Candidate Assessment Tool

STUDENT NAME:	
STUDENT ID:	
ASSESSOR NAME:	
UNIT CODE AND TITLE:	BSBPMG530– MANAGE PROJECT SCOPE

About this booklet

This Candidate assessment booklet has been designed for students undertaking face-to-face mode of study to provide information before they undertake these assessments. It also contains assessment tools to assess the skills and knowledge required from you to be deemed competent in this unit.

Please read all the information given to you when you receive this assessment booklet. If you do not understand any part of this booklet, please inform your trainer/assessor.

The assessment booklet contains three (3) parts:

PART 1: Assessment information: This part contains information on the assessment for this unit of competency and how an assessment will be conducted throughout this unit to achieve the competency. It includes:

- Application of the unit of competency
- Purpose of assessment
- Elements, performance evidence and knowledge evidence requirements of the unit
- Conditions, context, required resources and location of the assessment
- Assessment tasks
- Outline of evidence to be collected
- Administration, recording and reporting the requirements including special adjustments, appeals, reasonable adjustments and assessors' intervention.

PART 2: Assessment tasks: This part contains the information to undertake the assessment task successfully. In each assessment task, students will find the following information:

- Task instructions
- Role play/Practical Demonstration information
- Information on resources required, where applicable.

PART 3: Appendix: This part contains the documents/templates required to complete the assessment tasks (Part 2).

PART 1

Assessment Information

Application of the unit of competency:

This unit describes the skills and knowledge required to determine and manage project scope. It involves obtaining project authorization, developing a scope management plan, and managing the application of project scope controls.

The unit applies to individuals responsible for managing and leading a project in an organisation, business or as a consultant.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Purpose of assessment:
The primary objective of assessment is to support and encourage your learning.
Assessment results give the assessor an indication of how well you learnt in class and or areas you may need extra support

Performance evidence:

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- 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 scope-management implementation and recommend improvements.

Knowledge evidence:

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including 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 project manager in relation to project planning
- types of project initiation documentation.

Context and conditions for assessment:

To comply with the **assessment conditions** of this unit:

- Skills for this unit of competency will be demonstrated in Australian School Of Commerceclassroom/Computer lab located at Level 5, 123 Lonsdale Street, Melbourne, Victoria 3000.
- You will have access to suitable facilities, equipment and resources, including template documentation, policies and procedures to undertake the assessment tasks for this unit of competency (refer Templates)

Resources required:

The assessor will ensure that assessment is conducted in a safe environment, and you have access to the following resources for the unit:

- PowerPoint presentation
- Access to other learning materials such as textbooks
- Access to a computer, the Internet and word-processing system such as MS Word
- Computer technology and documentation as required
- Codes of practice and standards issued by government regulators or industry groups
- Student assessment booklet
- Australian School Of CommerceLearners' resources for the unit BSBPMG530– MANAGE PROJECT SCOPE

Clustering/holistic assessment:

There is no provision for clustering of assessments in this unit.

AQF Level

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement.

All assessment tasks must ensure compliance with the requirements of AQF level and the AQF level criteria. For more information, please visit http://www.aqf.edu.au/

Relevant Legislation

- Australian Human Rights Commission Act 1986
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Code of ethics and codes of conduct
- Ethical Principles in the Workplace
- Codes of practice
- The Privacy Act 1988 (Privacy Act) and Australian Privacy Principles (APPs)
- Occupational Health and Safety Act 2004 – Applicable in Victoria
- Work Health and Safety Act 2011

Competency requirements:

To be judged competent in this unit, you must satisfactorily complete all assessment tasks to be Competent (C) in the unit. Students with unsatisfactory completion of any of the assignment tasks will be deemed Not Yet Competent (NYC).

Assessors will ensure that the evidence collected meets the requirements of the Rules of Evidence (authentic, current, sufficient and valid) prior to entering results into the competency record sheet.

Students unsuccessful at achieving "Satisfactory" for any assessment at the first attempt will be given two opportunities for reassessment. If the student is still deemed Not Yet Competent (NYC) after two reassessments in a unit of competency, student will be required to repeat the unit as per the scheduled delivery of the course. For further details, refer to Australian School Of CommerceRe-Assessment Policy and Australian School Of CommerceCourse Progress Policy.

Assessment tasks	Assessment description	Location of assessment
Assessment Task 1 (AT1): Knowledge Test	Students are required to complete the knowledge test to be deemed competent. The learners are required to answer in brief. They must answer all the questions correctly to be marked satisfactory.	Australian School Of Commerce
Assessment Task 2 (AT2): Project	This assessment includes a series of tasks and activities you are required to perform in a simulated work environment	Australian School Of Commerce

Assessment tasks:
To achieve competency in this unit, you must satisfactorily complete all the following assessment tasks within the date and time specified by your trainer/assessor. This will demonstrate that you have all the required skills and knowledge for this unit.

Outline of evidence to be collected:
You must submit the following evidence to be marked competent for this unit. Your assessor willensure that the evidence submitted meets the Rules of Evidence which are **valid, sufficient, current and authentic.**

Assessment Task 1 (AT1): Knowledge Test	• Answer all questions correctly in the Knowledge Test Questions and submit to your assessor electronically. • Complete and sign the cover sheet for assessment task
Assessment Task 2 (AT2): Project	• Answer all questions correctly in the project scenario after reading the brief provided and submit it to the Assessor electronically. • Complete and sign the cover sheet for assessment task.

You must read and follow this information carefully while completing assessments for this unit of competency and if you are unsure of any instruction, please contact your Trainer/assessor to clarify.
The assessments are intended to be equitable, fair and flexible.

Instruction for learner

Prior to the commencement of the assessment:
The assessor will explain the Assessment Conditions and advise you prior to conducting observation/assessment:

- o what will occur throughout the assessment process
- o when the assessment will occur (Date and Time)
- o the level of competency expected

- Prior to the commencement of the assessment, you will be given the copy of the Candidate Assessment Pack.

During the assessment:

- During role play/ practical demonstration, your trainer may be required to act as a student, where required, but trainer/assessor will not interfere with the assessment.
- If the assessment activities might impact your safety or that of others, trainer/assessor will stop the assessment immediately.
- Your trainer/assessor will confirm assessment submission details for each assessment task.
- You are required to mention your name and student Id in either header or footer of the assessment document to be submitted.

Submission of assessment:

You must ensure that the completed assessment tasks are submitted along with the assessment cover sheet:

- ALL tasks must be completed in legible English. It is preferred that the tasks submitted for assessments are typed.
- You must submit all assessments on or before the due date specified by the assessor as per the training plan.
- Extensions for individual assessment tasks may be negotiated in specific circumstances with your assessor/trainer. However, you need to provide genuine evidence documents when seeking an extension to due date (e.g. extensions due to illness will require a medical certificate). To arrange an extension, you must speak to your assessor prior to the due date. Extensions must be confirmed by the trainer in writing.
- You are permitted to use dictionaries and to seek support (as required) unless it puts in jeopardy the integrity of the assessment, your assessor will let you know if this is the case.
- Unless the assessment task specifically allows pair work or group activities such as brainstorming, you must submit your own original work and must not copy the work of other students. Plagiarism is unacceptable.
- You must complete the student's declaration.

After Submission of assessment:

- Once you have completed and submitted assessment to trainer/assessor, your trainer/assessor will mark the submitted assessment and will arrange a time with you for the feedback discussion and to advise if there are any further steps for them to take.
- You will be provided with:

  - clear and constructive feedback based on the assessment decision
  - information on ways of overcoming any identified gaps in competency revealed by the assessment
  - the opportunity to discuss the assessment process and outcome
  - information on reassessment and the appeals process
  - an opportunity for reassessment, if appropriate

- This unit is not graded, and the student must complete and submit all requirements for the assessment task for this unit of competency to be deemed competent.

<u>Assessment outcomes</u>: -

For unit of competency:

There are two outcomes for assessments: C = Competent and NYC = Not Yet Competent (requires more training and experience).

You will be awarded C = Competent on completion of the unit when the assessor is satisfied that you have completed all assessments and have provided the appropriate evidence required to meet all criteria in line with the Rules of Evidence. If you fail to meet this requirement, you will receive the result NYC = Not Yet Competent and will be eligible to be re-assessed in accordance with the Australian School Of CommerceRe-Assessment Policy and Australian School Of CommerceCourse Progress Policy.

For assessment task:
There are two assessment outcomes for tasks. S = Satisfactory and NS = Not Satisfactory.
On the individual assessment cover sheet for assessment tasks you will be marked Satisfactory, if you have completed the task successfully, submitted all evidence and satisfied the assessment criteria and Not Satisfactory, if you have not completed the task, the evidence is not sufficient or does not meet the requirements of the assessment criteria.

Recording an assessment result:
Once the assessments have been completed, the assessor will record the assessment results on the student assessment record sheets and all results will be approved by the Training Manager.

Assessors will check that you have completed the signed student declaration prior to filling out the assessment sheet.

Retaining assessment records:
Australian School Of Commercewill securely retain all completed student assessment items for each student for a period of six months from the date on which the judgement of competence for the student was made. Australian School Of Commerce
will also retain sufficient data to be able to reissue AQF certification documentation for a period of 30 years.

The assessor will ensure that the student records are securely retained and stored in accordance with the Australian School Of Commercerecord control policy accessible by the Student Administration Officer.

Re-assessment:
If you are unsuccessful at achieving competency at the first attempt, you will be given two further opportunities for re-assessment at a mutually agreed time and date. For further details, refer to the Australian School Of CommerceRe-Assessment Policy and Australian School Of CommerceCourse Progress Policy. As this is a competency-based program, the assessment continues throughout the program until you either achieve Competency in the assessment tasks or a further training need is identified and addressed.

Student access to records:
You have the right to access current and accurate records of your participation and results at any time.
You can request a copy of your records (results or attendance progress) by contacting the student administration or assessor.

Support:
You may seek clarification about the assessment information and the instructions and tasks at any time from the assessor.

Reasonable adjustments and special learning needs:
Australian School Of Commerceworks to ensure that students with recognized disadvantages can access and participate in education and training on the same basis as other students. Disadvantages may be based, for example, upon age, cultural background, physical disability, limited or non-current industry experience, language, numeracy or digital literacy issues.

Where pre-training interviews and LLN assessments reveal that a student may require special support or where, after enrolment, it is made apparent that the student requires special support, reasonable adjustments will be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of the student. An adjustment is reasonable if it can accommodate the student's particular needs, while also taking into account factors such as the student's views, the potential effect of the adjustment on the student and others and the costs and benefits of making the adjustment.

Any adjustments made must:

- be discussed, agreed and documented in the assessment record
- benefit the student
- maintain the integrity of the competency standards and course requirements as stipulated in the training package
- be reasonable to expect in a workplace.

Reasonable adjustment may consist of:

- providing additional time for students to complete learning and assessment tasks
- presenting questions orally for students with literacy issues
- asking questions in a relevant practical context
- using large print material
- extending the course duration
- Presenting work instructions in diagrammatic or pictorial form instead of words and sentences.

Complaints and appeals:
If you are dissatisfied with an assessment outcome, you may appeal the assessment decision. In the first instance, you are encouraged to appeal informally by contacting the assessor and discussing the matter with them. If you are dissatisfied with the outcome of such discussion, you may appeal further to training manager. If you are still dissatisfied, you may appeal formally and in writing to have the result reviewed. For more information, refer to the Assessment Policy and the Complaints and Appeals Policy and Procedures available in Australian School Of CommerceWebsite.

Assessor intervention:
Assessors will check if you are ready for the assessment and defer the assessment if you are not. Feedback will be given to you at the completion of the assessment. During role play, the assessor may act as a client or employer, where required, but the assessor will not interfere with the assessment. If the assessment activities might impact on your safety or that of others, the assessor will stop the assessment immediately.

Plagiarism, cheating and assessment dishonesty:
Australian School Of Commerceconsiders plagiarism and cheating as a serious misdemeanor. Evidence of plagiarism and cheating is treated on a case by case basis and the consequences for students engaging in such practices may include failure of the assessment or unit or exclusion from the course. For more information, refer to Technical Education Development Institute's Assessment Policy.

Note: Referencing is a way of acknowledging the source of information that a person uses to research your assignment. References should be provided whenever someone else's words. Ideas or research is used. One should also provide references for any information used. Website, journals, Research paper, Blogs, article and any other online sources needs to be referenced.

Assessor feedback:
Assessors will provide feedback on the assessment that you have submitted. This can identify your strengths and weaknesses or be an overall comment on your submission. A copy of the feedback along

with your submission will be given to you and you must keep a copy of it throughout the completion of the course.

Student Declaration:
Make sure you understand what is required of you before signing this agreement.
Please sign and date this agreement before you begin the assessment process.

I... ***(Student Name***) have read and understand the information provided above and also understand and accept that any act of plagiarism and academic dishonesty may have penalties including cancellation or suspension of my enrolment with Technical Education Development Institute. The assessment has been explained to me. I understand the following:

- I can discuss any special needs I have with my assessor.
- How the assessment decision will be made.
- I can re-attempt the assessment if I need to.
- I can discuss my assessment result if I am unhappy with the decision.
- I have been told the date, time and place for assessment.

I further declare that:

- All assessment work submitted for this unit competency is my own original work and plagiarism and collusion has not occurred.
- Assessment work has not been copied or submitted for any other unit/course.
- I have taken proper care and effort to ensure my work has not been copied by another person.
- I have retained a copy of this assessment for my own records in the event I have to reproduce my work.
- I am aware that any assessment deemed unsatisfactory will require me to undergo reassessment which may be different to the one originally submitted.

Student signature: .... **Date:** ....../....../.......

PART 2
Assessment tasks

Assessment Task Cover Sheet Task 1 (AT1)

<table>
<tr><th colspan="4">Student details</th></tr>
<tr><td>Student Name:</td><td></td><td>Student ID:</td><td></td></tr>
<tr><th colspan="4">Assessment details</th></tr>
<tr><td>Unit of Competency:</td><td colspan="3">BSBPMG530- MANAGE PROJECT SCOPE</td></tr>
<tr><td>Assessment Task 1:</td><td colspan="3">Knowledge test</td></tr>
<tr><td>Date of Submission:</td><td colspan="3"></td></tr>
<tr><th colspan="4">Assessment Outcome</th></tr>
<tr><td>Attempt 1</td><td colspan="3">☐ Satisfactory ☐ Not Satisfactory</td></tr>
<tr><td>Attempt 2</td><td colspan="3">☐ Satisfactory ☐ Not Satisfactory</td></tr>
<tr><td>Attempt 3</td><td colspan="3">☐ Satisfactory ☐ Not Satisfactory</td></tr>
<tr><td colspan="4">Feedback:</td></tr>
<tr><td colspan="4">Student Plagiarism Declaration: By submitting this assessment to the college, I declare that this assessment task is original and has not been copied or taken from another source except where this work has been correctly acknowledged. I have made a photocopy or electronic copy or photograph of my assessment task, which I can produce if the original is lost.</td></tr>
<tr><td colspan="2">Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment of this student, and I have provided appropriate feedback. I also declare that I have undertaken the indicated assessment integrity checks ☐ ☐
Check for plagiarism Software ☐ Yes ☐ No
Check for copying/collusion ☐ Yes ☐ No
Check for authenticity (own work) ☐ Yes ☐ No
Cheating or use of model answers Yes No

Signature: ....

Date: ....</td><td colspan="2">Student: I have received, discussed and accepted my result as above for this assessment and I am aware of my appeal rights.

Signature: ....

Date: ....</td></tr>
</table>

Assessment task 1: Knowledge Test

Required documents and equipment:

- Computer with internet connection to refer to various programs such as MS word, MS excel, MS PowerPoint or any other recognised software program.
- Australian School Of CommerceLearners' resources for the unit BSBPMG530-MANAGE PROJECT SCOPE (organised by the trainer/assessor)
- Learner's notes

Instructions for students:

- This assessment will be conducted in 's Campus with access to the resources listed above.
- You must answer all knowledge questions as part of this assessment and submit answers in electronic copy.
- Do not start answering questions without understanding what is required from you. Read the questions carefully and critically analyse them for a few seconds, this will help you to identify what is really needed.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- Your trainer/assessor may ask relevant questions on this assessment task to ensure that this is your own work.
- You will be advised to read instruction given in this document before starting assessment.
- Your trainer/assessor will clearly explain the assessment process and tasks to be completed.
- Please make sure you understand what evidence is required to be collected and how.
- Be concise to the point and write answers according to the given word-limit to each question and do not provide irrelevant information. Be careful, quantity is not quality.
- Be careful to use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups on the basis of attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender inclusive language should be used.
- When you quote, paraphrase, summarise or copy information from the sources you are using to write your answers/research your work, you must always acknowledge the source.
- Please make sure you know your rights and the Complaints and Appeal process.
- Please make sure you discuss any special needs or reasonable adjustments to be considered during the assessment
- Please ensure that you must have all the required resources needed to complete this task.
- You will be marked for all responded questions.
- Answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.
- Your Trainer/Assessor will provide the feedback and notify you when results are available.
- If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
- If at least one of the assessment task is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, trainer/assessor will complete an Assessment plan to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- You are required to mention your name and student Id in either header or footer of the assessment document to be submitted.
- Please refer Instruction for learner in Part A for more information.

Planning the assessment

Access all resources mentioned in required resources, either printed copies or access via the internet.

- You must answer all questions in the knowledge test assessment.
- Time allocated to complete this assessment is 4 hours.
- Assessor will set a time to provide feedback.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. Students will be given total 3 attempts including 1 original plus 2 reassessments.
- Student may speak to their Trainer/Assessor if student have any difficulty in completing this task and require reasonable adjustments (e.g. can be given as an oral assessment).

Evidence specifications:

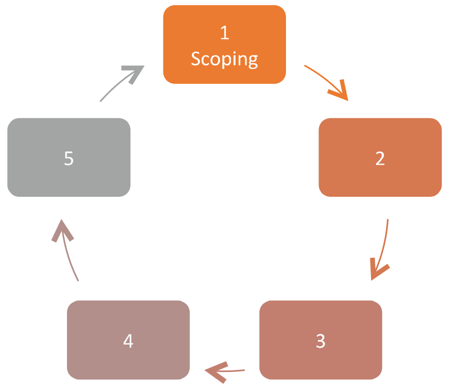
At the end of the assessment, student will be required to submit the following evidence

- Completed assessment task with all questions answered.
- Completed and signed cover sheet for the assessment.

Knowledge Test

QUESTION NUMBER	QUESTIONS	Students response (to be completed by the assessor)
Question 1:	List the five components of a project scope management plan.	☐ S ☐NS
Question 2:	List five factors that are likely to impact the project scope.	☐ S ☐NS
Question 3:	Identify five events in a project that are likely to trigger the need for formal change control processes.	☐ S ☐NS
Question 4:	Identify six things that are typically done in formal change-control processes.	☐ S ☐NS

<table>
<tr><td>Question 5:</td><td>Explain how work outcomes are measured in each of the areas listed below.
Areas   How are work outcomes measured in this area?
i. Cost
ii. Schedule
iii. Quality</td><td>S
NS</td></tr>
<tr><td>Li
Question 6:</td><td>Listed below are methods for measuring project progress against the project plan. Explain the use of each method.
<table><tr><th>Methods for progress against plans</th><th>Explanation</th></tr><tr><td>i. Units completed</td><td></td></tr><tr><td>ii. Incremental milestones</td><td></td></tr><tr><td>iii. Start/finish</td><td></td></tr></table></td><td>☐
☐
S
NS</td></tr>
<tr><td>Question 7:</td><td>Answer the following questions about decomposition as a method for segmenting the work breakdown structure (WBS).
i. What is decomposition as a method for segmenting the work breakdown structure (WBS)?
ii. How do you determine and estimate cost and duration in decomposition?
iii. What determines the level of decomposition? List two.
a.
b.
iv. Identify five activities that are involved in decomposition.
a.
b.
c.
d.</td><td>☐
☐
S
NS</td></tr>
<tr><td>Question 8:</td><td>Identify three ways you can document the Work Breakdown Structure (WBS).
i.</td><td>☐ S
☐NS</td></tr>
</table>

<table>
<tr><td></td><td>ii.</td><td></td></tr>
<tr><td>Question 9:</td><td>Listed below are areas in which problems and challenges can arise and affect scope management. Provide one example of problems or challenges that may arise from each area listed.
<table>
<tr><th>Areas</th><th>Problem or challenge that may arise from this area</th></tr>
<tr><td>i. Scoping</td><td></td></tr>
<tr><td>ii. Environment</td><td></td></tr>
<tr><td>iii. Health and safety</td><td></td></tr>
<tr><td>iv. Human resources and project stakeholders</td><td></td></tr>
</table>
</td><td>☐ S
☐ NS</td></tr>
<tr><td>Question 10:</td><td>Complete the diagram below by identifying the rest of the stages of the project life cycle, and in your own words, explain each stage of the project life cycle.


Stage Explanation
i. Scoping
ii. Planning
iii. Implementation or</td><td>☐ S
☐ NS</td></tr>
</table>

	execution (either is acceptable) iv. Monitoring v. Closure	
Question 11:	Explain the significance of scope management in the project life cycle.	☐ S ☐ NS
Question 12:	Listed below are different tools used in the different stages of scope management. Explain the use of each tool in relation to the scope management process specified below.	☐ S ☐ NS

PROCESS: Collection of requirements	
Tool	**Explanation**
i. Meeting minutes template	

PROCESS: Collection of requirements	
Tool	**Explanation**
i. Questionnaires and surveys	

Tool	**Explanation**
i. Prototypes	

PROCESS: Scope control	
Tool	**Explanation**
i. Variance	

	analysis tools (e.g. spreadsheets)	
Question 13:	Identify the four crucial roles that the project manager holds in project planning and explain the responsibilities the project manager has in each role.	☐ S ☐ NS

Roles	Responsibilities in this role
i.	
ii.	
iii.	
iv.	

Question 14:	Listed below are the different types of project initiation documentation. In your own words, explain what each document is.	☐ S ☐ NS

Type of project initiation documentation	Explanation
i. Project charter	
ii. Project scope statement	

Question 15:	Outline the procedures that are followed before implementing and communicating scope changes.	☐ S ☐ NS
Question 16:	Identify all stakeholders who must be notified of approved project scope changes.	☐ S ☐ NS
Question 17:	How are project scope changes communicated to the stakeholders you identified above? Specify the mode of communication.	☐ S ☐ NS
Question 18:	How will these scope changes be documented?	☐ S ☐ NS

Assessment Task Cover Sheet Task 2 (AT2)

Student details			
Student Name:		Student ID:	
Assessment details			
Unit of Competency:	BSBPMG530- MANAGE PROJECT SCOPE		
Assessment Task 2:	Project		
Date of Submission:			
Assessment Outcome			
Attempt 1	☐ Satisfactory	☐ Not Satisfactory	
Attempt 2	☐ Satisfactory	☐ Not Satisfactory	
Attempt 3	☐ Satisfactory	☐ Not Satisfactory	
Feedback:			

Student Plagiarism Declaration: By submitting this assessment to the college, I declare that this assessment task is original and has not been copied or taken from another source except where this work has been correctly acknowledged. I have made a photocopy or electronic copy or photograph of my assessment task, which I can produce if the original is lost.	
Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment of this student, and I have provided appropriate feedback. I also declare that I have undertaken the indicated assessment integrity checks ☐ ☐ Check for plagiarism Software ☐ Yes ☐ No Check for copying/collusion ☐ Yes ☐ No Check for authenticity (own work) ☐ Yes ☐ No Cheating or use of model answers Yes No Signature: .... Date:	**Student:** I have received, discussed and accepted my result as above for this assessment and I am aware of my appeal rights. Signature: .... Date: ....

Assessment task 2: Project

Required documents and equipment:

- Computer with internet connection to refer to various programs such as MS word, MS excel, MS PowerPoint or any other recognised software program.
- Simulated work environment
- Australian School Of Commerce Learners' resources for the unitBSBPMG530- Manage project information and communication
  (organised by the trainer/assessor)
- Learner's notes
- Appendix 1 (provided by trainer/assessor)
- Computer with internet and email access, and a working web browser
- Installed software: Word, Adobe Acrobat Reader
- Learner's book
- Use the following details to access the above-mentioned templates from Bounce Fitness simulated website.
  https://bouncefitness.precisiongroup.com.au/
- Login details:
- Username: Learner
- Password: Learner123
- Templates Attached

Instructions for students:

This is a Project-based assessment where you are required to read the brief provided and complete the activities at the end of this task.

- This assessment will be conducted in 'S Campus with access to the resources listed above.
- Student must read and respond to all criteria of this assessment task and submit answers in electronic copy.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- You will be advised to read instruction given in this document before starting assessment.
- Your trainer/assessor will clearly explain the assessment process and tasks to be completed.
- Please make sure you understand what evidence is required to be collected and how.
- You must satisfactorily answer all questions to be deemed Satisfactory for this assessment.
- Be concise provide explanation according to the given word-limit and do not provide irrelevant information. Be careful, quantity is not quality.
- Be careful to use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups on the basis of attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender inclusive language should be used.
- When you quote, paraphrase, summarise or copy information from the sources you are using to write your answers/research your work, you must always acknowledge the source.
- Please make sure you know your rights and the Complaints and Appeal process.
- Please make sure you discuss any special needs or reasonable adjustments to be considered during the assessment
- Please ensure that you must have all the required resources needed to complete this task.
- You are required to mention your name and student Id in either header or footer of the assessment document to be submitted. Your Trainer/Assessor will provide the feedback and notify you when results are available.
- If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
- If at least one of the assessment task is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, trainer/assessor will complete an Assessment plan to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- You are required to mention your name and student Id in either header or footer of the assessment document to be submitted.

- Please refer Instruction for learner in Part A for more information.

Planning the assessment

- Access all resources mentioned in required resources, either printed copies or access via the internet.
- Time required for assessment: 24-26 hours (this will be completed over multiple sessions but student must submit assessment on or before the due date provided by the trainer/Assessor)
- Complete and submit the assessment on the date given by the Assessor.
- Assessor will set a time to provide feedback.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. Students will be given total 3 attempts including 1 original plus 2 reassessments.
- Student may speak to their Trainer/Assessor if student have any difficulty in completing this task and require reasonable adjustments (e.g. can be given as an oral assessment).

Evidence specifications:

At the end of this assessment, you will be required to submit following evidence before due date specified by the assessor.

- Completed and signed Assessment cover sheet
- Documentation must be submitted electronically.

Project:

These tasks must be done in the context of a project which you are currently a part of. You can consider yourself as a Project Manager for the organisation of your own choice or simulated business environment mentioned in Required documents and equipment above.

Each task comes with a set of instructions. You are to follow and perform these instructions while being observed by the assessor and submit any required documentation.

Part I. Project Planning

1.1 Develop Project Authorization Procedures

Develop and document the procedures for project authorization.

You will be assessed on:

- Practical knowledge of project authorization procedures.
- Practical skills relevant to developing and documenting project authorization procedures.

Use organisation's template for documenting procedures.

This form lists the criteria your submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with a copy of policies relevant to project authorization, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the project authorization procedures you developed to your assessor.

Project Checklist- Assessor to be complete

Student Assessment Criteria	Assessor to tick the appropriate box		Assessor to tick the appropriate box
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

• Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required			

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• Outlines the processes for authorising the project, including:	Yes No
• Preparation of cost estimate and its procedures	Yes No
• Obtaining the required levels of approvals and its procedures	Yes No
• How project authorization is formalised, including:	Yes No
• The authorising document/s required: • Assessor to tick all that apply to the project: ☐ Letter of intent ☐ Purchase order ☐ Contract ☐ Work authorization form ☐ Project charter ☐ Others: Assessor to specify	Yes No
• Procedures for how these documents are to be circulated among the project stakeholders authorising the project.	Yes No
• Procedures for how these documents are to be stored and maintained.	Yes No
• Identifies the stakeholder/s who will authorise the project, including:	Yes No
• Names of these stakeholders.	Yes No
• Roles of these stakeholders, e.g. their title/designation	Yes No
• Description of these stakeholders' authority to	Yes

approve the commencement of the project, including the authority to propose, fund, and commit to the project.	No
• The varying levels of authority that these stakeholders have, i.e. which aspects of the project they may authorise, e.g. funding or a specific stage in the project.	Yes No
• Uses format appropriate to the context.	Yes No
• The submission follows the appropriate template for documenting procedures. • Assessor to specify template/form used for the submission: e.g. procedures template.	Yes No
• The submission uses their organisation's style of writing authorization procedures.	Yes No
• Uses language appropriate to the context.	Yes No
• The submission uses project management terminology, e.g. change request, project scope, project scope creep, project initiation, etc.	Yes No
• The submission uses plain English, as appropriate to the audience.	Yes No
• The submission uses imperative sentences as appropriate to a procedural document.	Yes No
• The submission uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when writing documents for an audience comprised of WHS personnel.	Yes No
• The submission avoids the use of verbose and convoluted language.	Yes No
➢ **Detailed evidences attached**	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.2 Confirm Procedures for Project Authorization

While being observed by your assessor, meet with the appropriate authority to review the procedures for project authorization you developed in Task 1.1.

You will be assessed on:

- Practical knowledge of project authorization procedures.
- Practical skills relevant to confirming project authorization procedures with the appropriate authority.

Record the minutes of your discussion with the appropriate authority. Use your organisation's template for documenting meeting minutes

This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to project authorization, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the minutes of your discussion with the appropriate authority to your assessor.

1.3 Obtain Project Authorization

1.3.1 Develop the Project Charter

Develop the project charter for the project you are undertaking.

You will be assessed on:

- Practical knowledge of project charters.
- Practical skills relevant to developing project charters and obtaining authorization on projects.

Use your organisation's template for developing project charters, or you may use/adapt the **Generic Project Charter** template provided along with this workbook.

Refer to other project documents such as project statement of work, business case, agreements, etc. to help you develop the project charter.

This form lists the criteria your submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to project authorization, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment, including other project documents such as project statement of work, business case, agreements, etc.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, save the project charter you developed as you will use this document in the next task.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• Documents the project purpose or justification for the project.	Yes No
• The project charter explains the reason for undertaking this project. • The Document is the justification for undertaking the	Yes

project. • The reason is the justification for undertaking the project.	No
• The project charter explains the purpose for undertaking this project.The purpose answers the question: 'What this project will achieve/address?'	Yes No
• Documents the measurable project objectives.	Yes No
i. The desired results of the project are described, e.g. a product or an implementation of something, etc.	Yes No
ii. The desired results are specific.	Yes No
iii. The desired results are measurable, e.g. stated in percentage or number. e.g. "Produce x no. of products within x period of time." "Receive a positive response from n% of x no. of respondents."	Yes No
• Documents the high-level requirements of the project.	Yes No
i. Business requirements are stated in the project charter, i.e. what business need will this project address.	Yes No
ii. Technical requirements are stated in the project charter, i.e. solutions for how each project requirement will be addressed.	Yes No
• Documents the project purpose or justification for the project.	Yes No
• The project charter explains the reason for undertaking this project. • The reason is the justification for undertaking the project.	Yes No
• The project charter explains the purpose for undertaking this project.The purpose answers the question: 'What this project will achieve/address?'	Yes No
• Documents the measurable project objectives.	Yes No
i. The desired results of the project are described, e.g. a product or an implementation of something, etc.	Yes No
ii. The desired results are specific.	Yes No

iii. The desired results are measurable, e.g. stated in percentage or number. e.g. "Produce x no. of products within x period of time." "Receive a positive response from n% of x no. of respondents."	
• Documents the high-level requirements of the project.	Yes No
i. Business requirements are stated in the project charter, i.e. what business need will this project address.	Yes No
ii. Technical requirements are stated in the project charter, i.e. solutions for how each project requirement will be addressed.	Yes No
• Documents the assumptions and constraints of the project.	Yes No
➢ **Detailed evidences attached**	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.3.2 Obtain Authorization

Submit the project charter you developed in Task 1.3.1 to the appropriate project sponsor/or stakeholder for approval and authorization.

You will be assessed on:

- Practical knowledge of project authorization procedures.
- Practical skills relevant to confirming project authorization procedures with the appropriate authority.

At the end of this task, your Project Charter must have the appropriate signoffs from the project sponsor and other relevant project authority.

This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to project authorization, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit a copy of the signed project charter to your assessor.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required			

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
1. The candidate discusses the project charter they developed in Task 1.3.1.	Yes No
i. The candidate walks the project stakeholder/s through the information recorded in the project charter.	Yes No
ii. The candidate addresses any questions the project stakeholder/s have on the project charter.	Yes No
2. The candidate records feedback from stakeholders on the project charter they developed.	Yes No
3. The candidate records revisions required in the project charter they developed.	Yes No
4. The candidate confirms the project charter they developed is correct, considering feedback and revisions noted in this meeting.	Yes No
5. The candidate confirms the project is authorised to commence.	Yes No
i. The candidate asks the project stakeholder/s for their approval on the project charter.	Yes No
ii. The candidate asks the project stakeholder/s to sign-off on the project charter.	Yes No
6. When relaying information about the project charter they developed, the candidate:	Yes No
i. uses plain English, as appropriate to the audience.	Yes No
ii. uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when	Yes No

talking to an audience comprised of WHS personnel.	
iii. avoids the use of verbose and convoluted language.	Yes No
7. The candidate uses appropriate non-verbal features, including:	Yes No
i. Maintaining appropriate eye contact with whom they are addressing during the meeting.	Yes No
ii. Using well-modulated voice when talking, i.e. not too loud and not too soft.	Yes No
iii. Supplementing what they are saying with appropriate hand gestures.	Yes No
iv. Observing proper posture and body movement (not slouching or not moving around too much that it becomes distracting)	Yes No
8. The candidate uses active listening to elicit the views and opinions of others:	Yes No
i. Paraphrasing	Yes No
ii. Summarising	Yes No
iii. Non-verbal cues, such as extending a hand to prompt the speaker to elaborate more on points raised.	Yes No
The candidate uses questioning techniques to elicit the views and opinions of others, including:	Yes No
i. Open-ended questions, e.g. What do you think? How do you feel about this?	Yes No
ii. Probing questions, e.g. you mentioned earlier, can you please elaborate on that?	Yes No
➢ **Detailed evidences attached**	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.4 Confirm Project Governance Arrangements

1.4.1 Develop the Stakeholder Register

Develop the stakeholder register for the project you are undertaking.

You will be assessed on:

- Practical knowledge of project delegations and authorities in project governance arrangements.
- Practical skills relevant to documenting project delegations and authorities in project governance arrangements.

Refer to other project documents such as project charter, procurement documents, etc. to help you develop the stakeholder register.

Use your organisation's template for documenting the stakeholder register, or you may use the **Generic Stakeholder Register** template provided along with this workbook.

This form lists the criteria your submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to documenting project delegations and authorities and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, save the stakeholder register you drafted as you will use this document in Task 1.4.3.

Submit copies of project documents you used as reference in this task to your assessor.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

• Clarify task requirements with supervisor (assessor) as required			

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• Identifies the stakeholders and their information, including:	Yes No
i. Name	Yes No
ii. Organisational position	Yes No
iii. Location	Yes No
iv. Role in the project	Yes No
v. Contact information	Yes No
vi. Stakeholder classification, e.g. internal/external, supporter/neutral/resistor, etc.	Yes No
• Details their analysis of each stakeholder, including:	Yes No
i. Requirements of each stakeholder	Yes No
ii. Main expectations	Yes No
iii. Potential influence in the project	Yes No
iv. Phase in which they have the most interest.	Yes No
• Uses format appropriate to the context.	Yes No
i. The submission follows the appropriate template for documenting the Stakeholder Register. Assessor to specify template/form used for the submission: e.g. Stakeholder Register template	Yes No

ii. The submission uses their organisation's style of documenting the Stakeholder Register.	Yes No
• Uses language appropriate to the context.	Yes No
i. The submission uses project management terminology, e.g. project stakeholder, client, sponsor, internal, external, stakeholder requirement, interests, etc.	Yes No
ii. The submission uses plain English, as appropriate to the audience.	Yes No
iii. The submission uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when writing documents for an audience comprised of WHS personnel.	Yes No
• The submission avoids the use of verbose and convoluted language.	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.4.2 Develop the RACI Matrix

Draft the Responsible, Accountable, Consult, and Inform (RACI) Matrix for the project you are undertaking.

You will be assessed on:

- Practical knowledge of project delegations and authorities in project governance arrangements.
- Practical skills relevant to documenting project delegations and authorities in project governance arrangements.

Refer to other project documents such as project plan, documents relevant to activity resources requirements, enterprise environmental factors, and organisational process assets, etc.

Use your organisation's template for documenting the RACI matrix, or you may use the **Generic RACI Matrix** template provided along with this workbook.

This form lists the criteria your submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to documenting project delegations and authorities and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, save the RACI matrix you drafted as you will use this document in the next task.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• Identifies the members of the project team.	Yes No
• Lists the project tasks.	Yes No
• Indicates the type of involvement each member has	Yes

in each project task, including:	No
i. Which tasks they are responsible for.	Yes No
ii. Which tasks they are accountable for.	Yes No
iii. Which tasks they are consulted on.	Yes No
iv. Which tasks they need to be informed of.	Yes No
• Uses format appropriate to the context.	Yes No
v. The submission follows the appropriate template for documenting the RACI matrix. vi. Assessor to specify template/form used for the submission: e.g. RACI Matrix template	Yes No
vii. The submission uses their organisation's style of documenting the RACI Matrices.	Yes No
• Uses language appropriate to the context.	Yes No
viii. The submission uses project management terminology (as appropriate to the RACI matrix document), e.g. responsible, accountable, consult, inform, project team member, etc.	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.4.3 Confirm Project Delegations and Authorities

While being observed by your assessor, meet with relevant project stakeholders to review the Stakeholder Register and RACI Matrix you developed in the previous tasks.

You will be assessed on:

- Practical knowledge of project delegations and authorities in project governance arrangements.

- Practical skills relevant to confirming project delegations and authorities in project governance arrangements.

Record the minutes of your discussion with the appropriate authority. Use your organisation's template for documenting meeting minutes, or you may use the **Generic Meeting Minutes** template provided along with this workbook.

This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to project authorization, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the minutes of your discussion with the appropriate authority to your assessor.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Communication | Is the learner able to: • Communicate clearly with others	Yes No	**Safety | Is the learner able to:** • Work safely at all times	Yes No
Section 1		**Section 2**	
• Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and		• Ensure your actions do not put the safety of yourself or others at risk	

proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required			

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• The candidate discusses the stakeholder register with the project stakeholders in the meeting.	Yes No
i. The candidate walks the project stakeholder/s through the information recorded in the stakeholder register.	Yes No
ii. The candidate addresses any questions the project stakeholder/s have on the stakeholder register.	Yes No
iii. The candidate records feedback from stakeholders on the stakeholder register they developed.	Yes No
iv. The candidate records revisions required in the stakeholder register they developed.	Yes No
v. The candidate confirms with the project stakeholders that the information recorded on the stakeholder register is correct, given the feedback/any revisions required provided by the project stakeholders in the meeting.	Yes No
• The candidate discusses the RACI Matrix with the project stakeholders in the meeting.	Yes No
• The candidate walks the project stakeholder/s through the information recorded in the RACI Matrix	Yes No
i. The candidate addresses any questions the project stakeholder/s have on the RACI Matrix.	Yes No
ii. The candidate records feedback from stakeholders on the RACI Matrix they developed.	Yes No
iii. The candidate records revisions required in	Yes

the stakeholder register they developed.	No
iv. The candidate confirms with the project stakeholders that the information recorded on the RACI Matrix is correct, given the feedback/any revisions required provided by the project stakeholders in the meeting.	Yes No
• When relaying information about the stakeholder register and RACI matrix they developed, the candidate:	Yes No
i. Uses plain English, as appropriate to the audience.	Yes No
ii. Uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when talking to an audience comprised of WHS personnel.	Yes No
iii. avoids the use of verbose and convoluted language.	Yes No
• The candidate uses appropriate non-verbal features, including:	Yes No
i. Maintaining appropriate eye contact with whom they are addressing during the meeting.	Yes No
• During the meeting with the project stakeholders:	Yes No
i. Using well-modulated voice when talking, i.e. not too loud and not too soft.	Yes No
ii. Supplementing what they are saying with appropriate hand gestures.	Yes No
iii. Observing proper posture and body movement (not slouching or not moving around too much that it becomes distracting)	Yes No
• The candidate uses active listening to elicit the views and opinions of others:	Yes No
i. Paraphrasing	Yes No
ii. Summarising	Yes No
iii. Non-verbal cues, such as extending a hand to prompt the speaker to elaborate more on points raised.	Yes No
• The candidate uses questioning techniques to elicit the views and opinions of others, including:	Yes No
i. Open-ended questions, e.g. What do you think? How do you feel about this?	Yes No
ii. Probing questions, e.g. you mentioned	Yes

earlier, can you please elaborate on that?	No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.5 Identify and Negotiate Project Boundaries and Project Outcomes

1.5.1Conduct Initiating Process Meeting

While being observed by your assessor, conduct an initiating process meeting (or a similar meeting) within the project you are undertaking.

You will be assessed on:

- Practical knowledge of project boundaries and project outcomes.
- Practical knowledge of project initiation processes.
- Practical skills relevant to reviewing and negotiating project boundaries and project outcomes with other project stakeholders.

Record the minutes of your discussion with the appropriate authority. Use your organisation's template for documenting meeting minutes, or you may use the **Generic Meeting Minutes** template provided along with this workbook.

This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to project initiation processes, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the minutes of your discussion with the appropriate authority to your assessor.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• The candidate works with the project stakeholders to identify the project boundaries.	Yes No
i. The candidate discusses the project goals with the project stakeholders, including:	Yes No
a. The overall extent of the project.	Yes No
b. The overall duration of the project.	Yes No
ii. The candidate discusses the phases of the project with the project stakeholders.	Yes No
iii. The candidate discusses the functions of the project deliverables with the project stakeholders. E.g. Functions of the product/service being developed as part of the project, etc..	Yes No
○ The candidate discusses the features of the project deliverables with the project stakeholders. • E.g. Features of the product/service being developed as part of the project, etc..	Yes No
• The candidate facilitates the negotiation of the project boundaries. • (This practical skill must be demonstrated in the context of conflicting requirements/needs among project stakeholders, e.g. a project stakeholder requiring the team to work on very tight deadlines, a project stakeholder requiring complex functions and features at low rates, etc.)	Yes No
i. The candidate clarifies the objective of the negotiation between the two parties.	Yes No
ii. The candidate presents logical points for consideration in the discussion.	Yes No
iii. The candidate settles an agreement regarding project boundaries between the two parties.	Yes No
iv. The candidate documents the agreement or resolution in the meeting minutes or similar document.	Yes No
• The candidate establishes a shared understanding of the desired project outcomes.	Yes No
i. The candidate summarises the points regarding the desired project outcomes.	Yes No

ii. The candidate asks the project stakeholders if they have any questions regarding the desired project outcomes discussed.	Yes No
iii. The candidate addresses queries from project stakeholders regarding the desired project outcomes.	YES NO
• The candidate establishes measurable project benefits.	Yes No
i. The candidate discusses the revenue the output of the project will potentially bring.	Yes No
a. Revenue is expressed in numerical figures.	Yes No
ii. The candidate discusses the costs reductions the output of the project will potentially bring.	Yes No
a. Cost reductions are expressed in numerical figures.	Yes No
• The candidate establishes measurable project outcomes.	Yes No
i. The candidate discusses when the project will take: e.g. “Project will be completed in four months.”	Yes No
ii. The candidate discusses the cost to implement the project e.g. “Project will be completed with a budget of $$$.”	Yes No
iii. The candidate discusses the quality requirements and standards the project deliverables will meet/address.	Yes No
• The candidate establishes measurable project outputs.	Yes No
i. The candidate discusses what the project will produce.	Yes No
a. The number of units the project will produce.	Yes No
b. The specifications of the project deliverables.	Yes No
• When relaying information relevant to the initiating process meeting, the candidate:	Yes No
iv. uses plain English, as appropriate to the audience.	Yes No
v. uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when talking to an audience comprised of WHS	Yes No

personnel.	
vi. avoids the use of verbose and convoluted language.	Yes No
• The candidate uses appropriate non-verbal features, including:	Yes No
v. Maintaining appropriate eye contact with whom they are addressing during the meeting.	Yes No
vi. Using well-modulated voice when talking, i.e. not too loud and not too soft.	Yes No
vii. Supplementing what they are saying with appropriate hand gestures.	Yes No
viii. Observing proper posture and body movement (not slouching or not moving around too much that it becomes distracting)	Yes No
• The candidate uses active listening to elicit the views and opinions of others:	Yes No
iv. Paraphrasing	Yes No
v. Summarising	Yes No
vi. Non-verbal cues, such as extending a hand to prompt the speaker to elaborate more on points raised.	Yes No
• The candidate uses questioning techniques to elicit the views and opinions of others, including:	Yes No
iii. Open-ended questions, e.g. What do you think? How do you feel about this?	Yes No
iv. Probing questions, e.g. you mentioned earlier, can you please elaborate on that?	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.5.2 Develop the Project Scope Statement

Develop the project scope statement based on the outcomes of the initiation process meeting you conducted in Task 1.5.1.

You will be assessed on:

- Practical knowledge of project boundaries and project outcomes.
- Practical knowledge of project initiation processes.
- Practical skills relevant to developing the project scope statement.

Refer to other project documents such as project management plan, project charter, and documents containing information about enterprise environmental factors, organisational process assets, etc.

Use your organisation's template for documenting the project scope statement, or you may use the **Generic Project Scope Statement** template provided along with this workbook.

This form lists the criteria your submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to project initiation processes, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- Project Scope Statement you developed

Copies of documents you used as reference in this task.

Project Checklist- Assessor to be complete

Student Assessment Criteria	Assessor to tick the appropriate box		Assessor to tick the appropriate box

Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No
Section 3		**Assessor to tick the appropriate document completed by the student.**	

Did the student:	
• Documents the project objectives.	Yes No
i. Describes the high-level goals of the project	Yes No
ii. Explains how the goals relate to overall business objectives	Yes No
iii. Includes measurable success criteria	Yes No
iv. Cost targets list an absolute or relative value.	Yes No
v. Scheduling targets list an absolute or relative value.	Yes No
vi. Quality targets list an absolute or relative value.	Yes No
• Records the product/service scope description.	Yes No
i. Provides an in-depth description of the product/service defined in the:	Yes No

a. project charter	Yes No
b. project requirements documentation	Yes No
• Lists the acceptance criteria for the project deliverables	Yes No
i. Specifies the standards which the acceptance of the deliverables is based on.	Yes No
• Itemises the deliverables of the project.	Yes No
• Lists all project tasks to be completed.	Yes No
i. The project tasks listed are consistent with the project deliverables listed.	Yes No
• Documents the project exclusions.	Yes No
i. Lists deliverables that are not considered outputs of the project.	Yes No
ii. Lists project tasks that are not part of the project.	Yes No
• Documents the project assumptions	Yes No
i. Records factors that are considered to be true, real, or certain.	Yes No
ii. Potential impacts for each of these factors are described.	Yes No
• Documents the project constraints, including:	Yes No
i. Project Start	Yes No
ii. Project End	Yes No
iii. Hard Deadlines	Yes No
iv. Budget constraints	Yes No
v. Quality or performance constraints	Yes No
vi. Equipment/Personnel Constraints	Yes No
vii. Regulatory Constraints	Yes

	No
• Indicates the total hours estimated to complete the project.	Yes No
• Uses format appropriate to the context.	Yes No
i. The submission follows the appropriate template for documenting the Project Scope Statement. ii. Assessor to specify template/form used for the submission: e.g. Project Scope Statement template.	Yes No
iii. The submission uses their organisation's style of documenting the project scope statement.	Yes No
• Uses language appropriate to the context.	Yes No
i. The submission uses project management terminology, e.g. change request, project scope, project scope creep, project initiation, project phases, etc.	Yes No
ii. The submission uses plain English, as appropriate to the audience.	Yes No
iii. The submission uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when writing documents for an audience comprised of WHS personnel.	Yes No
iv. The submission avoids the use of verbose and convoluted language.	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

1.6 Document the Scope Management Plan

Based on the outcomes of your meeting in Task 1.5, develop the Scope Management Plan for the project you are undertaking in collaboration with others.

You will be assessed on:

- Practical knowledge of scope management planning.
- Practical skills relevant to developing the project scope management plan.

Refer to other project documents such as project management plan, project charter, and documents containing information about enterprise environmental factors, organisational process assets, etc.

Use your organisation's template for documenting the Scope Management Plan, or you may use the **Generic Scope Management Plan** template provided along with this workbook.

Secure documentation that you have collaborated with others during the development of this plan. Documentation may include but is not limited to email exchanges, meeting minutes, discussion notes, etc.

This form lists the criteria your submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to developing and documenting the scope management plan and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- Scope Management Plan you developed
- Copies of documents you used as reference in this task.

Documentation of your collaboration with project stakeholders during the development of the scope management plan.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

• Clarify task requirements with supervisor (assessor) as required			

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• Describes how the scope will be:	Yes No
i. the scope management plan includes a process for preparing a detailed project scope statement.	Yes No
• developed	Yes No
i. the scope management plan includes a process for how the Work Breakdown Structure (WBS) will be created from the detailed project scope statement.	Yes No
• monitored	Yes No
i. the scope management plan includes a process for maintaining the WBS.	Yes No
ii. the scope management plan includes a process for approving the WBS.	Yes No
• controlled	Yes No
i. The scope management plan includes a process of how changes to scope will be processed.	Yes No
• verified	Yes No
i. the scope management plan includes a process for how the project deliverables are formally accepted/obtained	Yes No
• Is accurate, i.e. information recorded in this plan is consistent with: • (The assessor to list below the supplementary project documents the candidate submitted along with their scope management plan).	Yes No
i. e.g. project management plan	Yes No

ii. e.g. project charter	Yes No
iii. e.g. documents containing information about enterprise environmental factors	Yes No
• Uses format appropriate to the context.	Yes No
i. The submission follows the appropriate template for documenting the Scope Management Plan. ii. Assessor to specify template/form used for the submission: e.g. Scope Management Plan template	Yes No
iii. The submission uses their organisation's style of documenting the Scope Management Plan.	Yes No
• Uses language appropriate to the context.	Yes No
i. The submission uses project management terminology, e.g. change request, project scope, project scope creep, project initiation, project phases, etc.	Yes No
ii. The submission uses plain English, as appropriate to the audience.	Yes No
iii. The submission uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when writing documents for an audience comprised of WHS personnel.	Yes No
iv. The submission avoids the use of verbose and convoluted language.	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

Part II. Project Implementation and Monitoring
2.1 Validate the Project Scope

While being observed by your assessor, implement one set of procedures for validating project scope.

The procedures you will implement for this assessment will depend on the project you are undertaking and your organisation's procedures for validating project scope. They may include conducting a review and inspection of the completed project deliverables, e.g. product reviews, audits, and walkthroughs, and meeting among stakeholders to review completed project deliverables.

The procedures you implement must be consistent with the project scope management plan, e.g. if you are conducting a product walkthrough for this assessment, product walkthrough must be one of the procedures set out in the project scope management plan to validate the project scope.

You will be assessed on:

- Practical knowledge of project scope and procedures for validating the project scope.
- Practical skills relevant to validating project scope.

Secure documentation from your implementation of these procedures as you will submit this as part of this assessment. The documentation you may submit for this assessment may include documents/forms you completed from product reviews, audits, and walkthroughs or minutes from project review meetings with stakeholders.

This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to validating the project scope, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the documentation from your implementation of procedures for this assessment to your assessor.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

with supervisor (assessor) as required			

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• The candidate plans the audit.	Yes No
i. The candidate schedules the audit by setting a calendar invite.	Yes No
ii. The candidate drafts a plan on how the audit will be conducted.	Yes No
a) This plan defines the scope of the audit.	Yes No
b) The scope of the audit must be relevant to the scope of the project.	Yes No
• The candidate meets with other stakeholders involved in this audit to discuss how the audit will be conducted.	Yes No
i. The candidate organises the resources required to conduct the audit. ii. e.g. requesting for funds to expedite the audit or organising transportation if the audit is to be conducted at another location.	Yes No
• The candidate conducts the audit.	Yes No
i. The candidate documents the audit. (This must be submitted as part of the assessment) Assessor to specify how the candidate is to document the audit: E.g. Audit Checklist, inspection checklist, questionnaire	Yes No
ii. The candidate interviews the required stakeholders: The assessor to list below these stakeholders.	Yes No
a) e.g. Project sponsor	Yes No
b) e.g. Project team member 1	Yes No
c) e.g. Project team member 2	Yes No
• The candidate analyses and summarises the results of the audit.	Yes No

• Assessor to specify below how the candidate is to analyse and summarise the results of the audit: • E.g. Organising data gathered into a spreadsheet format and reviewing and interpreting data gathered.	
• The candidate reports the results of the audit.	Yes No
i. The candidate drafts a report summarising the results of the audit. **ii.**(This must be submitted as part of the assessment)	Yes No
iii. The candidate presents the report to relevant project stakeholders in a meeting.	Yes No
iv. The candidate sends the report to relevant project stakeholders, e.g. through email or submitting a print copy of the report.	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

2.2 Monitor the Impact of Scope Changes

While being observed by your assessor, monitor the impact of scope changes against the following in separate instances:

- the established time
- cost, and
- quality constraints

How you will monitor the impact of scope changes for this assessment will depend on the project you are undertaking and your organisation's procedures for controlling and monitoring changes in these areas.

This may involve performing a variance analysis of actual project performance and progress against the established time, cost, and quality constraints of the project, producing a work performance information report, following change request procedures, or updating the project management plan to reflect the changes to project scope, etc.

The procedures you implement must be consistent with the project scope management plan, e.g. if you are processing change request for the project, ensure to follow the steps documented in the scope management plan for change request procedures.

You will be assessed on:

- Practical knowledge of project scope and procedures for controlling and monitoring the project scope changes.

- Practical knowledge of the project's procedures for change control.
- Practical skills relevant to monitoring the project scope.

Secure documentation from each instance you monitor the project scope. The documentation you submit for this assessment may include documents/forms you completed from variance analyses, change request documents, updated project management plan you completed, etc.

This form lists all the practical skills you need to demonstrate while completing this task.

Your assessor will also:

- Provide you with a copy of change control policies and procedures, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the practical skills listed in the Observation Form prior to the assessment.
- Address your queries and concerns regarding this task.

After completing this task, submit the following to your assessor:

- Documentation from your monitoring and control of scope changes within the project's time constraints.
- Documentation from your monitoring and control of scope changes within the project's cost constraints.

Documentation from your monitoring and control of scope changes within the project's quality constraints.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• The candidate performs a variance analysis to compare actual project completion against schedules and milestones set:	Yes No
i. The candidate reviews project tracker to review actual progress (e.g. through accessing and reviewing data on project management software)	Yes No
ii. The candidate compares actual progress against the project schedule.	Yes No
iii. The candidate identifies variances against the schedule baselines.	Yes No

• The candidate documents the above variance report (e.g. variance analysis report) This document must be submitted as part of the assessment.	Yes No
• The candidate performs change control procedures. The assessor to specify the steps for change control procedures the candidate is to perform in relation to the established time constraints of the project. Generic change control steps are provided below.	Yes No
• The candidate performs change control procedures. The assessor to specify the steps for change control procedures the candidate is to perform in relation to the established cost constraints of the project. Generic change control steps are provided below.	Yes No
• The candidate plans the audit.	Yes No
i. The candidate schedules the audit by setting a calendar invite.	Yes No
ii. The candidate drafts a plan on how the audit will be conducted.	Yes No
a) This plan defines the scope of the audit.	Yes No
b) The scope of the audit must be relevant to the scope of the project.	Yes No
i. The candidate meets with other stakeholders involved in this audit to discuss how the audit will be conducted.	Yes No
ii. The candidate organises the resources required to conduct the audit. iii. e.g. requesting for funds to expedite the audit or organising transportation if the audit is to be conducted at another location.	Yes No
• The candidate conducts the audit.	Yes No
i. The candidate documents the audit. (This must be submitted as part of the assessment) Assessor to specify how the candidate is to document the audit: ii. E.g. Audit Checklist, inspection checklist, questionnaire	Yes No
• The candidate analyses and summarises the results of the audit. Assessor to specify below how the candidate is to analyse and summarise the results of the audit: E.g. Organising data gathered into a spreadsheet format and reviewing and interpreting data gathered.	Yes No
• The candidate reports the results of the audit.	Yes No

i. The candidate drafts a report summarising the results of the audit. (This must be submitted as part of the assessment)	Yes No
ii. The candidate presents the report to relevant project stakeholders in a meeting.	Yes No
iii. The candidate sends the report to relevant project stakeholders, e.g. through email or submitting a print copy of the report.	Yes No
iv. e.g. The candidate updates the project plan to reflect the outcomes of the quality audit they performed	Yes No
v. e.g. The candidate submits change request following the outcomes of their quality audit.	Yes No
➢ **Assessor's feedback:**	
➢ **Student outcome:**	S NS
➢ **Assessor Name and Signature:**	
➢ **Date:**	

Part III. Project Closure
3.1 Identify Scope Management Issues

Prepare a Lessons Learned Document identifying and documenting the scope management issues encountered during the project as well as recommendation to address these issues.

You will be assessed on:

- Practical knowledge of scope management issues and improvements to address them.
- Practical skills relevant to identifying and documenting scope management issues.
- Practical skills relevant to recommending improvements to scope management issues.

Use your organisation's template for preparing Lessons Learned for projects, or you may use the **Generic Lessons Learned** template provided along with this workbook.

This form lists the criteria your submission must address to complete this task satisfactorily.

Your assessor will also:

- Provide you with a copy of policies and procedures relevant to documenting lessons learned in scope management, for your reference; and discuss these policies and procedures with you.
- Organise workplace resources required for you to complete this assessment.
- Discuss with you the requirements listed in the Assessor's Checklist prior to the assessment.

- Address your queries and concerns regarding this task.

After completing this task, submit the lessons learned document you prepared to your assessor.

Project Checklist- Assessor to be complete

Student Assessment Criteria	**Assessor to tick the appropriate box**		**Assessor to tick the appropriate box**
Section 1		**Section 2**	
Communication | Is the learner able to: • Communicate clearly with others • Ask for help when needed • Follow instructions • Identify the task requirements including document purpose and proposed audience • Consult with others to determine meeting concepts and requirements • Clarify task requirements with supervisor (assessor) as required	Yes No	**Safety | Is the learner able to:** • Work safely at all times • Ensure your actions do not put the safety of yourself or others at risk	Yes No

Section 3	**Assessor to tick the appropriate document completed by the student.**
Did the student:	
• Identifies the variances to the scope in relation to the project's established time constraints, including:	Yes No
I. Causes to these variances.	Yes No
II. Variances must be expressed in numerical figures e.g. ▪ project has exceeded time initially estimated by 50%. ▪ Project completion was ahead by three days.	Yes No
a) Where these numbers are extracted must be explained by the candidate.	Yes No
b) Project documents used as bases for these numbers must be refreneced, e.g. Gantt Charts, etc.	Yes No
I. The reasoning behind the action taken to control these variances.	Yes No
II. Recommendations to address these variances in future projects	Yes No
• Identifies the variances to the scope in relation to the project's established cost constraints.	Yes No
I. Causes to these variances.	Yes No
II. The reasoning behind the action taken to control these variances.	Yes No
III. Recommendations to address these variances in future projects	Yes No
• Identifies the variances to the scope in relation to the project's established quality constraints.	Yes No
I. Causes to these variances.	Yes No
II. The reasoning behind the action taken to control these variances.	Yes No
III. Recommendations to address these variances in future projects	Yes No
• Uses format appropriate to the context.	Yes No
I. The submission follows the appropriate	Yes

II.	template for documenting Lessons Learned. Assessor to specify template/form used for the submission: e.g. Lessons Learned Document Template	No
III.	The submission uses their organisation's style of documenting the lessons learned.	Yes No
• Uses language appropriate to the context		Yes No
I.	The submission uses project management terminology, e.g. change request, project scope, project scope creep, project initiation, project phases, etc.	Yes No
II.	The submission uses plain English, as appropriate to the audience.	Yes No
III.	The submission uses industry-accepted terminology as appropriate to the audience, e.g. using work health and safety terminology when writing documents for an audience comprised of WHS personnel.	Yes No
IV.	The submission avoids the use of verbose and convoluted language.	Yes No
➢ **Assessor's feedback:**		
➢ **Student outcome:**		S NS
➢ **Assessor Name and Signature:**		
➢ **Date:**		

Final Assessment Record			
Student name:		**Student ID:**	
Assessor name:		**Date of completion:**	
Unit of competency:	**BSBPMG530 - MANAGE PROJECT SCOPE**		

Assessments	**Student results**		
	Satisfactory	Not Yet Satisfactory	Not Submitted
Assessment Task 1: Knowledge Test	☐	☐	☐
Assessment Task 2: Project	☐	☐	☐
Comments/ Feedback:			

Unit outcome:	☐ Competent	☐ Not Yet Competent
Is re-assessment required?	☐ Yes	☐ No

Assessor Signoff
By signing this final assessment record:

- I confirm that the student has attempted all requirements of this unit of competency
- I am satisfied the work submitted is their own work.
- I have informed the participant of the assessment decision.

Assessor signature:		**Date:**	

Student Signoff
By signing this final assessment record:

- I have received, discussed and accept the outcome from my assessment as above for this unit of

competency and I am aware of my right to appeal.			
Student signature:		**Date:**	

PART 3
Appendix

Appendix1- Assessment resource in simulated business environment

will conduct this assessment in its campus by setting simulated business environment which is safe and experiences typical activities experienced in those working environment in this industry. The following resources will be made available to the learner:

- Workplace documentation used to document and manage project scope
- Examples of feedback from project stakeholders regarding management of project scope.

Lessons Learned Template

Project Name:				
Prepared by:				
Date:				
Lesson Learned Number:				
Lesson Learned Proposed Name:				
Project Team Role:				
Process Group:*				
☐ Initiating	☐ Planning	☐ Executing	☐ Controlling	☐ Closing
Specific Project Management Process Being Used:				
Specific Practice, Tool or Technique Being Used:				
What was the action undertaken?				

What was the result?

What might have been a more preferred result?
What might have created the more preferred result?
What is the specific Lesson Learned?
How could one identify a similar situation in the future?

What behaviour is recommended for the future?				
Where and how can this knowledge be used later in this current project?				
Where and how can this knowledge be used in a future project?				
Who should be informed about this Lesson Learned? (check one)				
☐ Executive(s)	☐ Project Manager(s)	☐ Project Team(s)	☐ All Staff	☐ Other:
How should this Lesson Learned be disseminated? (check all that apply)				
☐ E-mail	☐ Intranet/Web site	☐ Intranet/Web site	☐ Tip Sheet/FAQ	☐ Library
Other:				
Have you attached reference(s), example(s) and/or additional material(s)?☐ YES ☐ NO				
Name(s) of attachment(s): 1. 2.				

End of Lessons Learned Template

Meeting Minutes Template

Meeting Details

Meeting called	
Date of meeting	

Time of meeting	
Location of meeting	

Meeting Participants

Facilitator	
Note-taker	
Attendees	

Agenda Item 1

Discussion point 1	
Discussion point 2	
Discussion point 3	

Agenda Item 2

Discussion point 1	
Discussion point 2	
Discussion point 3	

Agenda Item 3

Discussion point 1	

Discussion point 2	
Discussion point 3	

Agenda Item 4

Discussion point 1	
Discussion point 2	
Discussion point 3	

General Discussion

Discussion point 1	
Discussion point 2	
Discussion point 3	

Action Items

Action Item	Assigned	Due Date

End of Meeting Minutes Template

Project Charter Template

[company name]

Project Charter

[project title]

Project Specifics			
Project sponsor	*Name of person or organisation receiving the benefits or funding the project*		
Project manager	*Name of the person heading the project*		
Project organisation	*Name of the organisation performing the project*		
Author	*Name of person responsible for preparing this project charter*		
Version No.		**Date Published**	

Project authority to proceed	
Project sponsor	
Name	*Name of person or organisation receiving the benefits or funding the project*
Signature	*Signature of the project sponsor*
Date	*Date signed*
Project manager	
Name	*Name of person or organisation receiving the benefits or funding the project*
Signature	*Signature of the project sponsor*
Date	*Date signed*

Details	
Background	*The background investigates the reason why the project is being conducted. It should highlight the need or opportunity for which the project is to realise. Where possible, the inclusion of feasibility studies, baseline data, statistics etc. will strengthen this section.*
Project objective	*The project should have a singular, high level, measurable objective*

	based upon the deliverable. The objective can be broken further into linking sub-objectives where applicable. This section can be strengthened by: ▪ *the appropriate alignment of the Project's objective to those of the Client's and Project Organisations* ▪ *the use of the SMART objective setting principle* ▪ *the incorporation of Key Success Factors (KSF) outlining criteria essential to the project's success*
Project scope statement	*A qualitative summary of the project's scope conducted at a high-level. The statement is descriptive and is not written at a granular level.*
Project inclusions	*List what work is included in the project*
Project exclusions	*List what work is not included in the project*
Project deliverables	*List the specifics of the deliverables. Deliverables include both the outputs that comprise the product or service of the project, as well as any ancillary results, such as project management reports and documentation. This section can be strengthened by listing the specific, measurable criteria and functionality of the solution.*

Milestones	Due date
Event	*Expected realisation date*
Event	*Expected realisation date*
Event	*Expected realisation date*
Event	*Expected realisation date*
Event	*Expected realisation date*
Event	*Expected realisation date*

Project budget	*The approved estimate for the project*
Project item/phase	**Estimated cost**
Item	*Estimated cost*
Item	*Estimated cost*
Item	*Estimated cost*
Item	*Estimated cost*
Item	*Estimated cost*
Total Cost	*$$*
Project constraints	*List the factors which can limit the project. This section can be strengthened with the inclusion of:* ▪ *the degree of flexibility of each constraint* ▪ *how the project manager will prioritise these when making project decisions*
Benefits	*List the benefits which the project aims to deliver to the Client Organisation. This should include translating the deliverables of the project into quantifiable benefits for the client.*
Assumptions	*List any assumptions which have been made by either party. This section can be strengthened by incorporating the risk level and assigning a resource and review date for each assumption.*
Major risks	*This section should include the major risks of undertaking the project. This section can be strengthened through an analysis of:* ▪ *Risks involved with not undertaking the project* ▪ *Opportunities (positive risks)* ▪ *A quantitative risk assessment* ▪ *Risks that are supported through research and statistics*

Dependencies	*These are other activities, the results of which can affect the current project*

Team members and stakeholders	
Team members	
Core team member	**Role**
Name of core team member	*role*
Name of core team member	*role*
Name of core team member	*role*
Name of core team member	*role*
Stakeholders	
Key stakeholder	**Role**
Name of key stakeholder	*role*
Name of key stakeholder	*role*
Name of key stakeholder	*role*
Name of key stakeholder	*role*

Other documents	
Business Case	*Attach link of the business case here*
Feasibility Study	*Attach link of feasibility study here*
Contracts	*Attach link of contracts here*
Others	*Attach link of other important documents here*
	Attach link of other important documents here
	Attach link of other important documents here
History	*Previous versions of the project charter*

Project Scope Statement Template

Project name:	
Prepared by:	
Date:	

Project Objectives
Describe the high-level goals of the project and how they relate to overall business objectives. Include measurable success criteria. Cost, scheduling, and quality targets should list an absolute or relative value.

Product Scope Description
Provide an in-depth description of the product defined in the project charter and requirements documentation.

Acceptance Criteria
State the standards which the acceptance of the deliverables was based on.

Deliverables	
Deliverable No.	Description
1	*List all deliverables here. These should include outputs and ancillary results.*
2	
3	
4	
5	

Project Tasks		
Task No.	Description	For deliverable no.
1	*List all project tasks to be completed, based on the deliverables listed in the preceding section.*	
2		
3		
4		
5		

Project Exclusions
Explicitly state the deliverables or tasks which are not considered as outputs of the project

No.	Assumption	Potential impacts if the assumption is proven to be false
1	*List the factors that you considered to be true, real, or certain*	*Describe the potential impacts*
2		
3		
4		
5		

Constraints	
Project Start	*State project start date*
Project End	*State project end date*
Hard Deadlines	*List any hard deadlines*
Others	*List other dates/descriptions of key milestones*
Budget constraints	*Enter information about project budget limitations (total project budget, maximum budget for key project deliverables).*
Quality or performance constraints	*Enter any other requirements for the functionality, performance, or quality of the project.*
Equipment/Personnel Constraints	*Enter any constraints regarding equipment or people that will impact the project.*
Regulatory Constraints	*Enter any legal, policy, or other regulatory constraints.*

Estimate of hours
Estimate the hours required to complete the project.

Approval			
Stakeholder Name	Role of Stakeholder	Date submitted	Date approved

Other documents	
Work break down structure (WBS)	*Attach link of WBS here.*
Others	*Attach link of other important documents here*
	Attach link of other important documents here
	Attach link of other important documents here

RACI Matrix Template

Project tasks	Project Team Members				
	Team Member 1	Team Member 2	Team Member 3	Team Member 3	Team Member 4

Legend	
responsible	
accountable	
consult	
inform	

Scope Management Plan Template

Project name:
Prepared by:
Date:

Describe how Project Scope will be managed

Assess the expected stability of the scope of this project (how likely is it to change, how frequently, and by how much?):
How will scope changes be identified and classified?
Describe how changes in project scope will be integrated into the project
Additional Remarks

Stakeholder Register Template

Project manager			Project phase			
Role	**Contact**	**Category**	**Interest**	**Influence**	**Expectations**	**Communication Requirements**
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