

# Assignment brief

## Issued September 2013

OCR Level 4 Cambridge Technical Diploma in IT

Unit 1: Management of Projects

**Please note:**

**This OCR Cambridge assignment may be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the brief within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this brief allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of grades. The assessment criteria themselves must not be changed.**

**The Ofqual Unit Number for this unit is:**

Management of Projects

J/601/0302

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# Guidance for Centres

## 1 General

- 1.1 OCR assignment briefs are issued free to centres on approval and are available to download from our website: [www.ocr.org.uk/](http://www.ocr.org.uk/).
- 1.2 This assignment brief has been designed to provide learners with suggested approaches that will allow learners access to all assessment criteria across the grades in this unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.

## 2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 If learners carry out any preparation prior to undertaking the tasks, there is no time limit.
- 2.3 The assignment is based on a generic scenario. See Section 8 'Scope of permitted model assignment modification' for further guidance.

## 3 When completing the assignment

- 3.1 The amount of time needed to produce evidence may vary depending on the nature of the tasks and the ability of individual candidates.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment brief.
- 3.3 Centre staff may give support and guidance to learners. This support and guidance must focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.
- 3.4 Learners may use information from any relevant source to help them with producing evidence for the tasks. They must be aware of the need to cite and reference any sources and of the risk of plagiarism.
- 3.5 Candidates must be guided on the use of information from sources to ensure that confidentiality is maintained at all times.

## 4 After completing the assignment

- 4.1 Learners' evidence is assessed by the centre's assessor against the qualification specification contained in the *Centre Handbook*. When grading learners' work, centres must use the assessment and grading criteria in the unit. For further information about assessment, please refer to the section on Assessment in the *Centre Handbook*.
- 4.2 Assessors' decisions must be quality assured across the centre through an internal moderation process. For further information about internal moderation, please refer to the section on Assessment and Centre Assessor and Quality Assurance Personnel Requirements in the *Centre Handbook*.

## 5 Presentation of work

- 5.1 Centres should discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead, centres should encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag or digital media.

## 6 Acceptable evidence

- 6.1 For guidance on the generation and collection of evidence, please refer to the section on *Assessment* in the *Centre Handbook*.

## 7 Reworking the assignment

- 7.1 If learners do **not** meet **all** of the assessment criteria at the **pass** grade, further work will be required.
- 7.2 Tutors may give feedback to learners to support and guide them in producing evidence to the required standard. The feedback must only be general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.
- 7.3 If learners need to do further work, they can continue to use the same assignment brief.

## 8 Scope of permitted assignment brief modification

- 8.1 The assignment brief is designed to give suggested approaches to enable the learner to demonstrate the autonomy and accountability required of a learner at this level. The set of tasks form a coherent whole addressing all the assessment criteria and allowing access to the full range of grades. Centres may choose to provide case studies or scenarios for learners.

### You must not change the following:

- the assessment criteria
- the grading
- the requirements for supervision and authentication as described in the Centre Handbook (Section 5 - Assessment).

OCR has ensured that in the language used and the tasks and scenario provided OCR have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments, we use the guidance given in the Ofqual publication *Fair Access by Design*. Notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to develop their own assignments, we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair Access by Design*.

# Tutor Guidance

These tasks have been designed to enable learners to develop and demonstrate their knowledge and understanding of information systems in organisations. They must understand the information requirements of functional areas, be able to assess defined information systems, and be able to describe differing management requirements of information systems.

The scenario is generic and can be adapted (see scope of permitted model assignment modification under Guidance for Centres) based on the opportunity available to the learners – involvement within various types of product or service delivery would be beneficial.

The written evidence produced for this assignment should be largely free from spelling and grammar errors. Learners should use the IT tools available to them and proofread carefully. They should recognise that errors look unprofessional.

For guidance on the generation and collection of evidence, please refer to the section on Assessment in the *Centre Handbook*.

**These guidance notes should be used in conjunction with the unit specification and *Centre Handbook*.**

## The Tasks

Learners are required to base this assignment on the information of a real organisation. Support should be given to the learner to ensure they select appropriate organisations so that they can both adequately answer the pass criteria and then have sufficient material to answer the Merit criteria.

### ***Task 1: Assessing the viability of a project***

**Assessment Criteria 1.1 1.2, 1.3, 1.4 and 2.4 are assessed in this task**

For a pass, learners must review different projects to be able to explain the principles of project management and discuss the viability of projects, including success criteria.

The learner needs to:

- explain the principles of project management (1.1)
- look at the viability of different projects highlighting whether they were successful or not and why (1.2)
- explain principles behind project management systems and procedures appropriate for the various stages of the system life cycle (1.3)
- explain key elements involved in terminating projects and conducting post-project appraisals (1.4)
- document project leadership requirements and qualities (2.4).

This could be evidenced as a report or presentation.

For merit (M1), learners could research and analyse different projects to identify the generic characteristics of successful ones when assessing the viability of future planned projects.

For distinction (D1), learners could develop a generic strategy/plan for future projects based on their research.

## ***Task 2: Planning the project***

### **Assessment Criteria 2.1, 2.2, 2.3, 2.5 and 3.1 are assessed in this task**

For a pass, learners must be able to plan a substantial project, taking account of the organisation, resources and appropriate time scale.

The learner needs to:

- plan the organisational structure of the project team (2.1)
- describe the roles and responsibilities of the project team (2.2)
- control and coordinate the requirements of the project (2.3)
- plan the human resources and requirements for a specific project (2.5)
- define the project organisation with reference to the prepared project management plans, identifying appropriate prioritised success criteria (3.1).

This could be evidenced as a report or presentation and a Gantt chart or network diagram.

For merit (M2), learners could critically reflect on their performance in relation to the completion of Task 2. They should identify the effect that their personal knowledge, skills and understanding had on the outcome of the task and recommend areas for their personal development.

For distinction (D2), learners could show how they would apply strategies to develop their own knowledge, understanding and skills to enhance their capacity to perform similar tasks.

## ***Task 3: Managing the project***

### **Assessment Criteria 3.2, 3.3, 3.4 and 3.5 are assessed in this task**

For a pass, learners need to manage a substantial project taking into account scheduling and costs, measurement of project performance and change control procedures. Learners will also need to assess the project upon completion.

The learner needs to:

- manage the project, considering schedule and costings at appropriate milestones within the project, including the start and end points (3.2)
- describe methods used to measure project performance with regard to time resources and scope (3.3)
- describe project change control procedures (3.4)
- show the outcomes of the project, reviewing the project against the success criteria and making appropriate recommendations for future reference (3.5).

This could be evidenced as a report or presentation and a Gantt chart or network diagram.

For merit (M3), learners could develop an appropriate final project report independently for the project team.

For distinction (D3), learners could communicate an appropriate final project report to a non-specialist IT person such as the client of the project.

# Assignment brief: Level 4 Cambridge Technical Diploma in IT

## Management of projects

### LEARNING OUTCOMES

#### **LO1: Understand the principles of project management**

Explain the principles of project management

Discuss the viability of projects with particular emphasis on the criteria for success/failure

Explore principles behind project management systems and procedures

Explain key elements involved in terminating projects and conducting post-project appraisals.

#### **LO2: Be able to plan a project in terms of organisation and people**

Plan the most appropriate organisational structure

Discuss roles and responsibilities of participants within a project

Carry out the control and coordination of a project

Document project leadership requirements and qualities

Plan specific human resources and requirements for a project.

#### **LO3: Be able to manage project processes and procedures**

Design the project organisation with reference to prepared project management plans

Use project scheduling and cost control techniques

Report the methods used to measure project performance

Report project change control procedures

Discuss the outcomes of the project and make recommendations.

#### **In order to access a Merit grade, you will also need to:**

Analyse concepts, theories or principles to formulate own responses to situations

Analyse own knowledge, understanding and skills to define areas for development

Exercise autonomy and judgement when implementing established courses of action.

#### **In order to access a Distinction grade, you will also need to complete the following in addition to the merit criteria:**

Evaluate approaches to develop strategies in response to actual or anticipated situations

Evaluate and apply strategies to develop own knowledge, understanding and skills

Determine, direct and communicate new courses of action.

# Introduction to the Tasks

## Background

You will need to:

Review a range of major projects such as the 2012 Olympics, NHS record cards, London Ambulance Service and electronic passport system, and some smaller projects. You should assess whether the projects were successful or not and what sort of project management methodology they used.

You will identify a substantial project that you can run or get involved with that must contain activities/tasks that are occurring in parallel; time constraints and resources must be considered.

Examples of projects could be:

- installation of a local area network
- software – development of a new business application
- systems analysis – feasibility study to development plan
- development of a new software application.

# Tasks

## ***Task 1: Assessing the viability of a project***

### ***Assessment Criteria 1.1 1.2, 1.3, 1.4 and 2.4***

You need to review different projects to be able to explain the principles of project management and discuss the viability of projects, including success criteria.

**Your evidence** will be:

Either a report **or** presentation with speaker notes and an audience hand-out, **or** interactive web pages that:

- explains the principles of project management (1.1)
- looks at the viability of different projects highlighting whether they were successful or not and why (1.2)
- explains principles behind project management systems and procedures appropriate for the various stages of the system life cycle (1.3)
- explains key elements involved in terminating projects and conducting post-project appraisals (1.4)
- documents project leadership requirements and qualities (2.4).

Example for meeting merit criterion (M1) might be to research and analyse different projects to identify the generic characteristics of successful ones when assessing the viability of future planned projects.

Example for meeting distinction criterion (D1) might be to develop a generic strategy/plan for future projects based on your research.

## ***Task 2: Planning the project***

### ***Assessment Criteria 2.1, 2.2, 2.3, 2.5 and 3.1***

You need to be able to plan a substantial project taking account of the organisation, resources and appropriate time scale.

**Your evidence** will be:

A report that:

- shows a plan of the organisational structure of the project team (2.1)
- describes the roles and responsibilities of the project team (2.2)
- shows the control and coordination requirements of the project (2.3).

A Gantt chart/network diagram that:

- shows how you have planned to use human resources and requirements for a specific project (2.5).

A report or a presentation for the project sponsor that:

- defines the project organisation with reference to the prepared project management plans, identifying appropriate success criteria (3.1).



An example of how to meet the merit criterion (M2) might be to critically reflect on your performance in relation to the completion of Task 2. Identify the effect your personal knowledge, skills and understanding had on the outcome of the Task. In light of this, recommend areas for personal development.

An example of how to meet the distinction criterion (D2) might be to show how you would apply strategies to develop your own knowledge, understanding and skills to enhance your capacity to perform similar tasks.

### ***Task 3: Managing the project***

#### **Assessment Criteria: 3.2, 3.3, 3.4 and 3.5**

You need to manage a substantial project taking into account scope, scheduling and resources, measurement of project performance and change control procedures. You will also need to assess the project upon completion.

**Your evidence** will be:

A report/Gantt charts that:

- include(s) the project, schedule and costing at appropriate milestones within the project including the start and end points (3.2).

A report that:

- describes methods used to measure project performance (3.3)
- describes project change control procedures (3.4)
- shows the outcomes of the project. Review against the success criteria making appropriate recommendations for future reference (3.5).

An example for meeting the merit criterion (M3) might be to develop an appropriate final project report independently for the project team.

An example for meeting the distinction criterion (D3) might be to communicate an appropriate final project report to a non-specialist IT person such as the client.