

PRJM6005

PROGRAM AND PORTFOLIO MANAGEMENT



"VAH Sample Question Library"

Program and Portfolio Management

Assessment 2: Case Study (Value 40%)

Benefits Realisation Management, Governance and Stakeholder Management

Learning Outcomes addressed:

2. Create a benefits management plan for an authentic project or program, utilizing benefits management theory
3. Evaluate the governance process within an existing contemporary project and create a Stakeholder Management Plan for an existing contemporary project

Aim

Application of program management processes via a case study - Benefits Management Plan for the WA Schools Public Private Partnership Project, which in this instance, will be treated as a Program. Further to this Case Study will be the Identification of Governance issues with suggested solutions and Management of two key stakeholders once identified by the Stakeholder Circle. The following resources are of value for this assessment:

- Western Australian Auditor General's Report. 2018. *WA Schools Public Private Partnership Project*. Perth, West Australia: OAG.
 - Link: [https://www.audit.wa.gov.au/~/media/Files/2018-19%20Annual%20Report/2018-19%20Annual%20Report.pdf](#)
- Focus 2025 - *Shaping the Future*. 2025. Perth, West Australia: Department of Education
 - Link: [https://www.education.wa.gov.au/focus-2025-shaping-the-future](#)

Resources

The following resource is needed to complete this assessment, these are available via your Leganto Reading List in Blackboard:

- Bourne, Lynda and Derek H.T Walker. 2005. "Visualizing and mapping stakeholder influence." *Management Decision* 43 (5): 649-60.

Drawing the Stakeholder Circle (SHC) can be done by any of the following means:

- Use PowerPoint, MS Paint, Excel, Visio etc.
- Neatly hand-draw with clear labels/legend
- Download a bespoke tool from Mosaic Projects - Stakeholder Worksheet (note that this is not compulsory to use this tool and there is a small cost involved for the student should this path be taken)

Part A – Benefits Realisation Management (BRM) Plan (30 marks)

Using the Case Study, select TWO suitable Projects and complete the BRM Plan Template (See the Template file provided for this assessment). Consider the following in compiling the BRM Plan:

- Make any necessary but reasonable assumptions and include above the Benefits Realisation Table. The first Assumption is that the WA Schools Public Private Partnership Project is 75% complete when writing your benefits table.
- Clearly articulate the Problem being solved or the Opportunity being explored
- Reminder: Benefits are achieved post project (refer to the module notes)
- Treat the WA Schools Public Private Partnership as a Program rather than a Project.
- Identify TWO projects to be entered into the Benefits Realisation Table and for EACH project identify THREE benefits and complete each of the associated fields in the template.
- Select the best strategy that aligns to the benefit looking at the Western Australian Education Department “Focus 2025” document.

Part B - Governance (15 marks)

Summarise the Governance problems and suggest solutions - use the table provided in the Assessment Template.

Part C1 - Stakeholder Management – Stakeholder Circle (10 Marks)

Using Borne and Walker’s article, draw a Stakeholder Circle to show the influence and power of all Stakeholders in this Program. Remember to include a legend to clarify each stakeholder.

Part C2 - Stakeholder Management – Stakeholder Management Plan (15 Marks)

Using your Stakeholder Circle, Identify TWO key stakeholders, analyse their interests, influence and distance, and suggest and justify how they should be managed.

References (5 marks)

The referencing style for this assignment is strictly Chicago 17th B format. There should be at least 3 Academic References (Peer reviewed Journal Articles) and 5-7 general supporting references. Any use of GEN AI must be clearly cited and referenced.

Gen AI Use and Documentation (10 marks)

Permitted for this Assessment as per the Guidelines Pages 4-6 of this Assessment Brief.

Generative AI permitted for use in research for your assignment but not to provide the entire answer. If most of the assessment is found to be GEN AI without adequate citation, references, documented history etc. as per the Policy document pages 4-6 then a low grade will likely be the result and/or an Academic Integrity Case raised.

Original Contribution and Understanding of Unit Learning Outcomes (15 marks)

Students must demonstrate an adequate or better understanding of unit learning outcomes, supported by clear and original analysis.

Format

The assignment must be typed in A4 format in single space typing. Students should use the template provided in the assignment folder. All papers should be numbered. All assignments should be thoroughly checked for typing, spelling and grammatical errors before being submitted.

Word length should be approximately (1000-1500 words)

Points to note:

- Submit your assessment via the Turnitin link under the Assessments tab in Blackboard (not through email or in person) by the due date.
- Late submissions will be penalised as per the Curtin Late Assessment Policy in the Unit Outline.
- All assessments should be referenced correctly (see unit outline for more details) and in accordance Curtin University policy.
- All source material MUST be acknowledged, and any form of plagiarism will result in the appropriate measures being taken. Do not copy other student's work or assist by showing your work to others.

Refer to the ACADEMIC INTEGRITY AND PROFESSIONALISM POLICY next page regarding USE of Gen AI.

"To be used for Academic Reference Only"

**ACADEMIC INTEGRITY AND PROFESSIONALISM POLICY
MASTER OF PROJECT MANAGEMENT PROGRAM**

<p>Academic Integrity and Professionalism</p>	<p>As students in the Master of Project Management Program, it is essential to uphold the highest standards of academic integrity and professionalism. The use of Artificial Intelligence (AI) tools in preparing and completing your Assessment submission is permitted only under the following conditions.</p> <ul style="list-style-type: none"> • General Expectations: <ul style="list-style-type: none"> ○ Transparency: You must clearly document and reference all instances where AI tools have been used to contribute to the development of your Assessment submission. ○ Original Contributions: Your Assessment submission must demonstrate your own unique, critical, and original work. Using AI tools to generate all or the majority of your Assessment content will not meet the Assessment's Learning Outcomes as documented in the Unit Outline and will result in a failing mark. ○ Alignment with Unit Outline Learning Outcomes: Your Assessment submission must show your understanding of and ability to apply the concepts taught within the Unit. Relying on AI-generated content without significant input and synthesis on your part does not demonstrate this understanding and will result in a failing mark. • How to Document AI Tool Use: <ul style="list-style-type: none"> ○ Identify the AI Tool(s) used: Clearly state the name and version (if applicable) of approved AI tool(s) used in generating your Assessment submission. Please note that the following AI Tools are the only ones allowed for use in preparing your Assessment submission and can be accessed via your Curtin Single Sign-On (SSO). <ul style="list-style-type: none"> ▪ Curtin Approved Grammarly (see Blackboard) ▪ Microsoft Copilot ▪ Microsoft Teams ▪ Adobe Express ○ Specify the Purpose of the AI Tool used: Describe exactly how the AI tool(s) were used in preparing and generating your Assessment content. For example: <ul style="list-style-type: none"> ▪ "AI was used to generate my outline." ▪ "AI suggested revisions to improve grammar, spelling and clarity." ▪ "AI generated a draft section, which I critically reviewed and substantially revised." ○ Provide Context: Explain the extent of AI tool(s) contribution. For example:
<p>Academic Integrity and Professionalism (continued)</p>	

- "Approximately 15% of the content in this section was generated using AI."
- "AI-assisted with brainstorming ideas but did not write any part of the final text."
- **Demonstrating Your Original Contributions:**
 - **Highlight Unique Work:** Clearly indicate where your original analysis, synthesis, and insights are present in the Assessment submission. Use headings, annotations, or comments to make these sections stand out.
 - **Explain Decision-Making:** In a reflective section or footnotes, discuss how you reviewed, critiqued, or adapted any AI-generated content in your Assessment submission to align with the required Learning Outcomes.
 - **Supplementary Documentation:** In an appendix, you must submit all drafts or notes showing the development of your Assessment work, including iterations where you refined AI contributions with your own unique input.
- **How to Cite and Reference the use of AI Tools:**
 - **In-Text Citations:** Where AI-generated content or suggestions are included in your work (even if heavily edited), you must provide an in-text citation. For example:
 - (OpenAI 2025) or (Grammarly 2025)
 - **Reference List:** Include in your Reference List full details of all AI tools used in the preparation and generation of your Assessment submission. For example:
 - OpenAI. (2025). ChatGPT (January 2025 version) [AI language model]. Retrieved from <https://openai.com>
 - Grammarly. (2025). Grammarly Writing Assistant [Version 2.0]. Retrieved from <https://grammarly.com>
 - Chicago 17th B (Author-Date) method refer to: <https://uniskills.library.curtin.edu.au/referencing/chicago17/other/#generative-ai>
- **How to Document AI use and Prompt History**
 - Include an appendix that contains:
 - Clear identification of the Gen AI tool used
 - Your entire chat or prompt/response history with the Gen Ai tool in relation to the assessment.
- **Examples of Non-Compliant Use of AI Tools:**
 - The following practices violate Curtin's Academic Integrity Standards and will result in academic penalties:

	<ul style="list-style-type: none"> ▪ Submitting work predominantly or entirely generated by AI without significant personal input or analysis. ▪ Failing to document or misrepresenting the use of AI tools. ▪ Using AI tools to bypass the critical thinking or creative processes expected in the Assessment. ▪ Presenting AI-generated content as your own original work without acknowledgment. <ul style="list-style-type: none"> • Why Academic Integrity Matters: <ul style="list-style-type: none"> ○ Academic integrity is a cornerstone of ethical practice and professional responsibility in Project Management. Your ability to critically evaluate information, develop original insights, and demonstrate personal mastery of project management theories, concepts and practices is essential for success in both academia and your future career. Misrepresentation of AI-generated content undermines your learning experience and the value of your degree. ○ By adhering to the Academic Integrity guidelines, you ensure your work remains credible, ethical, and reflective of your abilities. If you have any doubts or questions about the appropriate use of AI tools in your Assessments, consult your Unit Coordinator or Lecturer before submitting your Assessment. • For further information on the use of Gen-AI software see Curtin's Academic Integrity Website - https://www.curtin.edu.au/students/essentials/rights/academic-integrity/ and https://uniskills.library.curtin.edu.au/digital/gen-ai/
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End of Assignment Brief.