



GAPPS

Global Alliance for the
Project Professions

A Guiding Framework
for
Project Sponsors

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Foreword

As program and project management have become more widely recognised, management approaches, governments, individuals, and both public and private sector organisations have become interested in frameworks and standards that describe levels of acceptable workplace performance for program and project personnel.

The *Global Alliance for the Project Professions* (GAPPS) is a volunteer organisation working to create such frameworks and standards by providing a forum for stakeholders from differing systems, backgrounds, and operating contexts to work together to address the needs of the global program and project management community.

These frameworks are intended to support the development and recognition of local standards and to provide a sound basis for mutual recognition and transferability of project, program and other management role related qualifications.

The GAPPS frameworks are intended to be used by businesses, academic institutions, training providers, professional associations, and government standards and qualifications bodies globally. Frameworks may be used “as is” to speed the development of local standards, or they may be adapted to local needs.

This document is the third guiding framework produced by the GAPPS. In 2006 the GAPPS released the first version of *A Framework for Performance Based Competency Standards for Global Level 1 and 2 Project Managers*. In 2011 the GAPPS released the first version of *A Framework for Performance Based Competency Standards for Program Managers*. Future documents may address other roles involved with projects and programs.

A Guiding Framework for Project Sponsors

1. Scope

This document contains a guiding framework for project sponsors. The contents of this document may be used “as is” to support your organisation’s development processes or to expedite the process of standards development. They may be tailored to reflect cultural differences or local practice, and they may be used as a baseline to compare, through a mapping process, with other guidelines.

The GAPPS Framework consists of:

- Three units of performance based competency for the role of project sponsor.
- Supporting material to aid in the application of the guiding framework.

This framework follows the format of performance based competency standards and is intended to be used to assess threshold competency — demonstration of the ability to do something at a standard considered acceptable in the workplace. It is applicable to project sponsors in all fields of endeavour including, but not limited to: architecture, automotive, biotechnology, construction, defence and aerospace, design, education, engineering, financial services, government, government contracting, information systems, mining, not-for-profit operations, petro-chemical, pharmaceuticals, software development, and telecommunications.

2. Performance Based Competency Standards

2.1 Overview

This section provides a brief overview of the subject of performance based competency standards (PBCS) for potential users of this document who are not familiar with the topic or format.

Competent comes from the Latin root *competere* which means “to be suitable.” In today’s workplace, the term “competent” is generally used to describe someone who is sufficiently skilled to perform a specified task or to fill a defined position — a competent physician, a competent salesperson, a competent plumber. Increasingly, organisations are interested in assessing the competency of individuals in order to guide employment and development decisions.

Broadly speaking, there are two major approaches to defining and assessing competency:

- *Attribute based* wherein personal attributes such as knowledge, skills, values, attitudes, and other characteristics are identified and assessed. Competency is inferred based on the presence of the necessary attributes.
- *Performance based* wherein work outcomes and performance levels are identified and assessed. Competency is inferred based on the demonstrated ability to satisfy the performance criteria.

PBCS, also called occupational competency standards, are widely used throughout the world and have been developed within the context of government endorsed standards and qualifications frameworks in Australia (Department of Education and Training), New Zealand (New Zealand Qualifications Authority: NZQA), South Africa (South African Qualifications Authority: SAQA), and the United Kingdom (Qualifications and Curriculum Authority: QCA). Although all of these approaches are focused primarily on *performance based* competency assessment, some approaches do include aspects of *attribute based* competency assessment.

2.2 Design of the GAPPS Framework

PBCS typically address at least the following two questions:

- What is *usually* done in this occupation, profession, or role by competent performers?
- What standard of performance is *usually* considered acceptable to infer competency?

In the GAPPS frameworks, these questions are answered by defining:

- **Units of Competency**

A Unit of Competency defines a broad area of professional or occupational performance that is meaningful to practitioners and which is demonstrated by individuals in the workplace. This GAPPS framework includes three Units of Competency.

- **Elements of Competency**

Elements of Competency describe the key components of work performance within a Unit. They describe *what* is done by individuals in the workplace but do not prescribe *how* the work is done. For example, project sponsors must “cultivate stakeholder commitment,” but they can do this using approaches and tools of their own choice. This GAPPS framework includes a total of 10 Elements of Competency.

- **Performance Criteria**

Performance Criteria set out the type and/or level of performance required to demonstrate competency in each element. They describe observable results and/or actions in the workplace from which competent performance can be inferred. In the GAPPS framework, Performance Criteria can be satisfied in many different ways; there are no mandatory approaches, tools, or methodologies. This GAPPS framework includes a total of 34 Performance Criteria.

- **Explanatory Statements**

Explanatory Statements help to ensure consistent interpretation of the Elements and the Performance Criteria by expanding on critical or significant aspects of them to enable consistent application in different contexts. They also may include a description of a range that may apply to the context of the experience. Where the Explanatory Statements contain lists, the lists are generally illustrative and not exhaustive.

Although some of the terms and definitions of the GAPPS framework described above differ in some respects from other PBCS, the overall approach is consistent and compatible with generally accepted practice within the field of competency development and assessment.

The Performance Criteria in this document focus on *threshold* performance — demonstration of the ability to do something at a standard considered acceptable in the workplace. They do not measure *superior* performance — what the best project sponsors do. Superior performers should be able to satisfy the threshold criteria without difficulty.

The GAPPS frameworks include the minimum number of Performance Criteria needed to infer competency. As a result, a candidate must satisfy all of the Performance Criteria in the applicable Units in order to be viewed as competent. In addition, the Performance Criteria represent different levels of effort. The number of Performance Criteria in a Unit or Element is not proportional to the amount of time or effort that a project sponsor must spend in that area to be viewed as competent.

The material in this document can also be used to support learning and development when applied by qualified educators and trainers. In order to provide such support, the GAPPS Framework would need to be expanded to address questions such as:

- What skills and knowledge are needed to demonstrate this standard of performance?
- What are the parameters for collecting evidence and assessing performance?

3. Role Description for Project Sponsor

The sponsor is an **individual** who may be called funder, owner, client, senior responsible owner. The person appointed as a sponsor typically has a permanent position within the organization. The role of project sponsor is generally considered an additional, part time role.

3.1 Context in which the Sponsor operates

The organisation's governance practices should make it clear who the sponsor is, how the sponsor is selected, their accountabilities, and responsibilities as well as the relationships between the sponsor and the project manager and between the project and the business.

These practices should ensure that the sponsor has authority, credibility, and/or position necessary to perform the role.

The sponsor may be appointed from and at any management level within the organization that is applicable for the type of project being sponsored. Sponsorship includes the degree of support and governance required to be provided to both the project manager and the project.

Governance in this context, describes the overall management approach through which the sponsor will direct and influence the project, using a combination of management information and hierarchical management control structures. Governance activities ensure that management information reaching the executive team is sufficiently complete, accurate and timely to enable appropriate management decision making, and provide the control mechanisms to ensure that strategies, directions and instructions from management are carried out systematically and effectively. Risk and compliance should be considered along with the governance aspect.

When there are multiple legal entities involved in a project (e.g., joint venture, contracting, outsourcing), each entity would normally have a sponsor to be accountable for the results for their entity.

4. Terms and Definitions

Key terms and definitions used in the descriptions are included in the Explanatory Statements in the Units of Competency (section 7). Terms are explained the first time they occur within each Unit of Competency and are displayed in **bold type** in subsequent uses. When the context of the use requires further explanation a term may be repeated.

The Explanatory Statements are fundamental to understanding the standard as they provide context and clarification for terms and concepts that often lack consistent, accepted definitions.

Other terms that are commonly used include:

Candidate: is the person being assessed.

Assessor: an independent person who conducts the assessment.

Assessment: is a judgement process by an independent party that an individual has met an agreed standard.

5. Application

This GAPPS framework explicitly recognises that there are many different approaches to project sponsorship, that there are many different ways to achieve satisfactory results, that there are many different techniques for assessing competency, and that there are many different paths for project sponsors to follow to develop their competency.

5.1 How it supports the Assessment Process

This section provides an overview of the use of this GAPPS framework in assessment.

When used for assessment, this GAPPS framework is intended to help an assessor evaluate whether an experienced, practicing project sponsor is *likely* to be able to perform competently on future assignments. The assessment should include direct contact and interaction between the candidate and the assessor as well as examination of evidence supplied by the candidate and by other sources such as clients, supervisors, peers, and managers of the sponsored undertaking. Assessment may also include direct observation of the candidate in a workplace environment.

As with most other performance based competency standards, GAPPS assumes that 100% of the Performance Criteria must be satisfied for a candidate to be assessed as competent in the role. As a result, Performance Criteria have generally not been repeated in different Units although items of evidence may be used for multiple criteria. This interdependent nature of the Performance Criteria requires that assessments be done using an holistic approach.

A candidate that does not meet all of the Performance Criteria should be assessed as “unable to provide evidence of competency.” To the extent possible, the assessment process should provide input to both successful and unsuccessful candidates about opportunities for improvement and professional growth.

The Units, Elements, and Performance Criteria are not linear or sequential: there is no requirement that the work be done in any particular sequence or that the Performance Criteria be satisfied in any particular order. In addition, some Performance Criteria can be satisfied with relatively little effort while others will require a substantial commitment from the sponsor over the full length of the undertaking.

5.2 Relationship to Existing Frameworks

This document is intended to complement existing competency standards, not to replace them. For example:

- Organisations that have performance based competency standards (e.g., the South African Qualifications Authority (SAQA) in South Africa) may compare (map) their existing standards to the GAPPS framework in order to facilitate comparison.
- Organisations that use attribute based competency assessments (e.g., IPMA - International Project Management Association) may choose to supplement their assessments with performance based criteria.

In similar fashion, this document is not intended to replace guides and standards specific to project management or project sponsorship. Documents such as these, as well as books and articles about project sponsorship, serve to develop the underpinning knowledge and understanding that helps sponsors learn how to produce the results from which competency is inferred.

5.3 Adoption of this Guiding Framework

GAPPS encourages other organisations to adopt this framework as their own. For example:

- Professional associations that do not currently have assessment standards can use it to expedite their ability to serve their members.
- Standards and qualifications bodies can use it to facilitate transferability and mutual recognition of qualifications.
- Public and private organisations can use it to facilitate staff development programs and to help ensure better results from their projects.
- Organisations can use it as a framework from which to develop their own tailored expression of the required competence.

Any entity that adopts the GAPPS framework should use all of the Units, Elements, and Performance Criteria defined here in order to help ensure consistency of application and reciprocity. Additions and modifications, as permitted under the license terms in this document, can be made as appropriate to suit local and regulatory requirements. For example:

- A standards or qualification body may need to modify the structure or terminology to conform to its own conventions or to local culture.

- A private sector organisation may decide to add Elements or Performance Criteria, or to provide further detail in the Explanatory Statements, or specific Evidence Guides, in order to reflect aspects of performance specific to that organisation.
- Any of the above entities may translate these materials to make them more accessible.

6 Overview of Units, Elements, and Performance Criteria

The table below provides a summary of the Units of Competency while the table on the following page provides an overview of the Units, Elements, and Performance Criteria. Details for all are provided in Section 8.

6.1 Summary of Units of Competency

Unit	Title	Description
PSp01	Take accountability for the project	<p>This Unit defines the Elements required to take accountability for the project. It includes the Performance Criteria required to demonstrate competency in establishing both what the project will accomplish and how it will do so.</p> <p>Note: Accountability means that the sponsor is ultimately answerable for how the project is managed, for the success or failure of the product of the project and the realization of benefits.</p>
PSp02	Support the project manager	<p>This Unit defines the Elements required to support the project manager. It includes the Performance Criteria required to demonstrate competency in how to support the project manager in undertaking their duties.</p> <p>Note: The project manager role is defined by governance. It can vary significantly by sector. Unlike the Sponsor, who is part of the permanent organisation, the Project Manager may be internal or external to the organisation.</p>
PSp03	Support the project	<p>This Unit defines the Elements required to provide support to the project. It includes the Performance Criteria required to demonstrate competency in how to support the project with resourcing, decision making, cultivating stakeholder commitment and project reviews.</p>

Figure 1: Summary of Units of Competency

6.2 Summary of Units, Elements, and Performance Criteria

Units	Elements	Performance Criteria
1. Take accountability for the project	1.1 Ensure the project is justified.	1.1.1 Alignment of the project with the defined direction of the organisation is maintained.
		1.1.2 The project is justified and realistic.
	1.2 Sustain effective governance.	1.2.1 Authority levels, approval processes, decision making protocols, and reporting mechanisms are defined, communicated, and implemented.
		1.2.2 Project governance complies with applicable requirements.
		1.2.3 Socially responsible practice is actively supported.
		1.2.4 Sponsorship role is clearly defined and communicated to relevant stakeholders.
		1.2.5 Lessons learned process is supported.
		1.2.6 Ownership of the product of the project is transferred.
	1.3 Orchestrate plans for benefits realisation.	1.3.1 The path to benefits realisation is clearly defined, feasible and communicated.
1.3.2 Ownership of benefits realisation is identified, understood, and accepted by the relevant stakeholders.		
2. Support the project manager	2.1 Be available to the project manager.	2.1.1 Commitments to the project manager are planned and kept.
		2.1.2 Relevant information is shared with the project manager in a timely manner.
		2.1.3 Project manager's requests are addressed in a timely manner.
	2.2 Assist the project manager with conflict management.	2.2.1 Potential conflicts are anticipated and managed.
		2.2.2 Conflicts beyond the capacity of the project manager are dealt with in a timely manner.
		2.2.3 Project manager's role in dealing with conflict is reinforced.
	2.3 Provide feedback on the performance of the project manager.	2.3.1 Performance of the project manager is assessed.
		2.3.2 Actions are taken to ensure that the project manager applies good practice.
	3. Support the project	3.1 Resource availability is sustained.
3.1.2 Funding approval is secured.		
3.1.3 Project context is monitored and evaluated for circumstances that may affect resource readiness.		
3.1.4 Action is taken to resolve resource issues.		
3.2 Cultivate stakeholder commitment.		3.2.1 Personal commitment to the sponsor role is demonstrated.
		3.2.2 Approaches to sustaining stakeholder commitment are defined and supported.
		3.2.3 Visibility of the project is promoted to relevant stakeholders.
		3.2.4 Stakeholder interests and expectations are monitored.
		3.2.5 Differences in stakeholder interests and expectations are reconciled.
		3.2.6 Project achievements are recognised.
3.3 Ensure readiness for project reviews.		3.3.1 Project reviews are planned and occur in a timely manner.
		3.3.2 Actions are taken to ensure personal readiness for project reviews.
		3.3.3 Constructive feedback on project team's preparation is provided prior to external reviews.
3.4 Provide decisions in a timely manner.		3.4.1 Decisions are made as scheduled.
		3.4.2 Decisions that are escalated to the sponsor are resolved in a timely manner.
		3.4.3 Actions are taken to overcome impact on the project due to others delaying decisions.

Figure 2. Summary of Units, Elements, and Performance Criteria

7. Detail of Units, Elements, and Performance Criteria

The following pages detail the Units, Elements, and Performance Criteria of this framework. They are presented using the format illustrated below in Figure 3. Figure 3 uses descriptive and explanatory comments in place of actual content.

PSp0X		Unit Title
Unit Descriptor	<p>A Unit of Competency defines a broad area of professional or occupational performance that is meaningful to practitioners and which is demonstrated by individuals in the workplace.</p> <p>This GAPPS framework includes three Units of Competency.</p>	
PSp0X		List of Elements
X.1	Elements of Competency describe the key components of work performance within a Unit.	
X.2	They describe <i>what</i> is done by individuals in the workplace but do not prescribe <i>how</i> the work is done.	
X.3	This GAPPS framework includes a total of 10 Elements of Competency.	
PSp0X		Element Y
X.Y	Element description is repeated here.	
Performance Criteria		Explanatory Statements
X.Y.1	Performance criteria set out the type and/or level of performance required to demonstrate competency in each element.	a. Explanatory statements are provided for key words and phrases in the element descriptions or the Performance Criteria .
X.Y.2	Performance criteria describe observable results and/or actions in the workplace from which competent performance can be inferred.	b. Explanatory statements may provide clarification and a general guide for the scope and context in which an individual is expected to perform by describing a range of situations or conditions that may apply
X.Y.3	Performance criteria are written using the passive voice to facilitate evaluation of evidence during assessment.	c. The explanatory statements provide guidance for both Assessors and for the individuals being assessed.
X.Y.4	This GAPPS framework includes 34 Performance Criteria .	c. Explanatory statements are provided the first time each term is used in a unit. Although additional explanations may be included if required to clarify the context of a criteria.

Figure 3. Illustration of presentation format for Units, Elements, and Performance Criteria

PSp01	Take Accountability for the Project
Unit Descriptor	<p>This Unit defines the Elements required to take accountability for the project. It includes the Performance Criteria required to demonstrate competency in establishing both <i>what</i> the project will accomplish and <i>how</i> it will do so.</p> <p>Note: Accountability means that the sponsor is ultimately answerable for how the project is managed, for the success or failure of the product of the project and the realization of benefits.</p>

PSp01	List of Elements
<ol style="list-style-type: none"> 1.1 Ensure the project is justified. 1.2 Sustain effective governance. 1.3 Orchestrate plans for benefits realisation. 	

PSp01 Element 1	
1.1 Ensure the project is justified.	
Performance Criteria	Explanatory Statements
1.1.1 Alignment of the project with the defined direction of the organisation is maintained.	<p>a. Alignment includes resolution of competing or conflicting interests within the organisation. Lack of alignment would suggest cancellation, postponement, or a need for significant change in the project. This could include re-prioritising the project.</p> <p>b. The defined direction of the organisation would normally be detailed in a strategic plan or similar document. That direction may be communicated through portfolio management decisions, program management decisions, or other forms of communication.</p> <p>c. The organisation may be a department, a business unit, a corporation, a government agency, a joint venture, not for profit or any other legal form. It may be a single entity, or it may include multiple entities. When there are multiple entities, they may be loosely linked by collaborative agreements or tightly bound through legally enforceable contracts; there may be a clear leader or a partnership of equals. The organisation includes any entity that is actively involved in funding the project.</p> <p>d. Maintained includes both initial development and on-going alignment throughout the project life cycle.</p> <p>e. Justified requires showing or proving that the project is right or reasonable and explains the rationale for the project. The justification will generally be based on a feasibility study or other analysis that pre-dates the start of the project. It may be formally documented in a detailed business case, or more casually in some other document. The sponsor may develop the justification if involved at the start, or may review and evaluate the existing justification. The sponsor must ensure that a justification process has been followed.</p> <p>f. Realistic is about the probability of project success. It includes the need to balance risk and opportunity in line with an organisation's risk appetite. Special attention from the sponsor may be needed to identify and respond to unusual risks, to major changes in scope, or to project constraints to ensure that the justification remains credible.</p>
1.1.2 The project is justified and realistic.	

PSp01 Element 2

1.2 Sustain effective governance.

Performance Criteria	Explanatory Statements
<p>1.2.1 Authority levels, approval processes, decision-making protocols, and reporting mechanisms are defined, communicated, and implemented.</p>	<p>a. Authority levels are needed for both financial and non-financial decisions. They may be based on absolute values or may have tolerances. Authority levels may be defined by existing policies and procedures or may be developed to meet the needs of the project and the requirements of the sponsoring organisation.</p>
<p>1.2.2 Project governance complies with applicable requirements.</p>	<p>b. Reporting mechanisms must satisfy needs of the organisation, the project, and other relevant stakeholders.</p>
<p>1.2.3 Socially responsible practice is actively supported.</p>	<p>c. Project governance would normally cover roles and responsibilities, delegated authority, reporting relationships, decision making, financial management, ethics policies and practices, review and audit processes, and alignment with the governance practices of the organisation. It may need to be added to or modified during the project. It may involve recruitment or dismissal of the PM. It includes the sponsor’s relationship with higher authorities such as a steering committee or management team.</p>
<p>1.2.4 Sponsorship role is clearly defined and communicated to relevant stakeholders.</p>	<p>d. Applicable requirements will include those of the organisation(s) and may include but is not limited to those of audit, government, legal, and international financial reporting.</p>
<p>1.2.5 Lessons learned process is supported.</p>	<p>e. Socially responsible practice includes behaviours that are ethical, equitable, and sustainable, and may vary based on organisational norms, culture, country, personal beliefs, or other factors. Aspects of sustainability include nature, society, economy and well-being.</p>
<p>1.2.6 Ownership of the product of the project is transferred.</p>	<p>f. Stakeholders include individuals and organisations whose interests may be affected by the project, or whose actions may have an effect on some aspect of the project. Stakeholders may include project proponents, sponsors, clients, customers, collaborators, contributors, champions, constituent project managers, project team members, project support staff, subcontractors, suppliers, media representatives, and the general public. Stakeholders may be internal to or external from the sponsoring organisation.</p>
	<p>g. The relevance of a stakeholder may be affected by the impact on the stakeholder, or by the stakeholder’s impact on the project, and by cultural or ethical considerations. Different stakeholders are relevant in different situations.</p>
	<p>h. Lessons Learned include insights and may apply to a single phase, to the entire project, or to future projects, and may include organisational issues.</p>
	<p>i. Support for lessons learned includes making sure that lessons and insights are captured and shared across the organisation.</p>
	<p>j. Product of the project means the outputs of the project or deliverables.</p>
	<p>k. Transferred can be from one role to another. For example when the sponsor transfers ownership from sponsor role to functional role.</p>

PSp01 Element 3

1.3 Orchestrate **plans** for benefits realisation.

Performance Criteria	Explanatory Statements
<p>1.3.1 The path to benefits realisation is clearly defined, feasible and communicated.</p> <p>1.3.2 Ownership of benefits realisation is identified, understood, and accepted by the relevant stakeholders.</p>	<p>a. Plans for benefits realisation may be added to or modified over the course of the project. They would normally include consultation with users/clients, validation and change implementation. They may be documented in a Benefits Realisation Plan, a Business Case, or other document. The key objective of the plan is to make sure that someone is responsible after the project is complete. Plans may include organisational change management.</p> <p>b. Path may mean roadmap, plan or other document describing the actions and responsibilities in relation to benefits realisation.</p> <p>c. Benefits may include improved financial or operational results such as cost savings, increased revenue, market share, or the creation of intellectual property. They may also include dis-benefits (a disadvantage or negative impact). Benefits may not be realised during the project life. Benefits should generally be measurable.</p> <p>d. Benefits realisation may require support or deliverables from other projects or actions of the organisation. Some projects will have a documented Benefits Realisation Plan. Some will have the information in the Business Case or other document. Ownership of benefits realisation means the person or persons responsible for ensuring that benefits accrue as planned.</p> <p>e. Feasible may mean capable of being done, effected or accomplished.</p> <p>f. Communicated may include a range of communication methods and recipients of the communication. The future owner(s) of the benefits should be engaged in the communication.</p> <p>g. Accepted means that the individual or organisation has agreed to be accountable. It includes informed consent. It may require organisational change management and stakeholder engagement.</p>

PSp02 Support the Project Manager	
Unit Descriptor	This Unit defines the Elements required to support the project manager. It includes the Performance Criteria required to demonstrate competency in how to support the project manager in undertaking their duties.
Note:	The project manager role is defined by governance. It can vary significantly by sector. Unlike the Sponsor, who is part of the permanent organisation, the Project Manager may be internal or external to the organisation.

PSp02 List of Elements

- 2.1 Be available to the project manager.
- 2.2 Assist the project manager with conflict management.
- 2.3 Provide feedback on the performance of the project manager.

PSp02 Element 1

2.1 Be **available** to the project manager.

Performance Criteria	Explanatory Statements
2.1.1 Commitments to the project manager are planned and kept.	a. Available includes providing a planned level of availability and providing ad hoc support as required.
2.1.2 Relevant information is shared with the project manager in a timely manner .	b. Commitments may include agreements on how they will work together, escalated matters, planned actions, methods and modes of communication and interaction.
2.1.3 Project manager's requests are addressed in a timely manner .	c. Planned may take the form of formal or informal agreements between the Sponsor and Project Manager, some of which may be in the communication plan. The plan may be revised through the life of the project.
	d. Timely manner means within agreed timeframes and may mean ensuring minimal delays occur in the transfer of information.
	e. Addressed includes acceptance as is, acceptance with modification or rejections. Response includes getting decisions from the organisation.
	f. Requests may include requests for decisions from the project manager, especially with regard to resources; removal of blockages or obstacles; and support for the management of issues and new risks and opportunities.

PSp02 Element 2	
2.2 Assist the project manager with conflict management.	
Performance Criteria	Explanatory Statements
2.2.1 Potential conflicts are anticipated and managed.	a. Conflicts and differences may be technical, managerial, interpersonal, legal, or commercial. Conflicts may be engendered by unusual, unanticipated events. They may involve strong emotions or simple differences of opinion. Conflicts may involve team members or other stakeholders. b. Capacity may be a function of authority level, intellectual ability, experience, interpersonal differences, personality clashes etc. c. Dealt with may include escalating conflicts beyond sponsor's authority. d. Reinforced may include collaborating with PM, also ensuring stakeholders understand the sponsor is 'behind the PM', agreeing with and supporting the PM and using coaching and mentoring tools and techniques.
2.2.2 Conflicts beyond the capacity of the project manager are dealt with in a timely manner .	
2.2.3 Project manager's role in dealing with conflict is reinforced .	

PSp02 Element 3	
2.3 Provide feedback on the performance of the project manager.	
Performance Criteria	Explanatory Statements
2.3.1 Performance of the project manager is assessed .	a. Feedback is provided directly to the project manager in the context of the sponsor's project and may include the project manager's line manager and or the organisation's performance management system. This does not imply that the sponsor replaces an existing line manager. b. Assessed against performance agreements or defined role. The sponsor may be involved in defining performance expectations of the project manager. c. Actions may include agreeing performance expectations, regular reviews of performance, encouragement to continue in the face of adversity, development of corrective actions, recommendation for removal from project or recommending the use of a mentor or coach. d. Good practice may include team wellness, proper use of overtime, resource balancing, basic planning, support for socially responsible behaviour.
2.3.2 Actions are taken to ensure that the project manager applies good practice .	

PSp03	Support the Project
Unit Descriptor	<p>This Unit defines the Elements required to support the project.</p> <p>It includes the Performance Criteria required to demonstrate competency in how to support the project with resourcing, decision making, cultivating stakeholder commitment and project reviews.</p>

PSp03	List of Elements
3.1	Sustain resource availability.
3.2	Cultivate stakeholder commitment.
3.3	Ensure readiness for project reviews.
3.4	Provide decisions in a timely manner.

PSp03 Element 1

3.1 **Resource** availability is sustained.

Performance Criteria	Explanatory Statements
<p>3.1.1 Project and organisation resource needs are addressed</p> <p>3.1.2 Funding approval is secured.</p> <p>3.1.3 Project context is monitored and evaluated for circumstances that may affect resource readiness.</p> <p>3.1.4 Action is taken to resolve resource issues.</p>	<p>a. Context of resource availability. The difference between Sponsor and Project Manager re resourcing is that the project manager’s engagement is hands on and in depth whilst the sponsor is at the higher level including managing organisation realities, competing needs and political aspects. The sponsor may need to look beyond the organisation for potential resource constraints that may hinder the project.</p> <p>b. Resource may include staffing, material, funding, cash flow, machinery, time, equipment, supplies.</p> <p>c. Addressed may include establishing resource requirements, constraints to availability, conflicts between project and the organisation regarding demand for resources are resolved. It may include compromises for the overall organisational good.</p> <p>d. Funding may include the original allocation, funding for unexpected events, management (contingency) reserve or additional funds due to baseline changes.</p> <p>e. Secure may include presenting the case to higher authorities, negotiation, obtaining commitments, following organisation financial approval processes, seeking alternative sources of funding.</p> <p>f. The project context includes both internal and external events that impact the project. It includes markets, technology, stakeholders, society, culture, the environment, and government regulation.</p> <p>g. Readiness means being available, fully prepared to undertake project work and may include anticipating possible problems and opportunities, resources being committed elsewhere, impact of competing projects.</p> <p>h. Action is only taken when beyond the project manager’s authority to resolve. Actions are taken by the sponsor to make sure the resources are available. It may involve leveraging, networking, and lobbying when there are problems. Particular attention must be paid to key or scarce resources.</p>

PSp03 Element 2

3.2 Cultivate stakeholder commitment.

Performance Criteria	Explanatory Statements
3.2.1 Personal commitment to the sponsor role is demonstrated.	a. Cultivate means promote the development or growth, nurture, foster or leverage support.
3.2.2 Approaches to sustaining stakeholder commitment are defined and supported.	b. Commitment requires active involvement throughout the life cycle. This active involvement may include support, decision making, conducting activities, providing resources.
3.2.3 Visibility of the project is promoted to relevant stakeholders.	c. Approaches may be developed by the sponsor and/or the project manager. Approach would normally include how visible the sponsor will be. Approaches may include building relationships, alliances and coalitions, sharing of information and resources, shaping stakeholder interests, and ensuring team wellness. Approaches will generally be documented in a stakeholder analysis and engagement plan that includes communication modes/methods, message, outputs and frequency. Some stakeholder relationships may be assigned to the sponsor.
3.2.4 Stakeholder interests and expectations are monitored .	d. Stakeholder includes individuals and organisations whose interests may be affected by the project, or whose actions may have an effect on some aspect of the project. Stakeholders may include project proponents, sponsors, clients, customers, collaborators, contributors, champions, constituent project managers, project team members, support staff, subcontractors, suppliers, media representatives, and the general public. Stakeholders may be internal to or external from the project.
3.2.5 Differences in stakeholder interests and expectations are reconciled .	e. Visibility may include recognition and reward of team and individual achievements, and building relationships with key stakeholders.
3.2.6 Project achievements are recognised .	f. The relevance of a stakeholder may be affected by the impact on the stakeholder, by the impact of the stakeholder on the project and by cultural or ethical considerations. Different stakeholders are relevant in different situations.
	g. Interests may include needs, wants, or requirements that may be stated or implied. Interests may be related to the benefits and impacts of the project or to how the work of the project is conducted.
	h. Expectations are beliefs about the future. They may be stated or implied. They may or maybe not be based on facts. Expectations may be related to the benefits and impacts of the project or to how the work of the project is conducted.
	i. Monitored includes communicating evolving and emerging changes in interests and expectations to the project manager, supporting the management of communication interfaces. This may include testing to see if the message has been received and understood and is likely to generate the desired actions.
	j. Reconciled may include being directly involved or simply supporting the process to resolve the differences.
	k. Recognition should be visible; may be possible even with failed projects. If no achievements merit recognition, the sponsor should document the basis for this conclusion. Recognised by the sponsor, the organisation, client, or other.

PSp03 Element 3	
3.3 Ensure readiness for project reviews.	
Performance Criteria	Explanatory Statements
3.3.1 Project reviews are planned and occur in a timely manner.	a. Project reviews could be scheduled or ad hoc; formal or informal; interim or final; lessons learned; audit agencies; gate review; internal or external audits; peer review; client or customer; business case evaluations.
3.3.2 Actions are taken to ensure personal readiness for project reviews .	b. Actions may include reading reports and agendas, communication with and addressing potential concerns of key stakeholders including potential opponents.
3.3.3 Constructive feedback on project team's preparation is provided prior to external reviews .	c. Constructive feedback may include providing the project team with thoughtful and informed comments and suggestions, critiques, reviews, evaluation of level of detail, completeness checks. It also may include feedback on actual reviews to help prepare for the next one, identification of likely responses from others, and schedule of preparation activities. Problems should be anticipated.
	d. External may include a third party independent of the project as defined in the governance framework.

PSp03 Element 4	
3.4 Provide decisions in a timely manner.	
Performance Criteria	Explanatory Statements
3.4.1 Decisions are made as scheduled.	a. Decisions are made in line with decision-making protocols. These decisions may be ad hoc or built into the schedule as pre-planned activities or mandated as part of the governance framework. Decision making processes and authorities are defined in the project or governance protocols. Decisions may be made by the sponsor or by a third party.
3.4.2 Decisions that are escalated to the sponsor are resolved in a timely manner .	b. Timely manner in this context implies within the time period agreed between the stakeholders.
3.4.3 Actions are taken to overcome impact on the project due to others delaying decisions.	c. Actions could include: recognising early that a decision may be delayed and influencing to overcome that delay; recommending, advocating and supporting alternative approaches to minimise the negative impact on the project; making a decision to delay the project as a result of not receiving a decision from others.

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Appendix A

Development of this Document

(Informative)

A.1 Creation of the GAPPS Organisation

Starting in the mid 1990s, people interested in the development of global project management standards began meeting formally and informally during various project management conferences. In 1998, the International Project Management Association initiated a series of Global Working Parties, including one focused on Standards. This Working Party met on a number of occasions, usually associated with project management conferences, and interested people from many countries were involved. A number of initiatives were identified or formulated and tracked. One of these was the opportunity for development of global performance based standards for project personnel that would complement existing knowledge based standards (such as PMI's *A Guide to the Project Management Body of Knowledge*, APM's *Body of Knowledge*, IPMA's *International Competence Baseline*, and Japan's *Project and Program Management for Enterprise Innovation*) and provide a basis for transferability and mutual recognition of project management qualifications.

The development of global performance based standards for project managers, as a joint initiative of governments, professional associations, and corporations, provides an opportunity to:

- Respond directly to the expressed needs of industry.
- Enhance the profile and effectiveness of project management throughout the project management community, both globally and locally.
- Increase support for project management as a field of practice and as an emerging profession.
- Enhance the value and recognition of the performance based standards approach.

The initiative was progressed by development and signing of Memoranda of Understanding (MOUs) to guide cooperation among interested parties. A Global Steering Committee meeting was held in London in August 2002. The meeting was attended by representatives of signatories to the MOUs plus industry representatives and was hosted by the Services SETA (Sector Education and Training Authority) of South Africa. The initiative initially functioned under the name Global Performance Based Standards for Project Management Personnel.

The Global Steering Committee decided to fund the initiative by asking each organisation supporting it (professional associations, standards/qualifications organisations, educational institutions, and corporations) to become a financial subscriber to cover research, preparation of materials, maintenance of the global standards website, and administrative support. In addition, the Global Steering Committee decided that the initial focus should be in the development of performance based competency standards for project managers to complement existing knowledge based standards and provide a basis for comparison of existing standards. It was agreed that the initiative would be progressed through Working Sessions attended by representatives of subscribing organisations.

A.2 Products of the GAPPS

All products of the GAPPS are available from the GAPPS website: www.globalpmstandards.org. They are provided free of charge, to any person to use, copy, modify, merge, publish, distribute, translate in accordance with the copyright provisions laid out at the start of this document.

Currently available GAPPS products are:

A Framework for Performance Based Competency Standard for Global Level 1 and 2 Project Managers (2007)

A Framework for Performance Based Competency Standard for Program Managers (2011)

Comparisons (Mappings): have been produced to promote transportability and mutual recognition as well as to enable organisations to easily compare their competence frameworks to a multiplicity of standards. Comparisons include

- Project Manager and Management related standards have been made to the GAPPS Project Manager standard
- Program Manager and Management related standards have been made to the GAPPS Program Manager standard
- A range of Assessment methods

A.3 GAPPS Product Development Process

The following process is used for development of GAPPS products.

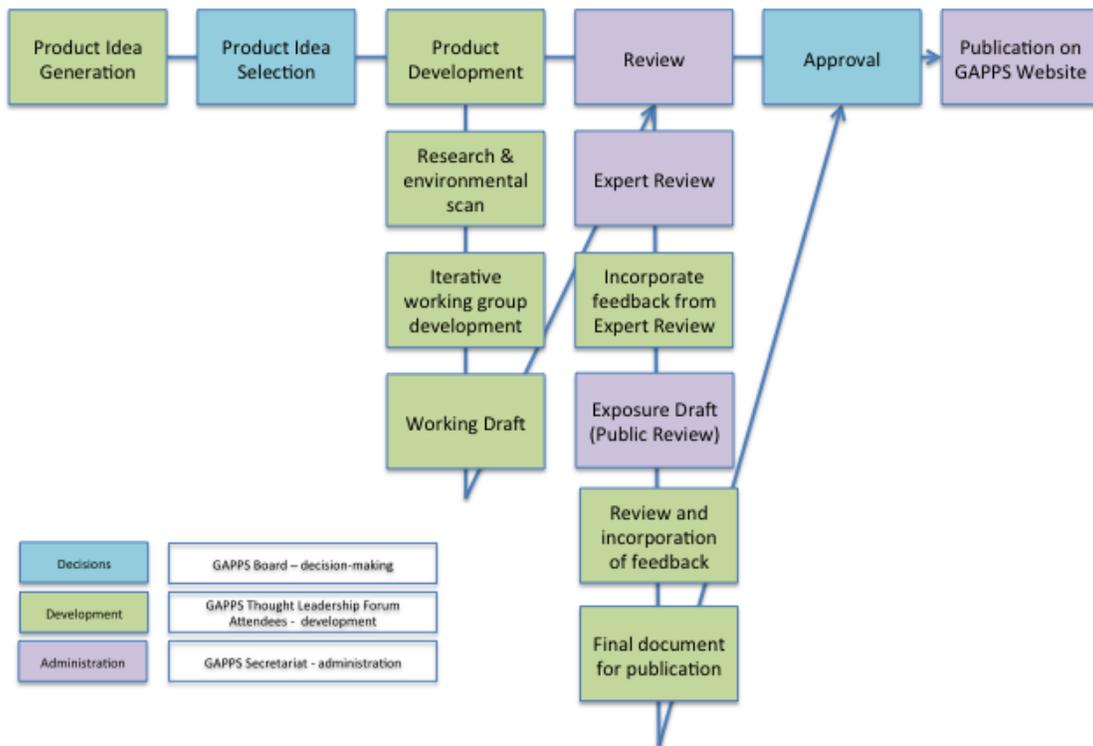


Figure A.1 GAPPS Product Development Process

There are three primary processes in development of GAPPS products – decision-making, product development and administration – and there are four primary sets of actors who contribute to those processes. The most important actors are the attendees at GAPPS Thought Leadership Forums who generate product ideas and carry out the product development process. They bring experience, views and perspectives that are globally representative. The GAPPS Board, representing GAPPS member organizations, are responsible for final decisions on product ideas and themes to be pursued in work streams at GAPPS Thought Leadership Forums and for approval of GAPPS products for release on the GAPPS website. The GAPPS Secretariat carries out required administrative functions such as communications, release of products for expert review and public review and upload to the website. The fourth set of actors is the wider public who are invited to contribute to and provide feedback on GAPPS products throughout the production cycle.

GAPPS Thought Leadership Forums are usually held three times a year in different parts of the world. At each Forum, a small core of people who have been involved previously in development of a product are joined by others who bring fresh eyes and ideas to the work at hand. The GAPPS production cycle is therefore iterative, incorporating scrutiny, review and critique by experienced practitioners throughout. It is an open process welcoming anyone who is interested in contribution and review.

A.4 Development of GAPPS Project Sponsor Standard

Need for performance based guidelines for project sponsors was identified by GAPPS member organizations and Forum attendees. Every project or program can be expected to have at least one sponsor and the role of senior management and of the project or executive sponsor has been identified as crucial to the success or failure of projects. However, although there are standards and guidelines for project and program managers, nothing similar is available for sponsors. Given the importance of the sponsor role and the potential number of sponsors, the GAPPS agreed to embark on development of performance based standards for project sponsors.

Research and environmental scan

Although there were no existing standards or guidelines for Project Sponsors, the role and function has been mentioned in a number of standards and documents including the PMBOK® Guide, ICB 3.0, APM's Body of Knowledge, PMI's OPM3®, the PMI Standard for Program Management, the PMI Standard for Portfolio Management, the UK Cabinet Office's PRINCE2®, Managing Successful Programmes (MSP®) and P3M3® and the Association for Project Management's Governance of Project Management SIG publications. References to the sponsorship role in these documents were included as initial inputs.

Two key references were identified:

APM. (2009). *Sponsoring change: a guide to the governance aspects of project sponsorship*. Princes Risborough, UK: Association for Project Management.

Crawford, L. H., Cooke-Davies, T. J., Hobbs, J. B., Labuschagne, L., Remington, K., & Chen, P. (2008). *Situational sponsorship of projects and programs: an empirical review*. Newtown Square, PA: Project Management Institute.

Iterative Development

Work on the Project Sponsor standard began at the GAPPS Thought Leadership Forum No 21 held in Cape Town, South Africa, in February 2011. Iterative development continued at 11 further Forums with globally representative participants as listed in the table below. After Forum 30 held in Dubai in February/March 2014, the draft document was sent out to selected experts for review and this feedback was addressed and incorporated at Forums 31 and 32. Following further work at Forum 33 it was agreed that the standard was ready for release as an Exposure Draft for public review.

Review, Approval and Publication

When feedback from public review is received it will be addressed at the next GAPPS Thought Leadership Forum. Reviewers will be advised of the response to their feedback and the final document will be presented to the GAPPS Board for approval and publication on the GAPPS website.

Contributors to the development of the GAPPS Project Sponsor standard include:

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Appendix B GAPPS Subscribers

Organisations that have subscribed to the initiative include:

Standards and Qualification Organisations	
Innovation and Business Skills Australia	Australia
New Zealand Qualifications Authority	New Zealand
Services SETA	South Africa
Project Management Professional Associations	
AACE International	USA
American Society for the Advancement of Project Management (<i>asapm</i>)	USA
Association for Project Management (APM)	United Kingdom
Australian Institute of Project Management (AIPM)	Australia
Greater-China Project Management Association (GPMA)	China
International Project Management Association (IPMA)	Global
Project Management Association of Japan	Japan
Project Management South Africa (PMSA)	South Africa
Society for Project Managers (SPM)	Singapore
Academic/Training Institutions	
APM Group Limited	UK
Athabasca University	Canada
Bond University	Australia
British University in Dubai	Dubai
Cambridge International Examinations	United Kingdom
International Centre for Programme Management, Cranfield University	United Kingdom
Middlesex University	United Kingdom
National Centre for Project Management, University of Hertfordshire	UK
PM Ideas	South Africa
SKEMA Business School (formerly ESC Lille)	France
The University of Sydney	Australia
University of Technology, Sydney	Australia

Industry	
American Express	UK
APM Group	United Kingdom
BG Group	United Kingdom
Fujitsu Services	United Kingdom
Green Project Management	Canada
Human Systems International Asia Pacific	Australia
Interlink Technology	Australia
LivingPlanit	Australia
Motorola	Australia
National Australia Bank	Australia
Petronas	Malaysia
Project Performance Group	Australia
Project Services, Queensland	Australia
PSM Consulting	Russia
PTMC/APMX	Indonesia
Royal Bank of Scotland	United Kingdom
Shell International BV	The Netherlands
Standards Experts	Australia
Tracey Brunstrom & Hammond	Australia
Telstra	Australia

Appendix C

Assessment Guidelines

(Informative)

This appendix is included in order to provide some basic information for organisations that may wish to develop an assessment process using this standard.

C.1 The Assessment Process

Assessment against performance based standards is the process of collecting evidence and making judgments about whether an individual can perform to the level expected in the workplace as expressed in the relevant standard. All persons involved in the assessment should be given access to a copy of the relevant standard.

The assessment process should include activities to ensure the reliability of the results. In particular, there should be activities to ensure that assessment results are consistent across assessors and over time.

Assessment should be broad enough to include evidence of the achievement of all the performance criteria. Assessment must confirm the inference that competency is (a) able to be satisfied under the particular circumstances assessed and (b) able to be transferred to other circumstances. In order to meet these tests, a GAPPS compliant assessment will normally include:

- A written assessment guide with an evidence guide and suggested questions to verify that the evidence is satisfactory (see section C.3).
- Face-to-face contact in the form of an interview or observation in the workplace.
- Contact with third parties such as the project sponsor's supervisor, the project client, steering committee members, project manager and project team members.

A GAPPS compliant assessment should also be fair. This means that:

- The assessment process is defined, understood, and agreed by all affected parties.
- There is an opportunity for appeal.
- The assessment schedule allows the candidate enough time to prepare.
- Adjustments can be made when candidates have particular needs.

Assessment methods should reflect basic workplace demands such as literacy and the needs of particular groups, including but not limited to:

- People with disabilities
- People from culturally and linguistically diverse backgrounds
- People from economically disadvantaged groups
- People of different ages
- People in rural and remote locations

C.2 Assessor Requirements

Generally, an assessor will need to demonstrate:

- Prior competency as a project sponsor at or above the level of the candidate being assessed.
- Evidence of currency in the field of project management (e.g., sponsoring projects, managing projects, consulting on project management, providing training in project management).
- Competency in conducting performance based competency assessments.
- Familiarity with the content and structure of the standard being used in the assessment.

C.3 Evidence Requirements

A GAPPS compliant assessment will include both documentary and process evidence. Documentary evidence may be provided on paper or in electronic form. Most performance criteria will require more than a single piece of documentary evidence. Process evidence will normally be provided in the form of the candidate's answers to an assessor's questions. As they answer the assessor's questions the candidate should demonstrate ability to reflect on their practice and in doing so demonstrate that they are able to integrate performance with understanding. Process evidence demonstrates the ability to perform a set of tasks in an authentic context.

Typically, a GAPPS compliant assessment will evaluate evidence from more than one undertaking.

While the assessor must review and validate the evidence in order to evaluate that the candidate meets the requirements of the relevant standard, the onus is on the candidate to demonstrate that the evidence provided is:

- Authentic — that it reflects the candidate's own work as a project sponsor.
- Valid — that the evidence relates to the current, relevant version of the standard, and that it was obtained from a project that meets the requirements for the role assessed.
- Reliable — that the candidate consistently meets requirements in the standards.
- Current — that the bulk of the work of the undertakings being used to provide evidence was done during the period required by the relevant standard.
- Sufficient — that it addresses all of the performance criteria in enough detail to provide assurance that the candidate's performance is likely to be repeatable on a future project.