

Unit Code	VU21324
Unit Title	Plan and undertake a project
Unit Descriptor	This unit develops the skills and knowledge to plan, carry out and review the final outcome of a project based activity focusing on an identified area of interest or need.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who need to develop a range of literacy, numeracy and oral communication skills through practical application in an activity in a context and/or around a specific content area. Content for the unit can be drawn from any area of learner interest or need. The project can be completed either individually or as a member of a group. Activities will be designed within guidelines established by the learner.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Propose a project	1.1 Select an area of interest or need 1.2 Clarify proposed project goals with appropriate support people 1.3 Link current skills, knowledge, interests and learning strategies to project
2 Design and plan the project	2.1 Clarify the elements of the project 2.2 Identify the steps for completing the project 2.3 Clarify responsibilities of those involved in the project
3 Document the project	3.1 Record action plan 3.2 Record work undertaken to meet project goals
4 Carry out the plan	4.1 Gather resources required for the project 4.2 Undertake project tasks

- 4.3 Monitor and record activities undertaken
- 4.4 Amend action plan as needed
- 5 Review the conduct of the project
 - 5.1 **Identify key aspects of success** in meeting goals
 - 5.2 Identify **barriers** to success
 - 5.3 Discuss strategies which can be applied to other contexts with **appropriate support people**

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- knowledge of a range of methods to present and record information
- potential barriers to completing a project

Required Skills:

- communication skills to:
 - read and interpret a range of information requirements related to the project
 - record information related to the progress and completion of the project
 - discuss resource requirements and progress of the project with those involved

Planning and organising skills to:

- gather information to undertake the project
- follow an action plan to complete the project according to identified time frames and processes
- problem solving skills to identify contingencies to deal with unplanned obstacles related to the project such as notifying relevant staff of a problem
- learning skills to apply own knowledge and interests to selection of project activity
- personal management skills to manage own activities within the project

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Project goals may include:

- completion of an individual or group based activity:
 - construction of a newsletter
 - compilation of a recipe book
 - compilation of a photo collection
 - creation of a catalogue of songs
 - organising a class activity such as an outing, a party, a dance
 - organising a community activity such as sporting club

fundraiser, over 50s sporting competition

- preparation of a lunch / dinner for a group
- designing and producing a T shirt for an event / cause
- designing and producing a community mural
- working in a community garden
- solving specific workplace problems, such as ways of monitoring return of equipment in good order
- negotiating solution to roster problems
- additional knowledge and skill outcomes such as reading, writing and numeracy skills
- value of project to other aspects of the learner's work, learning, community involvement
- previous experiences related to identified goals:
 - work experience
 - volunteer or recreational experience
 - family responsibilities
 - study including formal schooling or informal learning
 - health and other personal matters
 - any possible barriers to completion

Appropriate support people may include:

- mentor
- teacher
- volunteer tutor
- family member / friend
- community member

Elements may include:

- what / who / why / how / when / where

Steps may include:

- establishing advantages and disadvantages of working with others on the project

Responsibilities of those involved in the project may include

- participation
- working collaboratively
- monitoring project tasks, roles, time lines and responsibilities
- awareness of simple strategies for dealing with conflicting discourses
- checking project tasks, roles, time lines and responsibilities

Action plan may include:

- commencement dates

- roles and responsibilities
- tasks
- completion dates

Resources may include:

- research
- information

Factors which contribute to success can include:

- transferring learning from one area to a new area
- applying appropriate strategies
- practising new skills
- seeking support of teacher, peers, other interested parties when needed
- clear role definitions
- problem solving techniques
- developing co-operative learning techniques

Barriers may include:

- current life circumstances such as physical, mental, emotional or social constraints
- conflict with discourses of education
- cultural differences
- multiple roles and responsibilities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- plan a project based on an area of interest, clarify project goals with an appropriate support person, document the project, and carry out the project according to the project plan
- participate in a review of the conduct and outcome of the project including successful outcomes and barriers to completion of the project

Context of and specific resources for assessment

Assessment must ensure access to:

- texts and information related to areas of interest that are relevant and familiar to the learner
- resources to complete the project for example facilities such as libraries and computers

- access to support people such as community “experts” or other experts

Method(s) of assessment

The following assessment methods are suitable for this unit:

- portfolio of examples related to the completion of the project such as:
 - **project action plan**
 - **journal/log book recording project-related activities**
 - **collections of samples compiled by the learner such as photos, written materials, visual materials**
 - **final product of the project**
- direct observation of the learner planning and carrying out the project
- oral or written questioning to confirm understanding of the actions undertaken to complete the project and difficulties encountered
- verbal third party feedback, for example from peers involved in the project: