



BSBPMG530

ASSESSOR GUIDE

## Manage project scope

Assessment 7 of 7

Project

## Assessment Instructions

Review and document scope-management implementation and recommend improvement: Café style refit of the staff kitchen.

### Task overview

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

In the last part of the assessment (AT6: 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 AT6)
  - 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

## Task Instructions

	<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) Password: SOE (case sensitive)</p>
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To complete this 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.


Complete the following tasks.

### Task 1

**Critically analyse a change to the scope and take action to ensure project objectives are achieved or modified.**

Read Gavin Stead's last email below and:

- implement the approved change to the scope management procedure
- complete the approved document/s
- finalise the change management procedures according to your plan

	<p>To: Tina Hughes (tina.hughes@cbsa.com.au)</p> <p>From: Gavin Stead (gavin.stead@cbsa.com.au)</p> <p>Date/time: Friday 4.05 p.m.</p> <p>Subject: Café style refit of the staff kitchen project change to the scope</p>
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Hi Tina,

Following a discussion with Adrian, our marketing strategist, this morning, I am eager to propose an enhancement to our new café project.

Adrian suggested we incorporate our logo and select artwork that reflects our brand's personality and values into the decor. This strategic move aims to establish a cohesive and professional ambiance in the café, aligning seamlessly with our business strategy.

Specifically, I would like to integrate our logo into the staff kitchen's new style and introduce framed photos showcasing some of our clients' success stories.

While acknowledging that this entails a change in scope, I believe it will significantly contribute to the overall appeal of the space.

The builder estimates that the additional work, encompassing logo incorporation and artwork, may cost between \$4,500 and \$5,500, contingent on material selection, potentially extending the project by an extra week.

Can you please complete the required documentation to inform me of the changes to time, cost and additional materials that may be required? This will enable me to assess the impact on the project's timeline and budget, 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.

### Assessor Instructions

#### 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

The student must review and document scope-management implementation and recommend improvements.

Use the following as guidelines for Task 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.

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

## Task 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 integrate the CBSA logo into the staff kitchen's new style and introduce framed photos showcasing some of CBSA clients. (according to his last email)
  - The coffee grounds bin has leaked water and damaged the floor in the kitchen
  - The key team leader 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

### Assessor Instructions

- Use the following as guidelines for Task 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.
- Assessment criteria and benchmarks are included in the Assessment Marking Criteria checklist.

### Task 3

#### Complete the Lessons Learned Form.

First, read Garry Stead's email below.



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

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

Date/time: Thursday 8.30 p.m.

Subject: Café-style refit of the staff kitchen

Hi Tina,

I am so excited to see our café-style kitchen finished. The feedback from both our team members and visiting clients has been overwhelmingly positive. The new kitchen is not only transforming the physical space but also enhancing the overall impression of our business and work environment. The staff are truly appreciating the positive change, and it's heartening to see how it has contributed to a more vibrant and welcoming atmosphere.

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)



Respond by completing the approved CBSA Lessons Learned Form making 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.

## Assessor Instructions

Use the following as guidelines for Task 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.

## 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. The student must demonstrate the ability to:	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Identify and document scope management issues – as demonstrated by including the reasons for amendment in the new Project Scope-Management Plan Template</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Interpret and analyse information from [a range of] text – as demonstrated by making appropriate changes to account for the new logo and budget</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	The student must demonstrate partial knowledge about:	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Formal change control processes – such as the change to scope (amended Scope-management Plan)</li> <li>procedures for reporting scope change – as demonstrated by amending the Scope-management Plan</li> </ul>	<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 demonstrate that they can:	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

	damaged floor, and the quality constraint relates to the requirement that all staff must complete training to maintain the café style staff kitchen		
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Use experience to reflect on ways variables impact outcomes – for example, extending the timeline and costs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>The student must demonstrate knowledge about the following:</p> <ul style="list-style-type: none"> <li>Factors likely to impact the project scope – as demonstrated by listing factors in the CBSA Decision-Making Log: <ul style="list-style-type: none"> <li>Change to the design of the kitchen to add the CBSA logo and photos showcasing client projects, 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 floor from water leak (affects the schedule, but not scope – affects the quality of final product).</li> <li>The key team leader did not turn up to training on café kitchen maintenance as scheduled, nor let anyone know they were going to be absent (affects project deliverables but does not change scope).</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3	Complete a Lessons Learned Form.	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Confirm procedures for project authorisation with an appropriate authority – in this part of the assessment; the assessor is the appropriate authority</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Identify and document scope management issues and recommend improvements for future projects – potential issues and suitable improvements are included in the benchmark example</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

		S	U
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Develops project documentation and procedures using formats and language appropriate to the context</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

Congratulations, you have reached the end of Assessment 7

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