



BSBPMG530

ASSESSOR GUIDE

# Manage project scope

## Assessment 1 of 7

### Short Answer Questions



## Assessment Details

### Task overview

This assessment task includes 13 questions. Read each question carefully before typing your response in the space provided.



### 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.

# Assessor instructions for Assessment Task 1

## Assessor Instructions

### Purpose of the Task

This task requires students to answer a set of written questions to demonstrate that they understand the knowledge required of this unit.

## Questions

### QUESTION 1

Identify five (5) components of a project scope plan (maximum 25-word limit).

The student must show sufficient knowledge about the different components of a project scope management plan.

Five (5) components must be included.

Any of the following five (5) components may be included:

- Overview: summary of the project
- Project objectives: defines desired outcomes
- Steps: activities required to achieve desired outcomes
- Work Breakdown Structure (WBS): highlights individual task components and relationship between activities
- Budget information: identifies spending limit
- Schedule: outlines the order of activities
- Risk assessment: an outline of potential risks or barriers to achieving project goals
- Mitigation strategies: a list of contingencies required to address potential risks

Assessor to note that a description is not required for each component. Additional information has been included for the purpose of determining whether other component names relate to similar components.

### QUESTION 2

To complete this question:

- a) List three (3) internal factors likely to require a change in scope (maximum 25-word limit).
- b) List three (3) external factors likely to require a change in scope (maximum 25-word limit).

Wording of student responses will vary to the examples provided, however acceptable responses need to demonstrate sufficient knowledge about factors likely to impact the project scope.

Three (3) internal and three (3) external factors must be provided. A list of six (6) factors in total is required.

For example:

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, changes in customer requirements, or competition from other companies.

Alternative factors may be provided. Answers are correct if the assessor can confirm factors could impact the project scope.

### QUESTION 3

Provide three (3) examples of formal change control processes (maximum 50-word limit).

Wording of student responses will vary to the examples provided, however acceptable responses need to demonstrate sufficient knowledge about formal change control processes.

Three (3) examples must be provided.

For example:

**ASSESSOR GUIDE**

- controlling program scope creep
- determining that a scope change has occurred or is about to occur
- managing factors which influence changes to scope
- managing scope changes when they occur
- managing the effect of scope changes on other areas and on the achievement of multiple project objectives
- progressive refinement of scope throughout multiple project life cycles.

Acceptable answers may also reference systems like Agile, Critical chain, Event chain, Extreme, Lean, PRINCE2, Process based, and/ or Waterfall.

#### QUESTION 4

Describe the following types of project documentation tools used initiate and manage project scope.

Wording of student responses will vary to the examples provided; however acceptable responses need to demonstrate sufficient knowledge of each type of project documentation used to manage project scope.

<b>Project scope statement or statement of scope</b> (50 to 70 words)	A project scope statement or statement of scope is a documented base against which all project decisions are made and is used to direct the project's tasks/activities and direction. It describes the main deliverables and sets the project's boundaries, detailing what deliverables are considered 'in scope' or 'out of scope'. The project scope may include key milestones, assumptions and constraints
<b>Project request</b> (80 to 90 words)	A project request can be a short one-paragraph description of a project formally presented to management (either through a chartering process or a proposal process). However, it can also be use specific format to provide initial information about a project that may be of required by the organization. A project request is used to initiate ongoing project concept analysis (feasibility study, impact analysis). However, the information available for the project request is often Minimal, as a project request is used to trigger other processes.
<b>Product breakdown structure/analysis (PBS)</b> (50 to 70 words)	A PBS is a hierarchical structure that breaks down or decomposes a project's main products or deliverables. Each product (output) will have its criteria for acceptance and quality control methods as it moves through the levels in the hierarchy. A PBS enables clarification of the deliverables of the project and may contribute to a work breakdown structure
<b>Work breakdown structure (WBS)</b> (50 to 70 words)	A WBS is a hierarchical structure for project tasks/activities with a focus on the work, not products needed to deliver the products or deliverables of the project. It is often likened to a 'to-do list'. It breaks down the tasks/activities into manageable portions against which costs and people can be scheduled
<b>Mission Statement</b> (80 to 100 words)	<p>A mission statement gives a single-sentence - or one-paragraph - statement of the object of the project. The mission statement acts as a guidepost for action, establishing the direction of the project.</p> <p>The mission statement is often used as a public statement, of organizational intent. It is not used for detailed planning but acts to validate any approaches, processes, or deliverables in terms of strategic direction. The forms for such statements are relatively consistent. Think of it more as a call to action and a unity statement than anything else.</p>
<b>Status reports</b> (50 to 70 words)	Reports written at specific times during the project (weekly, monthly, fortnightly, daily) to outline the status and progress of the project. The times of reporting, for instance, will depend on the person requiring the reports, the problems or issues that need tracking, the set milestones for keeping track of the progress of the report

## QUESTION 5

Identify four (4) roles and responsibilities of project managers during the project planning stage (100-word minimum).

The student must demonstrate sufficient knowledge about roles and responsibilities of project managers in relation to project planning.

Four (4) roles and responsibilities must be included.

For example, in the context of project planning, project manager roles and responsibilities may be limited to preparing a scope management plan, writing a project statement, specifying the project boundaries, and clarifying the Work Breakdown Structure (WBS), however, 'planning' may occur throughout all stages of the project lifecycle.

Other roles and responsibilities may include:

- Negotiating roles and responsibilities
- Measuring and verifying project scope
- Facilitating scope change requests
- Facilitating impact assessments of scope change requests
- Organising and facilitating scheduled change control meetings
- Communicating outcomes of scope change requests
- Updating project documents upon approval of all scope changes.

Alternative roles and responsibilities may be provided.

## QUESTION 6

Describe each of the scope management tools listed below and explain how each one should be used during the different stages of project management

The student must describe all the tools, wording will vary to the examples provided, however acceptable responses need to demonstrate they understand the tool and its use. Examples are provided, but these do not limit the student. Accept similar variations of the following:

Scope Management Tools	
<b>Gantt chart</b> (25 to 35 words)	A bar chart used to track tasks/activities across time and monitor interdependencies between the tasks/activities. It shows milestones, phases and resources for the tasks/activities as needed across the project life
<b>PERT chart</b> (30 to 40 words)	PERT = Project Evaluation and Review Technique. It is a tool for analysing the tasks/activities for a project, working out the time needed to complete each task and identifying the minimum time required to complete the overall project
<b>Product breakdown structure/analysis (PBS)</b> (50 to 70 words)	A PBS is a hierarchical structure that breaks down or decomposes the main products or deliverables of a project. Each product (output) will have its own criteria for acceptance and quality control methods as it moves through the levels in the hierarchy. A PBS enables clarification of the deliverables of the project and may contribute to a work breakdown structure
<b>Work breakdown structure (WBS)</b> (50 to 70 words)	A WBS is a hierarchical structure for project tasks/activities with a focus on the work, not products needed to deliver the products or deliverables of the project. It is often likened to a 'to-do list'. It breaks down the tasks/activities into manageable portions against which costs, and people can be scheduled
<b>Project scope statement or statement of scope</b> (50 to 70 words)	A project scope statement or statement of scope is a documented base against which all project decisions are made and is used to direct the tasks/activities and direction of the project. It describes the main deliverables and sets the boundaries of the project, detailing what deliverables are considered to be 'in

<b>Scope Management Tools</b>	
	scope' or 'out of scope'. The project scope may include key milestones, assumptions and constraints
<b>Template for the overall scope management plan</b> (40 to 50 words)	A template to use to document the scope management plan during a project's planning phase. It has defined headings and description of what should be included under each heading such as the roles and responsibilities of stakeholders in the planning phase and scope management approaches and processes
<b>Affinity diagram</b> (50 to 70 words)	An affinity diagram is a tool used to organise a large number of ideas and data. It can be used to generate ideas, organise and consolidate information related to complex issues, problems, process or products. It is often used in conjunction with brainstorming. To use, record ideas on notes/cards, look for related ideas and sort cards into groups until all have a place.
<b>Mind maps</b> (20 to 30 words)	A mind map is a visual, non-linear diagram used to organise information by linking tasks, concepts or items around a central theme, concept or subject.
<b>Traceability matrices</b> (30 to 40 words)	Traceability matrices are a tool used to ensure the project's scope, deliverables and requirements are consistent with the originally designated baseline. It establishes a 'connection' or 'thread' for each requirement that can be traced from inception to completion
<b>Status reports</b> (50 to 70 words)	Reports written at specific times during the project (weekly, monthly, fortnightly, daily) to outline the status and progress of the project. The times of reporting, for instance, will depend on the person requiring the reports, the problems or issues that need tracking, the set milestones for keeping track of the progress of the report

### QUESTION 7

Describe five (5) methods for measuring work outcomes and progress against project scope plans.

The student must demonstrate sufficient knowledge about methods for measuring work outcomes and progress against plans.

Five (5) methods must be provided.

Any five (5) of the following examples may be provided:

- creating performance criteria and/or targets against which a project team member, the project team or a project deliverable is compared at various points during the project – this may be completed through performance management plans, regular performance reviews or a performance corrective action plan
- daily or weekly reporting of tasks completed or status of tasks – this may involve asking team members to report their progress each week in a team meeting or progress report
- using a Gantt chart – the timeline indicates points that connect the start of the project to the end. It is visual and the progress of the project against timelines (schedule) and outcomes decided in the development stage of the project can be seen immediately
- setting incremental milestones where each completed step is documented and represented as a percentage of the total project deliverables
- using experience and expert opinion – this method relies on the experience and subjectivity of the project manager and/or project sponsor as to whether a task has been completed satisfactorily
- undertaking a quality review evaluating what is being done against set quality standards – this method might involve the use of a checklist where the project manager audits completed work against acceptance criteria
- calculating the cost ratio – this measure is based on the budgeted finance allocation verses the hours of labour used to complete a task or project

- setting a goal and measuring the outcome of the project against the goal at the end of the project – this method might involve the analysis of progress reports in comparison to agreed deliverables
- benchmarking the project against other projects or similar external projects – this method might involve comparing work against other project results.

Answers may vary depending on the project framework and business requirements. Alternative answers are correct if the assessor can confirm that the method can be used to measure work outcomes and progress against plans.

**QUESTION 8**

Describe the five (5) phases of a project lifecycle below, and key project manager obligations including examples of documentation used at each stage.

Wording of student responses will vary to the examples provided; however acceptable responses need to demonstrate a clear understanding of a project life cycle. Accept similar variations of the following:

<b>Initiation</b> (40 to 60 words)	In the initiation phase, the project manager must develop and confirm procedures, undertake project authorisation activities, and meet with stakeholders. Documents used at this stage can include: Project scope statement or statement of scope, Project requests, Project proposal, Mission Statements, Business Cases, Feasibility Analysis.
<b>Planning</b> (40 to 60 words)	In the planning stage, the project manager must write a project statement, specify the project boundaries, and clarify the Work Breakdown Structure (WBS). Documents used at this stage can include: Product breakdown structure/analysis (PBS), Work breakdown structures (WBS), Budgets, Gantt Charts.
<b>Execution</b> (50 to 70 words)	In the execution phase, the project manager must implement the agreed procedures, manage scope changes, and collaborate with others. Documents used at this stage can include: Gantt Charts, Project scope statements or statements of scope, Product or project breakdown structures/analysis (PBS), Work breakdown structure (WBS), Budgets, Mission Statement, Status reports, Project Decision Logs.
<b>Monitoring and control</b> (60 to 70 words)	In the monitoring and control phase, a project manager must measure performance against the scope, determine variances, decide if corrective action is needed, and update the paperwork, and evaluate the impact. Documents used at this stage can include: Gantt Charts, Project scope statements or statements of scope, Product or project breakdown structures/analysis (PBS), Work breakdown structure (WBS), Budgets, Mission Statement, Status reports
<b>Closure</b> (70 to 80 words)	In the closing phase, the project manager must obtain confirmation the project deliverables were met within the agreed deadlines. Documents used at this stage can include: Project scope document, Project post-mortem, or project review documents, Contracts, Archive documentation, Gantt Charts, Project scope statements or statements of scope, Product or project breakdown structures/analysis (PBS), Work breakdown structure (WBS), Mission Statement, Status reports, Project Decision Logs, Budgets, Project Closure documents, Lessons Learned document, Project closure report.

**QUESTION 9**

Explain why scope management is important in project management (maximum 100 words).

The student must demonstrate sufficient knowledge about the significance of scope management.

Scope creep can occur when the project boundaries aren't properly defined, documented, or controlled according to a project scope management plan. If scope creep occurs during the execution phase of the project, it can cause delays and



increased costs. It's important for project managers to stay on top of any scope changes so that they can keep the project on track.

### QUESTION 10

Explain what can happen if each problem isn't addressed:

- a) Defining the scope too narrowly (minimum 50 words)
- b) Trying to do too much in too little time (minimum 50 words).

Wording of student responses will vary to the examples provided, however acceptable responses need to demonstrate sufficient knowledge about problem areas likely to be encountered in scope management.

For example:

- defining the scope too narrowly – this can lead to frustration on the part of team members who feel that their work is being cut down unnecessarily, and can also lead to problems down the road, when it becomes clear that more work needs to be done than was originally planned
- trying to do too much in too little time – when a project is rushed, corners may be cut and important details may be overlooked leading to problems during implementation or even after the project is completed.:

### QUESTION 11

Identify 10 problematic project issues or challenges.

Wording of student responses will vary to the examples provided; however acceptable responses need to demonstrate sufficient knowledge about problem areas likely to be encountered in scope management.

Ten issues or challenges must be provided.

For example:

- undefined goals
- scope changes or scope creep
- ambiguous contingency plans
- sufficient resources to run project efficiently
- unreasonable deadlines
- changes to scope, objectives and goals, target dates or deliverables.
- lack of project manager or stakeholder accountability and failure to meet commitments
- poor risk management processes
- poor communication processes
- faults and errors not picked up and/or quality specifications not met
- time wasted on conflict.

### QUESTION 12

Describe two procedures for reporting changes to scope (maximum 200 words).

The student must demonstrate sufficient knowledge of procedures for reporting scope change.

Two (2) descriptions are required.

The student may describe any of the processes included in the table.

Alternative processes like completing a change to scope request and identifying the type of change required, the areas impacted and the specific details, may be included.

Receive request/ demand for change	Receive requests verbally, by phone, by email or on the change request form: <ul style="list-style-type: none"><li>• fill out a change request form if not already done and capture all details succinctly</li></ul>
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	<ul style="list-style-type: none"> <li>ask the initiator of the request to review the form for accuracy.</li> </ul>
Assess change request	Assess the impact of the change on: <ul style="list-style-type: none"> <li>schedule, budget, scope, and resources</li> <li>work already done</li> <li>quality requirements</li> <li>documentation.</li> </ul>
Prepare/ present recommendations for the change	Determine if the change: <ul style="list-style-type: none"> <li>is inevitable, necessary, or nice to have</li> <li>offers benefits that will off-set any costs involved</li> </ul>
Obtain decision/decide to approve, reject, or defer change	For changes within your authorisation limit, make decisions with input from the project team (change authorisation limits described in the requirements management plan) Sponsor, project committee or change control board decides on larger requests Make sure you: <ul style="list-style-type: none"> <li>Communicate decision to everyone involved</li> </ul>

**QUESTION 13**

Identify and describe two (2) methods to segment and document a Work Breakdown Structure (WBS) (maximum 100 words).

Wording of student responses will vary to the examples provided, however acceptable responses need to demonstrate sufficient knowledge of methods to segment and document a WBS.

Two (2) methods must be included.

For example:

One popular method is to use a top-down approach which starts with the end goal and breaks it down into smaller and smaller tasks until you reach the level of detail needed for the project.

Another common method for creating a WBS is the bottom-up approach. The bottom-up approach starts with individual tasks and builds up to higher-level deliverables.

## Assessment checklist:

Students must have completed all 13 questions within the assessment before submitting. This includes:

1	13 short answer questions	<input type="checkbox"/>
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Congratulations, you have reached the end of Assessment 1!

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