Skills Tasmania Agriculture Skills Delivery Program

Project Plan

# **Project Title: Click here to enter text**

*Advice and guidance in developing a Project plan is provided in italics. Advice on how the Project Plan will be used to make assessments during the grant process is also provided in italics. Please delete the advice when you finalise your project plan. Unwanted additional rows in any tables can also be removed.*

*Guidance to applicants: The project plan is your opportunity to demonstrate that your organisation:*

1. *Can work* *with individual businesses to identify and recommend effective training opportunities for the current workforce; including skill sets, apprenticeships, traineeships and bespoke training as required;*
2. *Has the ability to facilitate increased participation in nationally recognised or non-nationally recognised training for the North West (NW) agricultural workforce;*
3. *Can assist businesses to develop training and career pathways addressing their current and future workforce needs;*
4. *Supports the sector more broadly in upskilling its workforce and developing a culture of training; and*
5. *Has the capacity to administer and manage a training fund.*

*You must show how the project will be carried out, including the timeframe for, and descriptions of, core activities and key milestones such as outcomes and outputs, project stages and review points, and deliverables such as a detailed Project Plan, Progress Reports and a Final Report and acquittal.*

*The project must be delivered within 2 years. You will have the opportunity to attach a supporting Gantt chart to visualise the timeline.*

## Project Proposal: What do you plan to do? *(15% of total assessment)*

*Please provide a maximum 525-word (175 words per text box, including the sub-headings) description of the project.*

*Guidance to applicants: The purpose of this section is to provide a succinct overview of the project in plain English and with a view to communicating the project to the public.*

###  This project aims to:

*e.g., This project aims to support 150 workers into training by.*

Click here to enter text.

###  The project will do this by:

*List the steps/actions you will take to carry out this project,. e.g., providing advice to employers on suitable training, skill sets, apprenticeships and traineeships and supporting RTO’s by connecting them to employers.*

Click here to enter text.

###  The outcomes envisioned are:

*List the outcomes you expect based on the aims of your project and the steps you intend to take. Such as:*

* *Increased participation in training*
* *Improved culture of training in agriculture.*

Click here to enter text.

## Objective/s*This is a high level single or series of statement/s of the purpose of the project and usually starts with “To…”.*

|  |  |
| --- | --- |
| Number | Objectives |
| 1 | To… |
| 2 |  |
| 3 |  |

*Guidance to applicants: the following section (points 3 to 9) is about your plan for getting a further 150 Tasmanian workers into agriculture skills training, your implementation and organisational capacity, and how you will manage risks during the project.*

## Outcomes and Outputs *(10% of total assessment)*

*Guidance to applicants: please describe outcomes, outputs and deliverables that are measurable (where applicable), relevant and realistic including specification of the target number of participants for each stage.*

## Outcomes*These are things that will be measurably different as a result of achieving the Objective/s? Usually expressed in the past tense, e.g. Increased ….. Reduced ….. Improved …… Enhanced …… etc..*

| Number | Target Outcomes | Indicative Measure | Meets Objective # |
| --- | --- | --- | --- |
| 1 |  | e.g. number of people consulted or a measurable change in behaviour |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

## Outputs*Outputs are expressed as the tangible things that are produced by the project in order to meet the outcomes and objectives, e.g. a Status Report, a Workforce Development Plan, a series of workshops etc..*

| Number | Output | Meets Outcome # |
| --- | --- | --- |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |

## Project Scope, Assumptions and Constraints *(10% of total assessment)*

*Guidance to applicants: please describe how employers and workers will be recruited to the project, what the barriers to engagement might be and how they could be overcome.*

Click here to enter text.

##  Project Scope

*The scope of a project is defined as the processes/activities required to produce the outputs. In the table below, clearly define the activities that are in scope, out of scope and those that require further consideration.*

| In Scope | Outside of Scope | Unsure/requires further investigation |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

##  Assumptions and Constraints

*Assumptions and constraints will reveal areas of risk for the project. It is essential that assumptions made during the planning process are recognised and recorded, for example resource availability, environment, technology, security etc. Constraints are known limitations within which the project must work, for example deadlines, finance and budget, legislation etc.*

| Assumptions | Constraints |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Project Schedule and Reporting *(10% of total assessment)*

*Guidance to applicants: please describe and plan core project activities and milestones, with reference to the service delivery method for example one-to-one engagement with businesses and relevant targets.*

## Project Schedule

*List the milestones and major activities for the project, the responsible officer and the start/finish dates.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number | Milestone Description | Who | Scheduled Start | Scheduled Finish |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |

## Project Reporting Schedule

*There will be various reporting requirements for any project – such as to the Steering Committee and to the funding body (e.g., Skills Tasmania).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Report Type | By who | To Whom | Frequency | Due Date |
| e.g. Project status | Project Manager | Steering Committee | Fortnightly | 30 July 18 |
| e.g. Project Status | Business Owner | Skills Tasmania | 6-monthly |  |
| e.g. Annual project report | PM/Business Owner | Skills Tasmania | Annually |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Other relevant or related projects (5% of total assessment)

*Guidance to applicants: Applicants who already receive government funding must clearly show how any funding received under the NW Agriculture Skills Delivery program will be used and why other government-based funds could not be used to achieve the desired outcome. For example, an organisation that receives funding for the purpose of increased training, apprenticeship/ traineeship commencements or similar must outline how this funding will not duplicate existing funding arrangements.*

*Provide details on your organisations competency to manage and administer the training fund, e.g., experience managing other complex projects and/or grants.*

*Note: if a consortium, the project proposal must articulate what each consortium member brings to the project.*

*List any other projects that may be relevant or related to this proposal (does not just have to be Skills Tasmania funding).*

 Click here to enter text.

| Project Name | Project Description | Funding/management organisation |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Project Governance *(10% of total assessment)*

*Guidance to applicants: Specify who will have a role in the project, the skills and experience they bring to it and their level/area of responsibility within the project, e.g,. reference to final reports from previous projects, resumes of key staff.*

(Note: if an organisation intends to recruit a Training Coordinator, Skills Tasmania reserves the right to form part of an assessment panel for the recruitment process).

Click here to enter text.

*As a minimum, a successful project requires a Project Sponsor, a Business Owner (may be the same role in smaller projects) and a Project Manager. Larger projects may also include a Project Team and Reference/Working Groups. List the key staff and their corresponding role below:*

| Project Role | Staff Member (s) |
| --- | --- |
| Project Sponsor – *an individual (often a manager or executive) with overall accountability for the project.* |  |
| Business Owner(s) - *represents each major business unit that will have responsibility for managing any of the Project Outputs on an ongoing basis* |  |
| Project Manager |  |
| Project Team |  |
| Reference Groups |  |
| Working Groups |  |
| Steering Committee |  |

## Stakeholder Engagement, Management and Communication *(5% of total assessment)*

*Guidance to applicants: Please provide written support from any third parties (including consortium members) that will be required to assist in the delivery of the project.*

*Letters of Support must demonstrate that the third party understands their role in the project with a clear statement of in-kind contributions, such as the estimated monetary value of staff time and commitments from employers to provide staff training.*

*Discuss your organisation’s purpose and track record, including how it currently engages with the Tasmanian workforce, its investment in the Tasmanian community and its relationships to other stakeholders.*

*e.g., mission statement, sponsorship, community involvement, examples of previous projects, support of letters.*

Click here to enter text.

The key project stakeholders and their interests have been identified in the table below. The key stakeholder management and communication issues for the project are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number | Stakeholder Name | Nature of Stakeholding | Engagement / Communication Actions | Who |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |

## Risk Management *(10% of total assessment)*

*Guidance to applicants: please demonstrate your understanding of potential risks to the project and/or caused by the project and how these will be mitigated. To do that, you are required to:*

1. *identify the risk;*
2. *assess the likelihood of the risk occurring and its severity;*
3. *estimate the timeframe (how soon could this risk impact the project, the people involved, or the Department of State Growth); and*
4. *specify steps to mitigation and who has responsibility.*

## Click here to enter text.

## Risk Register

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Id | Description of Risk  | Impact  | Likelihood | Grade | Change | Mitigation Actions (Preventative or Contingency) | Who’s Responsible for Mitigation Action |
| 1 | *<Description of risk>* |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |

**Key to Risk Rating Symbols used:**

|  |
| --- |
| Rating for Likelihood and Seriousness for each risk |
| L | Rated as Low | M | Rated as Medium | H | Rated as High | E | Rated as Extreme  | NA | Not Assessed |
| Grade: Combined effect of Likelihood/Seriousness |
|  | Seriousness |
| Likelihood |  | low | medium | high | EXTREME |
| low | N | D | C | A |
| medium | D | C | B | A |
| high | C | B | A | A |
| Recommended actions for grades of risk |
| Grade | Risk mitigation actions |
| A | Mitigation actions to reduce the likelihood and seriousness to be identified and implemented as soon as the project commences. |
| B | Mitigation actions to reduce the likelihood and seriousness to be identified and appropriate actions implemented during project execution. |
| C | Mitigation actions to reduce the likelihood and seriousness to be identified and costed for possible action if funds permit. |
| D | To be noted - no action is needed unless grading increases over time. |
| N | To be noted - no action is needed unless grading increases over time. |