate and complete tasks
2. communicate ideas and information
3. work collaboratively with others to implement a project
4. apply critical thinking and problem solving strategies
5. reflect on thinking and processes

Standards

Criterion 1: work productively to negotiate and complete tasks

The learner:

Rating C
negotiates planning and completion of tasks with stakeholders* to achieve project goals
negotiates appropriate adaptations with stakeholders to meet specific needs/goals as required
plans, prioritises and undertakes own work to achieve intended group outcomes
follows established safety procedures for the use of equipment and facilities, as directed
delivers upon agreed, achievable project goals within proposed timeframes

* *stakeholders* may include, but are not limited to: peers, teachers, clients, customers, or members of the community

Criterion 2: communicate ideas and information

The learner:

Rating C
clearly communicates – verbally, digitally and in writing – basic ideas and information related to the project, e.g. its nature/scope, processes and people involved, progress towards meeting goals, evaluation of the project
develops, presents and explains ideas related to the project to different audiences
uses digital media and technology to complete and review the project
uses appropriate ICT tools to support reporting about the project
incorporates and documents feedback and input into the project

Criterion 3: work collaboratively with others to implement a project

The learner:

Rating C
correctly identifies own roles and responsibilities involved in implementing a small project
correctly identifies others' roles and responsibilities
identifies and describes group goals
documents consultation with relevant stakeholders
identifies and utilises respectful communication strategies in order to achieve group goals

Criterion 4: apply critical thinking and problem solving strategies

The learner:

Rating C

sets goals which are generally measurable, achievable, specific, time referenced and realistic
identifies and utilises basic problem solving strategies
identifies and poses questions that assist in producing outcomes of the project
exercises flexibility and adaptability to meet changing conditions and to achieve project goals

Criterion 5: reflect on thinking and processes

The learner:

Rating C
explains how parts of the project interact with each other to produce project outcomes
identifies and poses questions that clarify thinking that leads to better solutions to the project
assesses benefits of implementing a project by identifying and considering the risks, costs and effort involved
identifies, utilises and documents problem solving techniques used to solve specific problems
reflects on progress towards meeting goals and articulates ways in which goals can be met in the future

Qualifications Available

Project Implementation Level 2 (with the award of):

SATISFACTORY ACHIEVEMENT (SA)
PRELIMINARY ACHIEVEMENT (PA)

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from five ratings.

The minimum requirements for an award in Project Implementation Level 2 are as follows:

Satisfactory Achievement (SA)
5 'C' ratings

Preliminary Achievement (PA)
3 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Megan Gunn in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2024.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 1 October 2017 for use from 1 January 2018. This course replaces PRJ205113 Project Implementation that expired on 31 December 2017.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2024, without amendments.

Appendix 1

GLOSSARY

Activity Tree
List of activities with a detailed task under each activity.

Adaptations
Changes made in response to feedback.

Collaborate
To work with others to perform a specific task.

Constraints
Limitations or restrictions.

Cooperate
To work with others for mutual benefit.

Debate Project
"Debate projects may result in a formal debate, or a series of presentations arguing for a specific position on an issue, debate orientated projects build the skills necessary for a lifetime of thoughtful engagement in civic, political, social, and community life. Making a compelling case backed by strong evidence – for a change in policy, a legal decision, a new regulation or law, a business plan or investment, a contribution to a philanthropic cause, a decision to vote for a candidate or to take one course of action over another, and so on – is the lifeblood of civic and community life, the heart of governing and lawmaking at all levels, the core of making good business decisions, and the collaborative give-and-take process by which societies evolve to meet new demands." PMI-Education Foundation 2013, *What are Projects – Introduction*. Available at: https://pmief.org/library/resources/project-management-toolkit-for-teachers?tab=tab-introduction. [Accessed 20 January 2017]

Deliverables
Items listed in the project plan that must be delivered upon successful completion of the project.

Delivers
Provide something that was expected.

Design Project
"Design projects start with a problem. How can we make airplane travel safer? How can we store more information in a smaller space? How can we use the sun's energy to heat and power our homes? Problems demand solutions, and the motivation to create solutions to problems leads to researching and comparing how others have solved similar problems; designing, building, testing and refining possible solutions; and sometimes coming up with innovative solutions." PMI-Education Foundation 2013, *What are Projects – Introduction*. Available at: https://pmief.org/library/resources/project-management-toolkit-for-teachers?tab=tab-introduction. [Accessed 20 January 2017]

Entrepreneurial Attitudes
A set of attitudes that are required to engage in work and projects. They include problem solving, communication, teamwork, financial literacy, digital literacy, critical thinking and creativity.

Exploratory
Actions taken in order to discover something or to learn about something.

Expression Project
"Projects based on the artful expressions of students' perspectives, thoughts, feelings, desires, ambitions and dreams; giving voice to the full range of their experiences and emotions through music, art, dance, theatre, poetry, crafts or a mix of these forms of expression; are especially important to the healthy psychological and social development of students." PMI-Education Foundation 2013. *What are Projects – Introduction*. Available at: https://pmief.org/library/resources/project-management-toolkit-for-teachers?tab=tab-introduction. [Accessed 20 January 2017]

External Customer
A customer of a product or service who is not part of the organisation providing that product or service.

Gantt Chart
A type of bar chart devised by Henry Gantt in the 1910s that illustrates a project schedule. Gantt charts illustrate the start and finish dates of a project as well as a breakdown of the activities and the relationship between activities.

Governance
The way in which the project is managed.

Idea generation
The creative process of generating, developing and communicating new idea.

Identifies
Establish or indicate who or what something is.

Immersion
Complete involvement in an activity or interest.

Implementation
The process of putting a decision or plan into effect.

Initiative
The ability to assess and initiate things independently.

Inquiry Project
"Inquiry projects begin with a question: Why is the sky blue? What causes cancer? How does burning fossil fuels affect the climate? Questions naturally fuel the desire to find answers – through research, asking experts, doing experiments to test possible answers, and by comparing answers with others researching the same questions." PMI-Education Foundation 2013. *What are Projects – Introduction*. Available at: https://pmief.org/library/resources/project-management-toolkit-for-teachers?tab=tab-introduction. [Accessed 20 January 2017]

Milestone
A significant point in the development of the project.

Objective
Objectives are specific, lead to a specific outcome and can be measured.

Personal and Social Capability
A person's personal/emotional and social/relational dispositions, intelligences, sensibilities and learning.

Prescriptive
An approach involving telling people what they should do.

Project
A planned piece of work or an activity that is finished over a period of time and intended to achieve a particular purpose.

Project Brief

Project Manager
Oversees the planning, implementing and review of the project.

Project Outputs
The final measureable results upon successful completion of the project, when all planned tasks and activities are completed and the project deliverables are produced.

Project Proposal
The project proposal is usually the first document developed to introduce a project. It expands the initial concept or idea to broadly define the scope of the proposed project (objectives, outcomes and outputs), and provide an estimate of the resourcing, time and costs associated with progressing the initiative.

Quality Control
A procedure or set of procedures intended to ensure that a product or service meets a defined set of quality criteria.

Reflect
To think deeply or carefully about possibilities and opinions.

Revise
To make a new, amended, improved or up to date version.

Risk Management
The technique of identifying, assessing, minimising and preventing risks from occurring. Risks may be financial, physical or personal.

Stakeholder
Someone who has a vested interest in the project.

Stimulus
Something that arouses activity or energy in someone.

Target Outcomes
What will be gained by undertaking the project? These are different from the project outputs.

Task Management
Managing a task through its life cycle. It involves planning, testing, tracking and reporting.

Timeline
A schedule of when things will need to occur.

Utilise
To use for a particular purpose.

Appendix 2

LINE of SIGHT – Project Implementation Level 2

Learning Outcome	*Criteria*	*Criteria and Elements*	*Work Requirements*	*Content*
communicate ideas and information effectively	C2: Communicate ideas and information	C2 E1–5	Time Schedule Project Brief Journal	Defining the project Planning the project Executing the project Reviewing
work collaboratively with others	C3: Work collaboratively with others	C3 E1–5	Team Work Agreement Peer- and Self-Evaluation	Defining the project Planning the project Executing the project Reviewing
apply knowledge and skills to solve problems	C4: Apply critical thinking and problem solving C5: Reflect on thinking and processes	C4 E1–4 C5 E3,4	Documented Project Status/Check-in Meetings	Defining the project Planning the project Executing the project Reviewing
be flexible and adapt to change	C1: Work productively and responsibly to negotiate and complete tasks C3: Work collaboratively with others C4: Apply critical thinking and problem solving strategies C5: Reflect on thinking and processes	C1 E2 C3 E4 C4 E4 C5 E3	Team Work Agreement Developed Project Staus/Check-in Meetings	Defining the project Planning the project Executing the project Reviewing
show initiative and self direction	C1: Work collaboratively with others to implement a project C3: Work collaboratively with others C5: Reflect on thinking and processes	C1 E1–5 C3 E1 C5 E3	Time Schedule Documented Project Status/Check-in Meetings	Defining the project Planning the project Executing the project Reviewing
set goals and outlines a plan to achieve them	C1: Work collaboratively with others to implement a project	C1 E1,3,4 C4 E2	Project Brief Time Schedule	Defining the

	C4: Apply critical thinking and problem solving strategies C5: Reflect on thinking and processes	C5 E1		project Planning the project
work with focus to achieve the completion of tasks within project timeframes	C1: Work productively and responsibly to negotiate and complete tasks C3: Work collaboratively with others C4: Apply critical thinking and problem solving strategies C5: Reflect on thinking and processes	C1 E1–5 C3 E4 C4 E1 C5 E3	Developed Project Status/Check-in Meetings Time Schedule Journal	Planning the project Executing the project Reviewing
access and assess relevance of information from a variety of sources	C1: Work productively and responsibility to negotiate and complete tasks C2: Communicate ideas and information C3: Works collaboratively with others	C1 E4 C2 E2,3 C3 E3	Project Brief Time Schedule	Defining the project Planning the project Executing the project
reflect constructively upon their own performance	C4: Apply critical thinking and problem solving strategies C5: Reflect on thinking and processes	C4 E2 C5 E2,5	Journal Peer- and Self-Evaluation	Executing the project Reviewing

Supporting documents including external assessment material

- Project Implementation Learning Design Template.docx (2024-01-10 01:39pm AEDT)

Tasmanian Government

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