Occupational Certificate: Project Manager

SAQA ID 101869 | NQF Level 5 | 240 Credits

Knowledge Module 03 — Project Scope Management

NQF Level 5 | 8 Credits

SUMMATIVE ASSESSMENT

Open-book Knowledge Assessment — completed individually at the end of the Knowledge Module

Learner name: _____ **Date:** _____

Facilitator/Assessor: _____

Assessment Information

Time allowed: [to be confirmed by the facilitator]

Core total: 100 marks (Questions 1–6) **Pass mark:** 70% (70/100) — confirm against your provider's assessment strategy

Bonus: up to 20 additional marks (Case Study) — added to your raw score for Questions 1–6 and does not count against you

Instructions to the learner

- This is an OPEN-BOOK assessment — you may refer to your Knowledge Module Guide and your own notes, but it must be completed individually, without discussing answers with other learners.
- Answer ALL questions in Section 1–6 in the spaces provided; the number of marks is shown after each question and indicates how much detail is expected.
- Where a question asks for a specific number of items (e.g. "any three"), only that number will be marked — do not exceed it.
- The Bonus Case Study at the end is optional but strongly encouraged — because this is an open-book test, it is designed to check that you can apply what you've learned, not just find it in the Guide.
- Write clearly. Marks are awarded for accurate, relevant content, not length.

© InsightTech Group

Question 1 — KT 01 — Project Scope Management Planning (15 marks)

1.1 Define what the scope management plan documents, and state what it provides guidance on. **[2 marks]**

1.2 List any THREE of the benefits/factors that a scope management plan (SMP), when used properly, helps effectively manage. **[3 marks]**

1.3 Name, in order, the six processes of project scope management defined in the Guide. **[6 marks]**

1.4 Name the TWO tools and techniques the Guide lists for developing the scope management plan. **[2 marks]**

1.5 Name the TWO outputs of project scope management planning, and state which one specifies the traceability structure used to manage requirements. **[2 marks]**

Question 2 — KT 02 — Scope Management Requirements and Needs (15 marks)

2.1 List any FOUR of the five input documents used to establish requirements and needs, and briefly state what each provides. **[4 marks]**

2.2 Name the FOUR group decision-making techniques the Guide describes for reaching conclusions when collecting requirements. **[3 marks]**

2.3 True or False, with justification: Brainstorming and the Nominal Group Technique are the same thing. **[2 marks]**

2.4 Before requirements are accepted as a baseline, the Guide says they should have certain qualities. Name any THREE of these. **[3 marks]**

2.5 Define the Requirements Traceability Matrix, and name any TWO of the things it matches requirements to. **[3 marks]**

 © InsightTech Group

Question 3 — KT 03 — Define Scope (15 marks)

3.1 In the Guide's own words, what does defining project scope involve, and what does this effort result in the development of? **[2 marks]**

3.2 List any FOUR of the benefits of defining project scope named in the Guide. **[4 marks]**

3.3 List all FOUR of the input documents used to define the project scope, as named in the Guide. **[4 marks]**

3.4 Name any THREE of the four tools and techniques used to define the project scope. **[3 marks]**

3.5 Distinguish between constraints and assumptions as described in the Guide, giving an example of each. **[2 marks]**

Question 4 — KT 04 — Work Breakdown Structures (20 marks)

4.1 Define a work breakdown structure (WBS), and name what the tasks at its lowest level are called. **[2 marks]**

4.2 State the recommended size, in hours, of a work package, and name the document that contains a detailed description of each work package. **[2 marks]**

4.3 List any THREE of the key factors about decomposition described in the Guide. **[3 marks]**

4.4 Name the FOUR benefits of a work breakdown structure listed in the Guide. **[4 marks]**

4.5 List any THREE of the five input documents to develop a work breakdown structure. **[3 marks]**

4.6 Distinguish between a code of accounts and a chart of accounts, as described in the Guide. **[2 marks]**

 © InsightTech Group

4.7 Define the scope baseline, and state how it may be changed. **[2 marks]**

4.8 List any TWO of the items of information contained in a WBS dictionary. **[2 marks]**

Question 5 — KT 05 — Validate Scope (15 marks)

5.1 Define scope validation. **[2 marks]**

5.2 Distinguish between scope validation and quality control as described in the Guide, and state which of the two is usually performed slightly ahead of the other. **[3 marks]**

5.3 Name the THREE concepts/processes of scope validation described in the Guide, and briefly state what happens in ONE of them. **[3 marks]**

5.4 True or False, with justification: Validating scope refers to reaching agreement on what the project deliverables will be, before work on them begins. **[2 marks]**

5.5 Name the TWO tools and techniques used to validate project scope, and give any TWO alternative names the Guide gives for the first of these. **[2 marks]**

5.6 List any THREE of the four outputs of scope validation named in the Guide. **[3 marks]**

Question 6 — KT 06 — Control Scope (20 marks)

6.1 Define scope control, and name the technique it uses to deal with all requested changes and recommended corrective or preventive actions. **[2 marks]**

6.2 List any THREE of the four concepts of scope control named in the Guide. **[3 marks]**

6.3 What term does the Guide use for uncontrolled changes to the scope baseline? **[2 marks]**

 © InsightTech Group

6.4 State the importance of scope control and its key benefit, as described in the Guide. **[2 marks]**

6.5 List any THREE of the five input documents to control the project scope. **[3 marks]**

6.6 Name the tool/technique used to control project scope, and state its purpose. **[2 marks]**

6.7 List any THREE of the five outputs of scope control named in the Guide. **[3 marks]**

6.8 Name the THREE sources from which change requests arising during scope control typically result, according to the Guide. **[3 marks]**

 © InsightTech Group

★ Bonus Question — Case Study

20 bonus marks (added to your raw score for Questions 1–6; not required to pass)

Case Study: The Riverside Youth Skills Centre

The Riverside Community Trust commissioned a project manager, Thabo, to renovate a derelict community hall into a youth skills centre. The events below happened, in order, over the life of the project.

The events, in order:

- 1. Thabo and his team held a two-hour meeting with the Trust's board and the training coordinators to agree how the project's scope would be defined, validated and controlled, and to decide that requirements would be collected mainly through workshops and interviews. The outcome was written up in a short planning document.
- 2. To find out what the various user groups (youth, trainers, caretakers) actually needed from the new centre, Thabo's team ran a facilitated workshop in which sticky notes bearing dozens of individual ideas (skills rooms, storage, a wheelchair ramp, Wi-Fi, security fencing) were sorted by the group into logical clusters such as "Learning Spaces," "Access," and "Safety."
- 3. From the workshop outputs, Thabo's team wrote a detailed description of the project and the product it would deliver: two skills rooms, a kitchen, and an accessible ramp.
- 4. The team then subdivided "Two skills rooms" and "Accessible ramp" into smaller, more manageable pieces of work — down to tasks such as "install ramp handrails" and "paint skills room walls" — each assigned to a named team member and estimated at under 80 hours.
- 5. Two months into construction, the caretaker asked the site foreman, informally and without any paperwork or sign-off, to also waterproof the store room roof while the builders were on site. The foreman agreed, and the work was done the same week.
- 6. When the accessible ramp was finished, the Trust's facilities officer walked the site with Thabo, measured and examined the ramp against the agreed requirements, and signed a form formally accepting the ramp as a completed deliverable.
- 7. Thabo's fortnightly report compared actual progress against the scope baseline and noted that both the number of change requests received so far, and the number of deliverables completed to date, were running higher than planned.

Use the scenario above, together with what you have learned in this Knowledge Module, to answer the following:

B1 Match FIVE of the seven numbered events above to the correct scope management process (Plan Project Scope Management, Collect Requirements, Define Scope, Create WBS, Validate Scope, Control Scope). Name the process and briefly quote or describe the matching event. **[5 marks]**

B2 In event 2, the sticky-note ideas were sorted into logical clusters such as "Learning Spaces," "Access," and "Safety." Name the specific group creativity technique this describes, and explain what distinguishes it from Brainstorming. **[4 marks]**

B3 Explain why the caretaker's request in event 5 (asking the foreman informally to waterproof the store room roof, with no paperwork or sign-off) is an example of "scope creep" rather than a properly managed scope change. What should have happened instead, according to the Guide's concepts of scope control? **[4 marks]**

 © InsightTech Group

B4 Using the decomposition guidance in the Guide, name any TWO of the criteria that determine whether the ramp work in event 4 has been broken down to an appropriate "work package" level, state the recommended maximum size (in hours) of a single work package, and name the document that would record a detailed description of each of these work packages. **[4 marks]**

B5 Was the facilities officer's walk-through and sign-off in event 6 an example of Validate Scope or Control Scope? Justify your answer using the Guide's description of the two processes. **[3 marks]**

Core total: 100 marks | Bonus: up to 20 marks | Maximum possible: 120 marks

 © InsightTech Group