



BSB50820 Diploma of Project Management

Assessment Guide

Contents

BSB50820 Diploma of Project Management	2
Pre-requisites.....	2
Units of study	2
Course structure	2
Active mentoring.....	3
Assessment	4
Assessment integrity.....	5
Confidentiality.....	5
Recognition of prior learning (RPL).....	5
Graduate outcomes	6
Graduate pathways.....	6
Study plan	7
Kick-off meeting.....	7
Stage 1 – Identify a project	8
Assessment task 1.1 – Short answer questions	9
Assessment task 1.2 – First draft	10
Assessment task 1.3 – Status update.....	10
Stage 2 – Audit project documents.....	11
Assessment task 2.1 – Second draft	11
Assessment task 2.2 – Status update.....	12
Stage 3 – Interview stakeholders.....	13
Assessment task 3.1 – Third draft.....	13
Assessment task 3.2 – Status update.....	14
Stage 4 – Analyse and report	15
Assessment task 4.1 – Final draft.....	15
Assessment task 4.2 – Status update.....	15
Assessment task 4.3 – Final report	16



BSB50820 Diploma of Project Management

Welcome to the BSB50820 Diploma of Project Management. This course is designed for people who lead project initiation, planning, delivery and close in a variety of organisational settings.

Pre-requisites

Entry is open to all persons who have completed Link Education's BSB40920 Certificate I in Workplace Skills (Project Management) or other program deemed equivalent.

Students must have reliable access to an internet-connected computer with word-processing and spreadsheet software (for example, Microsoft Word and Excel).

Units of study

Although this course typically takes 3-6 months to complete, your enrolment is good for a period of two (2) years and may be paused or extended upon request.

As the volume of learning is based on your prior experience, experienced students may demonstrate competency sooner. For that reason, your mentor will work with you to develop a training plan that uniquely responds to your personal and professional environment and needs.

To successfully graduate, you will need to evidence competence in the following Australian Qualifications Framework (AQF) units:

- Stage 1 – Identify a project
 - BSBPMG534 Manage project human resources
 - BSBPMG536 Manage project risk
 - BSBPEF501 Manage personal and professional development
- Stage 2 – Audit project documents
 - BSBPMG530 Manage project scope
 - BSBPMG531 Manage project time
 - BSBPMG533 Manage project costs
- Stage 3 – Interview stakeholders
 - BSBPMG538 Manage project stakeholder engagement
 - BSBPMG535 Manage project information and communication
 - BSBPMG532 Manage project quality
- Stage 4 – Analyse and report
 - BSBPMG537 Manage project procurement
 - BSBPMG540 Manage project integration
 - BSBSTR502 Facilitate continuous improvement

You can learn more about these units and this qualification here:

- <https://training.gov.au/Training/Details/BSB50820>

Course structure

This course is the capstone confirmation of the skills necessary to manage a wide range of professional and personal projects. Because we do not make you wait until a fixed date, such as the start of a semester, before allowing you to commence, study can begin as soon as your enrolment is processed, usually within 24 hours!

And instead of teaching these units one at a time, our program is structured to align with the project lifecycle. As you will see, studying and applying your knowledge in the order you do things in a real

project (as opposed to learning via discrete 'knowledge areas') is a much more practical and enjoyable way to engage with project management.

What this means (from an administrative perspective) is that your study will often proceed in discrete modules of multiple AQF units of competence.

Should you withdraw from the program before completing the module you are currently undertaking (even if you are nearly finished!) we may not be able to assess you as competent in any of the AQF units in that module.

Nevertheless, depending on how far you have progressed at the point of withdrawal, we may be able to assess you as competent in some alternative AQF units – we can have that conversation with you if and when the need arises.

If you would like to see how the AQF units map to our delivery method, we are also more than happy to share our government and industry audited training and assessment model.

Active mentoring

The BSB50820 Diploma of Project Management is delivered with unlimited active mentor support, extending actionable advice on the projects you are working on through the lens of good-practice. Our mentors can uniquely support you in this way because they are:

- Proven industry experts with a minimum of 10 years' practical experience in leading complex projects, programs and portfolios of work
- Inspiring communicators and creative, critical thinkers
- Trained educators, facilitators and mentors

Importantly, they are not professional lecturers who have only learned project management from text-books and classrooms – they superimpose on the coursework a wealth of project skill and experience from all stakeholder perspectives to bring project management to life.

Your mentor will give you detailed feedback at each stage of your qualification. If he or she feels that you are not yet ready to progress, then you will be advised on how you can improve your work for reassessment. There is no limit to the number of times you may resubmit your work for feedback – we will stick with you until you get it right!

All email enquiries are responded to within two business days, and the turnaround for assessment feedback is usually within five days. Successful completion of each stage will demonstrate to us (and your present and future employers) that you have the ability to apply the theory you have learnt to practical workplace scenarios.

The one-on-one assignment of mentors to learners also allows a genuine relationship to develop, avoiding a call-centre feel to learner engagement. Contact hours are neither stipulated nor capped, meaning that higher risk learners can access appropriate levels of support and self-motivated participants are not held back.

Note that although assessment tasks are made easier if you are employed in a workplace, those without this opportunity may complete the course as long as they have sufficient access to a project environment to facilitate learning and demonstrate competence.

Link Education has successfully delivered self-paced learning with active mentor support to a diverse range of global learners in a variety of cultural settings.

Assessment

In order to successfully demonstrate competence to the requisite standard, students must identify a complex public or private project that has recently completed and, *as a project*, conduct a comprehensive review of its performance.

To meet the minimum threshold of complexity, the project you review must involve:

- a delivery team of three (3) or more people (including the project manager)
- detailed project documentation at all stages
- formal governance structure (for example, a sponsor and/or steering committee), and
- multiple, complex and dynamic stakeholder relationships.

The final output will take the form of a hypothetical consultant's report commissioned by the Board of Directors of the performing organisation. The report will be aimed at recommending improvements for the firm's performance of future projects. It is **not** a (product) review of the deliverable created by the project.

In addition to common requirements for business writing, the Review should address the following:

- project assets, including (but not limited to):
 - project initiation documentation (for example: a project stakeholder register, communications plan, business case and charter); and
 - project planning documentation (for example: a project work breakdown structure, schedule, budget; procurement assets and risk register); and
 - project delivery documentation (for example: project status reports, change requests, issues register, lessons log, contracts and collateral); and
 - project close documentation (for example: project handover checklists, acquittals, closure reports and evaluations); and
- project performance, including (but not limited to):
 - planned versus actual performance to scope, schedule and budget; and
 - stakeholder identification and engagement; and
 - business case development; and
 - scope definition and management; and
 - schedule development and control; and
 - cost estimating and control; and
 - procurement and contract management; and
 - risk identification, prioritisation and treatment; and
 - project team management and performance; and
 - project governance and change control; and
 - project delivery and handover; and
 - other lessons learned.

At a minimum, you would be expected to conduct one-on-one interviews with the project manager, project sponsor and a client representative. Other project stakeholders should also be consulted. This can be done using a variety of methods, including interviews, workshops and surveys.

For assessment purposes, the Review is to be at least **4,000 words** in length. The word count does not include the executive summary, headings and titles, guidance text, footnotes, references and/or appendices. The executive summary must not be more than 10% of the overall word count.

A template to support this review is provided or you can use your own workplace assets.

You are also required to participate in assessment interviews at each stage of the review project, including an oral defence of your review findings. These assessments are typically conducted via Zoom or another video-conferencing platform.

Assessment integrity

Academic misconduct includes cheating, plagiarism, allowing another candidate to copy work for an assignment or an examination, and any other conduct by which a candidate:

- seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person is not entitled, or
- improperly disadvantages any other candidate.

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using another author's words without attribution
- submitting for original assessment a project document that was prepared by someone else in your organisation, or
- copying another candidate's work.

It is **not** plagiarism when you:

- use another author's words, putting them in quotation marks and acknowledging the source; *for example*, quoting the project's objectives from the project charter in your reflection, or
- collaborating with or seeking feedback from others on assessment tasks, as long as you remain the principal author and document owner.

All your assessable works may be submitted to the plagiarism checking service *TurnItIn* to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. Candidates engaging in any form of academic misconduct may be subject to the imposition of penalties that range from a deduction or cancellation of marks to exclusion from the course.

Confidentiality

Although all the information you share with us is managed in accordance with our [Privacy Policy](#), when completing assessment tasks, please take every care to de-identify or redact confidential stakeholder or organisational information.

If you have concerns about the impact this may have on your ability to demonstrate your competence and complete this course, please raise this with your mentor at the earliest opportunity.

Recognition of prior learning (RPL)

Link Education accepts that learning takes place through formal study, informal learning in the workplace and from life experience. Our [Recognition of Prior Learning Policy](#) outlines how you may

apply to have your prior learning recognised by Link Education and what procedures Link Education has in place to assess your learning and work/life experience.

Because of the unique structure of this program, students are typically awarded RPL for:

- Project management coursework independently assessed by an accredited educational institution, and/or
- Relevant documents prepared for workplace projects that meet the standards for assessment stipulated in this guide.

Please consult directly with your mentor if you are seeking RPL for any part or all of your BSB50820 Diploma of Project Management.

More about our student policies, including your rights and obligations, can be found here:

<https://link.edu.au/handbook/>

Graduate outcomes

Upon completion of our BSB50820 Diploma of Project Management, you will be able to:

- Apply advanced project management concepts, methods and theories
- Demonstrate the technical skills of project management
- Leverage the interpersonal aspects of project management
- **Lead the initiation, planning, delivery and close of complex projects**
- Evaluate and respond to project challenges in all environments
- Professionally engage with diverse project stakeholders
- Critically reflect on own performance and the performance of others

Graduate pathways

Graduates of our BSB50820 Diploma of Project Management are encouraged to discuss higher education options and pathways with their mentor at the completion of the program.



Study plan

To properly plan your progress, we recommend adopting the following study plan. There is no penalty for completing tasks ahead of schedule – if you have the available time, this is something you may wish to discuss with your mentor. Your mentor can also assist you in keeping to this plan and maintaining momentum throughout the course.

Weeks 1-4	Identify a project	Assessment interview – terms of reference / plan
Weeks 5-8	Audit project documents	Assessment interview – status report
Weeks 9-12	Interview stakeholders	Assessment interview – status report
Weeks 13-18	Analyse and report	Final report
Weeks 19-20	Oral defence	Assessment interview – defence

All assessment interviews will be conducted via videoconference and recorded so as to provide evidence of your competence. You may refer to notes; however, you cannot read from a script. We retain the recording of this assessment as per our regulatory obligations and privacy policy.

Kick-off meeting

Your BSB50820 Diploma of Project Management is a project!

In your initial meeting with your mentor, you will:

- Define the outcomes you want from this course
 - What personal and professional benefits do you anticipate from completing the Diploma?
- Plan the course scope, time and resource requirements
- Consider any risks to course completion and how they might be managed
 - For each, assign a priority, management and tracking strategy
- Agree on information and communication requirements

If you have any special learning or support needs, you should share them with your mentor at this meeting, and strategies can be implemented to assist you in managing them.

Following this meeting, you, your mentor and (if sponsoring) your employer will sign off and commit to your training plan.

At regular intervals throughout the course, you will give updates on the status of your study project to your mentor and negotiate changes to your study plan.

This planning process, status updates that follow and your end-of-course reflection form part of the assessment for your BSB50820 Diploma of Project Management.

To schedule your kick-off meeting over Zoom, don't hesitate to get in touch with your mentor via the details in your welcome email or contact us directly on admin@link.edu.au

Stage 1 – Identify a project

To successfully demonstrate competence to the requisite standard, students must identify a complex public or private project that has recently been completed and, as a project, conduct a comprehensive review of its performance.

To meet the minimum threshold of complexity, the project you review must involve:

- a delivery team of three (3) or more people (including the project manager)
- detailed project documentation at all stages
- formal governance structure (for example, a sponsor and/or steering committee), and
- multiple, complex and dynamic stakeholder relationships.

One common concern is that people do not have access to a sufficiently complex project for review or a project they are a 'stranger' to. In this instance, we recommend a number of alternatives:

- Talk to your employer – several projects may be suitable for review outside your immediate department. You might also be able to 'swap' a project with a fellow candidate.
- Contact the local chapter of your relevant industry association – for example, if you are a software engineer, you could connect with other software engineers and have them suggest suitable projects for review.
- Consider your social networks – are you a member of a sporting organisation or other community groups? Do they have any recently completed projects? They may value your new-found expertise!
- Ask a family member or friend – do they have access to suitable projects within their employer, industry or social networks?
- Chase your dream – is there a public festival or event you've always wanted to be involved in? Is there a new career you'd like to pursue? Use your review to make new contacts and create new networks that might be life-changing!

We have found that a surprising number of people are receptive to the idea of having their projects externally reviewed for both certification and practical purposes. It is nonetheless important that you present yourself professionally, are fully prepared, and ready to answer any questions they might have about the process.

Therefore, when making your introduction, either in person or via a letter, you should be able to explain fully:

- Who you are
- What you are doing
- Why you are doing it
- The benefit to them (both as an individual and an organisation)
- How the review process will work
- What you need from them
- When you need it
- How much it will cost them
- How long it will take
- What they can expect at the end of the process

Another concern is that the project you wish to review is insufficiently documented; for example, it has a documented plan but no formal stakeholder or risk registers. This in itself should not be a barrier to completing your review as long as you:

- Can (continuing the example) show how stakeholders were engaged / risks were managed
- Make a finding as to how the project was impacted (for good or bad) by the absence of these documents

You should also be willing to sign a non-disclosure agreement (NDA) to protect any information learned in the course of your review that might be commercially sensitive. As part of your terms and conditions of enrolment, IPM enters into a binding NDA with you (the candidate), however, some review sponsors may ask you to sign one directly with them.

As always, please ensure you fully read and understand what you agree to in the NDA. Also, ensure that the participating organisation fully understands that your final report will be shared with Link for assessment purposes only and that we are obligated to treat the data and findings you share with us in the strictest confidence (as per our NDA with you, which is included in the terms and conditions of your enrolment). As a rule, we do not directly enter into NDAs with your review partners.

Finally, you should always try and review a successful (as opposed to a failed) project. The lessons learned may be just as vital, and you are far more likely to get stakeholder buy-in and participation if they expect to be praised instead of damned!

Once you have decided on a project to review, you should confirm its suitability with your mentor.

Upon completing the assessment tasks in this unit and the pre-requisite requirements, you will evidence competence in the following Australian Qualifications Framework (AQF) units:

- BSBPMG534 Manage project human resources
- BSBPMG536 Manage project risk
- BSBPEF501 Manage personal and professional development

Assessment task 1.1 – Short answer questions

Considering at least two (2) projects you recently managed, answer the following questions in complete sentences and paragraphs.

Where possible, provide evidence or examples to support your answers.

How have you supported the professional development of team members?

- Give examples of times you have supported people to:
- Identify and plan goals relevant to their role
- Facilitate access to development activities
- Use technology to organise and prioritise tasks
- Manage performance, including health and well-being
- Benchmark and measure success

Feel free to submit drafts of work-in-progress to receive feedback before final submission.

You can also complete this assessment orally over Zoom as part of your next status update.

Assessment task 1.2 – First draft

Using the template provided, prepare a first draft of your project review covering Sections 1 and 2 as follows:

- 1 PROJECT OVERVIEW
 - 1.1 Project description 100 words
 - 1.2 Intended outcomes 100 words
 - 1.3 Strategic objectives 100 words

- 2 REVIEW METHODOLOGY
 - 2.1 Terms of reference 100 words
 - 2.2 Documents reviewed 100 words
 - 2.3 Stakeholders consulted 100 words
 - 2.4 Assumptions and constraints 50 words

Minimum word counts for each section are suggested above; however, they are presented as a **rough guide** and are not intended to be prescriptive.

If you use a workplace template, ensure that an equivalent body of information is included in your first draft.

You can (and should) request feedback at any time. Your mentor will provide detailed feedback on your first and subsequent drafts.

Assessment task 1.3 – Status update

Once you have completed your first draft, you should schedule a 30-minute meeting with your mentor to confirm your progress.

You will also be asked to confirm your progress against the previously agreed study training plan. In following the standard status report format, you will be asked about:

- The overall status of your review project
 - How do you think your review project is performing against its original scope?
 - How do you think your review project is performing against its original schedule (task duration)?
 - How do you think your review project is performing against its original budget (task effort)?
- Work completed since the last report
- Your plan for auditing the review project's documents
- Exceptions, including:
 - Any issues or risks and their priority
 - Their impact on schedule, budget, scope, outcomes and any other factors
 - Actions required and/or currently in place

If necessary, changes to the training plan should be negotiated and agreed upon by stakeholders.

If you haven't previously done so, you should also be prepared to answer the short answer questions of this unit.



Stage 2 – Audit project documents

There are two (2) stages to data collection; however, they are not necessarily consecutive. The first stage involves gathering and reviewing all the relevant project planning documentation, including (but not necessarily limited to) the baseline and subsequent versions of the project:

- Concept brief
- Business case
- Project charter
- Scope (WBS)
- Schedule
- Budget
- Risk register
- Stakeholder register
- Communications plan
- Procurement plan
- Quality plan
- Human resource plan
- Position descriptions
- Finance plan

You should also review any and all project:

- Status reports
- Meeting agendas & meetings
- Change requests
- Issues logs
- Change logs
- General correspondence

From this data, you will begin to get a sense of what the project did well, and where you may have opportunities to improve the future delivery of like projects.

You might also draw important conclusions from the poor recordkeeping within (or even the absence of) any or all of these documents.

Upon completing the assessment tasks in this unit and the pre-requisite requirements, you will evidence competence in the following Australian Qualifications Framework (AQF) units:

- BSBPMG530 Manage project scope
- BSBPMG531 Manage project time
- BSBPMG533 Manage project costs

Assessment task 2.1 – Second draft

Using the template provided, prepare a second draft of your project review covering Sections 3 and 4 as follows:

3 PROJECT PERFORMANCE

3.1 Performance against baseline plans

3.1.1 Performance against baseline scope..... 50 words

3.1.2 Performance against baseline schedule..... 50 words

3.1.3 Performance against baseline budget..... 50 words

3.2 Benefits delivered 100 words

3.3 Benefits yet to be realised 100 words

3.4 Unplanned outcomes 50 words

3.5 Changes 150 words

4 OPEN ACTIONS

4.1 Open project issues 50 words

4.2 Residual risks 50 words

4.3 Handover/training needs 50 words

4.4 Other required activities 50 words



Minimum word counts for each section are suggested above; however, they are presented as a **rough guide**, and are not intended to be prescriptive.

In addition to updating Sections 1 and 2 based on mentor feedback and new information you might have received, you should also consider adding relevant, unstructured points into the later sections of the report template.

If you use a workplace template, ensure that an equivalent body of information is included in your first draft.

You can (and should) request feedback at any time. Your mentor will provide detailed feedback on your first and subsequent drafts.

Assessment task 2.2 – Status update

Upon submitting your second draft, you should schedule a 30-minute meeting with your mentor to discuss the preliminary findings of your audit of the review project's documents. These first impressions will inform and guide your stakeholder interviews in the next Unit.

You will also be asked to confirm your progress against the previously agreed study training plan. In following the standard status report format, you will be asked about:

- The overall status of your review project
 - How do you think your review project is performing against its original scope?
 - How do you think your review project is performing against its original schedule (task duration)?
 - How do you think your review project is performing against its original budget (task effort)?
- Work completed since the last report
- Your plan for interviewing the review project's stakeholders
- Exceptions, including:
 - Any issues or risks and their priority
 - Their impact on schedule, budget, scope, outcomes and any other factors
 - Actions required and/or currently in place

If necessary, changes to the training plan should be negotiated and agreed upon by stakeholders.



Stage 3 – Interview stakeholders

The second stage of data collection involves interviewing key project stakeholders. It is important that, to the extent that it is possible to do so, you complete your document review before these interviews. This ensures you are fully prepared to have an informed conversation with these stakeholders. It also allows you to clarify any uncertainty and dive deeper into significant issues.

At a minimum, you would be expected to conduct one-on-one interviews with the project manager, project sponsor and a client representative. Other project stakeholders should also be consulted. This can be done using a variety of methods, including interviews, workshops and surveys.

Engaging stakeholders in this way can give you new perspectives and insight into how the project performed and opportunities for improvement.

As you are also likely to discover more relevant documents as part of this process, you should continually update your secondary (document) sources and the relationships that exist therein.

Upon completing the assessment tasks in this unit and the pre-requisite requirements, you will evidence competence in the following Australian Qualifications Framework (AQF) units:

- BSBPMG538 Manage project stakeholder engagement
- BSBPMG535 Manage project information and communication
- BSBPMG532 Manage project quality

Assessment task 3.1 – Third draft

Prepare a third draft of your project review covering Sections 5 and 6 as follows:

5 LESSONS LEARNED: 1500 words

- 5.1 Stakeholder identification and engagement
- 5.2 Business case development
- 5.3 Scope definition and management
- 5.4 Schedule development and control
- 5.5 Cost estimating and control
- 5.6 Procurement / contract management
- 5.7 Risk identification, prioritisation and treatment
- 5.8 Project team management and performance
- 5.9 Project governance and change control
- 5.10 Project delivery and handover
- 5.11 Other lessons learned

6 PROJECT MANAGEMENT TEMPLATES, TOOLS AND ASSETS: 250 words

Minimum word counts for each section are suggested above; however, they are presented as a **rough guide**, and are not intended to be prescriptive.

Note, too, that Section 5 is all about critical analysis. For some topics, you might simply acknowledge that there were no major issues or lessons to be learned – for others, you may present several hundred words of analysis. Where you place your emphasis depends on the specific contingencies of the project you are reviewing.

You should also update the earlier sections of this report based on mentor feedback and new information you might have received.

If you use a workplace template, ensure an equivalent body of information is included in your draft.

You can (and should) request feedback at any time. Your mentor will provide detailed feedback on this draft at your next status update.

Assessment task 3.2 – Status update

Upon submitting your third draft, you should schedule a 30-minute meeting with your mentor to discuss the findings of your stakeholder interviews.

At this point, your mentor is an excellent resource to bounce ideas off and begin to challenge some of your formative analysis. Although your mentor will not directly review any of the data you gather; they can support, encourage and guide you as you commence your analysis.

You will also be asked to confirm your progress against the previously agreed study training plan.

In following the standard status report format, you will be asked about your project's:

- Overall status, as well schedule, budget and scope status
- Work completed since the last report
- Work to be completed by the next report
- Exceptions, including:
 - Any issues or risks and their priority
 - Their impact on schedule, budget, scope, outcomes and any other factors
 - Actions required and/or currently in place

If necessary, changes to the training plan should be negotiated and agreed upon by stakeholders.

You will also be asked to reflect on the following question:

How will you ensure your review meets the quality expectations of stakeholders?

Stage 4 – Analyse and report

Data analysis is the process of converting all the fragments of information you have collected into reliable, actionable intelligence.

Unfortunately, the amount of data you have likely generated could answer an incredible number of questions – you could spend the rest of your life trying to analyse all that information! That is why it is important to return to the original questions you are trying to answer.

At the highest level, these questions can be found in your review terms of reference; drilling down, they may be included in your pre-defined report template. Beyond that, look at other ideas and themes from your data (surprises), and consider how they relate to your questions and their potential implications for the performing organisation.

You should always look for multiple points of evidence for each of your conclusions, all of which will lead to actionable recommendations – the entire purpose of your Review.

Upon completing the assessment tasks in this unit and the pre-requisite requirements, you will evidence competence in the following Australian Qualifications Framework (AQF) units:

- BSBPMG537 Manage project procurement
- BSBPMG540 Manage project integration
- BSBSTR502 Facilitate continuous improvement

Assessment task 4.1 – Final draft

Prepare the final draft of your project review covering Sections 7 and 8 as follows:

- 7 CONCLUSION: 100 words
- 8 RECOMMENDATIONS: 1500 words
 - 8.1 Start
 - 8.2 Stop
 - 8.3 Continue

Minimum word counts for each section are suggested above; however, they are presented as a rough guide and are not intended to be prescriptive.

Appendices are optional and not included in your word count.

You should also finalise the earlier sections of this report based on mentor feedback and new information you might have received.

If you use a workplace template, ensure an equivalent body of information is included in your draft.

You can (and should) request feedback at any time. Your mentor will provide detailed feedback on this draft at your next status update.

Assessment task 4.2 – Status update

Upon submitting your final draft, you should schedule a 30-minute meeting with your mentor to discuss your ultimate findings.

You will also be asked to confirm your progress against the previously agreed study training plan.

In following the standard status report format, you will be asked about your project's:

- Overall status, as well schedule, budget and scope status
- Work completed since the last report

- Work to be completed by the next report
- Exceptions, including:
 - Any issues or risks and their priority
 - Their impact on schedule, budget, scope, outcomes and any other factors
 - Actions required and/or currently in place

If necessary, changes to the training plan should be negotiated and agreed upon by stakeholders.

You will also be asked to reflect on the following questions:

- **What were the key lessons you learned conducting the review project?**
 - Note that this refers to your Diploma experience – it is not a rehash of the review’s findings.
- **Step-by-step, how would you go about contracting someone to review a project?**

Assessment task 4.3 – Final report

When your final report is uploaded to the assessment portal, you are done!

