FIT2002, A2 – Part 2

DELIVERABLE 2: QUALITY & STAKEHOLDER/COMMYNICATION MANAGEMENT PLANS

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Generative AI Declaration:

OpenAI ChatGPT 4o has been *selectively* used in this piece for research purposes, **some** anecdotal evidence, grammatical corrections, sentence structuring and enhance overall understanding.

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2.1 Quality Management Plan

Goals and Objectives

The quality goals, and their accompanying SMART objectives, which align with the overall portfolio/project goals and stakeholder expectations are as follows:

1. Enhance Digital Learning Environments
    - By April 2025, upgrade 100% of targeted classrooms with SMART interactive displays, AI-driven tools, and high-definition video conferencing, ensuring a 99.9% system uptime and ≤1 second response time, monitored through monthly system performance tests (Monash University, 2025; Garrison & Vaughan, 2013).

2. Ensure Accessibility Compliance
    - Achieve 100% compliance with WCAG 2.1 accessibility guidelines across all digital learning platforms by March 2025, ensuring at least 75% of students with accessibility needs actively use the provided features, as verified through quarterly accessibility audits and student feedback surveys (W3C, 2018; Monash University, 2024; Burgstahler, 2021).

3. Increase Faculty and Student Adoption of Hybrid Learning Tools
    - Ensure 90% of faculty complete training modules and at least 40% of classrooms actively integrate hybrid learning tools within three months post-deployment by November 2025, supported by regular training workshops and faculty adoption tracking (Salmon, 2019; Laurillard, 2012).

4. Optimise IT Support and System Reliability
    - By October 2025, reduce faculty-reported IT issues by 30% and achieve a 90% first-time resolution rate for IT support queries through AI-powered troubleshooting tools, self-service IT resources, and monthly performance evaluations (ITIL Foundation, 2020; Educause, 2023).

5. Ensure Compliance with Safety and Security Standards
    - Achieve 100% compliance with OHS safety regulations and ISO 27001 security standards by April 2025, verified through pre-deployment safety inspections and biannual security audits (ISO, 2018; ISO/IEC, 2022).

Requirements and Metrics

Req. 1: Structured Training and, Faculty and Student Adoption of Hybrid and Flexible Learning Tools

High-quality structured faculty training and student adoption is crucial to the success of the project. Without effective training, faculty may struggle to integrate hybrid tools, leading to low student engagement and underutilisation of deliverables. Ensuring 90% faculty training completion and 40% classroom adoption within three months supports intended learning outcomes, including enhanced student engagement, retention, and innovation (Monash University, 2025). These goals align with portfolio digital transformation objectives and SDGs 4 and 9 (United Nations, 2015).

Structured training ensures faculty can effectively use AI-driven assessments, SMART displays, and interactive content, improving student engagement and deliverable quality (Boda, 2025). Faculty training is complete if participants attend 90% of sessions and achieve ≥ 80% on assessments, which measure proficiency in hybrid tools. Active classroom adoption is defined as 50% usage of hybrid tools during lessons or activities, such as leveraging SMART displays, conducting AI-based assessments, or using collaborative tools for group tasks. LMS analytics measuring usage frequency (number of times per day/week) and duration (time) and classroom reports need to confirm that 45% of classrooms adopted hybrid tools within two months.

Student engagement (≥ 75%) is met when students actively participate in 70% of hybrid-enabled activities and rate tools as effective (≥ 4/5). Surveys indicate 78% engagement, with 85% positive ratings on learning tools' effectiveness. Additionally, hybrid tool-related IT tickets decreased by 35%, demonstrating successful training in troubleshooting and tool usage. Stakeholder satisfaction (≥ 85%) is measured through surveys with faculty, students, and IT teams, with 88% reporting positive feedback (≥ 4/5,), validating alignment with expectations and goals.

Req. 2: Installation and Deployment OHS Safety Compliance

Ensuring OHS compliance during the installation of hybrid learning tools is critical to the success of the Digital Learning Spaces Enhancement Project. Failure to adhere to WorkSafe Victoria guidelines, ISO 45001, and the University's OHS policies can lead to injuries, equipment failures, legal violations, and project delays (ISO, 2018; WorkSafe Victoria, 2024). Compliance is defined as achieving 100% adherence to safety audits, ensuring all activities meet regulatory and institutional standards, reducing risks, and mitigating cost overruns (Hallowell & Gambatese, 2019).

OHS compliance enhances deliverable quality by ensuring safe and efficient installation of SMART displays, HD video conferencing systems, and network infrastructure. "Safe installation" is inclusive of proper wiring, secure mounting, and adherence to approved protocols to minimise hazards, prevent equipment malfunctions, and enable smooth integration. For instance, all installations must comply with AS/NZS 3000 standards to ensure electrical safety. Failure to meet these standards could lead to system failures, increased maintenance costs, and legal liabilities (Gillen et al., 2013).

Strict compliance aligns with stakeholder expectations for safety and reliability. Students and faculty need secure classrooms to prioritise their physical safety, IT teams benefit from reduced maintenance requests, and influential and/or responsible stakeholders avoid reputational and legal risks (WorkSafe Victoria, 2024).

The project adheres to ISO 45001 for risk assessments, WorkSafe Victoria OHS Regulations for legal compliance, and AS/NZS 3000 for electrical safety. Key metrics include auditing 100% compliance, ≤ 0.5 incidents per 1,000 hours, ≤ 3-day resolution for safety issues, and ≥ 4/5 reported stakeholder satisfaction. Metrics are tracked using safety dashboards, contractor logs, and post-project surveys for reported feedback positive feedback (≥ 4/5).

By meeting global safety standards, the project ensures risk-free deployment, reliable infrastructure, and alignment with institutional goals (ISO, 2018; Hallowell & Gambatese, 2019).

2.2 Stakeholder/Communication Management Plans

Stakeholder/Communication Register

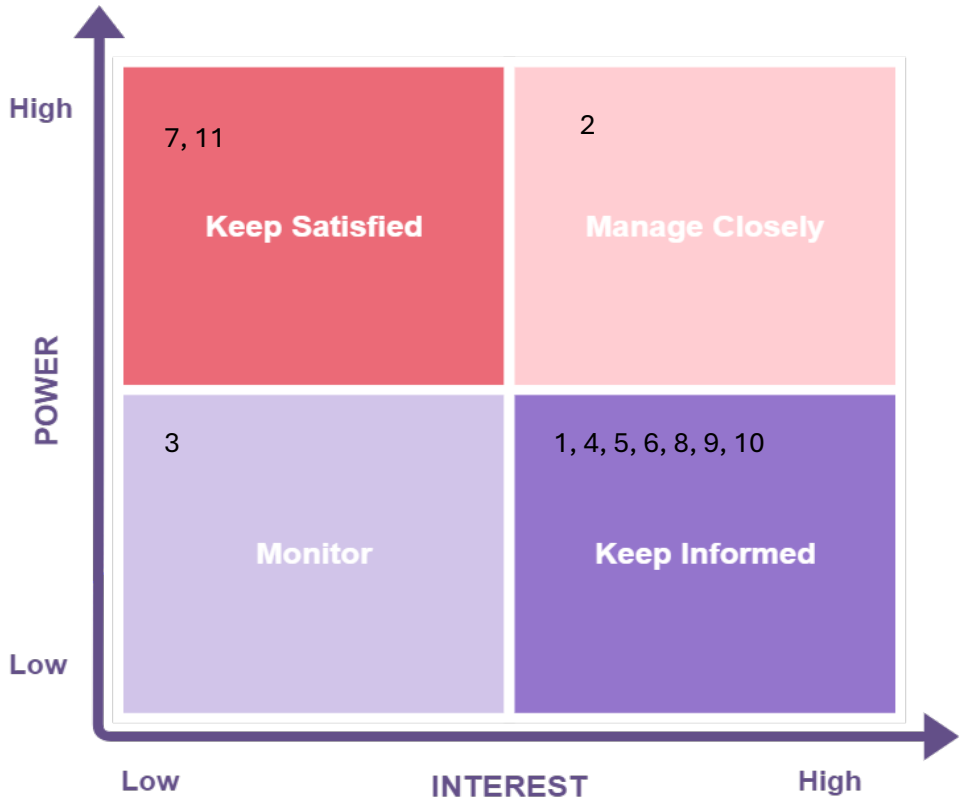
NO	NAME	TITLE	ROLE IN PROJECT	CATEGORY	COMMS REQUIREMENTS	COMMS FREQUENCY	COMMS OWNER	CONTACT
	Name of stakeholder or stakeholder group	Position in the organisation	The stakeholder's role in the project	Internal / External	How will the owner communicate with the stakeholder	How often will the owner communicate	Who will be communicating with the stakeholder?	Contact details of the stakeholder
1	Akhil Boda	Senior Systems Engineer, IT Project Solutions	Project Manager	*Internal*	1. Weekly project status update 2. Daily task review	*1. Weekly (Monday)* *2. Daily*	*Self*	akhil.boda@itprojectmanagement.com +61 412 345 678
2	Max Lord	Chief Information Officer, Monash University	Project Sponsor	*External*	1. Fortnightly project progress report 2. Project milestone review	*1. Fortnightly (Friday)* *2. Monthly*	*Project Manager*	max.lord@monashleadership.edu.au +61 400 123 456
3	David Green	Junior Software Developer, IT Project Solutions	Software Developer	*Internal*	1. Sprint reviews and task progress updates 2. Technical coding feedback sessions	*1. Sprint review (end of sprint)* *2. Weekly*	*Software Lead*	david.green@itproject.com
4	Emily White	Mid Level Business Analyst, IT Project Solutions	Business Analyst	*Internal*	1. Requirement validation meetings 2. Process analysis updates	*1. Biweekly* *2. Monthly*	*Project Manager*	emily.white@itproject.com +61 400 456 789
5	Olivia Turner	Mid Level Front End Developer	Accessibility Specialist	*Internal*	1. Accessibility testing feedback sessions 2. Feature usability testing updates	*1. Weekly during software deliverable testing* *2. Bi weekly*	*QA Specialist*	olivia.turner@itproject.com +61 422 678 901
6	Dr. Alex Johnson	Chief of Staff, Monash University	Staff Representative	*Internal*	1. Stakeholder consultation 2. Faculty progress reviews	*1. Monthly* *2. End of each project phase*	*Business Analyst*	alex.johnson@monashleadership.edu.au
7	Natalie Harris	Director of Student Services, Monash University	Student Representative	*Internal*	1. Student feedback and usability surveys 2. Campus wide announcements/updates	*1. End of every project phase* *2. Quarterly*	*Business Analyst*	natalie.harris@monashleadership.edu.au
8	Tom Williams	Senior IT Administrator, Monash University	Systems Administrator	*Internal*	1. Technical performance and integration reports 2. System maintenance updates	*1. Weekly* *2. Monthly*	*Communication Lead*	tom.williams@monash.edu.au +61 455 901 234
9	Rachel Adams	Project Coordinator, Monash University	Communications Lead	*External*	1. Weekly status reports 2. Communication strategy updates	*1. Weekly (Friday)* *2. Monthly*	*Project Manager*	rachel.adams@monash.edu.au +61 466 123 456
10	Sarah Brown	Quality Assurance Technician, IT Project Soluitions	Quality Assurance(QA) Specialist	*Internal*	1. Test case results and defect reports 2. QA progress reviews	*1. Weekly during software deliverable testing* *2. Fortnightly*	*Business Analyst*	sarah.brown@itproject.com +61 477 234 567
11	Mark Davis	IT Support Manager, IT Project Solutions	IT Support Trainer	*Internal*	1. IT training session reports 2. Tool adoption feedback	*1. Fortnightly* *2. End of each project phase*	*Systems Administrator*	mark.davis@monash.edu.au +61 488 345 678

Stakeholder Management Plan

NAME	POWER LEVEL	INTEREST LEVEL	CURRENT Engagement	Engagement Strategy	Conflict Management Approach
Max Lord (Chief Information Officer) (Project Sponsor)	High	High	Supportive	- Align his involvement with project goals by presenting strategic updates on major milestones and the project's alignment with Monash University's digital transformation strategy.	- Use a collaborative approach to address any concerns about project priorities or resource allocation.
				- Highlight long-term IT infrastructure benefits and ROI to reinforce his confidence in the project.	- If unresolved, escalate to the project steering committee for objective resolution while maintaining transparency.
				- Invite him to participate in critical decision-making and steering committee discussions to enhance engagement.	- Ensure all project updates shared with Max adhere to confidentiality agreements, particularly regarding sensitive financial and operational data, to safeguard the organization's interests.
Rachel Adams (Communications Lead)	Medium	High	Neutral	- Engage her expertise by involving her in creating and refining communication strategies to ensure alignment with stakeholder expectations.	- Use open dialogue to address any concerns related to communication timelines or expectations.
				- Provide her with regular project status updates and feedback loops to maintain her involvement and accountability in communication deliverables.	- In cases of misalignment, involve the project manager for a neutral review and clarification of roles and responsibilities.
				- Acknowledge her contributions to build rapport and maintain motivation.	- When sharing updates with Rachel, ensure only non-sensitive and approved information is disseminated to avoid breaching confidentiality agreements with other external stakeholders.

PI Matrix Placement

NO	NAME	POWER	INTEREST	PLACEMENT ON MATRIX
1	Akhil Boda	Medium	High	Keep Informed
2	Max Lord	High	High	Manage Closely
3	David Green	Low	Medium	Monitor
4	Emily White	Medium	High	Keep Informed
5	Dr. Alex Johnson	Medium	High	Keep Informed
6	Natalie Harris	Medium	High	Keep Informed
7	Tom Williams	Medium	Medium	Keep Satisfied
8	Rachel Adams	Medium	High	Keep Informed
9	Olivia Turner	Medium	High	Keep Informed
10	Sarah Brown	Medium	High	Keep Informed
11	Mark Davis	Medium	Medium	Keep Satisfied



High power - High interest: these are the stakeholders are decision makers and have the biggest impact on the project success and hence you must closely manage their expectations.
High power - Low Interest: these are the stakeholder needed to be kept in loop, these stakeholders need to be kept satisfied even though they aren't interested because they yield power. These type of stakeholders should be dealt with cautiously as well since they may use their power in a not desired way in the project if they become unsatisfied.
Low power – High interest: keep these people adequately informed, and talk to them to ensure that no major issues are arising. These people can often be very helpful with the detail of your project.
Low power - low interest: monitor these people, but do not bore them with excessive communication.

Assumptions

- In Quality Objective 1, SMART interactive displays are considered for the purposes of the tangible material that is being held to a standard. However in Assignment 1 Part 3, it was noted then, depending on the results of the needs assessment during project execution, the brand of model of interactive display that is best suits and integrates into existing University infrastructure could vary. That assumption continues in this document.
- Numbered reporting systems are considered as:
    - 1: Unsatisfactory, 2: Not very satisfactory, 3: Somewhat satisfactory, 4: Very satisfactory, 5: Extremely satisfactory.

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