

# **Exemplar Material: Commentary 3**

**GCE in Applied ICT**

**6958 - Unit 8: Managing ICT Projects**

**Issued: 2014**

<b>Assessment criteria – Unit 8:– strand a)</b>		
<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>
<p>An outline project proposal that:</p> <ul style="list-style-type: none"> <li>provides <b>some</b> information, but <b>not sufficient on its own</b> for senior management to make an informed decision</li> <li>shows <b>limited</b> awareness of audience and purpose</li> </ul> <p>Plus, a project definition document that <b>defines</b> the scope of the project</p> <p style="text-align: right;"><b>(0 – 3)</b></p>	<p>An <b>well-researched, detailed</b> project proposal that:</p> <ul style="list-style-type: none"> <li>provides <b>sufficient</b> information for senior management to make an informed decision</li> <li><b>considers</b> the impact of the proposal on others</li> <li>is <b>clearly communicated</b>, demonstrating sound awareness of audience and purpose.</li> </ul> <p>Plus, a project definition document that <b>fully defines</b> the scope of the project</p> <p style="text-align: right;"><b>(4 – 5)</b></p>	<p>A well-researched, comprehensive project proposal that:</p> <ul style="list-style-type: none"> <li>provides <b>all</b> the information need for senior management to make an informed decision</li> <li><b>carefully considers</b> the impact of the proposal on others</li> <li>is <b>well-argued</b> and <b>clearly communicated</b>, demonstrating sound awareness of audience and purpose</li> </ul> <p>Plus, a project definition document that <b>fully defines</b> the scope of the project and <b>identifies clear and measurable objectives</b>.</p> <p style="text-align: right;"><b>(6)</b></p>
<p><b>Comments:</b> The candidate has used a writing frame for the Project Proposal and the Definition of Scope which is not an appropriate approach for an A2 qualification and does not demonstrate the independent approach required for the higher mark bands. The stakeholders are not clearly defined. The risks relate to the product and not the project and no dates are given. The evidence fits mb1 only.</p> <p><b>Mark Awarded: 3</b></p>		

<b>Assessment criteria – Unit 8:– strand b)</b>		
<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>
<p>An <b>outline</b> project plan – produced at the start of the project – that:</p> <ul style="list-style-type: none"> <li>• divides the project into a number of phases, though these may not be entirely logical</li> <li>• identifies <b>some</b> of the main activities to be carried out in each phase</li> <li>• allocates time and resources to each activity, although these may not be entirely realistic</li> <li>• identifies <b>some</b> potential risks.</li> </ul> <p>Evidence that <b>some limited use</b> was made of the plan to monitor and communicate progress.</p> <p style="text-align: right;"><b>(0 – 6)</b></p>	<p>An <b>detailed</b> project plan – produced at the start of the project – that:</p> <ul style="list-style-type: none"> <li>• divides the project into a number of logical phases</li> <li>• identifies <b>most</b> of the main activities to be carried out during each phase</li> <li>• allocates a <b>realistic</b> amount of time and resources to most activities</li> <li>• identifies and assesses <b>some</b> potential risks</li> <li>• uses graphical representation appropriately.</li> </ul> <p>Evidence that the plan was used throughout the project to monitor and communicate progress.</p> <p style="text-align: right;"><b>(7 – 9)</b></p>	<p>A <b>comprehensive</b> project plan – produced at the start of the project – that:</p> <ul style="list-style-type: none"> <li>• divides the project into a number of logical phases</li> <li>• identifies <b>all</b> of the main activities to be carried out during each phase</li> <li>• allocates a <b>realistic</b> amount of time and resources to every activity, <b>taking into account dependencies</b> between them</li> <li>• identifies and accurately assesses potential risks</li> <li>• <b>uses graphical representation effectively</b> to give an ‘at a glance’ overview of the project.</li> </ul> <p>Evidence that the plan was used <b>effectively</b> throughout the project to monitor and communicate progress and <b>identify potential problems</b> and that <b>contingency measures</b> were taken when necessary to keep the project on track.</p> <p style="text-align: right;"><b>(10 – 12)</b></p>
<p><b>Comments:</b> Project management software has not been used for this unit which means that not all the marks in mb1 can be accessed. The actual handover date is not clearly defined in the plan which includes the Evaluation which is not relevant to the project. The final meeting is scheduled for 19.1 in the initial plan. Risks in the form of slippage, contingency are not incorporated into the plan which is a requirement of mb1. The comments on the second plan are what could be done rather than what was. This means that really only one plan has been supplied. Only some of the marks in mb1 can be accessed.</p> <p><b>Mark Awarded: 3</b></p>		

<b>Assessment criteria – Unit 8:– strand c)</b>		
<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>
<p>During the project, the learner:</p> <ul style="list-style-type: none"> <li>communicates with stakeholders – both formally and informally – but <b>needs frequent prompting</b></li> <li>provides <b>some</b> accurate information, but only <b>on request</b></li> <li><b>needs support</b> to organise, run and record the outcomes of formal project meetings.</li> </ul> <p style="text-align: right;"><b>(0 – 10)</b></p>	<p>During the project, the learner:</p> <ul style="list-style-type: none"> <li>communicates <b>appropriately</b> with stakeholders – both formally and informally – making some use of feedback received</li> <li>provides accurate information, with <b>only occasional prompting</b></li> <li><b>independently</b> organises, runs and record the outcomes of formal project meetings.</li> </ul> <p style="text-align: right;"><b>(11 – 15)</b></p>	<p>During the project, the learner:</p> <ul style="list-style-type: none"> <li>communicates <b>effectively</b> with stakeholders – both formally and informally – making <b>good use</b> of feedback received.</li> <li>provides accurate, detailed and up-to-date information, <b>without needing to be prompted</b></li> <li><b>independently</b> organises, runs and records the outcomes of formal project meetings <b>confidently</b> and <b>professionally</b></li> <li><b>actively drives the project forward</b>, adopting a proactive approach to project management, anticipating problems and taking appropriate corrective action when necessary.</li> </ul> <p style="text-align: right;"><b>(16 – 20)</b></p>
<p><b>Comments:</b> The section on Project Management explains what took place and provides links to agendas and minutes which is a good approach. There are a series of agendas and minutes and progress reports but these are all with the client and no other stakeholders. Everything relates to the product and there is no mention of the progression of the project against the plan in any of the documents. The final meeting dated 19.1 implies that the product is still to be built so it is not really an End of Project Review meeting. The lack of use of a range of stakeholders means that not all the marks in mb1 can be accessed. The minutes are not well presented.</p> <p><b>Mark Awarded: 7</b></p>		

<b>Assessment criteria – Unit 8:– strand d)</b>		
<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>
<p>A software product produced in accordance with the project plan that meets <b>some</b> of the objectives specified in the project definition, with <b>some</b> deliverables meeting the agreed quality criteria.</p> <p style="text-align: right;"><b>(0 – 5)</b></p>	<p>A software product produced in accordance with the project plan that meets <b>most</b> of the objectives specified in the project definition and is <b>delivered on time</b>, with <b>most</b> deliverables meeting the agreed quality criteria.</p> <p>Throughout the development of the product there is <b>some</b> correlation between what the plan indicates should be happening and what is actually happening.</p> <p style="text-align: right;"><b>(6 – 8)</b></p>	<p>A software product produced in accordance with the project plan that meets <b>all</b> of the objectives specified in the project definition and is <b>delivered on time</b>, with <b>all</b> deliverables meeting the agreed quality criteria.</p> <p>Throughout the development of the product there is a <b>close</b> correlation between what the plan indicates should be happening and what is actually happening.</p> <p style="text-align: right;"><b>(9 – 10)</b></p>
<p><b>Comments:</b> There is no evidence showing the project has been progressed using the plan and updates. There is too much still in the future and the final meeting implies the product has only been designed and is still to be built. There is a product but it does not appear to be functioning properly. This strand has not been addressed.</p>		
<p><b>Mark Awarded: 0</b></p>		

<b>Assessment criteria – Unit 8:– strand e)</b>		
<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>
<p>An <b>evaluation - taking account</b> of feedback from the end-of-project review meeting – <b>commenting on</b>:</p> <ul style="list-style-type: none"> <li>• the success of the project</li> <li>• the effectiveness of the project management methods used</li> <li>• their own performance as a project manager.</li> </ul> <p>The learner uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p> <p style="text-align: right;"><b>(0 – 6)</b></p>	<p>An <b>evaluation - using</b> feedback from the end-of- project review meeting – <b>assessing</b>:</p> <ul style="list-style-type: none"> <li>• the success of the project</li> <li>• the effectiveness of the project management methods used, <b>identifying</b> key lessons learnt</li> <li>• <b>strengths and weaknesses</b> of their own performance as a project manager.</li> </ul> <p>The learner uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p> <p style="text-align: right;"><b>(7 – 9)</b></p>	<p>A <b>critical evaluation - making extensive use of</b> feedback from the end-of-project review meeting – <b>analysing</b>:</p> <ul style="list-style-type: none"> <li>• the success of the project, measured against the objectives specified in the project definition document</li> <li>• the effectiveness of the project management methods used, <b>exploring</b> key lessons learnt and <b>justifying actions taken/decision made</b></li> <li>• strengths and weaknesses of their own performance as a project manager, identifying <b>areas for improvement</b>.</li> </ul> <p>The learner uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p> <p style="text-align: right;"><b>(10 – 12)</b></p>
<p><b>Comments:</b> The final meeting clearly indicates that the product has yet to be built so cannot be classed as an End of Project Review Meeting. Therefore the marks in this strand cannot be accessed.</p> <p><b>Mark Awarded: 0</b></p>		

**Overall Comment:** The evidence does not reflect standards expected of an A2 candidate. There are strong clues that indicate the documentation was reversed engineered and that the product was not produced using project management methods.

**Total marks 13 /60**