OCR
Oxford Cambridge and RSA

Unit Title:	**IT project management 3**
OCR unit number:	20
Unit reference number:	L/502/1114
Level:	3
Credit value:	10
Guided learning hours:	60

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 that learners will:

- Describe Programmes, Projects and Project Management, and the key differences when compared to Business As Usual (BAU)

- Apply the principles of Project Risk Management

- Apply the principles of Project Quality Management, Change Control and Configuration Management

- Use different styles of management and types of communication within a project environment.

- Understand Team Building and Team Dynamics using standard models

- Describe typical activities and the practical problems of estimating throughout a project / system development lifecycle

- Apply project planning, monitoring, and control techniques

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Describe Programmes, Projects and Project Management, and the key differences when compared to Business As Usual (BAU)	**The Learner can:** 1.1 Draw representations of 3 different types of project organisation structure	• the different types of project organisational structures including the roles and responsibilities of key personnel • the different types of key project documentation and their purpose

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Apply the principles of Project Risk Management	2.1 Specify and prioritise Project Risks 2.2 Specify a risk as an opportunity or a threat in a work placement / business situation 2.3 Create and maintain a Risk Log / Register 2.4 Compile an assessment of Risk Exposure for a given project	• project risks and how to prioritise them • when risks are opportunities or threats • the purpose of a risk log/register • how to conduct an assessment of risk exposure

3 Apply the principles of Project Quality Management, Change Control and Configuration Management	3.1 Complete a supplier evaluation process from given data
	3.2 Compose a Quality Plan for a given project
	3.3 Devise suitable measurements for given quality characteristics
	3.4 Decide the action to be taken for a Request for Change (RFC)
	3.5 Devise a suitable Configuration Item Record (CIR) for a given product
		• the principles of:
		  - project quality management to include:
		    ○ supplier evaluations
		    ○ quality plans
		    ○ measuring quality characteristics
		• change control to include appropriate actions for RFCs
		• configuration management to include CIRs

4 Use different styles of management and types of communication within a project environment	4.1 Use communication methods to suit the purpose of the communication 4.2 Use a management style to suit the requirements of the situation	• different types of communication methods which can be used within a project environment • different management styles for different situations
5 Understand Team Building and Team Dynamics using standard models	5.1 Differentiate between the stages of team development recognising characteristic behaviours of each stage 5.2 Describe the desirable characteristics in terms of both skill and behaviour of a Project Manager 5.3 Describe the Tuckman model of Team Development 5.4 Explain the use of models such as Tuckman in developing an effective team (team building) 5.5 List and characterise the main attributes of the nine	• team building and team dynamics • the Tuckman model of Team Development • Belbin team roles • characteristics in relation to skills and behaviours

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	Belbin Team Types	
6 Describe typical activities and the practical problems of estimating throughout a project/system development lifecycle	6.1 Draw a system lifecycle for a project 6.2 Justify the choice of a system development lifecycle 6.3 Create a project estimate	• system lifecycles • system development lifecycles • how to create project estimates

7 Apply project planning, monitoring, and control techniques	7.1 Prepare a representative Work Breakdown Structure (WBS)
	7.2 Construct a representative PBS
	7.3 Produce an Activity on Node (AoN) Network from a list of activities and their dependencies
	7.4 Identify the critical path on a complex project network
	7.5 Calculate the earliest and latest start and finish dates (ES, EF, LS, LF) and the resulting float (Free and Total)
	7.6 Construct a Gantt chart from an activity network
	7.7 Update a project schedule to reflect actual progress
	7.8 Compile a Milestone Slippage Chart
	7.9 Create a project progress report for the project sponsor
	7.10 Demonstrate Resource Smoothing
	   - Select resourcing priorities
	7.11 Create a Cumulative resource chart
	7.12 Interpret Earned Value figures
	7.13 Create a graphical representation of progress information
	7.14 Extrapolate Project Outcome using Earned Value Management (EVM) Data
		• project planning, monitoring and control to include:
		  - WBS
		  - PBS (Product Breakdown Structure)
		  - Activity on Node (AoN) Network
		  - critical paths
		  - calculating dates
		  - Gantt charts
		  - schedules and progress monitoring
		  - Milestone Slippage Charts
		  - creating progress reports
		  - resource smoothing
		  - prioritising resources
		  - cumulative resource charts
		  - Earned Value figures
		  - Project Outcomes and EVM data

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 .