

Cambridge **TECHNICALS LEVEL 3**

IT

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Unit 8

Project management

Model assignment

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Contents

Guidance for tutors on using this assignment	3
General	3
Before using this assignment to carry out assessment	3
When completing the assignment	4
Time	4
Format of evidence.....	4
Authenticity.....	4
Information to support the scenario/tasks.....	4
Resources to complete the tasks	5
Group work.....	5
After completing the assignment.....	5
Reworking the assignment.....	5
Modifying the model assignment.....	5
General information for learners	7
Assignment for learners	9
Scenario	9
The tasks.....	10
Task 1: The Phases of the Project Life Cycle and their Importance.....	10
Task 2: Project Methodologies	11
Task 3: Project Initiation Phase.....	12
Task 4: Project Planning and Phase Review.....	13
Task 5: Executing the Project.....	14
Task 6: Project Evaluation.....	16
Evidence Checklist	17

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how a Project Manager would use project management skills, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

Time

- Learners must be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning against each of the tasks we have given an indication of how long it should take.
- Learners can produce evidence in several sessions.

Format of evidence

- Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria. **Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**
- We have stated the format in which the evidence **could** be presented for each task. Learners are **not** required to follow the format we have given **unless** we have told them otherwise. For example, if we say 'You could include a report on ...' the evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format allows the learner to access all of the grading criteria. If we require that evidence **must** take a specific format, we will make that clear in the task for learners. Please look out for this and make sure learners realise that we have prescribed the format.
- If we have not specified a format for evidence learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

For more guidance on generation and collection of evidence please refer to the section on *Internal Assessment* in the *Qualification Handbook*.

Authenticity

- Authenticity in assessment is about making sure the work the learner produces for assessment is their own. We give information on authenticity in the qualification handbook under section 8. You must read through this and make sure all staff involved in assessment and your learners understand how important authenticity is.
- Our information on authenticity includes managing group work. There are lots of opportunities for group work in this unit and on-going collaboration between team members. Should a centre find itself in a position where it only has one learner taking this unit assessment then appropriate modifications should be made to this model assignment to ensure the learner can achieve the highest outcome possible – e.g. employers, teachers taking on the role of the client, non-assessed candidates taking on particular roles within the implementation phase of the project and the project scope being more tightly defined to ensure control is maintained by the individual learner throughout the duration of the assessment, etc.

Information to support the scenario/tasks

Learners must work on an IT project that would reflect the type of project carried out in the IT industry. For those learners following the technical qualifications, their chosen project will ideally reflect the pathway that they are following.

Synoptic assessment could be used across a number of units with learners' project managing scenarios linked to other units in the qualification, e.g. creating a network, creating a game, creating a management information system, etc.

Resources to complete the tasks

Learners will need access to the internet to research different project management methodologies, project management tools and suitable resource material in relation to project management and methodologies.

Learners will need access to sample documentation for the different phases of project management, e.g. project initiation document (PID), control records, business case, etc.

Learners will need access to a 'client' for the purposes of feedback, the presentation of the business case and the selection of the option for the learner to take forward. This client could be the tutor or an engaged employer who is providing a meaningful contribution to this unit assessment.

Group work

Ideally, learners will be working as part of a small team (no more than four members), and will be taking on the role of a project manager. It will be their responsibility to provide individual and authentic evidence to meet the assessment criteria. For the initial planning phase of the project each team member will create a business case. The client must select one of these business cases for the team to take forward. At this point, team members will be allocated different parts of the overall project to manage. This will ensure that all learners have the opportunity to attain the highest grade.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Introductory Diploma, the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 8: Project Management

Scenario

Part A – Training the team

Learners are a project manager for Progress IT Projects and are required to manage a team of new employees who will be working with them on an imminent IT project. They have decided that they are going to train their team of new employees in the project management process used in their organisation. This will ensure that they have the appropriate level of skills and understanding when they form the team to work on 'live' projects.

Part B – Working on the project

A local artist wants to set up an e-commerce website to promote their paintings and other artwork and has come to the learner's organisation for assistance. The learner and their newly trained team will be working on the project and the learner will undertake the role of project manager. The artist knows very little about the benefits and drawbacks of e-commerce or about its cost implications and security issues. They have 'shopped online' themselves, but that is the extent of their knowledge. They have ideas for their website with respect to the content (displaying the different forms of artwork, etc.), but they are relying on the learner and their team to provide them with guidance. The learner will be required to:

- provide the client with sufficient information to enable them to make a decision as to whether they will continue with the idea of having an e-commerce website
- provide them with alternatives so that they can make informed choices, e.g. if not a website, could they consider social media
- plan the implementation of the client's decision
- carry the project through to conclusion with their team
- evaluate the outcome of the project.

The tasks

Task 1: The Phases of the Project Life Cycle and their Importance

(This task should take between 1 and 2 hours.)

Learning Outcome 1: **Understand the project life cycle** is assessed in this task.

Your task is to:

provide an explanation of the different phases within a project life cycle. It is important that learners describe the phase and explain the purpose of each phase. Learners should also include information relating to the documentation used within each phase of the project.

Learners are required to evaluate the importance of the different phases within a project life cycle. It is important that their evaluation enables them to make a qualitative judgement taking into account different factors using relevant knowledge, experience and/or evidence to inform their judgement. They should be encouraged to research different projects and consider where the results of the different phases have impacted on their successes and/or failures.

Pass	Merit	Distinction
P1: Explain the different phases within an identified project life cycle		D1: Evaluate the importance of each phase of the identified project life cycle
Evidence		
A presentation		
This should include detailed speaker notes or video recording of the presentation being delivered to the new employees.		
The presentation must include an explanation of the different phases within the project life cycle, what they are and the documentation involved.		
If the delivery of the presentation is not being videoed as part of the evidence, then there must be detailed speaker notes. The slides must be fit for purpose with bullet points for the key points, the detail should be in the speaker notes.		
A hand-out		
This should be given to the new employees which provides them with an evaluation of the different phases within a project life cycle.		
The evaluation should include:		
<ul style="list-style-type: none">• a qualitative judgement of the different phases, taking into account different factors, using relevant knowledge, experience and/or skills• evidence of research into different projects and where the results of the different phases of the project life cycle have had an impact on their success and/or failure.		
It is important that learners correctly reference all sources used, following appropriate conventions.		

Task 2: Project Methodologies

(This task should take between 1 and 1.25 hours)

Learning Outcome 1: **Understand the project life cycle** is assessed in this task.

Your task is to:

describe project methodologies and then conduct a comparison of the different methodologies that they have selected. The comparison should include the similarities, differences, features and benefits of each and how this can influence the methodology selected for different types of projects.

Pass	Merit	Distinction
P2: Describe different project methodologies	M1: Compare the features and benefits of different project methodologies	
Evidence		
An information guide		
This should be produced for the new employees, describing different project methodologies.		
The guide should include:		
<ul style="list-style-type: none">• an overview of each selected project methodology providing a brief account of the main points of each• a comparison of the selected project methodologies to include their similarities, differences, features and benefits and how these can influence the methodology selected for different types of projects.		
The guide must be in your own words and provide a comprehensive summary of your findings.		
It is important that learners correctly reference all sources used following appropriate conventions.		

Task 3: Project Initiation Phase

(This task should take between 2 and 3 hours)

Learning Outcome 2: **Be able to initiate and plan projects** is assessed in this task.

Your task is to:

carry out the initiation phase of the identified project and prepare the project initiation document (PID). They will need to work as a team and review the client brief to gather as much information as possible with respect to the client's expectations for their e-commerce site. Following on from the PID, learners will prepare a business case for the client to consider. It is important that learners outline the different options to the client indicating their respective benefits and costs.

Pass	Merit	Distinction
P3: Complete the documentation for the initiation phase for an identified project		D2: Create a business case to support an identified project
Evidence		
A project initiation document (PID)		
This must include:		
<ul style="list-style-type: none">• who the stakeholder(s) is/are• who the clients and target audience (end users) are• the scope definition• the purpose• the objectives• the deliverables• the timescales• the structure.		
A business case		
This must provide the client(s) with:		
<ul style="list-style-type: none">• alternatives to consider• the costs/benefits of each option.		
It must enable the client(s) to make an informed decision as to:		
<ul style="list-style-type: none">• why the project should go ahead		
the direction of the project (to do what and why?).		

Task 4: Project Planning and Phase Review

(This task should take between 1.5 and 2.5 hours)

Learning Outcome 2: **Be able to initiate and plan projects** is assessed in this task.

Your task is to:

be presented with the final choice made by the client(s) as to which option to take forward. They will then need to prepare a project plan for the chosen option. It is not necessary for learners to use specific project management software, but it can be an option if available. It is also important that learners appreciate that 'time is money' and although they may not have been given a specific budget to work to, they should cost in the potential value of time as well as the cost of any physical resources.

On completion of their individual project plan, learners will conduct a team meeting and carry out a phase review to ensure that their part of the project can progress to the next stage.

Pass	Merit	Distinction
P4: Develop a project plan for the identified project	M2: Carry out and document a phase review of the project plan	
Evidence		
A project Plan		
This must include:		
<ul style="list-style-type: none">• resource plan (e.g. identification of staff, equipment and materials needed)• financial plan (e.g. quantify the financial expenditure required)• quality plan (e.g. quality targets and quality control methods)• risk plan (identify risks and plan actions need to minimise risks)• acceptance plan (e.g. specify criteria for accepting deliverables).		
A phase review (this could take the form of a formal report, minutes of a meeting or presentation with speaker notes).		
This must include the following considerations:		
<ul style="list-style-type: none">• Is the project on schedule and within budget?• Have the deliverables been produced and approved?• Have the risks been controlled and mitigated?• Have issues been resolved?• Is the project on track?• Should the project continue to the execution phase?• What is the justification for the decisions made?• What changes have been identified, how will these be implemented and what is the justification for them?		
The purpose of this phase review is to ensure that nothing has been missed in the planning phase and all eventualities (as much as one can foresee) have been considered before the execution of the plan.		

Task 5: Executing the Project

(This task should take between 3 and 4 hours)

Learning Outcome 3: **Be able to execute a project** is assessed in this task.

Your task is to:

provide evidence of following the project through in line with their Project Plan. At this point if working as part of a team a decision could be made to split out the overall project into smaller components for individuals to work on. For example one group member might be assigned the responsibility of gathering information to go onto the website; another group member may be given the task of designing the layout, etc. Whatever roles are eventually determined learners will also need to conduct a phase review and prepare a project closure report as part of their evidence generation for this task.

Pass	Merit	Distinction
P5: Follow the project plan and conduct a phase review of the identified project		D3: Prepare a project closure report based on the execution phase review of the identified project

Evidence

Recording documentation

This must include:

- time
- quality
- change
- risks
- issues
- communications
- acceptance.

A phase review (this could take the form of a formal report, minutes of a meeting or presentation with speaker notes).

This must include the following considerations:

- Is the project on schedule and within budget?
- Have the deliverables been produced and approved?
- Have the risks been controlled and mitigated?
- Have issues been resolved?
- Is the project on track?
- Should the project continue?

The purpose of this phase review is establish whether the group has done what it said it would do in the plan and whether the project can be closed down.

A project closure report

A project closure report is a formal document and, therefore, must be accurate with respect to spelling and grammar and be clearly written so that the content can be understood.

This must include:

- actions identified in the phase review that had to be addressed so that the project could be closed
- project summary
- reason for project closure (has the project reached its planned end date or is it being closed prematurely for some reason?)
- assessment of project performance (how well did the project perform against the business case?)
 - achievement of the project objectives, outputs and activities (where the project was successful/unsuccessful)
 - performance against planned time, resources and costs (explanation of variance from original planned milestones, costs or allocated resources)
 - performance against planned savings and benefits (explanation of any variance from original planned benefits)
- lessons learned
- celebrating success (what were the biggest successes for the project?)
- next steps (description of any outstanding actions and handover arrangements)
 - outstanding activities
 - remaining risks and issues
 - on-going dependencies
 - costs of on-going support
 - stakeholder communications
 - handover of assets and contracts.

The purpose of this project closure report is to document the final status of the project in a formal way, following the bullets as indicated above

Task 6: Project Evaluation

(This task should take between 1 and 2 hours)

Learning Outcome 4: **Be able to carry out project evaluations** is assessed in this task.

Your task is to:

evaluate the outcome of the project that they have worked on and be able to recommend improvements for future projects based on their evaluation. Their evaluations should enable them to make a qualitative judgement, taking into account different factors using their knowledge and experience of working through the project.

Pass	Merit	Distinction
P6: Evaluate the feedback from the client and team for the identified project	M3: Recommend potential improvements for future projects based on the outcome of a project evaluation	
Evidence		
A project evaluation (this could take the form of completed questionnaires with analysis of the findings, as a report or in a presentation)		
This must identify, with justification for responses:		
<ul style="list-style-type: none">• Whether the project has:<ul style="list-style-type: none">○ delivered the business benefits identified in the business case○ achieved the objectives in the terms of reference○ deviated from the original scope○ met the quality targets identified in the quality plan○ proceeded according to the delivery schedule○ deviated from the budget as defined in the financial plan○ deviated from forecast resource levels as per the resource plan○ conformed to the management process as per the execution phase• the major achievements and the positive effect on the client's business• any project failures and the effects on the client's business• lessons learned• potential improvements for similar future projects (these will be based on the outcome of your project evaluation above).		
The purpose of this project evaluation is to consider in broader terms the success of the project, seeking feedback from different stakeholder groups as appropriate.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in IT

Unit 8: Project Management

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Explained the different phases within an identified project life cycle (P1)	
Described different project methodologies (P2)	
Completed the documentation for the initiation phase for an identified project (P3)	
Developed the Project Plan for an identified project (P4)	
Followed a project plan and conducted a phase review for the identified project (P5)	
Evaluated feedback from client and team for the identified project (P6)	
Explained the different phases within an identified project life cycle (P1)	
Described different project methodologies (P2)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Compared the features and benefits of different project methodologies (M1)	
Carried out and documented a phase review of the Project Plan (M2)	
Recommended potential improvements for future projects based on the outcome of a project evaluation (M3)	
Compared the features and benefits of different project methodologies (M1)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Evaluated the importance of each phase of the identified project life cycle (D1)	
Created a Business Case to support an identified project (D2)	

To find out more

ocr.org.uk/it

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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