

Cambridge TECHNICALS LEVEL 2

Cambridge  
TECHNICALS  
2016

**IT**

**Unit 6**

**Participating in a project**

Y/615/1357

Guided learning hours: 30

Version 1 September 2016

## LEVEL 2

### UNIT 6: Participating in a project

Y/615/1357

**Guided learning hours:** 30

**Essential resources required for this unit:** None

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Participating in projects can lead to career progression as it enables you to develop your skills in team working, problem solving, time management, communication, project planning and control. It can broaden your experience and enable you to learn about other areas within the organisation you are working in.

For this unit you will participate in a project that will require you to use your skills, knowledge and understanding to effectively carry out your role within the project team.

You will be required to manage your time to ensure that you complete your work to the required timescales and communicate with the other members of the project team.

You will carry out a review of how you have supported the project team to meet the overall aims and objectives of the project. In addition, you will reflect on your participating within the project and how you would adapt your working practices to improve any future contribution within a project.

This unit is optional in the IT Technical Practitioner pathway, the Digital Software Practitioner pathway and the Digital Business pathway of the Diploma.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

| Learning outcomes  | Teaching content  |
|--|---|
| The Learner will:  | Learners must be taught:  |
| 1. Know about individual roles within project teams              | 1.1. Project team roles (the roles within a project team are dependent on the size of the project), e.g.: <ul style="list-style-type: none"> <li>• Project Manager</li> <li>• Project team lead</li> <li>• Project team member</li> <li>• Stakeholders (this would include project sponsor, steering)</li> </ul> 1.2. Responsibilities, e.g.: <ul style="list-style-type: none"> <li>• outcome to be produced</li> <li>• timescales to be met</li> <li>• prioritise personal workload</li> <li>• communicate progress review to other team members</li> <li>• identify and communicate issues which could delay project</li> <li>• assist team members when required</li> </ul>                     |
| 2. Be able to contribute to projects                             | 2.1. Project schedule, e.g.: <ul style="list-style-type: none"> <li>• list of tasks to be carried out</li> <li>• roles and responsibilities</li> <li>• key aims and objectives</li> <li>• timescale for completing each task</li> <li>• resources required to complete each task</li> <li>• time and dates for any meetings</li> </ul> 2.2. Monitoring progress, i.e.: <ul style="list-style-type: none"> <li>• reviewing project schedule</li> <li>• identify potential issues resulting in delay of outcomes</li> <li>• communicating any issues to appropriate team members which could affect the project outcome</li> <li>• revising project schedule based on feedback from others</li> </ul> |
| 3. Be able to review personal effectiveness within project teams | 3.1. Review personal support of project, e.g.: <ul style="list-style-type: none"> <li>• skills, knowledge and understanding that supported progress of project</li> <li>• outcomes delivered and quality of outcomes</li> <li>• timescales met</li> <li>• ability to solve problems that arose</li> <li>• support provided to others (if any)</li> <li>• communication with other team members</li> </ul>   |

**Learning outcomes**

**Teaching content**

**The Learner will:**

**Learners must be taught:**

- 3.2. Evaluation of improvements, i.e.:
- technical skills, knowledge and understanding
  - project planning skills
  - time management skills
  - communication skills
  - problem solving skills
  - team working skills

## GRADING CRITERIA

| LO   | Pass   | Merit   | Distinction   |
|--|--|---|---|
|  | The assessment criteria are the Pass requirements for this unit.                           | To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to: | To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to: |
| 1. Know about individual roles within project teams            | P1: Outline own role within a project team   | M1: Explain your responsibilities within the project team   |   |
| 2. Be able to contribute to projects                           | P2: Carry out tasks as part of a project team  | M2: Monitor progress against planned timescales   |   |
| 3. Be able to review personal effectiveness with project teams | 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   |

## SYNOPTIC ASSESSMENT AND LINKS BETWEEN UNITS

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. See section 6 of the Centre Handbook for more information on synoptic assessment.

| This unit and specific LO                      | Name of other unit and related LO  |
|--|--|
| <p>LO2: Be able to contribute to a project</p> | <p><b>Unit 1: Essentials of IT</b><br/>           LO5: Know about the benefits of using IT in business</p> <p><b>Unit 2: Essentials of cyber security</b><br/>           LO1: Know about aspects of cyber security<br/>           LO2: Understand the threats and vulnerabilities they can make<br/>           LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents</p> <p><b>Unit 3: Building IT systems</b><br/>           LO2: Be able to design IT systems to meet business needs<br/>           LO3: Be able to select the components for designed IT systems<br/>           LO4: Be able to configure IT systems to meet business needs</p> <p><b>Unit 4: Creating programming solutions for business</b><br/>           LO2: Be able to research the features of programming languages used for business solutions<br/>           LO3: Be able to plan business solutions<br/>           LO4: Be able to create business solutions using programming languages</p> <p><b>Unit 5: Creating business solutions</b><br/>           LO2: Be able to design solutions to meet business needs<br/>           LO3: Be able to present business solutions to stakeholders<br/>           LO4: Be able to use IT applications to meet business needs</p> <p><b>Unit 7: Pitching the product</b><br/>           LO2: Be able to pitch a product to internal stakeholders</p> <p><b>Unit 8: Using emerging technologies</b><br/>           LO1: Know the technologies currently emerging<br/>           LO2: Be able to explore how emerging technologies can support business needs<br/>           LO3: Be able to reflect on future impacts of emerging technologies</p> <p><b>Unit 9: Supporting IT functions</b><br/>           LO2: Be able to diagnose hardware faults<br/>           LO3: Be able to diagnose software faults<br/>           LO4: Be able to recommend maintenance activities</p> <p><b>Unit 10: IT software installation and upgrade</b><br/>           LO1: Know the reasons for installing and upgrading IT software</p> |

| This unit and specific LO | Name of other unit and related LO   |
|---------------------------|---|
|                           | <p>LO2: Be able to prepare for IT software installation and upgrade<br/> LO3: Be able to install and upgrade IT software<br/> <b>Unit 11: IT hardware installation and upgrade</b><br/> LO1: Know the reasons for installing and upgrading IT hardware<br/> LO2: Be able to prepare for IT hardware installation and upgrade<br/> LO3: Be able to install and upgrade IT hardware<br/> <b>Unit 12: Creating a computer network</b><br/> LO1: Know the components of computer networks<br/> LO2: Be able to prepare for the installation of computer networks to meet client needs<br/> LO3: Be able to create computer networks to meet business needs<br/> LO4: Be able to secure computer networks to meet business needs<br/> <b>Unit 13: Creating websites</b><br/> LO1: Know how websites are used by organisations<br/> LO2: Be able to review existing websites in relation to business needs<br/> LO3: Be able to create or modify components of websites to meet business needs<br/> LO4: Be able to update websites to meet business needs<br/> <b>Unit 14: Creating mobile applications for business</b><br/> LO1: Know the uses of mobile applications within a business environment<br/> LO2: Be able to create mobile applications to meet business requirements<br/> LO3: Be able to improve mobile applications based on feedback<br/> <b>Unit 15: Games creation</b><br/> LO1: Know the fundamentals of game design<br/> LO2: Be able to generate game designs<br/> LO3: Be able to create games from game designs<br/> LO4: Be able to recommend additional features for game designs<br/> <b>Unit 16: Using social media channels for business</b><br/> LO1: Know the social media channels used in business<br/> LO2: Be able to select social media channels to meet a business needs<br/> LO3: Be able to create content using social media channels to meet business needs<br/> <b>Unit 17: Using data analysis software</b><br/> LO1: Understand the data used by business<br/> LO2: Be able to select software to analyse data for business needs<br/> LO3: Be able to use software to analyse data for business needs<br/> LO4: Be able to present the results of data analysis to the client<br/> <b>Unit 18: Creating visual business products</b><br/> LO1: Know about creating visual products for business</p> |

| This unit and specific LO | Name of other unit and related LO  |
|---------------------------|--|
|                           | LO2: Be able to select software and hardware for creating visual business products<br>LO3: Be able to create visual products to meet a business need<br>LO4: Be able to improve visual products to meet a business needs |

## ASSESSMENT GUIDANCE

### LO1 Know about individual roles within project teams

**P1:** Learners are required to outline their roles within a project team. Learners need to show that they understand what their particular role is within the team and what will be expected of them. Evidence could be in the form of a report or an information guide.

**M1:** The learners are required to explain what their responsibilities are within the overall project. The learners should also indicate the purpose of the activities that they are carrying out, i.e. what are the activities that they are carrying out and what do they provide for the project. The same applies with timescales; what are the timescales and why do they have to be met at this/these particular times, etc. This could be linked to the project planning schedule that they would follow for P2.

### LO2 Be able to contribute to projects

**P2:** Learners are required to provide evidence of carrying out tasks as part of a project. The learners should have a project schedule which identifies, as a minimum, the activities they are going to carry out, the resources they require and the timescales they have to meet. Evidence could be the annotation of this schedule confirming when activities have been completed, etc. These entries should be endorsed by the assessor who is confirming that the activities were completed effectively and to time. Other evidence could also include actual work products, minutes of meetings, a detailed assessor witness statement, video recordings, etc.

**M2:** Learners are required to monitor progress against planned timescales. The evidence should be closely linked to the evidence presented for P2. The learner could provide evidence of reviewing their progress against the timescales they have to meet. If learners identify any issues which may need addressing before progress can be made, then these need to be documented by the learner with what the agreed solution was and with whom this was made. Entries can be made on the same project planning schedule that was used previously. This can be endorsed by the assessor for accuracy and supported by detailed witness testimonies from other team members and the assessor.

### LO3 Be able to review personal effectiveness within project teams

**P3:** Learners are required to review how they helped the project team meet the overall aims and objectives of the project. This will include looking at the activities that they carried out and considering the overall quality of the work they produced; did they meet their timescales, did they offer support to others in need, etc. They should also be reviewing how the skills, knowledge and understanding that they have helped the project as well as their other skills including communication, problem solving, etc.

**D1:** The learners are required to evaluate how they could improve their personal contributions to future projects. This could include looking at their skills, knowledge and understanding and whether they need to improve in any of these areas as well as skills such as communication, time management etc. The bullet lists within the teaching content could be used as a guide when evaluating personal development. The learners' evaluation should be a qualitative judgement taking into account different factors.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

| Meaningful employer engagement  | Suggestion/ideas for centres when delivering this unit   |
|---|--|
| 1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.  | While in work placement, learners could participate in projects where they are given a role with some responsibilities, e.g. helping to network a room, developing graphical images for inclusion on a website, producing sections of an information guide, etc.                                 |
| 2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).  | Learners could carry out activities set by an industry practitioner who is taking on the role of Project Manager, where they are required to work in small project teams to meet an overall goal. The activity should mirror the requirements of the types of activities found in the IT sector. |
| 3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.  | Industry practitioners could deliver sessions on IT projects and the importance of the project team, the knowledge, skills and understanding they possess as well as the importance of skills such as time management, communication and problem solving.  |
| 4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification. | Witness testimonies could be obtained from industry practitioners who have observed the learners participating in projects whilst on work placement or whilst working on IT projects within the centre.  |

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more

**[ocr.org.uk/it](http://ocr.org.uk/it)**

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

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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