Colab

BSBPMG530   ASSESSOR GUIDE

Manage project scope

Assessment 3 of 7

Observation

Version 1.0

Assessment Details

Collaborate with stakeholders to produce a scope-management plan: Indoor sustainable garden wall in the foyer

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 (AT2: Undertake project authorisation activities for a sustainable indoor garden), you asked Gavin Stead for permission to put a project team together. His reply is included below.

Your job is to read Gavin's email and meet with stakeholders according to his suggestions, CBSA policies, procedures, and business requirements before implementation.

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 Project Authorisation Template (from AT2)
  - Email from Gavin Stead
  - Scope-management Plan Template

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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.

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Task Instructions

Collaborate with stakeholders to produce a scope-management plan

CBSA **COMPLETE BUSINESS SOLUTIONS AUSTRALIA**	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. Use the following username and password to log into https://www.cbsa.com.au: Username: SOE (case sensitive) Password: SOE (case sensitive)

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

Gavin Stead, Managing Director at CBSA, has emailed to confirm that the sustainable indoor garden wall project can go ahead.

You must read his email and collaborate with stakeholders to produce a scope-management plan.

You will complete a role-play activity with three volunteers who will act as stakeholders.

- Gavin Stead (Project Sponsor).
- Builder Lucas Smith
- Glenda Ferris (Project owner)

The role-play/meeting must not exceed 5 minutes and must address all elements of the Observation Checklist below.

In this task, you will participate in a role/play meeting with others. These may be resourced using one of the following options:

1. Peer/s who you are already working with in the industry your qualification relates to.
2. Fellow student/s who will play the role of a team member. Please get in touch with your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

If you cannot find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another student/s to complete this task.

Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peer/s will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Student/s will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Before the meeting, read Gavin's email and obtain a copy of the project authorisation you completed for the last part of the assessment.

To:	Tina Hughes (tina.hughes@cbsa.com.au)
From:	Gavin Stead (gavin.stead@cbsa.com.au)
Date/time:	Tuesday 2.05 p.m.
Subject:	Indoor Sustainable Garden Project authorisation
Attachment:	Project Scope Management Plan.docx (available as a supporting document)

Hi Tina,

Thanks for the work you did to prepare the project authorisation document. I am pleased to say that the project for the sustainable indoor garden project was approved by the Board yesterday, and we have the authorisation to expend the resources. The governance arrangements are also confirmed.

Your next step, I think, is to meet with key stakeholders to gather information which you can then use to prepare the draft project scope management plan. I have tentatively made a date end of this week for this purpose. I think it would be useful to include the local builder and I'd like to attend too.

Thanks for the procedure you developed to get a project team together. I forwarded them to Glenda, and we both liked what you presented.

Kind Regards,

Gavin Stead

Managing Director

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au

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

Task 1

Collaborate with stakeholders.

You will need to coordinate a meeting time and location before you begin.

Before the meeting give each volunteer the information about their roles.

Information for the participant playing Gavin Stead (Project Sponsor).

Before the meeting, access the policies and procedure for CBSA.

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	Use the following username and password to log into https://www.cbsa.com.au:
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	Password: SOE (case sensitive)

- During the meeting answer the student's questions within the scope of your sponsorship role.
- You must contribute to the discussion appropriately and confirm decisions according to CBSA policies and procedures.
- Be prepared to define the acceptance criteria and contribute ideas for project deliverables and methods to measure inputs and outputs.
- You should specify your communication preferences, key issues likely to affect communication/ availability, what you need to be communicated, format requirements, and preferences regarding the level of detail.
    - During the meeting advise the student you have tentatively planned 2 weeks leave and this may impact your availability over the next few weeks
- If you feel these actions/ discussions or communication preferences are not being met, prompt with questions where appropriate.

Information for the participant playing Builder Lucas Smith

Before the meeting, access the policies and procedure for CBSA.

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	Use the following username and password to log into https://www.cbsa.com.au:

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	Username: SOE (case sensitive)
	Password: SOE (case sensitive)

- You should specify your communication preferences, key issues likely to affect communication/ availability, what you need to be communicated, format requirements, and preferences regarding the level of detail.

- If you feel these actions/ discussions or communication preferences are not being met, prompt with questions where appropriate.

- During the meeting, as Lucas Smith, you must answer the student's questions within the scope of your role as a local builder.

- You, as Lucas Smith, must be adamant that you will design and build the wall offsite using an apprentice for the job and then reassemble it on-site over a week – CBSA must have the area cleared so they can move in.

- You, as Lucas Smith, should offer training in maintenance and ongoing service of the garden wall as a value-added service to garden installation but assume CBSA will organise staff training for indoor sustainable garden maintenance.

- You should contribute ideas for project deliverables and explain how they can be measured.

Information for the participant playing Glenda Ferris (Project owner)

Before the meeting, access the policies and procedure for CBSA.

	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.
	Use the following username and password to log into https://www.cbsa.com.au:
	Username: SOE (case sensitive)
	Password: SOE (case sensitive)

- You should specify your communication preferences, key issues likely to affect communication/ availability, what you need to be communicated, format requirements, and preferences regarding the level of detail.
  - Advise the student all communication about the project must be via email and all stakeholders must be copied in.

- If you feel these actions/ discussions or communication preferences are not being met, prompt with questions where appropriate.

- During the meeting, as Glenda Ferris, you must offer information about budget limits and staff availability according to CBSA policies and procedures, such as the requirement for expenses to be reported using the budget approval form.

- There is a budget of $10,000.

During the meeting you must:

- ask each person what they want to achieve
- encourage stakeholders to rank their project goals in order of importance
- highlight similarities in project goals
- identify unrealistic outcomes
- determine whether any of the outcomes could be facilitated at another time or via another project
- consider budget limitations and remove unaffordable goals
- highlight potential benefits and returns on investment

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- use clear language and non-verbal communication.

Task 2

Produce a scope-management implementation plan.

In consultation with stakeholders:
- specify communication requirements for each stakeholder
- identify roles and responsibilities
- write a project statement
- specify the acceptance criteria
- produce a detailed list of the outputs and milestones
- specify the boundaries
  - What's included?
  - What's not included?
- list the limits or constraints
- identify the assumptions
- identify the potential internal and external challenges
- list strategies to deal with the risks
- explain how the project will impact each stakeholder
- clarify the Work Breakdown Structure (WBS)

The format and the language must be simple, quick to read, and easy to understand for all potential stakeholders.

Submission instructions

Submit a recording of your role-play via the LMS and your project scope-management plan as evidence for this assessment.

Observation Checklist
During the meeting you must: • ask each person what they want to achieve
• encourage stakeholders to rank their project goals in order of importance
• highlight similarities in project goals
• identify unrealistic outcomes
• determine whether any of the outcomes could be facilitated at another time or via another project
• consider budget limitations and remove unaffordable goals
• highlight potential benefits and returns on investment
• use clear language and non-verbal communication

Assessor Instructions

There is no due submission date for this task. Students may submit this task when they are ready.

Review all evidence and mark using the assessment checklist and assessment marking criteria.

Purpose of the Task

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This part is designed for the student to demonstrate they can define the project scope, participate in discussions and negotiations, and use active listening and questioning to elicit the views and opinions of others.

Guidance to Assessors About this Task

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

1. **Collaborate with stakeholders.** This assessment is an observation where the student will play the CBSA Project Manager, Tina Hughes. The student must

2. **The student will Produce a scope-management implementation plan.** Contents may vary depending on stakeholder needs, preferences, and CBSA policies and procedures.

An example of a suitable plan is included below.

Stakeholders	Gavin Stead – Project Sponsor Glenda Ferris – Project Owner Tina Hughes – Project Manager Lucas Smith – Builder Other staff members – Project team members
Key communication issues	Gavin Stead – defined by person role-playing Gavin Stead • Gavin advised the student he have tentatively planned 2 weeks leave and this may impact on his availability over the next few weeks. Glenda Ferris – defined by other participants role-playing Glenda Ferris Tina Hughes – defined by other participants Lucas Smith – defined by the participant role-playing Lucas Smith Other staff members – defined by other participants
Communication preferences	Gavin Stead – defined by person role-playing Gavin Stead Glenda Ferris – defined by other defined by person role-playing Glenda Ferris • All communication about the project must be via email and all stakeholders must be copied in. Tina Hughes – defined by person role-playing Tina Hughes Lucas Smith – defined by person role-playing Lucas Smith Other staff members – defined by other participants
Content, format, level of detail requirements	Gavin Stead – defined by person role-playing Gavin Stead (for example, needs to be notified of all spending over $500) Glenda Ferris – defined by other participants role-playing Glenda Ferris (for example, needs all expenses reported using the budget approval form) Tina Hughes – defined by other participants Lucas Smith - defined by the participant role-playing Lucas Smith Other staff members – defined by other participants
The acceptance criteria – describe what requirements must be met for the project to be	For example: • work completed according to the quote • 100% live, approved plants • the wall was built to specifications

accepted as complete	• filtration system tested and working according to manufacturers' specifications Criteria will vary depending on preferences, agreements with stakeholders
The deliverables – a detailed list of project outputs and milestones – include quality standards wherever possible Quality standards vary greatly between projects but might include compliance with legislation, industry standards, licensing requirements, and organisational policies and procedures	Defined by stakeholders according to the project authorisation The detailed list may include the following: • outputs – for example, a sustainable garden wall • milestones – build the wall, install filtration/ watering system, planting, training staff • quality standards – 100% live, healthy plants, the wall must meet Australian Standards
The exclusions – description of work that is not included in the project	For example, ongoing maintenance work will not be included
The constraints – lists limits on resources for time, money, human resources, or equipment (capital)	The project must be completed in six weeks; there is a budget of $10,000. And resources may be limited according to seasonal availability
The assumptions – describes the list of assumptions the project team and stakeholders are working under to complete the project	Volunteers will help with the build and maintenance requirements throughout the build
The risks – lists potential challenges Internal factors or risks might include the availability of resources, changes in company policy or politics, or an unforeseen complication in the project plan External factors or risks might include economic conditions,	Staff may be exposed to Work Health and Safety risks, including exposure to chemicals, trips, and slips Some plants may not be available due to supply issues Plants may die after planting if not properly maintained If the training doesn't occur immediately after the build, staff may not provide adequate care If staff are away, there may not be adequate resources available to help with the build or maintenance The builder may have to rely on contractors if the filtration system isn't effective or easily installed

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changes in customer requirements, or competition from other companies	
Contingencies – lists strategies to alleviate or minimise risks	Risk assessment and risk controls – answers will vary depending on the identified possibilities A suitable contingency might be to organise staff to complete a risk assessment and: • choose organic material • ensure staff select and apply PPE • isolate the building area by erecting safety signs and barriers • place rubber matting around the building to prevent skipping on the wet floor • schedule regular clean up
The impacts – lists agencies, stakeholders or divisions which will be impacted by this project and explains how they will be affected	Answers according to the project authorisation
The Work Breakdown Structure (WBS) – produce a flow chart or diagram of the project activities	According to stakeholder preferences – students may complete a list or a flow chart to show the sequence and relationship of activities

Assessment checklist

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

1. Interview and agree on successful applicants		
1	Collaborate with stakeholders. The student must complete this task with the recording being observed by the assessor.	☐
2	Produce a scope-management plan. The student must complete this task in consultation with stakeholders and submit their plan as evidence for assessment.	☐

Observation Checklist

The assessor observed the student's skills. The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

MARKING CRITERIA / OBSERVATION CHECKLIST (To be completed by the assessor when they watch the video or observe the assessment in real-time as they conduct the assessment)	Satisfactory (S)	Not Yet Satisfactory (NYS)

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		S	NYS
1	Collaborate with stakeholders.	☐	☐
	The student must demonstrate that they can:		
	Ask each person what they want to achieve – this will establish a shared understanding of the desired project outcomes; the student must do this in collaboration with stakeholders		
	Encourage stakeholders to rank their project goals in order of importance	☐	☐
	Highlight similarities in project goals	☐	☐
	Identify unrealistic outcomes; the student must collaborate with others to achieve joint Outcomes and play an active role in negotiating and facilitating agreement – for example, by highlighting unrealistic outcomes, listening to suggestions, and providing alternatives or compromising	☐	☐
	Determine whether any of the outcomes could be facilitated at another time or via another project – the student must use active listening and questioning to elicit the views and opinions of others (the assessor may document questions for the student file)	☐	☐
	Consider budget limitations and remove unaffordable goals	☐	☐
	Highlight potential benefits and returns on investment	☐	☐
	Use clear language and non-verbal communication; the student must do this in the context of participating in discussions and negotiations – for example, by using sequential language, Plain English, appropriate conventions, and protocols like hand shaking or nodding according to CBSA policies and procedures	☐	☐
	Identify and negotiate project boundaries – this might involve asking stakeholders to specify what they want to be included/ excluded or asking about budget or forecasted expenditure	☐	☐

Assessment marking criteria scope-management plan

Assessor instructions: All sections must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

MARKING CRITERIA		Satisfactory (S)	Not Yet Satisfactory (NYS)
2	Produce a scope-management implementation plan.	☐	☐
	The student must demonstrate that they can:		
	Specify communication requirements for each stakeholder – examples are included in the benchmark; the student must identify appropriate		

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	conventions and protocols such as email, telephone, face-to-face meeting, or text		
	Identify roles and responsibilities – examples are included in the benchmark	☐	☐
	Write a project statement – this may establish a summary of the project benefits, outcomes, and outputs	☐	☐
	Specify the acceptance criteria	☐	☐
	Produce a detailed list of the outputs and milestones – this will establish outcomes and outputs according to stakeholder preferences; the student must do this in consultation with stakeholders	☐	☐
	Specify the boundaries • What's included? • What's not included?	☐	☐
	List the limits or constraints – the student must interpret numerical information in the project authorisation and emails to determine the appropriate timeline	☐	☐
	Identify the assumptions – the student must take a range of factors into account (the assessor may document for the student file)	☐	☐
	Identify the potential internal and external challenges	☐	☐
	List strategies to deal with the risks; the student must make a range of critical and non-critical decisions in relatively complex situations – for example, by deciding and outlining appropriate contingencies	☐	☐
	Explain how the project will impact each stakeholder	☐	☐
	Clarify the Work Breakdown Structure (WBS); the student must sequence and schedule complex activities by listing or showing activities in a logical order, and the relationship of activities The student must also demonstrate partial knowledge about methods to segment and document a WBS – students will be given instructions to use another method for the next project	☐	☐
	The format and language must be appropriate to the context – defined by the template and the project	☐	☐

Congratulations, you have reached the end of Assessment 3

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