

## Cambridge TECHNICALS LEVEL 3

# IT

Cambridge  
TECHNICALS  
2016

### Unit 8 – Project management DELIVERY GUIDE

Version 2

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# INTRODUCTION

**This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.**

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.

The key to any project being a success is the planning that takes place. Project management skills are essential transferable skills that can be used for all IT related projects whether it's traditional methodologies or more recently adapted agile approaches within the IT development environment. These skills can be adapted and used even on the smallest 'tasks' during the planning and implementation stages.

Regardless of your job role, you will often be called upon to participate in projects for a variety of reasons; consequently this unit is optional within all four of the specialist pathways. This unit will assist you in developing your skills, knowledge and understanding of different project methodologies and the key factors that can influence the success or failure of a project.

Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as CompTIA Project+.

Note: Learners must work on an IT project that would reflect the type of project carried out within the IT industry. For those learners following the Diploma qualifications their chosen project will ideally reflect their chosen specialist pathway.

The activities within this teaching and learning resource must not be used for summative assessment purposes. As part of our teaching we expect support to be given to your learners; such support is not permissible for summative assessment and is likely to be considered malpractice.

**Unit 8 Project management**

<b>L01</b>	Understand the project life cycle
<b>L02</b>	Be able to initiate and plan projects
<b>L03</b>	Be able to execute projects
<b>L04</b>	Be able to carry out project evaluations

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-it-level-3-certificate-extended-certificate-introductory-diploma-foundation-diploma-diploma-05838-05842-2016-suite>

**2016 Suite**

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in IT units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 8)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	Phases of the project life cycle	Unit 6 Application design	LO1 Understand how applications are designed
		Unit 9 Product development	LO1 Understand the product development life cycle
	The project life cycle	Unit 6 Application design	LO1 Understand how applications are designed
		Unit 9 Product development	LO1 Understand the product development life cycle
		Unit 11 Systems analysis and design	LO1 Understand the role of systems analysis and design in relation to the systems development lifecycle
<b>LO2</b>	Scoping the project	Unit 6 Application design	LO2 Be able to investigate potential solutions for application developments LO3 Be able to generate designs for application solutions
		Unit 7 Data analysis and design	LO2 Be able to investigate client requirements for data analysis LO3 Be able to develop data design solutions to meet business requirements
		Unit 9 Product development	LO2 Be able to design products that meet identified client requirements
		Unit 11 Systems analysis and design	LO2 Be able to use investigative techniques to establish requirements for business systems
		Unit 15 Games design and prototyping	LO2 Be able to develop game concepts
		Unit 18 Computer systems - hardware	LO2 Be able to propose computer systems for identified business requirements
		Unit 19 Computer systems - software	LO1 Understand different software installations and their purpose
		Unit 21 Web design and prototyping	LO2 Be able to plan the development of an interactive website for an identified client
	Planning the project	Unit 4 Computer networks	LO2 Be able to plan computer networks to meet client requirements
		Unit 5 Augmented and virtual reality	LO2 Be able to design virtual and augmented reality resources
		Unit 9 Product development	LO2 Be able to design products that meet identified client requirements
		Unit 11 Systems analysis and design	LO3 Be able to develop and document models for business systems
		Unit 15 Games design and prototyping	LO2 Be able to develop game concepts
		Unit 18 Computer systems - hardware	LO2 Be able to propose computer systems for identified business requirements
		Unit 19 Computer systems - software	LO1 Understand different software installations and their purpose LO2 Be able to implement software installations and upgrade to meet specified user requirements
Unit 21 Web design and prototyping	LO2 Be able to plan the development of an interactive website for an identified client		

This unit (Unit 8)	Title of suggested activity	Other units/LOs	
<b>LO3</b>	Executing the project	Unit 5 Augmented and virtual reality	LO3 Be able to create a virtual or augmented reality resource
		Unit 9 Product development	LO3 Be able to implement and test products
		Unit 11 Systems analysis and design	LO3 Be able to develop and document models for business systems LO4 Be able to create logical and physical designs for specified business systems
		Unit 15 Games design and prototyping	LO3 Be able to develop game prototypes
		Unit 18 Computer systems - hardware	LO3 Be able to build and upgrade computers
		Unit 19 Computer systems - software	LO2 Be able to implement software installations and upgrade to meet specified user requirements LO3 Be able to conduct system maintenance using utility software
		Unit 21 Web design and prototyping	LO3 Be able to create prototype websites for an identified client
<b>LO4</b>	Gathering feedback	Unit 4 Computer networks	LO3 Be able to present network solutions to clients
		Unit 6 Application design	LO4 Be able to present applications solutions to meet client and user requirements
		Unit 7 Data analysis and design	LO4 Be able to present data analysis and design solutions to stakeholders
		Unit 9 Product development	LO4 Be able to carry out acceptance testing with clients
		Unit 11 Systems analysis and design	LO4 Be able to create logical and physical designs for specified business systems
		Unit 15 Games design and prototyping	LO4 Be able to present and evaluate game concepts
		Unit 21 Web design and prototyping	LO4 Be able to present the interactive website concept to an identified client
	Types of feedback	Unit 4 Computer networks	LO3 Be able to present network solutions to clients
		Unit 6 Application design	LO4 Be able to present applications solutions to meet client and user requirements
		Unit 7 Data analysis and design	LO4 Be able to present data analysis and design solutions to stakeholders
		Unit 9 Product development	LO4 Be able to carry out acceptance testing with clients
		Unit 11 Systems analysis and design	LO4 Be able to create logical and physical designs for specified business systems
		Unit 15 Games design and prototyping	LO4 Be able to present and evaluate game concepts
	Lessons learned	Unit 6 Application design	LO4 Be able to present applications solutions to meet client and user requirements
Unit 7 Data analysis and design		LO4 Be able to present data analysis and design solutions to stakeholders	
Unit 9 Product development		LO4 Be able to carry out acceptance testing with clients	
Unit 15 Games design and prototyping		LO4 Be able to present and evaluate game concepts	

This unit (Unit 8)	Title of suggested activity	Other units/LOs	
<b>LO4</b>	Identifying improvements	Unit 4 Computer networks	LO3 Be able to present network solutions to clients
		Unit 6 Application design	LO4 Be able to present applications solutions to meet client and user requirements
		Unit 7 Data analysis and design	LO4 Be able to present data analysis and design solutions to stakeholders
		Unit 9 Product development	LO4 Be able to carry out acceptance testing with clients
		Unit 11 Systems analysis and design	LO4 Be able to create logical and physical designs for specified business systems
		Unit 15 Games design and prototyping	LO4 Be able to present and evaluate game concepts
		Unit 18 Computer systems - hardware	LO4 Be able to test and evaluate the functionality of computer systems
		Unit 19 Computer systems - software	LO2 Be able to implement software installations and upgrades to meet specified user requirements LO3 Be able to conduct system maintenance testing using utility software
		Unit 21 Web design and prototyping	LO3 Be able to create prototype websites for an identified client

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>ADM</b>	Arrow diagramming method – this shows the required order of activities for a project.
<b>Business case</b>	A business case is the justification for a project to be initiated where the benefits to the business will outweigh the costs.
<b>Client acceptance form</b>	This brings the project to a close and signs over the project outcomes and deliverables to the client. It confirms their acceptance that their expectations and requirements have been met.
<b>CCM</b>	Critical chain method – is a schedule network analysis technique that takes account of task dependencies, limited resource availability and buffers. The following link provides a good study resource for CCM: <a href="https://leadershipchamps.wordpress.com/2008/11/18/what-is-critical-chain-method-in-project-scheduling/">https://leadershipchamps.wordpress.com/2008/11/18/what-is-critical-chain-method-in-project-scheduling/</a>
<b>CPM</b>	Critical path method – sequential activities of a project. The following link provides a useful tutorial on CPM: <a href="http://www.tutorialspoint.com/management_concepts/critical_path_method.htm">http://www.tutorialspoint.com/management_concepts/critical_path_method.htm</a>
<b>Deliverables</b>	A product or service that is given to a client. A deliverable usually has a due date and can be tangible or intangible. A deliverable can be given to either an external or internal customer and satisfies a milestone or due date that is created and produced in the project plan. A deliverable can be a software product, a design document, a training program or other asset that is required by the project plan.
<b>Feasibility study</b>	Usually conducted for very large projects where there are very large sums of money involved. It is an analysis and evaluation of a proposed project to determine whether it is feasible within the estimated cost, whether it is technically feasible and if relevant whether it would be profitable or not.
<b>PDM</b>	Precedence diagramming method. The following link provides an overview of PDM and includes explanations for the diagrammatical components: <a href="http://www.brighthubpm.com/project-planning/49580-overview-of-the-precedence-diagram-method-pdm/#imgn_0">http://www.brighthubpm.com/project-planning/49580-overview-of-the-precedence-diagram-method-pdm/#imgn_0</a>
<b>Project closure report</b>	This is the final document that assesses the success of the overall project. The document will confirm the project deliveries and provide an indication of the project successes and failures.
<b>Project Initiation Document (PID)</b>	Sometimes known as the project definitions document. It includes the outline, scope and objectives of the project. It brings together all of the information needed to get the project started, and communicates key information to the project's stakeholders. The Project Initiation Document lets everyone understand where the project is heading.
<b>Project life cycle</b>	The project life cycle is a series of activities that must be carried out to fulfil a project's goals. The cycle is initiation, planning, execution and evaluation.
<b>Project methodologies</b>	Methodologies are the processes that guide people involved in a project. They are not tool specific but are closely linked to an organisation's project management software tool.
<b>Stakeholders</b>	Individuals or organisations who can affect or be affected by the actions of a business or individual.
<b>Terms of reference</b>	Describes the purpose and structure of a project, the project aims, what is involved, any parameters, interested parties, budgets and timescales.

# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Phase review</b>	<p>Learners may think that all they need to do is check the plans to see if they are on target. It is important that they understand that phase reviews are an important stage throughout the project life cycle. They are usually conducted through meetings with the project team, stakeholders and other relevant parties.</p> <p>Encourage learners to discuss in groups the benefits of having a phase review at the end of each stage. How does this help the project move forward to a successful conclusion?</p>	<p>Organisation: Study.com Resource Title: Phase Reviews in Project Management Web Link: <a href="http://study.com/academy/lesson/phase-reviews-in-project-management.html">http://study.com/academy/lesson/phase-reviews-in-project-management.html</a> This resource will provide learners with information relating to phase reviews, what they should include and why they are important.</p>
<b>User acceptance testing</b>	<p>It is a misconception that user acceptance testing is the same as client acceptance. There are different forms of user acceptance testing some of which are conducted by the project team, others carried out by the intended end user/client. The acceptance testing should be carried out prior to the client acceptance of the project deliverables.</p> <p>Provide learners with a small project brief which will enable them to consider what user acceptance would be appropriate, when it would be conducted and how it would be recorded.</p>	<p>Organisation: Usersnap Resource Title: 5 types of user acceptance tests – the perfect UAT framework Web Link: <a href="http://usersnap.com/blog/types-user-acceptance-tests-frameworks/">http://usersnap.com/blog/types-user-acceptance-tests-frameworks/</a> This resource provides a very good explanation of the different types of user acceptance testing as well as their relevance to an overall project.</p>
<b>Client acceptance</b>	<p>Learners need to understand that it is the client that “closes” the project. It is the role of the project manager to prove to the client that the deliverables meet the original client requirements.</p> <p>Learners could practice preparing acceptance criteria for small projects. It would be useful if they could discuss these acceptance criteria with another person so that they understand that they have to seek agreement as to the criteria in the first place and not just at the end.</p>	<p>Organisation: Simplilearn Resource Title: The Importance of Clearly Defining the Acceptance Criteria for Projects Web Link: <a href="http://www.simplilearn.com/importance-of-having-clearly-defined-acceptance-criteria-in-projects-article">http://www.simplilearn.com/importance-of-having-clearly-defined-acceptance-criteria-in-projects-article</a> This article provides a very good insight as to what criteria need to be defined for user acceptance. It explains what these may be and why they are important.</p>
<b>Project scope</b>	<p>The scope of a project is one of the most important aspects of planning. Many learners think that the project scope is just a case of confirming their understanding of the project requirements. The project scope is more detailed than this and is more than just an overview of the project although that is part of it. It is important that they understand the different components of the project scope and how this assists the planning process.</p> <p>Learners could be presented with a small project for which they have to prepare a project scope based on the relevant components that they have learnt about.</p>	<p>Organisation: CIO Resource Title: How to define the scope of a project Web Link: <a href="http://www.cio.com.au/article/401353/how-define-scope-project/">http://www.cio.com.au/article/401353/how-define-scope-project/</a> This resource will provide the learners with a good insight into the purpose of the project scope and the different components that should be included.</p>

## Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p><b>Project closure</b></p>	<p>It is a misconception that a project cannot be closed if it fails. It is also a misconception that it is merely a case of handing the project deliverables to the client.</p> <p>Learners could discuss the different components within a formal project closure report and their importance within the overall project process. They should be encouraged to think of how lessons can be learned from the findings within a project closure report.</p>	<p>Organisation: Project Management Knowhow  Resource Title: Project Closure  Web Link: <a href="http://www.project-management-knowhow.com/project_closure.html">http://www.project-management-knowhow.com/project_closure.html</a>  This resource provides the learners with a useful overview of project closure, its purpose and possible content.</p>

# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand the project life cycle		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Phases of the project life cycle</b>	<p>Tutors could introduce the learners to the four phases of the project life cycle i.e. initiation, planning, execution and evaluation. The tutor could ask the learners to work in small groups and come up with a definition of what each of these phases means in relation to project management and its purpose within the project life cycle. Each group could present the outcomes of their research to the rest of the group and through a group discussion agree on a comprehensive explanation of the four phases.</p> <p>The learners could be referred to the following websites as part of their research:</p> <p>Organisation: Method 123 Resource Title: Project Management Life Cycle Web Link: <a href="http://www.method123.com/project-lifecycle.php">http://www.method123.com/project-lifecycle.php</a> Description: The above website link will provide learners with an overview of the different phases of the project life cycle. They have referred to the final phase as closure but this is still part of the evaluation phase.</p> <p>Organisation: ALISON Resource Title: Fundamentals of Project Management Web Link: <a href="https://alison.com/courses/Introduction-to-Project-Management-1">https://alison.com/courses/Introduction-to-Project-Management-1</a> Description: The above website provides a free online study programme for project management within the IT industry which learners may find useful throughout their study of this unit.</p> <p>Organisation: Government of Canada Resource Title: Project planning and evaluation Web Link: <a href="http://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/tls-rsrcs/prjct-plnng-eng.aspx">http://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/tls-rsrcs/prjct-plnng-eng.aspx</a> Description: Although this particular website is linked to public safety in Canada, it does provide a good resource for learners to understand project management in general.</p>	1–2 hours	Unit 6 LO1 Unit 9 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Project methodologies</b>	<p>Learners could watch the following clips from which they make notes about the different project methodologies available. The tutors should encourage the learners to make notes of any features and benefits that they identify for each of the project methodologies.</p> <p>Organisation: Project Management Videos Resource Title: Why And How To Use PM Methodology Web Link: <a href="https://www.youtube.com/watch?v=60BCIOD06lA">https://www.youtube.com/watch?v=60BCIOD06lA</a> Description: The above clip provides learners with an overview of the different project management methodologies.</p> <p>Organisation: Easyprojects Resource Title: 6 Project Management Methodologies Web Link: <a href="https://www.youtube.com/watch?v=jlQwEsuydH0">https://www.youtube.com/watch?v=jlQwEsuydH0</a> Description: The above clip also provides the learners with a good overview of six different methodologies and provides examples of the features and benefits of each.</p>	1–1.5 hours	
<b>Project issues</b>	<p>Learners could be supplied with three or four projects to investigate where there have been issues which have affected the overall success of each project. They could be asked to explain which of the following issues they have identified as being a cause of the failure or lack of progress for each project:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• External factors</li> <li>• Conflicts</li> <li>• Lack of management/leadership</li> <li>• Poor planning</li> <li>• Legislation.</li> </ul> <p>Examples of projects could be:</p> <p>Apple's Copland operating system <a href="http://lowendmac.com/2005/apples-copland-project/">http://lowendmac.com/2005/apples-copland-project/</a></p> <p>Sainsbury's warehouse automation <a href="https://prezi.com/yxxfdjfdimlb/sainsburys-warehouse-automation-project-failure-2003-2005/">https://prezi.com/yxxfdjfdimlb/sainsburys-warehouse-automation-project-failure-2003-2005/</a></p> <p>Digital Media Initiative <a href="http://www.bbc.co.uk/news/entertainment-arts-26963723">http://www.bbc.co.uk/news/entertainment-arts-26963723</a></p>	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Main project documentation</b>	<p>Tutors could have a group discussion about the main documentation used in project management. The discussion should include the following documentation:</p> <ul style="list-style-type: none"> <li>• Project brief/mandate</li> <li>• PID (Project Initiation Document)</li> <li>• Contract</li> <li>• Business case</li> <li>• Client acceptance form</li> <li>• Work breakdown structure</li> <li>• Project progress report</li> <li>• Project closure report</li> <li>• Lessons learned report.</li> </ul> <p>It is important that the learners gain an understanding as to the importance and purpose of each document as well as the expected content. Learners could be divided into smaller groups to research the content of a selection of documents so that all documents are covered by the group. They could be asked to prepare an information guide for each of their allocated documents which will be shared with other members of the main group.</p>	2–3 hours	
<b>Main project control and registers</b>	<p>Learners could be asked to research the following documents:</p> <ul style="list-style-type: none"> <li>• Project planner</li> <li>• Risk register</li> <li>• Issues register</li> <li>• Lessons learned register.</li> </ul> <p>The main group could be divided into four smaller groups with each group being given a specific control/register to concentrate on. Each group could be asked to prepare a presentation for their particular control/register to include the following:</p> <ul style="list-style-type: none"> <li>• Description of what it is</li> <li>• The purpose</li> <li>• The importance</li> <li>• How it is used.</li> </ul> <p>The presentations could be delivered to the main group.</p>	1–2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>The project life cycle</b>	<p>A group discussion could take place where the learners discuss what they have learnt about the project life cycle. The tutor should be there as a facilitator to encourage the learners to consider the different aspects of the project life cycle as follows:</p> <ul style="list-style-type: none"><li>• Different project methodologies – the advantages and disadvantages of each</li><li>• Project life cycle phases – what are they, why are they important, why are they needed?</li><li>• Project issues – what are the issues that can cause a project to fail and why?</li><li>• Main documentation used in project management – what are they, why are they important, what do they contain?</li><li>• Registers and controls – what are they, what do they contain and why are they important?</li></ul>	2 hours	Unit 6 LO1 Unit 9 LO1 Unit 11 LO1

# SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Be able to initiate and plan projects		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Scoping the project</b>	<p>Learners could be presented with a scenario for an IT project e.g. creating a secure network for a business, developing a mobile application for a business etc. The tutor could take on the role of the client to answer any questions that the learners may have.</p> <p>The learners could be asked to prepare a report containing the following information required for the project initiation phase:</p> <ul style="list-style-type: none"> <li>• Stakeholders, clients, target audience</li> <li>• Scope definition</li> <li>• Purpose</li> <li>• Objectives</li> <li>• Resources</li> <li>• Tools</li> <li>• Deliverables</li> <li>• Timescales</li> <li>• Structure.</li> </ul> <p>Learners should be encouraged to research websites which will give them an indication as to the level of detail required for the initiation phase e.g.:</p> <p>Organisation: Government of Canada            Resource Title: Project planning and evaluation            Web Link: <a href="http://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/tls-rsrcs/prjct-plnng-eng.aspx">http://www.publicsafety.gc.ca/cnt/cntrng-crm/crm-prvntn/tls-rsrcs/prjct-plnng-eng.aspx</a>            Description: Although this particular website is linked to public safety in Canada, it does provide a good resource for learners to understand project management in general.</p>	2 hours	Unit 6 LO2, LO3 Unit 7 LO2, LO3 Unit 9 LO2 Unit 11 LO2 Unit 15 LO2 Unit 18 LO2 Unit 19 LO1 Unit 21 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>The business case</b>	<p>It is important that learners know what a business case is, its purpose and what it contains. Learners could access the websites below and produce a presentation on their understanding of a business case.</p> <p>Organisation: Project Smart Resource Title: Business Case Web Link: <a href="https://www.projectsmart.co.uk/business-case.php">https://www.projectsmart.co.uk/business-case.php</a> Description: Provides a good insight into what a business case is, the purpose and what it should contain. This website is also useful for other areas of project management.</p> <p>Organisation: Prince2 Resource Title: Prince2 Business Case Web Link: <a href="https://www.prince2.com/uk/prince2-business-case">https://www.prince2.com/uk/prince2-business-case</a> Description: Provides a template for a business case which learners may find useful to use to aid their explanations of a business case, its purpose and content.</p>	1 hour	
<b>Developing the business case</b>	<p>Learners could be asked to produce a business case for the project that they were given in the Scoping the project activity. They could use the template as identified in the activity above or produce the business case as a formal report. It is important that learners understand that when producing a business case several possible solutions are presented with the costs and benefits of each presented.</p> <p>It is important that learners receive feedback on their business case and they could therefore give it to other members of the group for feedback.</p>	2 hours	
<b>The feasibility study</b>	<p>Learners are not expected to actually carry out a feasibility study as part of their assessment but nonetheless it is important that they understand what it is and why it should be carried out as well as what a feasibility study contains.</p> <p>Learners could watch the following clips to gain an insight into feasibility studies and then prepare an information guide explaining what a feasibility study is.</p> <p>Organisation: Westar Trade Resources Resource Title: Feasibility Studies – What to Consider Web Link: <a href="https://www.youtube.com/watch?v=b_YiHyNclE8">https://www.youtube.com/watch?v=b_YiHyNclE8</a> Description: Provides learners with an overview of why a feasibility study is required and what it should consist of.</p> <p>Organisation: Christopher Hunt Resource Title: Feasibility Study Tutorial Web Link: <a href="https://www.youtube.com/watch?v=qjz3EphltZQ">https://www.youtube.com/watch?v=qjz3EphltZQ</a> Description: Provides a good insight into the areas to be considered for a feasibility study.</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Defining the terms of reference</b>	Tutors could ask the learners to prepare terms of reference for the project that they were provided with in the Scoping the project activity. The learners could be provided with the following headings to include in their terms of reference: <ul style="list-style-type: none"> <li>• What the project aims to achieve</li> <li>• Criteria and flexibilities involved</li> <li>• Project parameters, scope, range, outputs, sources, participants, budgets and timescales.</li> </ul>	1 hour	
<b>Planning the project</b>	Tutors could give learners a small project to plan e.g. to develop a mobile application, a website, an information system for analysing data or creating a network. The learners could be asked to prepare a project plan for the report consisting of the following: <ul style="list-style-type: none"> <li>• Resource plan</li> <li>• Financial plan</li> <li>• Quality plan</li> <li>• Risk plan</li> <li>• Acceptance plan</li> <li>• Phase review.</li> </ul>	2 hours	Unit 4 LO2 Unit 5 LO2 Unit 9 LO2 Unit 11 LO3 Unit 15 LO2 Unit 18 LO2 Unit 19 LO1, LO2 Unit 21 LO2

# SUGGESTED ACTIVITIES

<b>LO No:</b>	<b>3</b>		
<b>LO Title:</b>	<b>Be able to execute projects</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Executing the project</b>	<p>Using the project plan that the learners created in the Planning the project activity in Learning Outcome 2, learners could carry out the project and record the following:</p> <ul style="list-style-type: none"> <li>• Time spent on tasks</li> <li>• Costs</li> <li>• Quality of deliverables</li> <li>• Any changes that had to be made</li> <li>• Any identified risks and how these were minimised</li> <li>• Any identified issues and how these were resolved</li> <li>• Communication that took place (what and with whom)</li> <li>• Acceptance.</li> </ul> <p>It is important that the learners have prepared the project plan in advance as this will also give them guidance on how well they planned in the first place. This will help them with their later evaluation of the project.</p> <p>Learners may also find the following website link useful:            Organisation: Method 123            Resource Title: Project Execution Phase            Web Link: <a href="http://www.method123.com/project-execution-phase.php">http://www.method123.com/project-execution-phase.php</a>            Description: Provides learners with an overview of the activities that would be carried out during the execution phase as well as some downloadable templates which they may find useful.</p>	2–4 hours (depending on the project)	Unit 5 LO3 Unit 9 LO3 Unit 11 LO3, LO4 Unit 15 LO3 Unit 18 LO3 Unit 19 LO2, LO3 Unit 21 LO3
<b>The phase review</b>	<p>The tutors need to emphasise to learners the importance of conducting the various phase reviews throughout the project life cycle. The learners need to understand what they are and their purpose.</p> <p>Learners could conduct an execution phase review for the project carried out in the activity above and present their findings from the review as either a formal report or as a presentation.</p> <p>Learners may find the following website link useful:            Organisation: Method 123            Resource Title: Project Execution Phase            Web Link: <a href="http://www.method123.com/project-execution-phase.php">http://www.method123.com/project-execution-phase.php</a>            Description: Learners could download a template for the execution phase review which they could use when conducting their phase review.</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Project closure report</b>	<p>All projects should be formally closed whether they are successful or not. Tutors should ensure that learners understand the purpose of the project closure report and what it should contain.</p> <p>Tutors could present the learners with examples of project closure reports and use them as the basis of a group discussion. The learners could agree a format for the project closure report that they would use for their projects.</p> <p>The following website contains templates of project closure reports available for free download:  <a href="http://www.egovernment.tas.gov.au/project_management/supporting_resources/templates">http://www.egovernment.tas.gov.au/project_management/supporting_resources/templates</a></p>	1–1.5 hours	
<b>Creating a project closure report</b>	<p>Tutors could ask the learners to create a project closure report for the project that they have been involved with using the agreed format from the group discussion in the activity above. Learners should be encouraged to include the following:</p> <ul style="list-style-type: none"> <li>• Project summary</li> <li>• Reason for the project closure</li> <li>• Assessment of project performance</li> <li>• Lessons learned</li> <li>• Celebrating success</li> <li>• Next steps.</li> </ul>	1–1.5 hours	
<b>Phase review meetings</b>	<p>Learners are required to be able to understand the management of projects and not just their individual contribution to a project. Therefore, it is important that they have an understanding of how to conduct a review meeting with a project team and the topics which should be included.</p> <p>The following website will provide learners with access to a useful downloadable guide on how to conduct project reviews and what could be included:            Organisation: University of Edinburgh            Resource Title: Getting the Most from Conducting Your Project Review (Reviewers)            Web Link: <a href="http://www.ed.ac.uk/search?q=Getting+the+most+from+conducting+your+project+review+%28reviewers%29">http://www.ed.ac.uk/search?q=Getting+the+most+from+conducting+your+project+review+%28reviewers%29</a></p>	1 hour	
<b>Conducting a phase review meeting</b>	<p>The tutors could provide the learners with a project plan and completed documentation for the execution of a project to analyse. Alternatively, the learners could continue with the project that they have been involved with in the previous activities. They could then be asked to prepare an agenda for a review meeting and explain why they have included specific agenda items. They could prepare a report explaining what issues they have identified from their analysis of the project plan and execution phase and what they would hope to achieve from the phase review meeting.</p>	2 hours	

# SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to carry out project evaluations		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Gathering feedback</b>	<p>The tutor could provide the learners with some sample projects and use them as the basis for a group discussion to agree who a project manager would obtain feedback from. They need to consider who the clients are, the stakeholders, users and of course the project team. They could then work in smaller groups and consider what type of feedback they would be looking for from the clients, stakeholders and users.</p> <p>Each group could deliver to the rest of the group what they consider to be important feedback based on the projects they have been given to review.</p> <p>Learners may find the following website useful when considering stakeholder feedback:  <a href="http://www.uxmatters.com/mt/archives/2011/07/getting-the-right-stakeholder-feedback-at-the-right-time.php">http://www.uxmatters.com/mt/archives/2011/07/getting-the-right-stakeholder-feedback-at-the-right-time.php</a></p>	1.5 hours	Unit 4 LO3 Unit 6 LO4 Unit 7 LO4 Unit 9 LO4 Unit 11 LO4 Unit 15 LO4 Unit 21 LO4
<b>Types of feedback</b>	Learners could prepare an information guide on the different formats that feedback could take and the considerations required in order to ensure that the feedback is effective and relevant.	1 hour	Unit 4 LO3 Unit 6 LO4 Unit 7 LO4 Unit 9 LO4 Unit 11 LO4 Unit 15 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Feedback from the team</b>	<p>There is a lot of feedback that can be gained from questioning the project team. Learners need to understand that feedback should be gathered from the project team during the various phase reviews. It is important, however, that they consider the following for the final evaluation stage of a project. Has the project:</p> <ul style="list-style-type: none"> <li>• delivered business benefits identified in the business case?</li> <li>• achieved the objectives in the terms of reference?</li> <li>• deviated from the original scope?</li> <li>• met the quality targets identified in the quality plan?</li> <li>• proceeded according to the delivery schedule?</li> <li>• deviated from the budget as defined in the financial plan?</li> <li>• deviated from the forecast resource levels as per the resource plan?</li> <li>• conformed to the management process as per the execution phase?</li> </ul> <p>Learners could prepare a presentation explaining why this information is important as part of a project evaluation and who this feedback could be disseminated to.</p>	1 hour	
<b>Further project considerations</b>	<p>Learners could be provided with examples of failed and successful projects and asked to consider the effects the following have had on the overall outcome of the projects:</p> <ul style="list-style-type: none"> <li>• the effect that selected tools and methods had on the outcome of the projects</li> <li>• major achievements and the positive effect on the client's business</li> <li>• identification of failures within the project and the effects on the client's business.</li> </ul> <p>This could form the basis of a group discussion</p>	2 hours	
<b>Lessons learned</b>	<p>Tutors could provide learners with examples of successful and failed projects and ask them to prepare a presentation on the lessons they believe have been learnt from each project and why.</p>	1 hour	Unit 6 LO4 Unit 7 LO4 Unit 9 LO4 Unit 15 LO4
<b>Identifying improvements</b>	<p>Tutors could provide learners with examples of successful and failed projects and the lessons learned (or they could follow on from the above activity) and ask the learners to prepare a report on what improvements they have identified that could be implemented for similar future projects.</p>	1 hour	Unit 4 LO3 Unit 6 LO4 Unit 7 LO4 Unit 9 LO4 Unit 11 LO4 Unit 15 LO4 Unit 18 LO4 Unit 19 LO2, LO3 Unit 21 LO3



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