



ICTPMG411

Support small scale ICT projects

Assessment 3 of 6

Case Study & Role Play

Assessor Guide



Assessment Instructions

Task Overview

Read each question carefully before typing your response in the space provided.

Important: Before commencing your work, you must update your *Student name* and *Student number* in the footer from **page 2** onwards.

Additional Resources and Supporting Documents

To complete this assessment, you will need:

- Learning Material
- Project Charter Assessment 2
- ICTPMG411_03_Project Plan
- ICTPMG411_03_Bounce Fitness's IT Stakeholders
- ICTPMG411_03_Risk Management Policies and Procedures

Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the Learning Platform. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Case Study

Case Study: Bounce Fitness Mobile App Development (Cont. from Assessment 2)

Background: Bounce Fitness, a leader in health and wellness, is embracing digital transformation to meet evolving customer preferences. The organisation plans to develop a mobile application, "BounceFit Tracker," which will enhance member engagement and streamline operational processes.

You: As the IT Project Supervisor at Bounce Fitness, you are tasked to support the project plan development.

Complete the tasks provided below.

Task 1

1. Access and review:
 - a. Project Charter from Assessment 2.
2. Break down requirements into individual project tasks. To do so, take into consideration:
 - a. The project purpose
 - b. The project objectives
 - c. The project scope
3. Identify and gather the resources required for the project
 - a. Resources can include tools, equipment as well as software or human resources.
4. Compile a schedule of project tasks
 - a. This task will be demonstrated using a Gantt Chart.
5. Think about how you will allocate task responsibilities to project team members. You must use the following document for responsibilities assigned to the correct stakeholder:
 - a. ICTPMG411_03_Bounce Fitness's IT Stakeholders
6. Consider the estimated cost of the project, taking into consideration all the project requirements.
7. Discuss the risk treatment measures used by Bounce Fitness as part of the Risk Management Process
 - a. ICTPMG411_03_Risk Management Policies and Procedures
8. Fill out the ICTPMG411_03_Project Plan, save it and submit it using the following naming convention:
<Student Name>_Project Plan_Draft

Assessor instructions: Students must complete the ICTPMG411_03_Project Plan.

The acceptable responses must:

- Be within the specified word limit.
- Reflect the characteristics described in the exemplar answer.

Benchmark answers, as well as instructions for the assessor, are provided in the **ICTPMG411_03_Project Plan - Assessor Guide**.

Task 2

To complete this task, you must:

- a. Meet with the project sponsor to
 - Discuss and agree on risk management process
 - Finalise project plan and obtain sign-off from required personnel
- b. During the meeting:
 - Present all aspects of your project plan
 - Discuss the risk management process and, specifically, the risk treatment measures used by Bounce Fitness.
 - Seek feedback and update your plan (if needed)
 - Finalise your plan and obtain sign-off from the project sponsor, as they are the personnel required to complete the sign-off.
- c. After the meeting, you will need to save it and submit it using the following naming convention:
<Student Name>_Project Plan_Final

Assessor instructions: Students must participate in a role-play to discuss and finalise their project plan, including the risk management process as explained in the plan.

Role play instructions

The meeting must include at least one (1) participant, must not exceed 20 minutes in duration and must address all requirements listed under Key Observation Criteria.

Key Observation Criteria

During the role-play, you will need to:

1. Communicate ALL information from the Project Plan to the project sponsor using appropriate language.
2. Communicate ALL information from the Project Plan to the relevant personnel using appropriate terminology
3. Present the information using effective verbal techniques to confirm requirements
4. Discuss the risk management process and, specifically, the risk treatment measures used by Bounce Fitness
5. Seek feedback and update your plan (if needed)
6. Finalise your plan and obtain sign-off from the project sponsor, as they are the personnel required to complete the sign-off.

Participant information

During the role-play, you will demonstrate your skills in interacting with at least one other person. Participants in your role play may be:

1. friends or family members; or
2. Fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student/s will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Participants' briefing instructions:

Initial Interaction

1. As the student initiates the meeting, respond to the greeting and express your readiness to engage in the discussion.
2. Acknowledge the student's introduction and convey your interest in participating in the discussion.

Discussion

3. Listen attentively and provide your input as the student:
4. Discusses the identified risks noting their nature and potential impact

Feedback

5. Provide your input, suggestions and feedback on the discussion points based on your expertise and perspectives.
6. Provide valuable insights and feedback, sharing your thoughts and recommendations to enhance the effectiveness of the proposed plans.

Confirmation

7. Summarise and seek clarification on any aspects of the discussion that are unclear, asking questions to ensure a thorough understanding.
8. Respond to questions posed by the student, confirming understanding and alignment with the objectives of the evaluation.

Closing

9. Express appreciation for the opportunity to contribute and collaborate in ensuring effective policy implementation and risk management.
10. If you believe the plan meets the requirements sign it off.

Recording instructions

Your role play must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Assessor instructions:

Use the following Observation Checklist to record your observations. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Observation Checklist	
<i>(to be completed by the Assessor)</i>	
Use this checklist while reviewing the recorded role play:	
Did the student:	Satisfactory/Not Yet Satisfactory
<ul style="list-style-type: none"> Communicate ALL information from the Project Plan to the project sponsor using appropriate language. <p>Assessor Instructions:</p> <ul style="list-style-type: none"> The student relays all information using plain English. The student explains complex terms the first time they are used during the meeting. The student uses synonyms to simplify a discussion on a complex topic. The student uses appropriate non-verbal language as they discuss, including Establishing and maintaining eye contact and using hand or arm gestures to emphasise discussion points or related ideas. 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
<ul style="list-style-type: none"> Communicate ALL information from the Project Plan to the relevant personnel using appropriate terminology. <p>Assessor Instructions:</p>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory

<ul style="list-style-type: none"> ○ The student provides examples of complex terminology to help convey their idea. ○ The student uses specific industry terms related to managing the ICT Project such as: “project scope” “deliverables”, 	
<ul style="list-style-type: none"> ● Present the information using effective verbal techniques to confirm requirements. Assessor Instructions: Examples: <ul style="list-style-type: none"> ○ Pacing and Pausing: Control the pace of speech to match the complexity of the information. ○ Variation in Tone and Volume: Change the tone and volume to keep the audience engaged and to highlight different sections of your presentation. ○ Clear Articulation and Pronunciation: Enunciating words clearly and avoid mumbling. This is particularly important when discussing complex or technical terms. 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
<ul style="list-style-type: none"> ● Discuss the risk management process and, specifically, the risk treatment measures used by Bounce Fitness Assessor Instructions: <ul style="list-style-type: none"> ○ The student needs to discuss the risk management process included in their plan ○ The student will specifically need to discuss the risk treatment measures used by Bounce Fitness. 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
<ul style="list-style-type: none"> ● Seek feedback and update your plan (if needed) Assessor Instructions: <ul style="list-style-type: none"> ○ The student asks questions to seek feedback ○ For example, the student asks, ‘What do you think about the risk management process?’ and then reiterates the information provided. 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
<ul style="list-style-type: none"> ● Finalise the plan and obtain sign-off from the project sponsor Assessor Instructions: <ul style="list-style-type: none"> ○ The student finalises the plan with all the required updates and obtains sign-off. 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory

Assessment submission checklist

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

1	Task 1 – Project Plan	<input type="checkbox"/>
2	Task 2 – Role Play	<input type="checkbox"/>

Assessment feedback

Assessors are to indicate the assessment outcome as Satisfactory [S] or Not Yet Satisfactory [NYS].

Assessor comments:	<input type="checkbox"/> S	<input type="checkbox"/> NYS
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Congratulations, you have reached the end of Assessment 3!

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