Cambridge TECHNICALS

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OCR LEVEL 3 CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN

BUSINESS
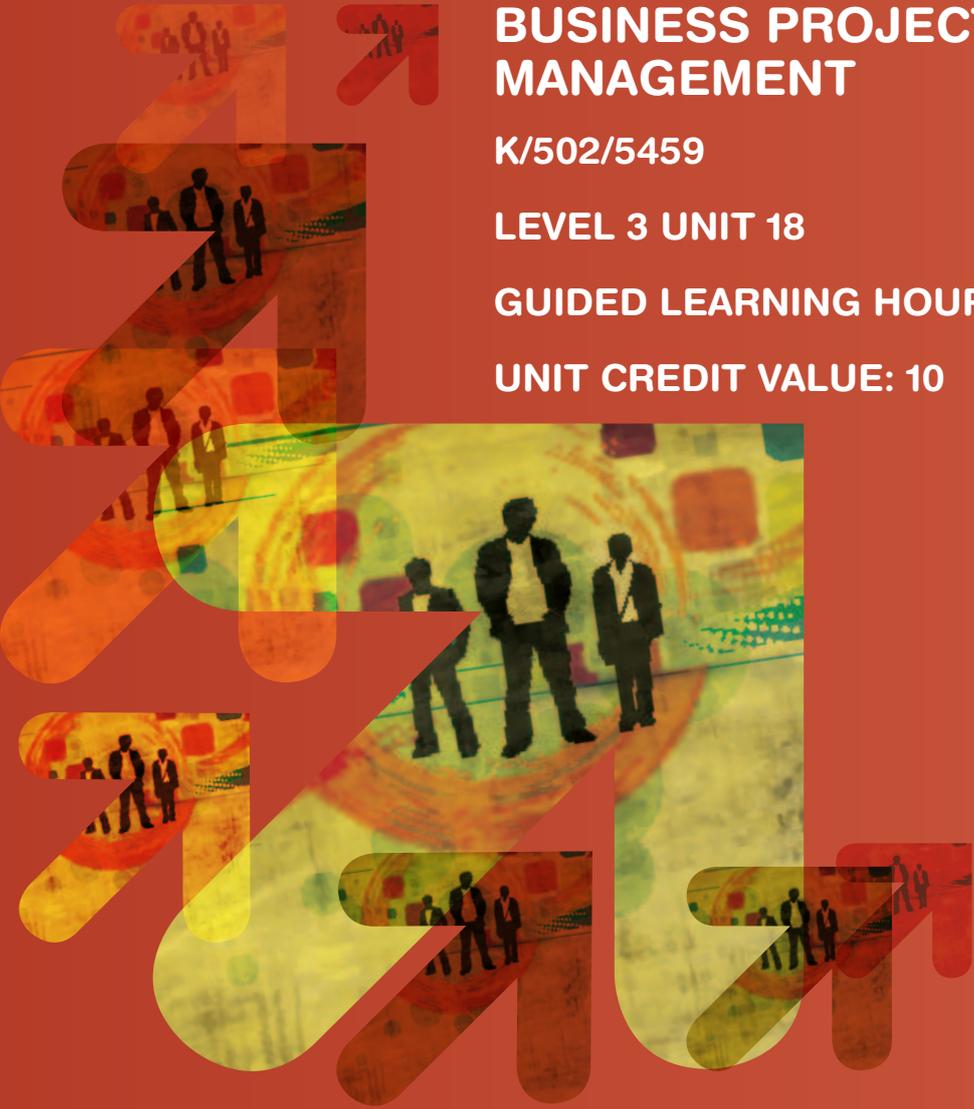
BUSINESS PROJECT MANAGEMENT

K/502/5459

LEVEL 3 UNIT 18

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

BUSINESS PROJECT MANAGEMENT

K/502/5459

LEVEL 3 UNIT 18

AIM OF THE UNIT

Project management is used not only for large developments but also on an everyday basis, for example when organisations prepare business events or implement new internal procedures. In this unit learners will gain an understanding of the processes involved in planning, implementing, monitoring and evaluating a project.

Learners will gain knowledge of the purpose, aims and objectives of a project. They will also be able to prepare a simple project plan, run the project and report on outcomes. In addition, learners will be familiar with the use of planning techniques, consider the impact of project implementation on different stakeholders and develop knowledge of appropriate tools to manage a project.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the purpose, aims and objectives of a project	P1 outline the stages of the project lifecycle for a selected project		
	P2 explain the needs and expectations of all stakeholders involved in a selected project	M1 explain how the contrasting needs and expectations of the different stakeholders might impact on the outcomes of the selected project	D1 recommend methods for dealing with the needs and expectations of the different stakeholders involved in the selected project
2 Be able to prepare a project plan	P3 prepare a project plan to include objectives, milestones and individual contributions	M2 analyse the importance of preparing a project plan for a specified project	D2 evaluate the feasibility of the project plan and the project management tools used
3 Be able to run a project	P4 prepare at least two different methods for monitoring project progress		
	P5 explain how to deal with two problems which might impact on progress for a selected project		
4 Be able to report project outcomes	P6 design a suitable reporting method to review outcomes for a given project	M3 analyse the strengths and weaknesses of the reporting method used to review the outcomes of the project	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Understand the purpose, aims and objectives of a project

- Definition of business project,
- Types of business projects (e.g. size, budget, duration, complexity).
- Purpose, aims and objectives of a project
- Features of projects: defined objectives, defined timescale, limited resources, approved budget, risk management.
- Project life cycle: initiation (define purpose and SMART objectives, strategic fit, establish key targets and deadlines, select team), planning, implementation, monitoring and evaluation
- Stakeholders: employees, senior management, owners/ shareholders, customers, suppliers, contractors, community, government (local, regional, national)
- Needs and expectations: compliance with legislation and regulation, sticking to the budget, achievement of planned objectives, environmental considerations, produce deliverables on a timely manner, respect of specifications, risk management, contingency management, resource availability and allocation.

Learning Outcome 2 Be able to prepare a project plan

- Project plan process: set objectives (SMART), define scope, formalise schedule, establish key targets and deadlines, establish cost budget, work breakdown structure (WBS), task and responsibilities allocation, risk and contingency management, gain approvals, monitoring and evaluation plan.

Learning Outcome 3 Be able to run a project

- Methods of monitoring a project: budget variance analysis, risk profile, contingency planning, quality management, schedules, critical path method (CPM), Gantt charts, flow diagrams
- Problems when running a project: overspending, availability and quality of resources, communication, delays and poor timekeeping, poor quality of deliverables, employee relations, plan changes.
- Problem solving process: defining the problem, evaluating options, choosing an option, implementation and evaluation.

Learning Outcome 4 Be able to report project outcomes

- Reporting methods and project review:
- Criteria for and measures of success, original objectives of project and subsequent changes, methods of presenting and reporting conclusions, post implementation review, team feedback, stakeholders' feedback, recommendations for the future.

DELIVERY GUIDANCE

Learning Outcome 1

In small groups the learners could identify different types of business projects. This could include short and long term projects, the aims and objectives of the project, who might be involved in the project and what the outputs might be. Using their findings the group could have a discussion on the stages of the project lifecycle. They could question are the stages the same for all projects? Do certain projects have similar stages? Are there any constraints within the project lifecycle? The learners could then come to a consensus on the project lifecycle, this could include initiation, planning and design, execution and construction, monitoring and controlling systems, and completion. The learners could research a variety of business projects and identify what activities were involved in the stages of the project lifecycle. Working in small groups they could put into practice some of the stages identified and carry out activities associated with them. The learners could then identify the stakeholders involved in the project, and at what stage of the project lifecycle. The learners could investigate the different types of internal and external stakeholders involved, and explain their needs and expectations and how to deal with them, and what the stakeholders impact on the project might be.

Learning Outcome 2

The tutor could invite a speaker to discuss how business projects are managed; this should include how to prepare a project plan, the aims and objectives, measuring key milestones, and the contributions of others. In small groups the learners could select a business project and create a plan. This could be an exhibition, product launch, newsletter, etc. Websites such as www.businessballs.com, Project Management Institute (PMI) and the Project Agency provide information about project management that learners could use for research.

Learning Outcome 3

In small groups learners could research different methods for monitoring projects. They could present their findings to the class, giving the methods advantages and disadvantages, the type of project the method is best suited for and examples of how the method is used. The learners could select some of the monitoring methods and apply them to a range of case study projects; this will give the learners to opportunity to put their knowledge and understanding into practice, and prepare them for monitoring their own business project. The learners must prepare a minimum of two different methods for monitoring the progress of a business project. The learners could use the business project they selected for learning outcome 2 and identify within their plan how they intend to monitor the project.

The tutor could facilitate a group discussion on the problems that could affect the progress of business projects. The learners could identity contingencies and establish a problem solving process. The tutor could provide a variety of business problems and in small groups the learners could investigate how to solve it. The learners must be able to explain how to deal with a minimum of two problems that might impact a selected project. The learners could use the business project they selected for learning outcome 2; describe a range of problems that could occur and explain how they would deal with at least two of them.

Learning Outcome 4

The tutor could discuss with the group the reasons why project outcomes should be reported. The learners could examine the reasons, suggesting what the benefits are, how to report findings to different audiences, how the report could impact future projects, how to learn and improve from the report. The tutor could discuss with the group the type of information that a report should contain and how it should be presented. The learners could research different types of project review reports and present examples of their findings. The tutor could provide a case study of a business project; the learners could identify the type of reporting methods used, or suggest what type of reporting method they would use. They could then analyse the suitability of the reporting method/s. The learners must design a suitable reporting method for a selected business project. The learners could use the business project they selected in learning outcome 2 and 3, and report on the project outcomes.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

P1, P2, M1

Scenario:
A local business has undertaken an organisation restructure and has created a new department that will carry out a large variety of task and project based activities. The head of department has asked you to help up-skill the new members of the team on the stages of a project lifecycle and the needs and expectations of the stakeholders.

Task:
You could create a presentation, training session or report to inform the new members of staff.

Guidance:
The tutor could provide a case study for the learners to work from, or the learners could use a real project from a local organisation.

P1 and P2
You must outline the stages of the project lifecycle and give examples of how the stages work. You must also identify who the stakeholders could be, and explain what their needs and expectations are likely to be.

M1
Learners could compare and contrast the needs and expectations of different stakeholders identified in P2 and explain how and why these needs and expectations can impact (positively and negatively) on the project.

D1
Learners must recommend methods for dealing with the needs and expectations of the different stakeholders, identified in P2 and M1. The learner must arrive at a judgement based on their evaluation make suggestions such as of avoiding conflict, building positive relationships, establishing (but limiting) compromise, ensuring that needs and aims are met (where they are not mutually exclusive).

P3, P4, P5 P6 M2, M3, D2

Scenario:
A local business is planning to deliver a project and has asked you to help with management of its planning, execution, monitoring and completion.

Task:
You must produce a project plan which includes the objectives, milestones and individual contributions of those involved. You must identify and use at least two different ways of monitoring the progress of the project, and explain how you would deal with at least two problems that could impact its progress. Having completed the project you must create a suitable reporting method to report the outcomes of the project.

Guidance:
P3 The business and the project could be selected by the learner, or specified by the tutor. The learner could include the project aim and objectives, simple budget figures, resources required, key targets and deadlines etc. The learner could produce a chart with tasks and allocation of responsibilities.

P4, P5 The learner must prepare at least two methods of monitoring project progression such as Gantt charts, flow diagrams or critical path diagrams. The learners could describe how these methods are used to monitor project progress and how they intend to use them in the context of their own project plans. The learner must also explain how to deal with at least two problems that could impact on the projects progress

P6 Learners must consider what type of reporting method to use and what information should be included based on its recipient audience. The learner could produce a report based on the project plan created for P3.

M2 Using the project plan created for P3 the learners must analyse the importance of project planning. The learners could suggest the advantages of having a project plan, as opposed to not having one.

M3 The learner must analyse the strengths and weaknesses of the reporting method used to review the outcomes of the project.

D2 This builds on P3 and M2. The learner must evaluate whether the project plan is feasible. The learner could consider whether the budget, resources and timelines are appropriate. They must also evaluate the effectiveness of the project management tools used: Gantt charts, critical path method (CPM), work breakdown structure (WBS), stakeholders' needs and expectations analysis, budgeting, etc. The learner should arrive at a judgement or conclusion based on their discussion.

LINKS to NOS

CfA BAD322 Analyse and report data (Partial)

CfA BAA151 Contibute to running a project (Partial)

CfA BAA152 Plan, run and evaluate projects (Partial)

CfA M&LF1 Manage a project (Partial)

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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