



**SUCCESSION
TRAINING**

BSB51415 Diploma of Project Management



Risk Management

Version 1.11 Produced 18 October 2018

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Version control & document history

Date	Summary of modifications made	Version
5 May 2016	Version 1.0 produced following assessment validation.	1.0
23 November 2017	Updated the following: ▪ Case Study Question 4 'Risk Brainstorming Session Worksheet' – Integration changed to Cost. ▪ Minor update to preliminary pages and Instructions to Student. ▪ Updated 'Written Questions' to 'Knowledge Assessment'	1.1
18 October 2018	Change to Practical Assessment	1.11

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INTRODUCTION

Assessment is a difficult process – we understand this and have developed a range of assessment kits, such as this, to facilitate a seamless process for both the assessor and the learner being assessed.

There are a number of characteristics of assessment, ranging from *subjective assessment* (which is based on opinions and feelings), *objective assessment* (which is based clearly on defined processes and specific standards). Nearly all assessment involves a mixture of both types of assessment because it is almost impossible to eliminate the subjectivity people may carry into the process of assessing. The goal in developing and implementing these assessment kits is to work towards the objective end as far as possible and to reduce the degree of opinions and feelings present.

WHAT IS COMPETENCY-BASED ASSESSMENT

The features of a competency based assessment system are:

- It is focused on what learners can do and whether it meets the criteria specified by the industry as competency standards.
- Assessment should mirror the environment the learner will encounter in the workplace.
- Assessment criteria should be clearly stated to the learner at the beginning of the learning process.
- Assessment should be holistic. That is it aims to assess as many elements and/or units of competency as is feasible at one time.
- In competency assessment, a learner receives one of only two outcomes – competent or not yet competent.
- The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person to perform a task to the level required in the workplace.
- The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and learner. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

Definition of Competency

Assessment in this context can be defined as:

- The fair, valid, reliable and flexible gathering and recording of evidence to support the judgement on whether competence has been achieved. Skills and knowledge (developed either in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry, rather than compared with the skills and knowledge of other learners.

THE BASIC PRINCIPLES OF ASSESSING NATIONALLY RECOGNISED TRAINING

Developing and conducting assessment, in an Australian vocational education and training context, is founded on a number of basic conventions:

The principles of assessment

- Assessment must be valid
 - Assessment must include the full range of skills and knowledge needed to demonstrate competency.
 - Assessment must include the combination of knowledge and skills with their practical application.
 - Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
- Assessment must be reliable
 - Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
 - Assessors must be trained in national competency standards for assessors to ensure reliability.
- Assessment must be flexible
 - Assessment, where possible, must cover both the on and off-the-job components of training within a course.
 - Assessment must provide for the recognition of knowledge, skills and attitudes regardless of how they have been acquired.
 - Assessment must be made accessible to learners through a variety of delivery modes so they can proceed through modularised training packages to gain competencies.

- Assessment must be mutually developed and agreed upon between assessor and the assessed.
- Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.

(Sourced and adapted from: Standards for RTOs 2015, Clauses 1.8 – 1.12)

The rules of evidence

When collecting evidence, there are certain rules that apply to that evidence. All evidence must be valid, sufficient, authentic and current;

- Valid
 - Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills or attitudes.
- Sufficient
 - This rule relates to the amount of evidence gathered. It is imperative that enough evidence is gathered to satisfy the requirements that the learner is competent in all aspects of the unit of competency.
- Authentic
 - When evidence is gathered the assessor must be satisfied that evidence is the learner's own work.
- Current
 - This relates to the recency of the evidence and whether the evidence relates to current abilities.

(Sourced from Training in Australia by M Tovey, D Lawlor)

THE DIMENSIONS OF COMPETENCY

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four dimensions of competency are:

- Task skills
- Task management skills
- Contingency management skills
- Job or role environment skills

REASONABLE ADJUSTMENT

Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with a disability have:

- the same learning opportunities as learners without a disability
- the same opportunity to perform and complete assessments as those without a disability.

Reasonable adjustment applied to participation in teaching, learning and assessment activities can include:

- customising resources and assessment activities within the training package or accredited course
- modifying the presentation medium
- learner support
- use of assistive/adaptive technologies
- making information accessible both before enrollment and during the course
- monitoring the adjustments to ensure learner needs continue to be met.

Assistive/Adaptive Technologies

Assistive/Adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, digital note takers.

IMPORTANT NOTE

Reasonable adjustment made for collecting candidate assessment evidence must not impact on the standard expected by the workplace, as expressed by the relevant Unit(s) of Competency. E.g., If the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

THE UNIT OF COMPETENCY

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency from **BSB51415 Diploma of Project Management**:

BSBPMG517 – Manage Project Risk

1. Identify project risks
2. Analyse project risks
3. Establish risk treatments and controls
4. Monitor and control project risks
5. Assess risk management outcomes

For complete copies of the above unit of competency:

Download them from the TGA website: www.training.gov.au/BSBPMG517

CONTEXT FOR ASSESSMENT

To complete the assessments in this workbook, students need to have access to their learning materials and the internet. The written questions and case study may be completed wholly at the student's home or chosen place of study.

ASSESSMENT REQUIREMENTS

The assessment requirements specify the evidence and required conditions for assessment.

Each unit of competency can be unbundled to reveal three key assessment components:

1. Performance Evidence
 - describes the subtasks that make up the element of the unit
2. Knowledge Evidence
 - describes the knowledge that must be applied to understanding the tasks described in the elements
3. Assessment Condition
 - describes the environment and conditions that assessments must be conducted under

The associated assessment method in this kit covers all of these components as detailed in the matrix to follow:

	Units of Competency
Assessment Activities	BSBPMG517
Knowledge Assessment	☒
Case Study	☒

ASSESSMENT METHODS

There are five (5) Assessment Workbooks for the course. This is **Workbook 4**.

Theory Workbooks

The Theory Workbooks contain two assessment methods:

1. **Written Questions** – A set of generic and workplace questions testing the student's general knowledge and understanding of the general theory behind the unit.
2. **Case Studies** – A set of hypothetical questions to test the student's analytical skills in project problem solving. Students will be provided with a set of project management documents to analyse.

Workbook 1 – The Project Life Cycle

Workbook 2 – Constraint Management

Workbook 3 – Human Resource Management

Workbook 4 – Risk Management

Workbook 5 – Integration Management

Project Practical Assessment

Each unit of competency will be assessed practically, requiring the collation of evidence to demonstrate the student's skill, plus a suitable observer to verify the student's ability.

RESOURCES REQUIRED FOR ASSESSMENT

Assessor to provide:

- Case studies and simulations
- Information about work activities

The student to provide:

- Computer with internet access, Microsoft Word, Microsoft Project, Adobe Acrobat Reader
- Access to email

INSTRUCTIONS TO ASSESSOR

This is a compulsory assessment to be completed by all students. This assessment tests the student's ability to understand the underpinning generic knowledge related to the units of competency.

Reasonable adjustment applies here, and while the majority of students will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the response guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The assessor guide provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

Where there is a number of responses required, this is specified to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the student to list three (3) examples, then their response must include three of the items listed in the model answer.

***Note to assessors:** Contact details are requested from observers in the feedback forms in case you will have to call them to verify the content of the feedback forms.*

IMPORTANT REMINDER

Candidates must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the units relevant to this cluster.

INSTRUCTIONS TO STUDENT

The Written Questions Assessment covers generic underpinning knowledge of basic project management terms and concepts. These questions are all in a short answer format. The longer questions requiring creative thought processes are covered in the case studies assessment. **You must answer all questions using your own words.** However, you may reference your Learner Guide, *Guide to the Project Management Body of Knowledge (PMBOK Guide)*, and other online or hard copy resources to complete this assessment.

Some questions cover processes you would likely encounter in a workplace. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

If you are currently managing a project, you may answer these questions based on your own workplace. Otherwise, consider what you should do if you were managing a project.

Accessing Intranet Pages and External Links

There are instructions in this workbook that will refer you to intranet pages and or external links. These intranet pages and external links are formatted in **Blue Underlined Text**.

To access these, hold the Ctrl key for Windows users or the Command ⌘ key for Mac users while clicking on these links.

ASSESSMENT WORKBOOK COVERSHEET

WORKBOOK:	Workbook 4
TITLE:	Risk Management
FIRST AND SURNAME:	
PHONE:	
EMAIL:	

Please read the Candidate Declaration below and if you agree to the terms of the declaration sign and date in the space provided.

By submitting this work, I declare that:

- I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.
- I am aware that there is a limit to the number of submissions that I can make for each assessment and I am submitting all documents required to complete this Assessment Workbook.
- I have organised and named the files I am submitting according to the instructions provided and I am aware that my assessor will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.
- This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.
- I am aware that there is a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes.

Name :

Signature:

Date:

KNOWLEDGE ASSESSMENT

1. Classify each project risk provided below into different risk categories.

Write the letters that correspond to your answers in the spaces provided.

Guidance: Although a project risk may be classified into more than one (1) risk category, you must choose only one (1) risk category for each project risk. Having multiple answers is not allowed.

Mapping: BSBPMG517 KE1 (p)

LG: Learner Guide 4, page 30

Marking guide

Student must classify each project risk provided below into its correct risk category. Although a project risk may be classified into more than one (1) risk category, student must choose only one (1) risk category for each project risk. Multiple answers are not allowed.

Risk Categories	
a. communications b. compliance c. consultative d. environmental e. finance f. health and safety g. human resources h. legal i. organisational brand	j. physical k. political l. project assumptions m. project constraints n. project process risks o. quality p. social q. technology
Project Risks	
<i>h</i>	Breach of contract
<i>a</i>	Requirements are misinterpreted by the project team and gaps and variances develop between expectations, requirements, and work packages.
<i>g or p</i>	Stakeholder turnover or stakeholders suddenly leaving the project due to conflicts and disagreements.
<i>m</i>	Required activities are unintentionally missed out or are missing from scope definition.

<i>b, f, h, or j</i>	Project team members sustain injuries due to lack or inadequate risk controls.
<i>n, g, or o</i>	Inexperienced project team members produce lower quality products, which would result in more retesting than originally planned.
<i>e or m</i>	Costs are incurred in foreign currencies exchange rates.
<i>p</i>	Project deliverables and specifications are found to be culturally inappropriate to the target market.
<i>b, d, h, or j</i>	A number of project activities emit air pollution and put project team members at risk for lung cancer.
<i>q</i>	Sensitive and confidential project data and information are stolen by hackers.

2. Provide one (1) example of project risks for each risk categories listed below. Do not use the project risks provided in Written Question 1.

Mapping: BSBPMG517 KE1 (p)

LG: Learner Guide 4, page 30

Marking guide

Student must provide one (1) example of project risks for each risk categories listed below. Project risks that are already outlined in Written Question 1 are not considered. Responses will vary, however, sample responses are provided below.

Risk Categories	Project Risks
Human resources	• <i>Insubordination of project team members towards superiors.</i> • <i>Project team members leaking sensitive project information to unauthorised personnel.</i> • <i>Clashing of ideas and beliefs between project stakeholders resulting in conflict.</i>
Legal	• <i>Changes in legislation may impede or even stop progress of project, as certain project activities may no longer be allowed or illegalised by law.</i> • <i>Stakeholders coming from different cultural and social backgrounds may be discriminated by other project stakeholders, resulting in breaches of the Anti-Discrimination Legislation.</i>

3. The following are key components of a risk management plan. Match each component to its correct description.

Write the letters that correspond to your answers in the spaces provided.

Mapping: BSBPMG517 KE2

LG: Learner Guide 4, page 19 - 20

	Key Components of a Risk Management Plan	Description
<i>d</i>	Context	a. This involves the assignment of an overall risk rating to each of the risk events identified through analysing inherent risk, identifying and evaluating controls, and analysing residual risk. It helps validate and prioritise key risks to monitor and it highlights any opportunities for improvements to current activities used as controls in the project.
<i>f</i>	Risk identification	b. This involves developing a range of options for mitigating the risk, assessing those options, and then preparing and implementing action plans. The highest rated risks should be addressed as a matter of urgency.
<i>a</i>	Risk analysis and evaluation	c. This should be a planned part of the risk management process. It involves regular checking or surveillance, wherein the results are recorded and reported externally and internally, as appropriate.
<i>b</i>	Risk treatment	d. This involves defining the scope for the risk management process and sets the criteria against which the risks will be assessed.
<i>c</i>	Monitoring and review	e. These must integrated into the entire risk management plan. These involve seeking and sharing views and information regarding project risks and considering other project stakeholders' view as part of decision making processes.
<i>e</i>	Communication and consultation	f. This is a critical step in effective risk management and needs to be comprehensive. If a potential risk is not known at this stage it is omitted from further analysis, which means a material risk may be given insufficient attention.

4. The following statements describe Quantitative and Qualitative Risk Management in terms of their characteristics, applications, and techniques they use.

Write **QNT** if the statement refers to Quantitative Risk Management and **QLT** if it refers to Qualitative Risk Management.

Write your answers in the spaces provided.

Mapping: BSBPMG517 KE5 (p)

LG: Learner Guide 4, pages 19 - 20

Source:

PMBOK Guide 4th Ed., 'Perform Qualitative Risk Analysis', pages 289 – 294

PMBOK Guide 4th Ed., 'Perform Quantitative Risk Analysis', pages 294 - 301

QNT	a. It makes use of tools and techniques such as probability distributions, sensitivity analysis, expected monetary value analysis, and etc.
QLT	b. It assesses the priority of identified risk using their relative probability or likelihood of occurrence, the corresponding impact on project objectives if the risks occur.
QLT	c. It is used to determine categorisation of risks, causes of project risks, ranking of risks, and etc.
QNT	d. It involves numerical analysis of the effect of identified risks on overall project objectives.
QLT	e. It involves prioritizing risks for further analysis or action by assessing and combining their probability of occurrence and impact.
QNT	f. It is used to conduct probabilistic analysis of the project, determine probability of achieving cost and time objectives.
QNT	g. It is performed on risks that have already been categorized and prioritised.
QLT	h. It utilises tools and techniques such as risk probability and impact assessment and matrix, risk data quality assessment, risk categorization, and etc.
QLT	i. This approach is usually done first followed by the other.
QNT	j. It is used to assign numerical rating to the risks individually or to evaluate the aggregate effect of all risks affecting the project.

5. The following are different tools and techniques used in Qualitative and Quantitative Risk Management. Match each tool and technique to its correct description.

Mapping: BSBPMG517 KE5 (p)

LG: Learner Guide 4, 19 - 20

Source:

PMBOK Guide 4th Ed., 'Perform Qualitative Risk Analysis', pages 289 – 294

PMBOK Guide 4th Ed., 'Perform Quantitative Risk Analysis', pages 294 - 301

	Tools and Techniques	Description
<i>c</i>	Expert judgement	a. This draws on experience and historical data to quantify the probability and impact of risks on project objectives.
<i>a</i>	Interviewing	b. This is a statistical concept used to calculate the average outcome when the future includes scenarios that may or may not happen.
<i>d</i>	Sensitivity analysis	c. This can be used in both Qualitative and Quantitative Risk Management. In the qualitative approach, this is used to assess the probability and impact of each risk to determine its location in the matrix. In the quantitative approach, this is used to identify potential cost and schedule impacts, and to evaluate probability.
<i>b</i>	Expected monetary value analysis (EVM)	d. This helps to determine which risks have the most potential impact on the project. It examines the extent to which the uncertainty of each project element affects the objective being examined when all other uncertain elements are held at their baseline values.
<i>f</i>	Risk categorisation	e. This is used to rate risks as low, moderate, or high priority.
<i>e</i>	Probability and impact matrix	f. This is used to classify risk in terms of its sources or area of impact. It involves grouping risks coming from common root causes, leading to developing more effective risk responses.

CASE STUDY

Instructions to Assessor

This assessment supports the industry requirement of inheriting a project that has issues. In real life project team members are more likely to enter a project whilst it is in progress and contains some 'baggage' than they are to enter a project at the start. This assessment demonstrates the student's problem solving abilities in such a situation.

A separate case study is provided for each subject. The case study will be based on a fictitious company and scenario. It will include a number of questions and all supporting documentation containing the information to answer the questions will be supplied.

Instructions to Student

These case studies are hypothetical situations which will not require you to have access to a workplace, although your past and present workplace experiences may help with the responses you provide. You will be expected to encounter similar situations to these in future as you work in a project team environment.

In the real world you are likely to encounter the situation where you enter a project, taking over from another project manager. The documentation that is handed over to you is not necessarily up to scratch, and there could be serious issues with the project. This assessment captures that real life scenario.

The case studies are the first part of dealing with "multiple complex projects" required in all the units of this subject. The other assessment covering this requirement is the practical assessment. When you have completed the case studies you will be able to commence the practical assessment which covers the generic skills needed to function as an effective project team member. This assessment on the other hand covers the application of the underpinning knowledge and background theory.

Introduction

You have just finished the consultancy work in the previous workbook. The steering committee are about to sign off on the changes, but have requested you look at the risk aspects of the project as this has not been taken into account properly in the past.

Sam has suggested the risk management plan was fine for the start of the project, but given all the recent upheaval with a new project sponsor and a new contractor, and as a result the time lines blowing out, there seem to be more risks that need to be documented.

The project documentation has not been updated since the previous workbook. If you do not already have version 3 of the project documentation, you may download it from here:

[Project Charter version 3 \(.pdf\)](#)

[Project Plan version 3 \(.pdf\)](#)

[Project Gantt Chart version 3 \(.mpp\)](#)

[Project Gantt Chart version 3 \(.pdf\)](#)

[Project Network Diagram version 3 \(.pdf\)](#)

(Username: cstclearner Password: CstcPty@123)

Note: These documents were generated in year 2016. For the purpose of this assessment, refer to '2016' as the current year and '2017' as the succeeding year.

1. The issues register has not been populated in the project plan. You have raised this with Sam, and he has provided you with the following information to complete the table for inclusion into the next version of the project plan. Evaluate the following issues that have occurred during the course of the project to date and populate the following issues register.

Guidance:

- a. You will be able to find out background information about each issue in the current version of the Project Plan (version 3).
- b. '20xx' refers to the current year.
- c. When populating the Issues Register, always refer to the current year.

Mapping: BSBPMG517 PC5.2 (p), PE2 (p)

Marking guide

Student must evaluate the following issues that have occurred during the course of the project to date and populate the following issues register. Wording may vary, however, responses must be the same in thought and meaning with the benchmark answers provided within the template below. Student must always refer to the current year.

Issues Register					
Issue #	Date/time raised	Description	Raised by	Action History	Status open/closed
1	17/07/20xx	Project starting a week early due to requirements for Earthmoving Logistics Pty Ltd needing additional notice of the movement of supplies and equipment.	Sam Ng	<i>Change implemented in change request 1 on 28 May 20xx.</i>	Choose an item. <i>Closed</i>
2	17/07/20xx	Three additional retaining walls needed for additional chalets.	Sam Ng	<i>Change implemented in change request 1 on 28 May 20xx.</i>	Choose an item. <i>Closed</i>
3	22/11/20xx	Project sponsor going into liquidation.	Sam Ng	<i>New project sponsor (Cascade Peak Hotels) has taken ownership of the project and has agreed for it to proceed.</i>	Choose an item. <i>Closed</i>
4	28/11/20xx	Andrew (site supervisor) not having the IT skills required for e-mail and Internet access – affecting his reporting abilities.	Sam Ng	<i>Short course in Melbourne to update his IT skills during week of attendance at horticulture conference.</i>	Choose an item. <i>Closed</i>
5	30/11/20xx	Two landscaping team members leaving the organisation.	Sam Ng.	<i>Two new landscapers have been hired and about to start.</i>	Choose an item. <i>Open</i>
6	14/12/20xx	Damage to site due to being abandoned for seven weeks.	Andrew Lowe	<i>Sam and Andrew to go onto site and assess damage and determine effort required to rectify damage.</i>	Choose an item. <i>Open</i>

2. Conduct a risk review of the existing risks using the following template.

Mapping: BSBPMG517 PC5.1 (p), PC5.2 (p), PE2 (p)

Marking guide

Student must conduct a risk review of the existing risks using the following template. Wording may vary, however, responses must be the same in thought and meaning with the benchmark answers provided within the template below.

Project Risk Review Matrix				
Project Name	<i>Cascade Peak Chalets Landscaping Project</i>			
Prepared by	<i>Student's Name</i>			
Date	N/A			
Meeting date	N/A			
Purpose of the meeting	<i>To review the risks and risk management to date.</i>			
Identified Risk	Changes in Probability Of Occurrence	Changes in Priority	Changes in Ownership/ Responsibility	Changes in Needed Response
Severe weather during the project.	<i>No change.</i>	<i>No change.</i>	<i>No change.</i>	<i>No change.</i>
Delays in the construction of the chalets.	<i>Currently occurring. Increased probability.</i>	<i>High priority with project about to come back on track.</i>	<i>Cascade Peak Hotel is now responsible.</i>	<i>Delay due to change in project ownership, so special response plan is needed.</i>
Delays in supply of the glasshouse and landscaping supplies.	<i>No longer applicable.</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Delays in supply of road base.	<i>No longer applicable.</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Landscapers leaving the company.	<i>Has already occurred with two landscapers. Probability increased for remaining landscapers due to changes in project ownership.</i>	<i>High priority with new landscapers being inducted into company.</i>	<i>No change.</i>	<i>Recruitment documentation recently developed to be used for any future new hires.</i>
Digging contractor not performing the work to the required standard.	<i>Increased probability because new contractor has been hired with no former track record.</i>	<i>Now high priority.</i>	<i>No change in site supervisor, but change in management of digging contractor.</i>	<i>Additional communication to get new contractor up to speed.</i>
Underground utilities not being installed properly.	<i>Increased probability due to work being abandoned mid-way due to change in project ownership.</i>	<i>Now a high priority due to the identification of damage on site.</i>	<i>No change.</i>	<i>Additional communication to get new contractor up to speed.</i>
Lengthy processing of change request by Council.	<i>Lower probability based on Council's track record.</i>	<i>Reduced from moderate to low.</i>	<i>No change.</i>	<i>No change.</i>
Timeframes not being properly communicated to landscapers and contractors.	<i>High probability when project kicks off again, but reduced once back on track.</i>	<i>Increase from moderate to high priority.</i>	<i>No change.</i>	<i>Closer supervision needed of new contractor and new landscapers.</i>

3. Conduct a Risk Identification SWOT analysis for the project, taking into account the recent changes.

Guidance: For the purpose of this assessment, assume that you will be facilitating this meeting with the project manager and site supervisor in attendance.

Mapping: BSBPMG517 PC1.3 (p), PE2 (p)

Marking guide

Student must conduct a Risk Identification SWOT analysis for the project, taking into account the recent changes. Responses will vary however, they must align with the case study scenario and project documentation provided. Sample answers are provided within the template.

Risk Identification – SWOT Analysis

Project Name	<i>Cascade Peak Chalets Landscaping Project</i>
Prepared by	<i>Student's Name</i>
Date	N/A
Project Manager	<i>Sam Ng</i>
SWOT Analysis Facilitator	<i>Student's Name</i>
SWOT Analysis Participants	<i>Sam Ng Andrew Lowe Student may also include his/her name</i>
SWOT Analysis Recorder	<i>Student's Name</i>
Date of SWOT Analysis	N/A

Project Strengths

What potential strengths exist about the project, the project team, the sponsor, the organisation structure, the client, the project schedule, the project budget, the product of the project, etc.?

- a.
- b.
- c.
- d.
- e.

Examples of project strengths (at least 3 required)

1. *Awesome Landscapes is highly experienced in this kind of landscaping work.*
2. *Awesome Landscapes has the expertise to manage the environmentally sensitive environment.*
3. *Good working relationship with the construction company.*

Project Weaknesses

What potential weaknesses exist about the project, the project team, the sponsor, the organisation structure, the client, the project schedule, the project budget, the product of the project, etc.?

- a.
- b.
- c.
- d.
- e.

Examples of project weaknesses (at least 3 required)

1. *Recent change in project ownership.*
2. *Remoteness to home town.*
3. *Problems with project being abandoned re erosion, damage, etc.*
4. *Dependence on construction project.*
5. *New landscapers have limited experience.*

Project Opportunities

What potential opportunities exist in regard to achieving the project requirements, the product requirements, the project schedule, the project resources, the project quality, etc.?

- a.
- b.
- c.
- d.
- e.

Examples of project opportunities (at least 3 required)

1. *Future work with Cascade Peak Hotel.*
2. *Future work with new contractor.*
3. *Ongoing reputation with the completion of this project.*
4. *Ongoing maintenance work at the new resort.*
5. *Future work with future developments by other companies in the area as tourism continues to expand.*

Project Threats

What potential threats exist in regard to achieving the project requirements, the product requirements, the project schedule, the project resources, the project quality, etc.?

- a.
- b.
- c.
- d.
- e.

Examples of project threats (at least 3 required)

1. *New project sponsor not continuing the project.*
2. *New project sponsor not managing the project well due to inexperience in construction management.*
3. *New landscapers not staying in their new roles.*
4. *New contractor not working out.*
5. *Adverse weather events.*

4. Based on the work done in the previous workbook, identify one (1) new risk within each of the following functions of project management and complete a risk analysis for it in the following risk brainstorming session worksheet template.

Guidance:

- When populating the fields of the Risk Brainstorming Session Worksheet, refer to the Risk Rating Table below.
- Further guidance is provided for you within the Risk Brainstorming Session Worksheet Template below.

Mapping: BSBPMG517 PC1.3 (p), PC1.4, PC2.1 (p), PC2.2 (p), PE2 (p), KE3

Marking guide

Student must identify one (1) new risk within each of the following functions of project management and complete a risk analysis for it in the following risk brainstorming session worksheet template. Responses will vary however, they must align with the case study scenario and project documentation provided. Sample answers are provided within the template.

Risk Rating Table

Likelihood	Consequence				
	Insignificant 1	Minor 2	Moderate 3	Major 4	Severe 5
A (Almost certain)	High	High	Very High	Very High	Very High
B (Likely)	Moderate	High	High	Very High	Very High
C (Occasionally)	Low	Moderate	High	Very High	Very High
D (Unlikely)	Low	Low	Moderate	High	Very High
E (Rare)	Low	Low	Moderate	High	High

Source: AS/NZS 31000 Risk Management

Risk Brainstorming Session Worksheet										
Project Name:	Cascade Peak Chalets Landscaping Project									
Prepared by:	Student's Name									
Date:	N/A									
Session Facilitator:	Student's Name									
Title/Position:	Student's Name									
Participating Group:	Sam Ng Andrew Lowe Student may also include his/her name									
Location:	Cascade Peak / Student's own home state/territory									
Identified Risk	Initial Risks			Controls to be used on risk	Revised Risk			Proposed Actions	Identified by Whom?	Who is responsible?
	Likelihood of Occurrence	Potential Impact	Initial Risk Rating		Likelihood of Occurrence	Potential Impact	Revised Risk Rating			

Guidance: Identify at least one (1) risk for each of the following functions of project management	A: Almost certain B: Likely C: Occasionally D: Unlikely E: Rare. Your response can either be a letter, a description or both.	1 Insignificant 2 Minor 3 Moderate 4 Major 5 Severe Your response can either be a number, a description or both.	Very High High Moderate Low	Elimination Substitution Isolation Engineering control Administrative control PPE (Personal protective equipment)	A: Almost certain B: Likely C: Occasionally D: Unlikely E: Rare. Your response can either be a letter, a description or both.	1 Insignificant 2 Minor 3 Moderate 4 Major 5 Severe Your response can either be a number, a description or both.	Very High High Moderate Low	For each risk, a specific action must be briefly described here should the risk become an incident.	For the purpose of this simulation, you may indicate any project stakeholder in the Cascade Peak Chalets Project.	This must be either Sam Ng, the site supervisor, or other relevant project stakeholder who would be responsible for ensuring the risk does not occur, or if it does occur, will be the responsible for dealing with its impact.
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Student must identify one (1) new risk for each function of project management. Sample answers are provided below:	For each risk, the probability must be one of: A: Almost certain B: Likely C: Occasionally D: Unlikely E: Rare. Can be either letter, description or both.	For each risk the impact must be one of: 1 Insignificant 2 Minor 3 Moderate 4 Major 5 Severe Response can either be number, description or both.	Rating must be determined from the risk rating table below based on the responses in the probability of occurrence and the potential impact. The response must be exactly as per table and may be either listed by letter of description: Very High High Moderate Low	At least of the following controls must be listed for each risk, and a specific example to be provided to describe HOW the risk is going to be controlled: Elimination Substitution Isolation Engineering control Administrative control PPE (Personal protective equipment)	For each risk, the probability must be one of: A: Almost certain B: Likely C: Occasionally D: Unlikely E: Rare. Can be either letter, description or both.	For each risk the impact must be one of: 1 Insignificant 2 Minor 3 Moderate 4 Major 5 Severe Response can either be number, description or both.	Rating must be determined from the risk rating table below based on the responses in the probability of occurrence and the potential impact. The response must be exactly as per table and may be either listed by letter of description: Very High High Moderate Low	For each risk, a specific action must be briefly described here should the risk become an incident. .	Must be either student's name, Sam Ng or other project stakeholder for each risk.	Must be either Sam Ng, the site supervisor, or other relevant project stakeholder who would be responsible for ensuring the risk does not occur, or if it does occur, will be the responsible for dealing with its impact.
(Integration) E.g. New project sponsor may not adhere to the formal change management processes. <i>Risk must be related to changing of integrative processes as a result of new project sponsor.</i>										

(Scope) E.g. Additional chalets may need to be constructed. <i>Risk must be change in scope as a result of changes of requirements of new project sponsor.</i>										
(Time) E.g. Change in schedule resulting in timing clashes with contractors, additional delays with new landscapers going to speed, delays in future change requests by new sponsor. New contractor not meeting deadlines.										
(Cost) E.g. Increased costs due to future delays. Additional costs due to inflation of materials. Additional costs imposed by contractors. Costs of repairs to damaged work abandoned during changeover of stakeholders.										

(Quality) E.g. Additional risks to quality due to new landscapers. Additional risks to quality due to new contractor. Deterioration of completed work not being initially detected. Additional quality requirements imposed by Council when this change request goes in for approval.										
(HR - landscaping site supervisor leaving project) Landscaping site supervisor leaving the project.										
(HR – Project Manager) e.g. The project manager leaving the organisation or the project manager becoming committed to other landscaping projects creating clashes before this project ends.										
(HR – Project Sponsor) E.g. The sponsor discontinuing the project, the sponsor not performing their management function in coordinating the two related projects.										

(Communications) E.g. Poor reporting by new contractor, new sponsor not communicating between the two projects, site staff and contractors not communicating issues in regards to damaged infrastructure from the abandonment of the project.										
(Procurement) E.g. New contractor not meeting contractual obligations. New contractor not meeting deadlines. New contractor not integrating with the project team.										

5. Develop a Risk Response Plan for the following risk: The landscaping site supervisor resigning from Awesome Landscapes.

Use the Risk Response Plan Template provided below.

Mapping: BSBPMG517 PE2 (p)

Marking guide

Student must develop a Risk Response Plan for the following risk: The landscaping site supervisor resigning from Awesome Landscapes using the Risk Response Plan Template provided below. Wording may vary, however, responses must be the same in thought and meaning with benchmark answers provided.

Risk Response Plan

Project Name	<i>Cascade Peak Chalets Landscaping Project</i>
Prepared by	<i>Student's Name</i>
Date	Any date can be given here
Description of risk identified	The landscaping site supervisor resigning from Awesome Landscapes.
Person responsible	Sam Ng, Project manager.
Results from Risk Analysis:	Information provided here must be consistent with the information from the previous question. Must include the risk rating (extreme, high, moderate, or low).
Agreed Responses (avoidance, transference, mitigation, acceptance):	
Response #1	<i>Avoidance must be included: Response must include measures to improve team morale as the project gets back on track, the project manager providing the support the site supervisor needs. Mention elimination or substitution from the hierarchy of controls.</i>
Response #2	<i>Mitigation must be included: Response must include the project manager taking on the site supervision duties whilst a replacement is being found, and quickly searching for a replacement as soon as the existing site supervisor resigns. Mention isolation, engineering control, administrative control, or PPE from the hierarchy of controls.</i>
Response #3	<i>N/A</i>
Residual Risk Level	
<i>This must be extreme, high, moderate or low. Must be either equal or lower than the level of risk identified from the results of risk analysis.</i>	

Action Steps
The action steps must be a plan for replacing the site supervisor should they resign. The steps must include: <i>1. Preparation of a job description now (before the resignation).</i> <i>2. Advertise for the position as soon as the site supervisor announces his resignation.</i> <i>3. Project manager to work closely with site supervisor to learn specialist knowledge.</i> <i>4. New site supervisor to be hired as soon as possible.</i> <i>5. If the new site supervisor commences before the old site supervisor leaves, the old site supervisor does the handover, otherwise the project manager does the handover.</i> <i>6. Project manager to closely monitor the site supervisor as they fit into their role.</i>
Budget and Time for Response
Student must list the cost and time required to implement the plan.
Contingency / Fallback Plans
Student must list the process that should occur if the risk were to eventuate into an actual incident.

6. As set out in Risk Management Plan (Appendix 22 of the Project Plan), the risk management processes for the project will follow the AS/NZS ISO 31000 2009 Standard under the PMBOK project management methodology.
- In your, own words, discuss the framework that is set by AS/NZS ISO 31000.
 - Complete the illustration of the risk management framework set by AS/NZS 31000 by providing the correct labels.
 - In your own words, discuss the model that is followed by the framework of AS/NZS ISO 31000.

Do not exceed fifty (50) words for each discussion.

Mapping: BSBPMG517 KE4

Learner guide: Learner Guide 4, pages 17 - 18

Source: http://qmind.co.in/Services/Process_Consulting/ISO_Services/ISO_31000.html

Marking guide

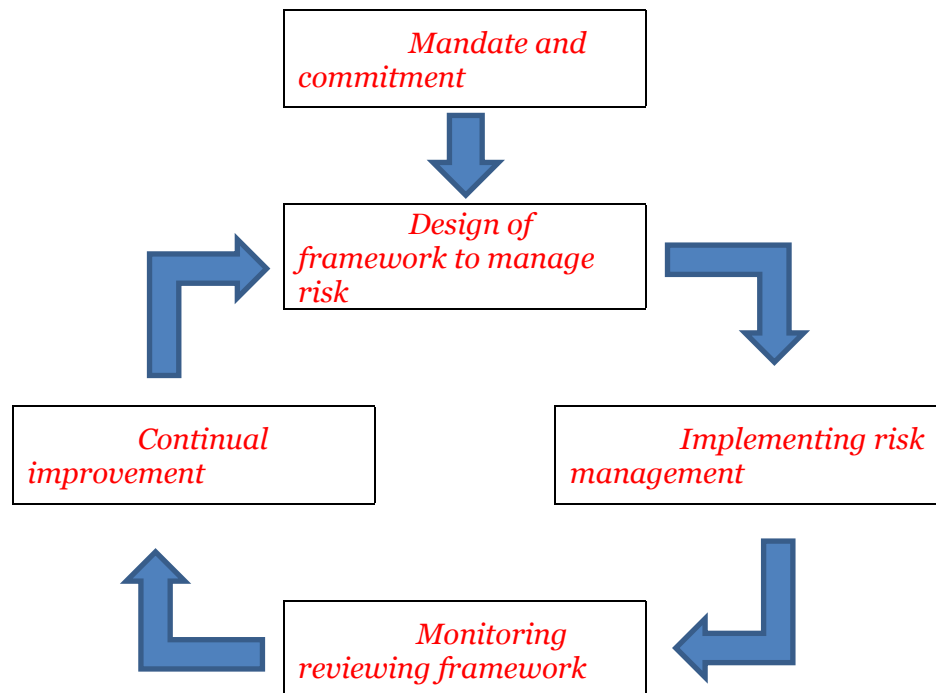
Student must:

- In your, own words, discuss the framework that is set by AS/NZS ISO 31000.*
- Complete the illustration of the risk management framework set by AS/NZS 31000 by providing the correct labels.*
- In your own words, discuss the model that is followed by the framework of AS/NZS ISO 31000.*

Wording may vary, however, student's responses must be the same in thought and meaning with the benchmark answers provided. Student's discussions must not exceed fifty (50) words each.

- ISO 31000 sets a framework for 'components that provide the foundation and organisational arrangement for designing, implementing, monitoring, reviewing and continually improving risk management processes'. The framework ensures that information about risk derived from the risk management process is adequately reported and used as a basis for decision making and accountability at all relevant organizational levels.*

b.



c. *The framework of ISO 31000 follows the Plan, Do, Check, Act model, like other global management system standards.*

WORKBOOK CHECKLIST

When you have completed this workbook, please ensure you have completed all parts of it:

- ☐ **Written Questions**
- ☐ **Case Study**

IMPORTANT REMINDER

Students must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the unit relevant to this subject.

To award the student competent in the units relevant to this subject, the student must successfully complete all the requirements listed above according to the prescribed benchmarks.

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