

IT
Unit 7: Managing projects



IT

Level 2 Unit 7: Managing projects

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

A student's project along with the internal assessment commentary is available at www.diplomainfo.org.uk

Total GLH	60
Aim	<p>To learn the importance of project management and the principles of managing and planning a project. Learners will be able to:</p> <ul style="list-style-type: none"> • understand the fundamentals of project management • apply these fundamentals to projects • recognise the key factors in the success or failure of projects • develop project plans.
Notes	<p>This unit should be combined with other units that involve a project. For example, skills learned in this unit should be used in the mini-enterprise part of Unit 2: Exploring organisations; Unit 5: Technology systems; and Unit 6: Multimedia.</p> <p>The unit should be split into two parts: the theory of project management and then applying this theory to a variety of projects. Work submitted should include plans for more than one project.</p> <p>Under FS (functional skills):</p> <p>* indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of functional mathematics.</p> <p>Resource: www.tinyurl.com/qiachallenge (if this URL does not work, please go straight to: http://teachingandlearning.qia.org.uk/tlp/it/resource/employerchallen/index.html).</p>

Topic	Activities, assignments, assessments, resources	LO and AC	PLTS	FS	GLH	Other comments
1 Introduction to the unit	Introduction to: <ul style="list-style-type: none"> • the topic • the methods of delivery and assessment • projects and where project management is needed • the sub-tasks within a project and the importance of the order of tackling these sub-tasks. 				1	
2 Project management theory and fundamentals	Inform learners that projects can be IT and non-IT related. Examples in a school or college are: <ul style="list-style-type: none"> • commissioning a new ICT room • putting on a concert/play • building an extension • planning a school trip. Explain what is a project log. Share case studies and examples of task breakdown, dependencies, critical paths, etc. Ask learners to look at the case studies and their project plans in small groups. Arrange visits with employers to talk about projects they have completed.	AC1a	TW	*	4	Understand and use appropriate tools and techniques. See page 83 of the Principal Learning

						cation.
3 Using technology to support project planning	<p>Learners need to understand how technology can be used to support project management and be able to set up Gantt charts.</p> <p>Learners need to make comparisons between Gantt charts and other project management software.</p> <p>Resource: OpenProj, free project management software, http://openproj.org/</p>	AC1c	IE		3	
4 People in projects – roles and responsibilities	<p>This topic covers the people involved in projects (their roles and responsibilities) and the importance of effective team working.</p> <p>Introduce the roles of:</p> <ul style="list-style-type: none"> • the project manager • the team members • the client • the stakeholders. <p>Learners to research advertisements requesting project management skills, looking at the person specifications, skills, experience and knowledge requirements.</p> <p>Discuss the importance of teamwork, allocation of roles in the team, etc.</p> <p>Resource: APM, a professional information body, www.apm.org.uk</p>	AC1b	RL IE		3	
5 Factors in the success and failure of projects	<p>Learners to research projects that have been regarded as failures. Both IT and non-IT projects, eg</p> <ul style="list-style-type: none"> • the Millennium Dome/O2 • Wembley Stadium 	AC2a, b	CT		4	

	<ul style="list-style-type: none"> • the Scottish parliament building • the Child Support Agency technology system • the Passport Office technology system. <p>Learners to research projects that have been regarded as a success. Both IT and non-IT projects, eg</p> <ul style="list-style-type: none"> • the Emirates Stadium • Chip and PIN machines • the congestion charge systems • e-commerce, such as www.amazon.com. <p>Looking at the example projects, learners to discuss:</p> <ul style="list-style-type: none"> • why they have been considered a success or a failure • what are the factors that contribute to the success or failure of a project • the difference between internal and external factors in the success or failure of projects. <p>Activities and multimedia presentations from www.tinyurl.com/qiachallenge:</p> <ul style="list-style-type: none"> • IT solutions for a music events organisation • Planning an event – multimedia presentation • Planning and delivering an event • How the team co-operates to deliver a video conference. 					
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<p>6 Creating project plans</p>	<p>In groups, learners to create a project plan. All learners to create a plan for the same project, such as building a house. Learners to consider the tasks, personnel, resources, skills, dependencies, the critical path, internal and external factors, and so on.</p> <p>Each group will report back to the class and compare results.</p> <p>Discuss the effects of unpredictable factors, eg weather, supply problems.</p> <p>Individually, learners are to then produce example plans for other projects, such as:</p> <ul style="list-style-type: none"> • creating a website • installing new software • replacing a home PC. 	<p>AC1a (i–vi) AC3a</p>	<p>SM TW EP CT</p>	<p>*</p>	<p>6</p>	
<p>7 Monitoring project progress</p>	<p>Learners to understand how to effectively manage and monitor the progress of a project by:</p> <ul style="list-style-type: none"> • tracking progress against the plan • making changes to keep the project on track if necessary • reviewing the completed project • assessing the final outcome against the client's requirements • implementing any necessary changes to the plan • assessing the success of the project plan. 	<p>AC3b–e</p>	<p>RL</p>		<p>2</p>	<p>Learners can apply these skills to assessment tasks in other units, such as the mini-enterprise activity in Unit 2, or the project in Unit 5 or Unit 6 depending on the order of delivery.</p>

<p>8 Planning for a project</p>	<p>This task should be wrapped around the mini-enterprise, ie once the team has decided on their mini-enterprise, they should produce a comprehensive project plan. The plan should include:</p> <ul style="list-style-type: none"> • the details of the project • task breakdowns • the timescale and key milestones • appropriate diagrams to illustrate the plans • dependencies • the critical path • the resources and budget allocated. 	<p>AC1a (i–vi) AC3a</p>	<p>TW CT</p>	<p>* +</p>	<p>3</p>	<p>Links to Unit 2, AC4: setting up and running a simulated mini-enterprise.</p> <p>See page 30 of the Principal Learning specification.</p> <p>Learners should now complete the mini-enterprise activity in Unit 2, or the project in Unit 5 or Unit 6 depending on the order of delivery.</p>
<p>9 Follow a project plan</p>	<p>Learners to carry out the mini-enterprise, keeping a record of progress in the project log (learners could record progress in a blog).</p> <p>Learners to be aware of how to revise the plan and take corrective action when required.</p>	<p>AC1a (vii–viii) AC3b</p>	<p>SM</p>	<p>* +</p>	<p>3</p>	<p>Links to Unit 2, AC4: setting up and running a simulated mini-enterprise.</p>

10 Project review	Learners now need to reflect on the planning and the success of the project. They should: <ul style="list-style-type: none"> • review their performance and the team’s performance • assess the success of the project against the requirements • assess the value of project plans and suggest improvements for the next project plan. 	AC1a (ix) AC2a, c, d, e	RL	*	3	Links to Unit 2, AC4: setting up and running a simulated mini-enterprise.
11 Planning the multimedia project, following the plan and reviewing the project	Repeat topics 8 to 10 for the multimedia project.	AC1a AC2a AC3		*	9	Links to Unit 6: Multimedia.
12 Planning the database project, following the plan and reviewing the project	Repeat topics 8 to 10 for the database project.	AC2a AC3				Links to Unit 5: Technology systems.
13 Planning the Project, following the plan and reviewing the project	Repeat topics 8 to 10 for the Project.	AC1a AC2a AC3				Links to the Project.