

Cambridge TECHNICALS LEVEL 2

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IT

Unit 6

Participating in a project

Model assignment

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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.

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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 model of tasks that are typical of how IT practitioners would participate in a project 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

You should use this assignment in conjunction with the unit specification and qualification handbook.

- The assignment can take between 6 and 9 hours. The learners should only take on a project team member role within the project, i.e. learners should not be undertaking the role of Project Manager, etc. This is purely about them participating as part of a project team. It would therefore be acceptable for the tutor/assessor to take on the role of Project Manager. The assignment has been designed to allow tutors to designate specific activities, either within a single pathway or across multiple pathways, depending on the requirements of the cohort. It can be seen from the scenario that there is basically an activity that links to a unit for each pathway. Not all of the pathways, and therefore activities, need to be addressed.
- The learner must be allocated specific activities which require them to demonstrate how they participate as part of a project. While they will be working as part of a larger group, the evidence they produce as a project team member **must** be individual to the learner. An example could be that one learner is allocated the task of creating the new graphics for the website, another learner could be allocated the task of preparing the updated content, another learner could be given the responsibility of updating the website using the components produced by the others.

Information to support the scenario/tasks

It is important that the tutor provides the learners with further information in relation to the background to Progress Administration Services and the services it provides. This will support the tutor when answering questions learners may have in order to clarify what they are required to do and gather the information they need.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources depending on the activity they have been given and the pathway they are working towards:

- The tutor should create a simple one-page static website for the learners to refer to if the theme of the activity is in relation to updating the website.
- Learners will need to have sufficient information on Progress Administration Services in order to produce sample content for use on Social Media if they have been allocated this particular role.
- Learners who have been allocated a more technical role, i.e. looking at the computer infrastructure of Progress Administration Services and recommending an appropriate network, will need the tutor to answer appropriate questions as to what Progress Administration Services need, e.g. sharing of file and print resources, access to the internet, security of network, email, storage, etc.

Time

You should plan for learners to have 6 - 9 hours to complete this assignment.

Learners must be allowed sufficient time to complete all 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've 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 don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.
- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.
- We do require that evidence **must** take a specific format for some/all of the tasks in this assignment. We have made that clear in the tasks. Where we prescribe the format, we state this as 'You must produce an xxx' or 'Your evidence must include a xxx'. When we do not prescribe the format, we say 'You could include a report on...'. Please look out for this and make sure learners realise that we have prescribed the format for some/all of the tasks. 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 does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment requires that learners work in a team to complete tasks 2 and 3. When learners are working in teams, you must make sure that:

- all team members have equal opportunity to evidence their skills, knowledge and understanding
- you consider the team composition, for example with regard to learners' preferred learning/reviewing styles
- you consider the number of team members (though this is less important than the management and structure of the team) – small groups of three to six learners could comprise a team
- you monitor the team as work progresses so that you can be confident all learners are showing that they meet the grading criteria.

As the unit requires that learners demonstrate team working skills, you cannot give directed feedback to learners (either the individual or the group). See our information on authentication and feedback to learners in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

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.

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 about this. 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 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 6: Participating in a Project

Scenario

Participating in projects can lead to career progression as it enables you to develop your skills in team working, problem solving, time management and communication. For the project you will be required to use your skills, knowledge and understanding to effectively carry out your role within the project team.

Progress Administration Services Technology Update

Progress Administration Services is an existing organisation which offers administration services to external businesses. The staff consists of:

- a manager who has overall control of the organisation and also markets Progress Administration Services to external businesses
- a supervisor who oversees the work of the administrative staff
- 6 administrative staff who provide the administration services.

It provides the following services:

- word processing of reports and letters
- production of leaflets and brochures with graphical images
- creation of presentations which could include graphical images, video and audio clips and animations.

Progress Administration Services has identified that there are some aspects of its organisation which need updating as follows:

- Currently it publicises its services via advertisements in local newspapers and with flyers emailed to potential businesses. It has a basic website which consists of one page giving an overview of the organisation and what it offers. There is no indication as to where Progress Administration Services is based or how the organisation can be contacted by telephone. It is based in Coventry and can be contacted via the following email: ProgressAdministrationServices@OCRMail.com. It wants its website updated and enhanced so that it is more attractive to potential customers and will provide them with a good overview of the organisation and the services that it offers.
- Progress Administration Services has not used Social Media to promote its organisation and would like some information on the different Social Media channels available and which ones would meet its particular business needs, as well as example content to show how it could be used.
- Currently the organisation uses standalone computers. It has two printers and staff have to take work on a USB memory stick to the members of staff who have the printers attached to their computer so that they can print the work out. This is time consuming and causes a backlog of work as they have to wait for each other to be available to print.

You will be allocated a role by your tutor in order to work with others in the team to address one or more of the development aspects listed above.

The tasks

Task 1: Knowing your role and responsibilities within the project team

(This task should take between 1 and 1.5 hours.)

Learning Outcome 1: Know about individual role within project teams

Your task is to:

Outline the role that you have been given as part of the project team and explain what your own responsibilities are.

Pass	Merit	Distinction
P1: Outline own role within a project team	M1: Explain your responsibilities within the project team	
Evidence		
<p>A report, information guide or presentation with speaker notes.</p> <p>This must include:</p> <ul style="list-style-type: none">• an outline of your job role within the project team• the activities that you have been asked to carry out• any support that you have been asked to provide to others• the timescales you have been given to complete each activity in the project.		

Task 2: Playing your part

(This task should take between 4 and 5.5 hours.)

Learning Outcome 2: Be able to contribute to projects

Your task is to:

Carry out the tasks that you have been given as a member of the project team and monitor your progress with respect to meeting the timescales that you have been given.

Pass	Merit	Distinction
P2: Carry out tasks as part of a project team	M2: Monitor progress against planned timescales	
Evidence		
<p>A project plan</p> <p>This should include:</p> <ul style="list-style-type: none">• each activity you have to carry out• the resources you require for each activity• the timescales you have to meet for each activity• confirmation of when you have completed each activity• any issues that arose for each activity, who you reported these issues to and when• how issues were resolved, if appropriate, and any support you received. <p>You could also include a section where you ask your tutor to confirm the activities have been completed as well as including examples of any products you produced.</p> <p>By completing this project plan in detail you could provide sufficient evidence for P2 and M2.</p>		

Task 3: So how did it go?

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

Learning Outcome 3: Be able to review personnel effectiveness with project teams

Your task is to:

You need to review how you helped the project team meet the overall aims and objectives of the project. Consider how well the project went and what you did to help the complete the project and how you helped the other members of the project team. Once you have reviewed how you helped the project team, you then need to evaluate how you could improve how you contribute to any further projects.

Pass	Merit	Distinction
P3: Review how you helped the project team to meet the overall project aims and objectives		D1: Evaluate how you could improve your contribution to future projects
Evidence		
Report or presentation with speaker notes		
<p>You need to look at all of the activities that you carried out to support the team and consider the following:</p> <ul style="list-style-type: none">• the overall quality of the work produced• whether or not the timescales were met, identifying any issues• any support you offered to other members of the team• your personal skills, knowledge and understanding and how you used them to complete the activities• other skills you used, e.g. communication skills or problem solving skills. <p>Whilst reviewing your contribution to the project, consider how you could improve your contribution for future projects. You could include this as an extension to the report or presentation created for P3. Consider the following:</p> <ul style="list-style-type: none">• Are there any skills you need to improve?• Do you need to improve the speed at which you work or your communication with others?• Could you have offered more help to other people or asked for help?		

Evidence Checklist

OCR Level 2 Cambridge Technicals in IT

Unit 6: Participating in a Project

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.
Outlined own role within a project team? (P1)	
Carried out tasks as part of a project team? (P2)	
Reviewed how you helped the project team to meet the overall project aims and objectives? (P3)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Explained your responsibilities within the project team? (M1)	
Monitored progress against planned timescales? (M2)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Evaluated how you could improve your contribution to future projects? (D1)	

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