



**BSBPMG530**

**ASSESSOR GUIDE**

# Manage project scope:

## Assessment 4 of 7

Project – Review and document scope-management implementation and recommend improvement: Ind...  
sustainable garden wall in the foyer



## Assessment Details

### Task overview

To complete this part of the assessment, you will continue to act as Complete Business Solutions Australia (CBSA) Project Manager, Tina Hughes.

In the last part of the assessment (AT3: Collaborate with stakeholders to produce a scope management plan, you defined the project boundaries and communication preferences.

Your job is to implement the scope management plan (by implementing the approved change to scope procedures) and consider stakeholders' feedback before making improvements.

All tasks must be completed according to suggestions, CBSA policies, procedures, and business requirements.

### Additional resources and supporting documents

To complete this assessment, you will need the following:

- Access to your learning materials
- Access to a computer and the internet
- Access to Microsoft Word (or a similar program)
- Workplace documentation to document and manage project scope
  - Completed Scope-Management Plan Template (from AT3)
  - Scope-Management Plan Template
  - Emails from Gavin Stead
  - Lessons Learned Form
  - CBSA Decision-Making Log

## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Assessment Instructions

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Your job is to implement the scope management plan (by implementing the approved change to scope procedures) and consider stakeholders' feedback before making improvements.

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  - CBSA Decision-Making Log


## Task Instructions: Review and document scope-management implementation and recommend improvements

### Purpose of the Task

This part is designed for the student to demonstrate they can analyse changes to scope, justify a change, make adjustments to the scope management plan and communicate the changes to the appropriate persons.

### Guidance to Assessors About this Task

Use the following as guidelines for this part of the assessment.

	<p>The following assessment tasks use a simulated business called Complete Business Solutions Australia (CBSA). To complete the assessment tasks, students must access information, templates, policies, and procedures associated with CBSA.</p> <p>Use the following username and password to log into <a href="https://www.cbsa.com.au">https://www.cbsa.com.au</a>:</p> <p>Username: SOE [case sensitive]</p> <p>Password: SOE [case sensitive]</p>
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1. **Critically analyse a change to the scope and take action to ensure project objectives are achieved or modified.** This assessment is a project where the student will play the CBSA Project Manager, Tina Hughes. Additional instructions are included in the student version.
2. **Monitor and document the impact of events that have occurred during the implementation stage of the project.** This assessment is a project where the student will play the CBSA Project Manager, Tina Hughes. Additional instructions are included in the student version.
3. **Complete the Lessons Learned Form.** This assessment is a project where the student will play the CBSA Project Manager, Tina Hughes. Additional instructions are included in the student version.

Assessment criteria and benchmarks are included in the Assessment Marking Criteria checklist.

## Steps

To complete this part of the assessment, you will continue to act as Complete Business Solutions Australia (CBSA) Project Manager, Tina Hughes.

Your job is to outline communication requirements for volunteers and consider stakeholder feedback to make improvement suggestions.

All tasks must be completed according to CBSA policies, procedures, and business requirements. If you don't already have access to CBSA supporting documents, tell your assessor before you begin.

Complete the following tasks to meet the minimum requirements:

- Critically analyse a change to the scope and take action to ensure project objectives are achieved or modified.** Read Gavin Stead's last email and:
  - implement the approved change to the scope management procedure
  - complete the approved document/s
  - finalise the change management procedures according to your plan



To: Tina Hughes (tina.hughes@cbsa.com.au)  
From: Gavin Stead (gavin.stead@cbsa.com.au)  
Date/time: Friday 4.05 p.m.  
Subject: Indoor Sustainable Garden Project change to the scope

Hi Tina,

I have been talking with Adrian, our marketing strategist, this morning, and he made a very good suggestion for extending our marketing to our customers and improving our image.

I would like to add to the garden wall our logo. I want to keep our colours as well.

I know this will be a change to scope, but I think it is one that will be worthwhile.

The builder has estimated the additional design and building of the frame will be between \$4,500 and \$5,500 depending on the plant selection and will probably extend the project by an additional week.

Can you please complete the required documentation to inform me of the changes to time, cost and quantity of plants that may be required? I can decide if the change is worth any additional cost and what it might do to the time allocated to the project. I would really like this completed before Christmas.

Kind Regards,

Gavin Stead

Managing Director

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

[www.cbsa.com.au](http://www.cbsa.com.au)



If you haven't adequately defined how changes to scope will be managed in your original plan, follow the CBSA procedures and use the recommended workplace document to address Gavin's email.

Submit your amended Scope-Management Plan as evidence for assessment.

2. **Monitor and document the impact of events that have occurred during the implementation stage of the project.** Imagine the project is in full swing and:
- Consider the following events that have occurred:
    - Gavin Stead has requested that the builder add the CBSA logo to the wall (according to his last email)
    - one of the pots has dropped and damaged the floor in the foyer
    - a staff member didn't show up to the maintenance training or tell anyone they were going to be absent
  - explain how the project will be affected
  - decide how to manage each event
  - record your decisions and actions on a CBSA Decision-Making Log

Submit your CBSA Decision Making Log as evidence for assessment.

3. **Complete the Lessons Learned Form.** First, read Garry Stead's email and respond by completing the approved CBSA Lessons Learned Form.



To: Tina Hughes (tina.hughes@cbsa.com.au)

From: Gavin Stead (gavin.stead@cbsa.com.au)

Date/time: Thursday 8.30 p.m.

Subject: Indoor sustainable garden wall in the foyer

Hi Tina,

Well, we have made it. The wall is up and certainly changing our front foyer. We have had some good feedback on the impression it gives about our business and our move towards a sustainable work environment from both clients and employees.

Following organisational procedures, part of the closing stages of a project requires the completion of a lessons-learned document. I look forward to your review of the processes for project initiation for preparing and implementing the project scope management plan and an assessment of the outcome and deliverables of the project against the project and organisation's objectives.

Kind Regards,

Gavin Stead

Managing Director

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

[www.cbsa.com.au](http://www.cbsa.com.au)



Make sure you include the following:

- the objectives of the project
- the background of the project and the scope management plan
- a summary of processes in the initiation stages of the project
- an assessment of project outcomes and problems
- any scope management issues
- a list of possible reasons for poor outcomes or problems
- an assessment of project templates
- at least two recommendations for future projects.



The assessor will check that you used the correct template and clear language to suit a range of diverse stakeholders.

Submit your Lessons Learned Form as evidence for assessment.

## Assessment checklist:

Students must have completed all tasks before submitting. This includes:

		Y	N
1	Critically analyse a change to the scope and take action to ensure project objectives are achieved or modified. The student must submit an amended Scope-management Plan Template as evidence for assessment.	<input type="checkbox"/>	<input type="checkbox"/>
2	Monitor and document the impact of events that have occurred during the implementation stage of the project. The student must submit a CBSA Decision-Making Log as evidence for assessment.	<input type="checkbox"/>	<input type="checkbox"/>
3	Complete a Lessons Learned Form. The student must submit a Lessons Learned Form as evidence for assessment.	<input type="checkbox"/>	<input type="checkbox"/>

## Assessment marking criteria:

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is unsatisfactory (U) and requires resubmission.

		S	U
1	Critically analyse a change to the scope and take action to ensure project objectives are achieved or modified. <i>The student must demonstrate the ability to:</i>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement agreed scope management procedures and processes – in this part of the assessment, the student is asked to respond to a change request according to their scope-management plan procedures and processes will vary depending on the scope-management plan and agreements made by stakeholders; implementation could involve completing a form, drafting an email or any action defined in the CBSA policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
	Identify and document scope management issues – as demonstrated by including the reasons for amendment in the new Project Scope-Management Plan Template	<input type="checkbox"/>	<input type="checkbox"/>
	Interpret and analyse information from [a range of] text – as demonstrated by making appropriate changes to account for the new logo and budget	<input type="checkbox"/>	<input type="checkbox"/>
	Develop project documentation and procedures using formats and language appropriate to context – as defined in the CBSA policies and procedures; the student may limit their documentation to an amended Project Scope-Management Plan Template	<input type="checkbox"/>	<input type="checkbox"/>
	Interpret numerical information to determine project timelines – in this assessment, Gavin Stead provides numerical information in his email [provided]; the student must make appropriate amendments in the Project Scope-Management Plan, such as changing the outcome dates, reducing the requirement for human resources or stretching out the WBS (reducing the requirement to overlap tasks)	<input type="checkbox"/>	<input type="checkbox"/>
	Manage relevant communication – the student must amend the Scope-Management Plan Template and submit the new document as evidence for assessment [assessor to compare and confirm changes were appropriate]	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The student must demonstrate partial knowledge about:</i>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> <li>• <i>Formal change control processes – such as the change to scope (amended Scope-management Plan)</i></li> </ul>		
	<ul style="list-style-type: none"> <li>• <i>procedures for reporting scope change – as demonstrated by amending the Scope-management Plan</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Monitor and document the impact of events that have occurred during the implementation stage of the project.</p> <p>The student must demonstrate that they can:</p> <p>Monitor the impact of scope changes within the established time, cost and quality constraints according to change control procedures – in this part of the assessment, the time constraint relates to the additional requirement to complete work, the cost constraint relates to the requirement to potential repair cost for the damaged floor, and the quality constraint relates to the requirement that all staff must complete training to maintain the garden wall</p>	<input type="checkbox"/>	<input type="checkbox"/>
	Interpret and analyse information from [a range of] complex text – in this part of the assessment; the student must interpret information in an email from Gavin Stead	<input type="checkbox"/>	<input type="checkbox"/>
	Develop project documentation using formats and language appropriate to the context – in this part of the assessment, the student is asked to complete a CBSA Decision-Making Log	<input type="checkbox"/>	<input type="checkbox"/>
	Interpret numerical information to determine project timelines – as demonstrated by explaining the time, quality and cost impacts correctly; numbers will vary depending on the strategy	<input type="checkbox"/>	<input type="checkbox"/>
	Make a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account – in this part of the assessment, the student is asked to decide what to do about each event and takes factors in the email into account	<input type="checkbox"/>	<input type="checkbox"/>
	Use experience to reflect on ways variables impact outcomes – for example, extending the timeline and costs	<input type="checkbox"/>	<input type="checkbox"/>
	<p><i>The student must demonstrate sufficient knowledge about:</i></p> <p>Factors likely to impact the project scope – as demonstrated by listing factors in the CBSA Decision-Making Log:</p> <ul style="list-style-type: none"> <li>○ Change the wall's design to add the CBSA logo, approved by Gavin Stead (affects scope statement, schedule, and budget).</li> <li>○ The design change required additional funding to that proposed in the initial project scope (change to scope statement).</li> <li>○ Damage to the floor from the falling pot after installation (affects the schedule, but not scope – affects the quality of the final product).</li> <li>○ A staff member did not turn up to training on the wall maintenance as scheduled, nor let anyone know they were going to be absent (affects project deliverables but does not change scope).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3	Complete a Lessons Learned Form.	<input type="checkbox"/>	<input type="checkbox"/>
	Confirm procedures for project authorisation with an appropriate authority – in this part of the assessment; the assessor is the appropriate authority	<input type="checkbox"/>	<input type="checkbox"/>
	Implement agreed scope management procedures and processes – in this assessment, the agreed procedure is included in Gavin Stead's email; the student must complete the correct form according to his suggestions	<input type="checkbox"/>	<input type="checkbox"/>
	Identify and document scope management issues and recommend improvements for future projects – potential issues and suitable improvements are included in the benchmark example	<input type="checkbox"/>	<input type="checkbox"/>

		S	U
	Interpret and analyse information from [a range of] complex texts – in this part of the assessment; the student is asked to read and interpret an email from Gavin Stead	<input type="checkbox"/>	<input type="checkbox"/>
	Develops project documentation and procedures using formats and language appropriate to the context	<input type="checkbox"/>	<input type="checkbox"/>
	Use experience to identify future improvements – for example, templates need to be revisited, communication protocols in the plan need to be made clearer, scope definition was not clear, project benefit statements not clearly written, so hard to measure	<input type="checkbox"/>	<input type="checkbox"/>

✓  
**Congratulations, you have reached the end of Assessment 4!**

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