

**1. Module details****Module name****Tendering Project****Module duration**

It is expected that students with the appropriate entry knowledge and skills will successfully complete this module in 54 - 60 hours.

**Module code**

NUE950

**Discipline code**

0904105 Project Management.

**2. Module purpose**

To enable students to prepare tender documentation for an actual project or simulated project.

**3. Prerequisites**

A good knowledge of principles and applications of mathematical formulae.

**4. Relationship to competency standards**

This module provides part of the underpinning knowledge and skills in the 'Evidence Guide' of specific units of competency in the National Electrotechnology Training Package and provides similar support, where mapped, to equivalent units in the National Metals and Engineering Competency Standards. For details refer to the module to unit maps, available from NUEITAB.

**5. Content****Tenders**

Reasons for calling these

Requirements for a tender document

**Production costs**

Estimating costs of fulfilling a contract

**Data**

Mathematical formulae used for conversion of data to time/cost

Extracting and using data

**Continuous achievement recording**

Using graphical "S" curves

**Planning of project**

By simulation or actual workplace

## 6. Assessment strategy

### Assessment methods

Assessment should be progressive reflecting a holistic approach to ensure the module purpose is met. To assist in ensuring validity, reliability and fairness assessment instruments should include practical exercises, assignments and written tests consisting of a number of item types, such as multiple choice, short answer and problem solving.

### Conditions of assessment

Learning and assessment will take place in an environment that is conducive to a learner's development.

## 7. Learning outcome details

### Learning outcome 1

**Identify the factors influencing the sequence of all production activities.**

### Assessment criteria

- 1.1 Explain the principles involved in establishing natural or convenience sequencing.
- 1.2 Indicate essential sequence item placements and variable item placements on a bar chart.

### Learning outcome 2

**Identify the restraints on length of time of duration of activities.**

### Assessment criteria

- 2.1 Identify the major factors controlling the length of bars representing the planned time allowed for completion of each item on the chart.

### Learning outcome 3

**Convert scheduled data of man/hours to costs.**

### Assessment criteria

- 3.1 Using a tender submission schedule of prices, convert values to weighting factors of the bar chart.
- 3.2 Describe the application and uses of estimate sheets.
- 3.3 Describe the application and uses of final control sheets.

### Learning outcome 4

**Produce an accurate "S" curve and a cursor for continuous monitoring of production progress.**

### Assessment criteria

- 4.1 Describe the major influencing factors controlling the shape of the "S" curve.
- 4.2 Produce an "S" curve on the bar chart using weighting values apportioned to each activity bar.

## **8. Delivery of the module**

### **Delivery strategy**

Delivery strategies must be suitable for learning both theoretical and practical aspects described in the module purpose. It is considered that the most effective method to achieve this is by integration of theory and practice where students learn by experimentation, research and reports. It is recommended that learning and assessment be facilitated in a holistic manner that may require learning outcome sequence other than that indicated in the module.

### **Resource requirements**

Resources should be sufficient for students to carry-out learning activities on an individual basis. This could include:

- Suitable workshops/laboratories
- Suitable tools and equipment.

### **Occupational health and safety requirements**

A safe and healthy environment will be provided for students and teachers as well as the particular safety procedures followed as part of the learning / teaching activity and content.