

Cambridge TECHNICALS LEVEL 3

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# ***BUSINESS***

Unit 22

Delivering a business 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](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how business would deliver a business 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.**

Learners must be given the required time to complete this unit as it is a 120 GLH unit. In this unit we expect that the scoping, delivery and evaluation of the project would take a minimum of 60 guided learning hours, 50% of the time allocated for the unit.

Learners must work in a team to plan and deliver the project. Larger groups could be divided into smaller teams, each of whom could investigate different solutions to the project scenario.

Teams should consist of 4 – 8 members and it is important that each project is complex enough to provide learners in each team with the opportunity to demonstrate the required knowledge, understanding and skills for the unit.

## Resources to complete the tasks

Learners will need access to data regarding student enrolment in order to conduct appropriate research. The nature of the available data will determine the types of project that learners could undertake. Potential projects could include focusing on websites, brochures, marketing campaigns, student services policy etc. This means that the resulting project(s) can easily be tailored to your centre's needs. Learners may well choose to use IT software tools when producing project documentation, and/or the Internet at various stages, though these are not a requirement to complete these tasks.

You'll need to give learners a copy of the scenario and the tasks.

## Time

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 do not 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.

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, so it is important that the learners keep track of all individual elements of the work that they have completed. Although they will be making decisions as a team, they are responsible for producing their own evidence to meet the assessment criteria.

**If learners submit evidence that is not their own work, this will be considered as malpractice.**

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 monitor the team as work progresses so that you can be confident **all** learners are showing that they meet the grading criteria.

**When witness statements are used to support learners' evidence, the witness will need to complete a personalised statement for each learner, evidencing the learner's individual contribution.**

## 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. 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

## ***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.

## ***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.

## ***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.

## ***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.

## ***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.**

## ***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, when 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. 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 say 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 a presentation which summarises your findings', 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 22: Delivering a business project

### Scenario

### Student Enrolments

The Senior Management Team (SMT) at your school or college (centre) is aware that you have been studying Business Projects as part of your Cambridge Technicals in Business and they have asked your team to investigate a fresh approach to increasing the number of students enrolling onto courses at your centre. They want to know what factors influence student enrolments and what measures the centre could take to improve enrolment numbers.

You will need to work as part of a team, and responsibilities must be divided equally. Your team will need to carry out research to inform your recommendations for the project to improve student enrolment numbers in your centre to the SMT.

The team will set objectives, produce project documentation, plan the resources required, include stakeholders, monitor the delivery of the project, review progress, analyse feedback and take appropriate action as a result of the feedback.

Depending on the outcomes of your team's research, the project activities could be applied to a particular faculty, selected courses, or used across the curriculum.

# The tasks

This assignment will include elements of group work so it is important that you keep track of all individual elements of work that have been completed. You will complete seven different tasks in order to complete this assignment.

## **Task 1: Research and Objectives**

(This task should take between 15 and 20 hours.)

Learning Outcome 1: *Be able to scope a project*, is partially assessed in this task.

Your task is to research the factors affecting student enrolments on courses in your centre and you will need to consider the following factors:

- The competition
- Demographics of the centre and the local area
- Customers' needs and perceptions – students, parents/guardians and school
- Resources available including funding streams
- Course fees (where applicable)
- Social and cultural factors
- Government policies including education policy
- Internal and external stakeholders
- Local employment opportunities

This research will influence the planning that will need to be completed for this project. Your team will need to set objectives and consider the feasibility and viability of the overall project. Taking the project forward, you will need to consider the cost and risk implications.

Pass	Merit	Distinction
P1: Carry out primary and secondary research to inform the project		
P2: Set SMART objectives and success criteria for the project		
P3: Assess and record the feasibility and viability of the project and recommend next steps		
P4: Calculate costs against the project budget		
P5: Identify and record risks to the project		
<b>Evidence</b>		
<p><b>A report</b> that must detail information relating to the primary and secondary research completed, in order to help determine the objectives/success criteria of the Student Enrolment Project. Whilst you may conduct research as a team, your own unique evidence should be produced in this report.</p> <p><b>A proposal</b> that must detail the SMART objectives and success criteria for the project, that assesses and records the feasibility and viability of the Student Enrolment Project, and that also recommends next steps. If the proposed project seems unviable for any reason, record why, and record what needs to change to ensure a viable solution in order for the Project to proceed.</p>		

**A project budget** which enables you to calculate costs against the overall project budget.

**A log of** the risks associated with delivering the project.

## Task 2: Produce project documentation

(This task should take between 8 and 10 hours.)

Learning Outcome 1: *Be able to scope a project*, is partially assessed in this task.

You must produce a variety of different business documents that are related to the Student Enrolment Project.

You should produce project documentation as detailed in P6 below.

Pass	Merit	Distinction
<p>P6: Produce project documentation to cover :</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• key stakeholder requirements</li> <li>• desired outcomes</li> <li>• legal requirements</li> <li>• ethical issues</li> <li>• budget constraints</li> <li>• timeline(s)</li> <li>• tasks</li> <li>• Key Performance Indicators (KPI)</li> <li>• risk register</li> <li>• decisions log</li> </ul>	<p>M1: Explain factors influencing the decisions made when planning the project</p>	<p>D1: Justify the decisions made when planning the project, giving reasons why alternative options were rejected</p>
<p><b>Evidence</b></p> <p><b>Project documentation</b> relating to the Student Enrolment Project. These documents may be produced in any suitable format, and may be one document or a number of documents in a variety of formats. An appropriate project management tool should be used.</p> <p>You <b>could</b> additionally produce a separate document which includes an explanation of the different factors that influenced the decisions that were made when you were planning the project.</p> <p>You <b>could</b> also, in this separate document, <b>justify</b> the decisions that were made, giving reasons why alternative suggested options were rejected.</p>		

### **Task 3: Planning the resources required for the business project**

(This task should take between 8 and 10 hours.)

Learning Outcome 2: *Be able to collaborate to deliver a project*, is partially assessed in this task.

Your task is to identify and outline the different roles and responsibilities that are needed in order to deliver this project. This could involve seeking expertise from external sources to help complete certain tasks.

Delivering this project will involve you working in a team. It is important that you agree the different roles and responsibilities and the allocation process.

Although you will be working as part of a team, you will need to create an individual plan to help you to achieve your own responsibilities for the delivery of the project.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
P7: Outline your proposal for allocation of roles and responsibilities and collaborate with others to agree who does what		
P8: Create an individual plan to achieve own responsibilities for the delivery of the project		
<b>Evidence</b>		
<p><b>A report or presentation</b> which identifies and outlines the different roles and responsibilities that are required in order to deliver the project. Each team member will produce their own outline proposal, which will feed into team discussion to agree these roles/responsibilities. The report or presentation must include evidence of this team collaboration.</p> <p><b>An individual plan</b> to help you to achieve your own responsibilities, progress against the plan and any changes they have agreed for the delivery of the project. Whilst the plan is your own individual plan, you will need to collaborate with other team members to understand how your role/responsibilities will interact with theirs and the overall project plan.</p>		

## Task 4: Stakeholder involvement

(This task should take between 8 and 10 hours.)

Learning Outcome 2: *Be able to collaborate to deliver a project*, is partially assessed in this task.

Your task is to collaborate with both stakeholders and Student Enrolment Project team members. You will need to demonstrate your ability to adapt to different roles and situations when working collaboratively with other stakeholders to achieve the project goals within the planned time frames.

Due to the nature of your project, you will be required to make decisions which will involve working with a variety of different stakeholders, e.g. prospective students, parents, employers.

Pass	Merit	Distinction
P9: Demonstrate the ability to adapt behaviour for different roles and situations when collaborating to deliver the project	M2: Analyse how the team responded to changing events or circumstances that impacted on the project	D2: Evaluate the quality of the collaboration demonstrated by stakeholders
P10: Demonstrate the ability to work collaboratively with others to achieve stated project goals		
P11: Liaise with project stakeholders in an appropriate and timely manner		
<b>Evidence</b>		
<p><b>Witness statements</b> from your assessor and other stakeholder(s) to demonstrate your behaviours while delivering the project. Witness statements must clearly reference evidence of collaborative working with team members, adaptability, and appropriate liaison with other project stakeholders (i.e. project team members and other relevant stakeholders, whether at the centre or external). Alternatively, recorded video evidence would also provide good evidence.</p> <p><b>A report</b> could be produced to include an analysis of how the team responded to changing events or circumstances that impacted on the Student Enrolment project.</p> <p>Within your <b>report</b> you could also include an evaluation of the quality of the collaboration demonstrated by stakeholders (i.e. project team members and other relevant stakeholders, whether at the centre or key external stakeholders).</p>		



## Task 5: Monitor and review

(This task should take between 8 and 10 hours.)

Learning Outcome 2: *Be able to collaborate to deliver a project*, is partially assessed in this task.

Your task is to review, update and monitor progress against both your own individual plan and the overall Student Enrolment Project plan.

Pass	Merit	Distinction
<p>P12: Review and update progress against:</p> <ul style="list-style-type: none"> <li>• own individual plan</li> <li>• project plan</li> </ul> <p>and agree with others any proposed changes to the project plan</p>		
<p>P13: Monitor and report progress against the plan with reference to KPIs, risks, budget and key decisions</p>	<p>M3: Make recommendations for changes to the project plan based on monitoring of progress</p>	
<p><b>Evidence</b></p> <p><b>A report</b> that includes a review and update of progress against your own individual plan and the project plan. The report must include details of discussions with others around proposed changes to the project plan, along with the reasons for the proposed changes, and include all decisions agreed in principle by the project team. If the team agrees there are no changes required, evidence (e.g. meeting minutes) of this will be acceptable.</p> <p>This report should report progress against the plan with reference to KPIs, risks, budget and key decisions, as set out in Task 2. Any deviations from timings or sequencing detailed in the project plan should be detailed.</p> <p>Your report <b>could</b> include your own recommendations for changes to the project plan, based on your monitoring of progress and related discussions in this Task.</p>		

## Task 6: Feedback review (1)

(This task should take between 8 and 10 hours.)

Learning Outcome 3: *Be able to evaluate the effectiveness of the project against its objectives and own contribution to the project*, is assessed in this task.

Your task is to firstly select a method(s) and format(s) for collecting feedback from Student Enrolment Project stakeholders. You will need to decide the most appropriate/effective time to collect the information.

You are then then required to collate the feedback, analyse it and present your findings in a summary format in a way which can be easily understood by all interested stakeholders, and which highlights any key trends.

Following this, you will need to use this feedback and your findings to review the outcome of the Student Enrolment Project against its original objectives, making any recommendations for improvement. You should feed back your findings and recommendations to the SMT in your centre.

Pass	Merit	Distinction
P14: Select method(s), format(s) and timing for obtaining feedback and use your chosen method(s) and format(s) to collect it	M4: Assess the effectiveness of the method, format and timing used to gather feedback for the project	D3: Recommend and justify improvements to the planning and running of future projects based on the feedback gathered
P15: Collate feedback collected from stakeholders and present your analysis in a form that is easily understood to summarise trends		
P16: Use feedback and review the outcome of the project against its original objectives, making any recommendations for improvement	M5: Analyse the impact of factors not originally planned for, on the desired project outcomes	
<b>Evidence</b>		
<p><b>A report or presentation</b> that includes your selection method, format and timings for gathering feedback from the stakeholders.</p> <p>Evidence of feedback – this may be physical questionnaires, online surveys, response to emails, recordings of interviews, or any appropriate feedback format. You should select your own method and format, then reach agreement with the Project team on which method(s) and format(s) the team will use.</p> <p>An analysis of the feedback which may be a report, presentation or use other graphical formats to present trends and key points.</p> <p>A report which incorporates the feedback to review the outcome of the Student Enrolment Project against its original objectives, making any recommendations for improvement.</p> <p>Your initial <b>report or presentation could</b> include an assessment of the effectiveness of the method, format and timings used to gather feedback.</p> <p>Your final report in this task <b>could</b> include an analysis of the impact of factors which were not originally planned for, on the desired project outcomes.</p>		

Your **final** report **could** include recommendations for improvements to the planning and running of future projects, based on the feedback gathered during the review of this project, and on the feedback. Any recommendations should be fully justified by clear links to evidence. (Further details on this are contained in Task 7.)

## Task 7: Feedback review (2)

(This task should take between 5 and 8 hours.)

Learning Outcome 3: *Be able to evaluate the effectiveness of the project against its objectives and own contribution to the project*, is assessed in this task.

Your task is to provide constructive feedback to other members of the Student Enrolment Project team on their individual performances during the project.

You should also review your own performance in helping to deliver the project and identify your strengths and areas for improvement

Pass	Merit	Distinction
P17: Provide constructive feedback to project stakeholders on their performance		D3: Recommend and justify improvements to the planning and running of future projects based on the feedback gathered
P18: Review own performance in delivering the project, identifying strengths and areas for improvement		
<b>Evidence</b>		
<p><b>Recording of, or documentation</b> which evidences you giving feedback to other members of the Student Enrolment Project team.</p> <p><b>A report or presentation</b> that reviews your own performance in delivering the project, identifying your personal strengths and areas for improvement.</p> <p>If you are including recommendations for improvements to future projects, your final <b>report</b> from Task 6 should also include any additional information gathered from your feedback to the project team and your own personal performance review.</p>		

# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Technicals in Business

### Unit 22: Delivering a business 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.
Carried out primary and secondary research to inform the project (P1)	
Set SMART objectives and success criteria for the project (P2)	
Assessed and recorded the feasibility and viability of the project and recommend next steps (P3)	
Calculated costs against the project budget (P4)	
Identified and recorded risks to the project (P5)	
Produced project documentation to cover : <ul style="list-style-type: none"> <li>• purpose</li> <li>• key stakeholder requirements</li> <li>• desired outcomes</li> <li>• legal requirements</li> <li>• ethical issues</li> <li>• budget constraints</li> <li>• timeline(s)</li> <li>• tasks</li> <li>• Key Performance Indicators (KPI)</li> <li>• risk register</li> <li>• decisions log (P6)</li> </ul>	
Outlined your proposal for allocation of roles and responsibilities and collaborate with others to agree who does what (P7)	
Created an individual plan to achieve own responsibilities for the delivery of the project (P8)	
Demonstrated the ability to adapt behaviour for different roles and situations when collaborating to deliver the project (P9)	
Demonstrated the ability to work collaboratively with others to achieve stated project goals (P10)	
Liaised with project stakeholders in an appropriate and timely manner (P11)	
Reviewed and updated progress against: <ul style="list-style-type: none"> <li>• own individual plan</li> <li>• project plan</li> </ul> and agree with others any proposed changes to the project plan (P12)	

Monitored and reported progress against the plan with reference to KPIs, risks, budget and key decisions (P13)	
Selected method(s), format(s) and timing for obtaining feedback and use your chosen method(s) and format(s) to collect it (P14)	
Collated feedback collected from stakeholders and presented your analysis in a form that is easily understood to summarise trends (P15)	
Used feedback and reviewed the outcome of the project against its original objectives, making any recommendations for improvement (P16)	
Provided constructive feedback to project stakeholders on their performance (P17)	
Reviewed own performance in delivering the project, identifying strengths and areas for improvement (P18)	

<b>For Merit have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
Explained factors influencing the decisions made when planning the project (M1)	
Analysed how the team responded to changing events or circumstances that impacted on the project (M2)	
Made recommendations for changes to the project plan based on monitoring of progress (M3)	
Assessed the effectiveness of the method, format and timing used to gather feedback for the project (M4)	

<b>For Distinction have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
Justified the decisions made when planning the project, giving reasons why alternative options were rejected (D1)	
Evaluated the quality of the collaboration demonstrated by stakeholders (D2)	
Recommended and justified improvements to the planning and running of future projects based on the feedback gathered (D3)	



To find out more  
**[ocr.org.uk/business](http://ocr.org.uk/business)**

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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