Unit Title:	**IT Project Management 2**
OCR unit number	19
Level:	2
Credit value:	4
Guided learning hours:	30
Unit reference number:	T/502/1110

Candidates undertaking this unit must complete real work activities in a work environment. Simulation is only allowed in exceptional circumstances (please refer to the centre handbook for further details).

Unit purpose and aim

The aim of this unit is to enable candidates to understand the business environment within which new Projects are initiated. Candidates will develop an understanding of the organisation and planning that underpins a basic project.

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 ie • 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) 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	Candidates must have an understanding of: • the different types of project organisational structures • the roles and responsibilities of key personnel within each structure Candidates must be able to: • create key project documentation to include the identification and creation of key criteria to achieve a successful outcome. • use Investment Appraisal Techniques to calculate the viability of projects

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

	• 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	Candidates must have an understanding of the importance of the principles of project management to include: • monitoring progress • creating basic project estimates • adapting 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	Candidates must have an understanding of: • how to compare/contrast project and system lifecycles • system lifecycles • how to select appropriate system development lifecycles

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
		Candidates must have an understanding of:
		• Work Breakdown Structures
		• Product Breakdown Structures
		• 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
		• monitor progress using

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	requirements for a simple project 4.9 Use control techniques to monitor progress against targets and adjust plans accordingly	control techniques

Assessment

Candidates undertaking this unit must complete real work activities in order to produce evidence to demonstrate they are occupationally competent. Real work is where the candidate is engaged in activities that contribute to the aims of the organisation by whom they are employed, for example in paid employment or working in a voluntary capacity.

Simulation is only allowed for aspects of units when a candidate is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that candidates will be able to fully transfer their occupational competence to the workplace and real situations.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities.

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 ie the purpose of the work etc.

All of the assessment criteria in the unit must be achieved and clearly evidenced in the submitted work, which is externally assessed by OCR.

Evidence for the knowledge must be explicitly presented and not implied through other forms of evidence.

Evidence requirements

All aspects of the assessment criteria must be covered and evidence must be available that shows where and how the assessment criteria have been achieved.

Assessment Criterion 1

Candidates must provide a report to include:

Examples of different types of project organisational structures, the key personnel and their roles and responsibilities.

Candidates must provide a report describing:

- the project

- the project organisational structure

- the roles and responsibilities of the key personnel

The report must be supported by evidence of:

- creating key project documentation

- identifying and creating key criteria

- calculating the viability of projects

Assessment Criterion 2

Candidates must provide evidence of:

- collecting and presenting progress information

- creating a basic project estimate

- adapting planning time based on project requirements

- separating constraints from dependencies

Assessment Criterion 3

Candidates must:

- draw and describe a system lifecycle.

- compare and contrast project and system lifecycles.

- present an example of a project or system lifecycle

- select an appropriate system development lifecycle for a given scenario

Assessment Criterion 4

Candidates must:

- draw a simple Work Breakdown Structure (WBS)
    Table Format
    Diagram Format

- draw a simple Product Breakdown Structure (PBS)

- produce an Activity on Node (AoN) Network from a list of activities and dependencies

- identify the critical path on a basic project network using a given formula.

- calculate the earliest and latest start and finish dates (ES, EF, LS, LF)

- calculate the total float on activities in an AoN Network

- construct a Gantt chart from an AoN activity network

- represent graphically the resource requirements for a simple project

Candidates must provide evidence of:

- using control techniques to monitor progress against targets and adjust plans accordingly

Candidates are encouraged to choose activities which will allow them to cover all or a majority of the criteria at one time. It is not necessary to use different activities for each element of the criterion.

Guidance on assessment and evidence requirements

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*' *(A850)* on the OCR website www.ocr.org.uk .