**BSBPMG530**

**Manage project scope**

**Assessor Workbook**

Table of Contents

[Instructions to Assessor 2](#_Toc76568414)

[Prior to conducting the assessment 2](#_Toc76568415)

[Conducting the assessment 4](#_Toc76568416)

[After the assessment 4](#_Toc76568417)

[Credit transfer and recognition of prior learning 4](#_Toc76568418)

[Learner Workbook Activity answers 8](#_Toc76568419)

[Activity 1A 8](#_Toc76568420)

[Assessor’s feedback for ACTIVITY: 1A 12](#_Toc76568421)

[Activity 2A 14](#_Toc76568422)

[Assessor’s feedback for ACTIVITY: 2A 18](#_Toc76568423)

[Activity 2B 20](#_Toc76568424)

[Assessor’s feedback for ACTIVITY: 2B 22](#_Toc76568425)

[Activity 3A 23](#_Toc76568426)

[Assessor’s feedback for ACTIVITY: 3A 26](#_Toc76568427)

[Activity 3B 27](#_Toc76568428)

[Assessor’s feedback for ACTIVITY: 3B 29](#_Toc76568429)

[Activity 3C 30](#_Toc76568430)

[Assessor’s feedback for ACTIVITY: 3C 31](#_Toc76568431)

[Summative Assessments answer guide 32](#_Toc76568432)

[Section A: Skills Activity 32](#_Toc76568433)

[Section B: Knowledge Activity (Q & A) 33](#_Toc76568434)

[Section C: Performance Activity 35](#_Toc76568435)

[Assessor’s feedback for Section C: Performance Activity 38](#_Toc76568436)

[Competency record to be completed by assessor 40](#_Toc76568437)

**Instructions to Learner**

### Assessment instructions

Overview

Prior to commencing the assessments, your trainer/assessor will explain each assessment task and the terms and conditions relating to the submission of your assessment task. Please consult with your trainer/assessor if you are unsure of any questions. It is important that you understand and adhere to the terms and conditions, and address fully each assessment task.

Written work

Assessment tasks are used to measure your understanding and underpinning skills and knowledge of the overall unit of competency. When undertaking any written assessment tasks, please ensure that you address the following criteria:

* Address each question including any sub-points
* Demonstrate that you have researched the topic thoroughly
* Cover the topic in a logical, structured manner
* Your assessment tasks are well presented, well referenced and word processed

Active participation

It is a condition of enrolment that you actively participate in your studies. Active participation is completing all the assessment tasks on time.

Plagiarism

Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a learner’s exclusion from a course. When you have any doubts about including the work of other authors in your assessment, please consult your trainer/assessor. The following list outlines some of the activities for which a learner can be accused of plagiarism:

* Presenting any work by another individual as one's own unintentionally
* Handing in assessments markedly similar to or copied from another learner
* Presenting the work of another individual or group as their own work
* Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

If it is identified that you have plagiarised within your assessment, then a meeting will be organised to discuss this with you, and further action may be taken accordingly.

Collusion

Collusion is the presentation by a learner of an assignment as their own that is, in fact, the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more learners in plagiarism or other forms of academic misconduct and, as such, both parties are subject to disciplinary action.

Competency outcome

There are two outcomes of assessments: S = Satisfactory and NS = Not Satisfactory (requires more training and experience).

Once the learner has completed all the assessments for this unit of competency, the learner will be awarded “Competent” (C) or “Not Competent” (NC) for the relevant unit of competency.

Confidentiality

The college will treat anything, including information about your job, workplace, employer, with strict confidence, in accordance with the law. However, you are responsible for ensuring that you do not provide us with anything regarding any third party including your employer, colleagues and others, that they do not consent to the disclosure of. While we may ask you to provide information or details about aspects of your employer and workplace, you are responsible for obtaining necessary consents and ensuring that privacy rights and confidentiality obligations are not breached by you in supplying us with such information.

Assessment appeals process

If you feel that you have been unfairly treated during your assessment, and you are not happy with your assessment and/or the outcome as a result of that treatment, you have the right to lodge an appeal. You must first discuss the issue with your trainer/assessor. If you would like to proceed further with the request after discussions with your trainer/assessor, you need to lodge your appeal via the complaint and appeal form which is available on the college website.

Recognised prior learning

Learners will be able to have their previous experience or expertise recognised on request.

Special needs

Learners with special needs should notify their trainer/assessor to request any required adjustments as soon as possible. This will enable the trainer/assessor to address the identified needs immediately**.**

### Assessment requirements

Assessment can be:

* Direct observation
* Product-based methods e.g. reports, role plays, work samples
* Portfolios – annotated and validated
* Questioning.

The assessment activities in this workbook assess aspects of all the elements, performance criteria, skills and knowledge and performance requirements of the unit of competency.

To demonstrate competence in this unit, you must undertake all activities in this workbook and have them deemed satisfactory by the assessor. Once you have demonstrated the required level of performance, you will be deemed competent in this unit.

As part of the assessment process, all learners must abide by any relevant assessment policies as provided during induction.

# Candidate Details

### Assessment – BSBPMG530 - Manage project scope

Please complete the following activities and hand in to your trainer/assessor for marking. This forms part of your assessment for BSBPMG530 - Manage project scope.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Declaration**

I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person. I also understand the assessment instructions and requirements and consent to being assessed.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If activities have been completed as part of a small group or in pairs, details of the learners involved should be provided below:**

This activity workbook has been completed by the following persons and we acknowledge that it was a fair team effort where everyone contributed equally to the work completed. We declare that no part of this assessment has been copied from another person’s work with the exception of where we have listed or referenced documents or work and that no part of this assessment has been written for us by another person.

Learner 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Case Study A: Hungry Koala

Hungry Koala is a sharing economic company which aims to provide the fastest food delivering door-to-door in Australia. As it just has been established since last three months, the company is expecting to continue to expand the reach of mobile application improvement for both customers and riders. Therefore, the company has set up a project to be succeed its goal as followed.

|  |  |
| --- | --- |
| Project Sponsor | **Hungry Koala** |
| Project Name | Enhancing and implementing the quality of Mobile Application |
| Project Manager | James Lemononado |

1. Project Scope:
2. Enhancing a new mobile application for Hungry Koala
3. Providing a training to Hungry Koala’s employees, riders, and relevant parties regarding the usage of the application.
4. Expected Outcome:
5. The mobile application will quickly connect nearby restaurants for customers
6. Enhance communication efficiency between Hungry Koala employees and riders when the riders encounter any unexpected events during their rides.
7. Reduce communication costs
8. Prevent miscommunication
9. Increase high standard and customer satisfaction
10. Boost company’s gross profit and revenue
11. Strategic Alignments:
12. Hungry Koala aims to reduce and save its long-term operational costs
13. Enhancing on the competitive advantage over its competitors in Australia
14. Improve customer experience
15. Schedule/Timeline

|  |  |
| --- | --- |
| Planning Commence: **8 September 2021** | Date to complete Project: **17 August 2021** |
| Date to deliver: **9 November 2021** | Delivery Complete: Continuous Service |

1. Key Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task | Duration | Start Date | Complete Date | Predecessors |
| project planning | 7 days | 8/9/21 | 8/17/21 |  |
| project scope planning | 3 days | 8/9/21 | 8/13/21 |  |
| stakeholder identification | 4 days | 8/14/21 | 8/17/21 | 2 |
| stakeholder training and procurement of required equipment | 0 days | Fri 8/17/21 | 8/17/21 | 3 |
| project implementation | 9 days | 8/20/21 | 8/30/21 |  |
| application development | 3 days | 8/20/21 | 8/22/21 | 4 |
| testing of output | 4 days | 8/23/21 | 8/28/21 | 6 |
| finalization and effecting identified issues | 2 days | 8/29/21 | 8/30/21 | 7 |
| Summary #2 Complete | 0 days | 8/30/21 | 8/30/21 | 8 |
| project review, evaluation and closing | 7 days | 9/1/21 | 9/11/21 |  |
| review of the project process | 3 days | 9/1/21 | 9/4/21 | 9 |
| correction and amendment | 2 days | 9/5/21 | 9/6/21 |  |
| project closure and handover | 3 days | 9/8/21 | 9/11/21 |  |

1. Estimated Budget

|  |  |
| --- | --- |
| Task/Activity | Estimated budget |
| The total of budgetary cost of planning all the project activities (the planning phase expenses) | $ 10,000 |
| Total expenses to be incurred for the Capital purchase (delivery) | $ 25,000 |
| Operational expenditure (all planned expenses to be incurred during execution) (delivery) | $ 35,000 |
| Contingency (all unplanned shortcomings during project execution) 20% | $ 10,000 |
| Total | $ 80,000 |

1. Critical Success Factors
2. close monitoring of all the project activities
3. flexibility to change (effective change management)
4. effective communication skills
5. close stakeholders’ engagement
6. Change Control Policies and Procedures

The purpose of this change management procedure is to manage change requests so that approved changes will be controlled, ensuring the project remains on schedule, within budget and provides the agreed deliverables. The primary objectives of change management are to

* manage each change request from initiation through to closure
* process change requests based upon direction from the appropriate authority
* communicate the impact of changes to appropriate personnel
* allow slight changes to be managed with a minimum of overhead.

**Policy**

The use of the formal change management procedure will be required when any changes are appeared which impact previously reviewed, approved, and published project deliverables. The documentation and tracking of all change requests will be managed using the defined procedure and facilitated using the change management log.

A multi-tiered approach will be used to approve change requests

* The Project Manager will make decisions to analyse and decisions to proceed with changes if the changes do not impact scope, budget or schedule or result in an increase in risk for the project.
* Changes which do impact scope, budget or schedule will be forwarded to the Project Sponsor (Hungry Koala) for review and decision.
* Where the [functional owner] has the resources to absorb the impact of the change, the Project Sponsor will make the final decision, based upon the information provided by the Project Manager. The Project Sponsor, the [advisor], and [advisor] will discuss requests that may result in a significant change in scope, schedule, and budget, for example, the impact of the change cannot be covered by [functional owner] resources. This group will advise the project sponsor.
* The Project Sponsor (Hungry Koala) will make the final decision based upon the information provided

Learner Workbook Activity

### Activity 1A

|  |  |
| --- | --- |
| **Objective** | PC 1.1 - To provide you with an opportunity to develop and confirm procedures for project authorisation with an appropriate authority  **PC 1.2 -** To provide you with an opportunity to obtain authorisation to expend resources  PC 1.3 - To provide you with an opportunity to confirm project delegations and authorities in project governance arrangements |
|  | Work in a small group of 3-4 people or as instructed by the trainer.   * One person will play a role as James who is a project manager. * Others play roles of individual, or group who has the authority to make decisions regarding the project. * Make sure that you and your group members use both active and passive listening to explain clearly to each other, use appropriate body language where is required and collaborate to reach a joint understanding.   Discuss the following questions in your group and ensure that you use your own word to summarise in your individual workbook.  Question 1:  Develop procedures for a project authorisation of Hungry Koala.  **Question 2:**  Identify at least three (3) relevant authorities for this project.  **Question 3:**  Identify three (3) factors why it is necessary for a project manager to seek and obtain authorisation before proceeding each step in a project.  Question 4:  Analyse three (3) required resources in this project and discuss who can give an authorisation to expend each resource.  Question 5:  Explain the stages to confirm project delegations for a case of Hungry Koala project?  Question 6:  Identify one of the project delegations and at least two (2) responsibilities for the project.  Question 7:  Explain what is meant by project governance arrangements and why they are beneficial for a project of Hungry Koala. |

### Assessor’s feedback for ACTIVITY: 1A

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | | | |
| **Assessor’s name** | |  | | | | |
| **Unit of Competency**  **(Code and Title)** | |  | | | | |
| **Date** | |  | | | | |
| **Marking checklist** | | | | | | **Performance Criteria\*** |
| **1.** | Has the learner developed procedures for a project authorisation of Hungry Koala? | | | Yes         No  (Please circle) | | 1.1, 1.2 and 1.3  Performance Evidence  Knowledge Evidence |
| **2.** | Has the learner identified at least three (3) relevant authorities for this project? | | | Yes         No  (Please circle) | |
| **3.** | Has the learner identified three (3) factors why it is necessary for a project manager to seek and obtain authorisation before proceeding each step in a project? | | | Yes         No  (Please circle) | |
| **4.** | Has the learner analysed three (3) required resources in this project and relevant parties who can give an authorisation to expend each resource? | | | Yes         No  (Please circle) | |
| **5.** | Has the learner explained the stages to confirm project delegations for a case of Hungry Koala project? | | | Yes         No  (Please circle) | |
| **6.** | Has the learner identified one of the project delegations and at least two (2) responsibilities for the project? | | | Yes         No  (Please circle) | |
| **7.** | Has the learner explained what is meant by project governance arrangements and why they are beneficial for a project of Hungry Koala? | | | Yes         No  (Please circle) | |
| **Comments** | | | | | | |
| **Provide your (assessor’s) comments here:** | | | | | | |
| **The learner’s performance was:** | | | Not satisfactory | | Satisfactory | |

### Activity 2A

|  |  |
| --- | --- |
| **Objective** | PC 2.1 - To provide you with an opportunity to identify and negotiate project boundaries with relevant stakeholders  PC 2.2 -To provide you with an opportunity to establish measurable project benefits, outcomes and outputs  PC 2.3 - To provide you with an opportunity to establish a shared understanding of desired project outcomes with relevant stakeholders |
|  | Question 1:  Outline at least three (3) reasons why it is important to identify and document project boundaries.  Question 2:  Prior to identify project boundaries of Hungry Koala, outline two (2) factors that James needs to consider.  Guideline: One example of the factors that James should consider is available resources in the company. Therefore, the student needs to provide related factors which are important to consider.    Question 3:  Identify and explain how you can account for boundaries being negotiated within the project.  Question 4:  Using a project of Hungry Koala as an example, discuss with your group of 3-4 people or as instructed by the trainer. One person will play a role as James who is a project manager. Others play roles of individual, or group of stakeholders.  Ensure that you use your own word to summarise in your individual workbook.   * According to Hungry Koala case study, identify project boundaries. * Select and explain one method to document those project boundaries. * Give three (3) individual/group who James needs to negotiate project boundaries with.   Guideline: Make sure to include project boundaries in your group discussion and summarise in your own word in individual workbook.  Also, provide and explain one example of methods which can be utilised to document project boundaries in accordance with Hungry Koala Company.  In addition,  **Question 5:**  In your own word, define the terms of project benefits, outcomes, and outputs.  Question 6:  According to a case study A, create measurable project benefits, outcomes, and outputs against project plan. Also, describe how to measure each of these.  **Question 7:**  Establish the most suitable communication channel that James can share desired project outcomes among relevant stakeholders. |

### Assessor’s feedback for ACTIVITY: 2A

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | | | |
| **Assessor’s name** | |  | | | | |
| **Unit of Competency**  **(Code and Title)** | |  | | | | |
| **Date** | |  | | | | |
| **Marking checklist** | | | | | | **Performance Criteria\*** |
| **1.** | Has the learner outlined at least three (3) reasons why it is important to identify and document project boundaries? | | | Yes         No  (Please circle) | | PC 2.1, 2.2 and 2.3  Performance Evidence  Knowledge Evidence |
| **2.** | Has the learner outlined two (2) factors that James needs to consider prior to identify project boundaries? | | | Yes         No  (Please circle) | |
| **3.** | Has the learner identified and explained how you can account for boundaries being negotiated within the project? | | | Yes         No  (Please circle) | |
| **4.** | Has the learner identified project boundaries?  Has the learner selected and explained one method to document those project boundaries?  Has the learner provided three (3) individual/group who James needs to negotiate project boundaries with? | | | Yes         No  (Please circle) | |
| **5.** | Has the learner defined the terms of project benefits, outcomes, and outputs in his/her own word? | | | Yes         No  (Please circle) | |
| **6.** | Has the learner created measurable project benefits, outcomes, and outputs against project plan and describe how to measure each of these? | | | Yes         No  (Please circle) | |
| **7.** | Has the learner established the most suitable communication channel that James can share desired project outcomes among relevant stakeholders? | | | Yes         No  (Please circle) | |
| **Comments** | | | | | | |
| **Provide your (assessor’s) comments here:** | | | | | | |
| **The learner’s performance was:** | | | Not satisfactory | | Satisfactory | |

### Activity 2B

|  |  |
| --- | --- |
| **Objective** | PC 2.4 - To provide you with an opportunity to document scope management plan. |
|  | Question 1:  Briefly explain the procedures of developing a scope management plan.  Question 2:  According to Hungry Koala case study, document scope management plan.  Guideline: Explain what components are required to include in the plan such as project requirements, the stakeholders to be engaged in the project, the deliverables of the project, the sponsor acceptance, scope control, scope statement, and work breakdown structure. |

### Assessor’s feedback for ACTIVITY: 2B

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | | | |
| **Assessor’s name** | |  | | | | |
| **Unit of Competency**  **(Code and Title)** | |  | | | | |
| **Date** | |  | | | | |
| **Marking checklist** | | | | | | **Performance Criteria\*** |
| **1.** | Has the learner briefly explained the procedures of developing a scope management plan? | | | Yes         No  (Please circle) | | PC 2.4  Knowledge Evidence |
| **2.** | Has the learner documented scope management plan? | | | Yes         No  (Please circle) | |
| **Comments** | | | | | | |
| **Provide your (assessor’s) comments here:** | | | | | | |
| **The learner’s performance was:** | | | Not satisfactory | | Satisfactory | |

### Activity 3A

|  |  |
| --- | --- |
| **Objective** | PC 3.1 - To provide you with an opportunity to implement agreed scope management procedures and processes |
|  | Question 1:  Identify the term of scope management procedures and processes.  Question 2:  Explain how each phase of the project life cycle is relevant to each stage of Hungry Koala project.  Guideline: Learner is required to link four (4) stages of project life cycle, which are Initiation Phase, Planning Phase, Implementation (Execution) Phase and Closing Phase, with a project.  For example, during the first stage, initiation phase – it is the stage that a project manager focused on defining and finding a project leadership team with the knowledge, skills, and experience to manage a project.  Question 3:  If you were a project manager of Hungry Koala (case study A), explain how you would implement scope management procedures and processes. (Please further describe each defined step in detail) |

### Assessor’s feedback for ACTIVITY: 3A

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | | | |
| **Assessor’s name** | |  | | | | |
| **Unit of Competency**  **(Code and Title)** | |  | | | | |
| **Date** | |  | | | | |
| **Marking checklist** | | | | | | **Performance Criteria\*** |
| **1.** | Has the learner identified the term of scope management procedures and processes? | | | Yes         No  (Please circle) | | PC 3.1  Performance Evidence  Knowledge Evidence |
| **2.** | Has the learner explained how each phase of the project life cycle is relevant to each stage of Hungry Koala project? | | | Yes         No  (Please circle) | |
| **3.** | Has the learner explained how they would implement scope management procedures and processes? | | | Yes         No  (Please circle) | |
| **Comments** | | | | | | |
| **Provide your (assessor’s) comments here:** | | | | | | |
| **The learner’s performance was:** | | | Not satisfactory | | Satisfactory | |

### Activity 3B

|  |  |
| --- | --- |
| **Objective** | PC 3.2 - To provide you with an opportunity to monitor impact of scope changes within established time, cost and quality constraints according to change control procedures |
|  | Scenario: According to Hungry Koala case study, its project scopes are enhancing a new mobile application for Hungry Koala and providing a training to Hungry Koala’s employees, riders, and relevant parties regarding the usage of the application*.*  In the process to complete the project, Hungry Koala needs to purchase some parts of software from its supplier, unfortunately, both parties have an argument during the meeting as they cannot agree on price so that the supplier refuses to trade with Hungry Koala. As a result of this, the company needs to seek to buy parts from others, and this is expected to take at least three (3) weeks. As a result of this, Hungry Koala’s top management is worried that it will directly affect in time and cost constraint for the project.  **Question 1:**  Use a provided table of Decision Matrix to analyse if the scope change will impact on established time, cost, and quality of the project in accordance with the company’s change control policies and procedures (This is in section H of a Hungry Koala Case Study).  **Guideline**: you are required to fill up both rows (Project manager and project sponsor). You are encouraged to think in both side opinion as if you were them what would you analyse and decide to monitor the scope change.  **Table A: Decision Matrix**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | Increase Budget | Increase Time | Increase risk | | The impact of changes and delay in parts of software | Decision by Project manager |  |  |  | | Decision by Project Sponsor |  |  |  |   **Note: please rate by using number 1-5 (1 = not impact on while 5 = severely impact on)**  Question 2:  Following your answer from question 1, if you were a top management of Hungry Koala, what would you decide to minimise its impact on the deadline, budget, and quality requirements according to change control procedures |

### Assessor’s feedback for ACTIVITY: 3B

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | | | |
| **Assessor’s name** | |  | | | | |
| **Unit of Competency**  **(Code and Title)** | |  | | | | |
| **Date** | |  | | | | |
| **Marking checklist** | | | | | | **Performance Criteria\*** |
| **1.** | Has the learner used a provided table of Decision Matrix to analyse if the scope change will impact on established time, cost, and quality of the project in accordance with the company’s change control policies and procedures? | | | Yes         No  (Please circle) | | PC 3.2  Performance Evidence  Knowledge Evidence |
| **2.** | Has the learner identified what they would decide to minimise its impact on the deadline, budget, and quality requirements according to change control procedures if they were the top management of the company? | | | Yes         No  (Please circle) | |
| **Comments** | | | | | | |
| **Provide your (assessor’s) comments here:** | | | | | | |
| **The learner’s performance was:** | | | Not satisfactory | | Satisfactory | |

### Activity 3C

|  |  |
| --- | --- |
| **Objective** | PC 3.3 - To provide you with an opportunity to identify and document scope management issues and recommend improvements for future projects. |
|  | Question 1:  From a case study of Hungry Koala, outline three (3) examples of issues and solutions of scope management. |

### Assessor’s feedback for ACTIVITY: 3C

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | | | |
| **Assessor’s name** | |  | | | | |
| **Unit of Competency**  **(Code and Title)** | |  | | | | |
| **Date** | |  | | | | |
| **Marking checklist** | | | | | | **Performance Criteria\*** |
| **1.** | Has the learner outlined three (3) examples of issues and solutions of scope management.? | | | Yes         No  (Please circle) | | PC 3.3  Performance Evidence  Knowledge Evidence |
| **Comments** | | | | | | |
| **Provide your (assessor’s) comments here:** | | | | | | |
| **The learner’s performance was:** | | | Not satisfactory | | Satisfactory | |

Summative Assessments

### Section A: Skills Activity

Objective: To provide you with an opportunity to show you have the required skills for this unit.

A signed observation by either an approved third party or the assessor will need to be included in this activity as proof of completion.

This activity will enable you to demonstrate the following skills:

* Reading:
* interprets and analyses information from a range of complex texts
* Writing:
* develops project documentation and procedures using formats and language appropriate to context
* Oral communication:
* participates in discussions and negotiations using clear language and appropriate non-verbal features
* uses active listening and questioning to elicit views and opinions of others
* Numeracy:
* interprets numerical information to determine project timelines and measure outcomes against project scope
* Initiative and enterprise:
* adheres to organisational policies and procedures and considers their own role in terms of its contribution to broader goals of work environment
* Teamwork:
* identifies and uses appropriate conventions and protocols when communicating with diverse stakeholders
* collaborates with others to achieve joint outcomes, playing an active role in negotiating and facilitating agreement
* Planning and organising:
* sequences and schedules complex activities monitors implementation and manages relevant communications
* makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account
* uses experience to reflect on ways variables impact outcomes and identify future improvements.

**These requirements are covered by Activity 1A – 3C and Section C (Performance Activity)**

### Section B: Knowledge Activity (Q & A)

Objective: To provide you with an opportunity to show you have the required knowledge for this unit.

The answers to the following questions will enable you to demonstrate your knowledge of:

* Components of a project scope-management plan
* Factors likely to impact the project scope
* Formal change-control processes
* Methods for measuring work outcomes and progress against plans
* Methods for segmenting and documenting a work breakdown structure
* Problem areas likely to be encountered in scope management
* Procedures for reporting scope change
* Project life cycle and the significance of scope management
* Project management tools used for managing scope
* Roles and responsibilities of the project manager in relation to project planning
* Types of project initiation documentation.

**These requirements are covered by Activity 1A – 3C and Section C (Performance Activity)**

**Case Study B: Momentum Company**

Momentum Company is based in Vevo Harbour, QLD. The business was established in 2012 and it represents the largest project assistance in Australia. The company has been contracted to manage a marketing project for the Good Work Company. Good Work Company is a new Healthy Food Company which was established in the past few months. The company is looking to promote a range of its organic products. Therefore, Kate, a project manager of Momentum Company, suggests building up the project to plan for Trade Show.

The company’s target customers are those who enjoy organic and clean food

The age range of Australian consumers buying products is between 27 and 65.

Main Marketing communication platform: Website, Facebook, Twitter, Instagram

Project Scope: Establishing a trade show to promote a range of products to be known in the market

Project budget: $50,000

Project Timeframe: 4 weeks

Project Milestones:

* Plan the project scope
* Design and decorate the show area
* Source the required equipment
* Install and test electric equipment (Microphone, Speakers, Projector, Computer etc.)

### Section C: Performance Activity

Objective: To provide you with an opportunity to demonstrate the required performance elements for this unit.

This activity will enable you to demonstrate the following performance evidence:

* Manage project scope on at least two occasions.

In the course of the above, the candidate must:

* Collaborate with stakeholders to produce a scope-management plan
* Review and document the scope-management implementation and recommend improvements.

**Question 1:**

Prepare a scope management plan for the project depicted in case study B.

Guideline: Make sure that a scope management plan include the following elements; however, you can add further detail if you would like to:

* Stakeholders who will be involved in the project and their specific roles
* Required resources such as Human Resources, Physical Resources, Financial Resources
* Expected outcomes.
* Create a work breakdown structure (WBS) to undertake relevant tasks

Question 2:

When you have completed a question 1, work in a group of 3-4 people or as instructed by the trainer.

* One person will play a role as Kate who is a project manager and presents your work of a scope management plan.
* Others play roles of relevant stakeholders have the authorities to make decisions regarding the project.
* Make sure that you and your group members use both active and passive listening to explain clearly to each other, use appropriate body language where is required and collaborate to reach a joint understanding.
* Use your own word to summarise and make not in your individual workbook

1. Briefly present a scope management plan with your group.
2. Others provide constructive feedback to the presenter.
3. Identify at least one event which could impact on a project and what factors to create project issues and what changes or improvements you could implement for a scope management plan.

### Assessor’s feedback for Section C: Performance Activity

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | | | |
| **Assessor’s name** | |  | | | | |
| **Unit of Competency**  **(Code and Title)** | |  | | | | |
| **Date** | |  | | | | |
| **Marking checklist** | | | | | | **Performance Criteria\*** |
| **1.** | Has the learner prepared a scope management plan for the project depicted in case study B. | | | Yes         No  (Please circle) | | Performance Evidence |
| Has the learner included   * Stakeholders who will be involved in the project and their specific roles * Required resources such as Human Resources, Physical Resources, Financial Resources * Expected outcomes. * Create a work breakdown structure (WBS) to undertake relevant tasks   In a scope management plan? | | | Yes         No  (Please circle) | |
| **2.** | Has the learner briefly presented a scope management plan with their group? | | | Yes         No  (Please circle) | |
| Has the learner received constructive feedback from the group? | | | Yes         No  (Please circle) | |
| Has the learner identified at least one event which could impact on a project and what factors to create project issues and what changes or improvements you could implement for a scope management plan? | | | Yes         No  (Please circle) | |
| **Comments** | | | | | | |
| **Provide your (assessor’s) comments here:** | | | | | | |
| **The learner’s performance was:** | | | Not satisfactory | | Satisfactory | |

### Competency record to be completed by assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the overall unit. Indicate in the table below if the learner is deemed competent or not yet competent for the unit or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date** | |  | | |
| Has the learner completed all required assessments to a satisfactory standard? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner to prove their competency across the entire unit? | | | | Yes No  (Please circle) |
| **Learner is deemed:** | Not yet competent | | Competent | |
| **Comments from trainer/assessor:** | | | | |