OCR
Oxford Cambridge and RSA

Unit Title:	**IT project management 2**
OCR unit number:	19
Unit reference number:	T502/1110
Level:	2
Credit value:	4
Guided learning hours:	30

Evidence for this unit can only be achieved through actual work in a work environment. Simulation is not permissible for any competence based unit.

Unit aim

The aim of this unit is that learners will:

- Describe Projects and Project Management

- Demonstrate an understanding of the principles of project management

- Describe the typical activities within system and project life-cycles

- Apply the principles of project planning and control

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

The Learner will:
1 Describe Projects and Project Management
	The Learner can:
	1.1 Identify 3 different types of project organisation structure
	1.2 Identify key roles and responsibilities within a project's organisation structure i.e.:
	  • sponsor (Executive)
	  • users
	  • suppliers
	  • Project Manager
	  • Team Manager (Leader)
	  • Project Support Office
	1.3 Create key project documentation:
	  • Project Plan
	  • the Business Case
	  • the Project Management Plan (PMP)
	  • Project Initiation Document (PID)
		• the different types of project organisational structures
		• the roles and responsibilities of key personnel within each structure
		• how to create key project documentation to include the identification and creation of key criteria to achieve a successful outcome
		• how to use Investment Appraisal Techniques to calculate the viability of projects

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.4 Identify and create the key criteria required in order to deliver a successful project • objectives – Specific Measurable Agreed Realist Time-bound Evaluated Reviewed (SMARTER) • constraints • requirements 1.5 Calculate the viability of a project using Investment Appraisal techniques • Payback period • Discounted Cash Flow (DCF) / Net Present Value (NPV) 1.6 Calculate the Return on investment (ROI) for a given project	
2 Demonstrate an understanding of the principles of project management	2.1 Collect and present progress information 2.2 Create a basic project estimate 2.3 Tailor the amount of planning effort required for different projects 2.4 Separate the constraints from the dependencies	• the importance of the principles of project management to include: - how to monitor progress - how to create basic project estimates - how to adapt planning requirements based on project needs - constraints and dependencies
3 Describe the typical activities within system and project life-cycles	3.1 Compare and contrast project and system lifecycles 3.2 Draw and describe an example of a system lifecycle 3.3 Obtain an example of a project or system lifecycle 3.4 Select the correct system development lifecycle for a given situation	• how to compare/contrast project and system lifecycles • system lifecycles • how to select appropriate system development lifecycles

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
4 Apply the principles of project planning and control	4.1 Draw a simple Work Breakdown Structure (WBS) • Table Format • Diagram Format 4.2 Draw a simple Product Breakdown Structure (PBS) 4.3 Produce an Activity on Node (AoN) Network from a list of activities and dependencies 4.4 Identify the critical path on a basic project network using a given formula. 4.5 Calculate the earliest and latest start and finish dates (ES, EF, LS, LF) 4.6 Calculate the total float on activities in an AoN Network 4.7 Construct a Gantt chart from an AoN activity network 4.8 Represent graphically the resource requirements for a simple project 4.9 Use control techniques to monitor progress against targets and adjust plans accordingly	• Work Breakdown Structures • Product Breakdown Structures • Activity on Node (AoN) Networks • how to use given formulas to identify critical paths on project networks • how to calculate project dates • how to calculate float on an AoN Network • Gantt Charts • how to provide graphic representations of required resources • how to monitor progress using control techniques

Assessment

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context i.e. the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through

- candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications'* on the OCR website www.ocr.org.uk .