

Pearson BTEC Level 3 National in Computing

Unit 3: Planning and Management
of Computing Projects

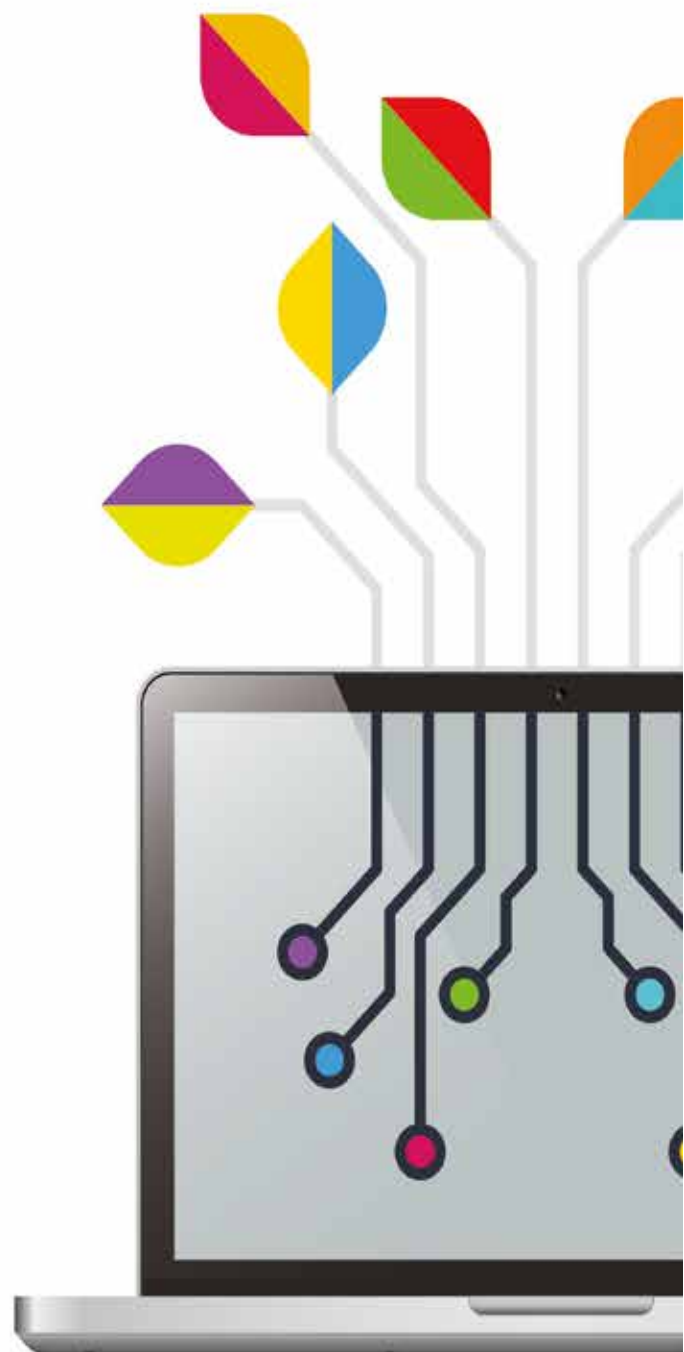
Sample Assessment Materials (SAMs)

For use with:

- *Diploma in Computing*
- *Diploma in Creative Computing*
- *Diploma in Computer Science*
- *Diploma in Computer Systems and Network Support*
- *Diploma in Business Information Systems*
- *Extended Diploma in Computing*

First teaching from September 2016

Issue 2



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Contents

Summary of Sample Assessment Material changes	i
Part A	1
Part B	21
Sample Mark Grid	33

Changes to rubrics

The rubrics in this Sample Assessment Material have been updated to provide clarity on the rules under which the task should be taken. Centres should read the Instructions for Teachers and Instructions for Learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference:

Summary of Sample Assessment Material changes

Part A - Summary of changes made between previous issues and this current issue	Page number
8th paragraph The paragraph on centres timetabling the supervised assessment period has been removed and replaced with wording on Pearson defining the supervised assessment period. This is to increase the rigour of the task by ensuring all learners must take it in the same timeframe.	Page 2
Maintaining Security Bullets have been added to give teachers more information on how to maintain security for the task, including arrangements for supervised assessment, and for how the learners' work must be kept securely. These bullet points have been added to clarify supervising requirements for supervised assessment time.	Page 3

Part B - Summary of changes made between previous issues and this current issue	Page number
The paragraph on centres timetabling the supervised assessment period has been removed. As in Part A the supervised assessment is now timetabled by Pearson.	Page 22
Maintaining Security bullets Bullets have been added to give teachers more information on how to maintain security for the task, including arrangements for supervised assessment, and for how the learners' work must be kept securely. These bullet points have been added to clarify supervising requirements for supervised assessment time.	Page 22-23

Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

Computing

Unit 3: Planning and Management of Computing Projects

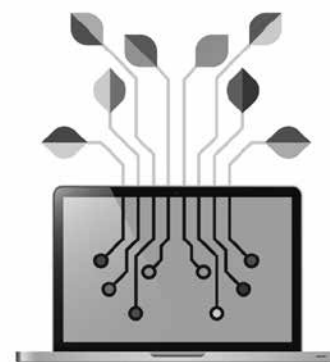
Part

A

Diploma /Extended Diploma in Computing
 Diplomas in Computing for Creative Industries, Computer Science,
 Computer Systems and Network Support, Business Information Systems
Sample assessment material for first teaching September 2016

Instructions

- **Part A** will need to have been completed in preparation for **Part B**.
- **Part A** and **Part B** tasks will be submitted together for each learner on completion of Part B.
- **Part A** contains material for the completion of the set task under supervised conditions.
- **Part A** must be undertaken in 3 hours during the assessment period of 1 week timetabled by Pearson.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task on a date set by Pearson in the relevant series.
- **Part A** should be kept securely until the start of the 3-hour supervised assessment period.
- **Part B** materials for the set task will be issued prior to the start of the supervised assessment period according to the guidance in the specification.



Paper reference

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Instructions to Teachers/Tutors

Part A set task is undertaken under supervision in a single session of 3 hours in the timetabled days. Centres may schedule a supervised rest break during the session. In order to enable learners to have access to computers a period of 1 week is provided for centres to timetable assessment.

Centres should schedule all learners in the same sessions if possible and must release Part A to individual learners only for their scheduled sessions

Electronic templates for use in activity 1 will be provided for centres to download for candidate use.

Work must be completed on a computer using the supplied documents or using project software as directed in each activity.

Internet access is not permitted.

During any break, materials must be kept securely.

All learner work must be completed independently and authenticated by the Teacher/Tutor before being submitted to Pearson.

Learners must complete this task on a computer using templates provided. Learners must save their work regularly and ensure that all materials can be identified as their work.

The supervised assessment will take place in a period specified by Pearson. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

- During supervised assessment sessions, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice.

Learner work is regularly backed up.

- Learners will save their work to their folder using the naming instructions indicated in each activity.
- Any materials being used by learners must be collected in at the end of the 3 hours, stored securely and handed back at the beginning of the Part B session.

After the session the teacher/tutor or invigilator will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

Outcomes for Submission

8 documents will need to be submitted by each learner.

Activity 1: *activityPID* as:

- *a word processed document*
and
- *a PDF.*

Activity 2:

*The Gantt chart as **activity2gantt**, resource list as **activity2resource**, cost plan as **activity2cost**:*

- *in their original file format*
and
- *as PDFs.*

Each learner must complete an authentication sheet.

Instructions for Learners

Read the set task information carefully.

This session is of 3 hours. Your tutor/invigilator will tell you if there is a supervised break. Plan your time carefully.

You must plan your time accordingly and be prepared to submit all the required evidence by the date specified.

You will complete this set task under supervision and your work will be kept securely at all times.

You may use a calculator and will have access to a computer. All activities must be completed using a computer. There will be no access to the internet.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for Submission

You will need to submit 8 documents on completion of the supervised assessment period:

Activity 1: *activity1PID* as:

- ◇ *a word processed document*
and
- ◇ *a PDF.*

Activity 2: *The Gantt chart as activity2gantt, resource list as activity2resource, cost plan as activity2cost:*

- ◇ *in their original file format*
and
- ◇ *as PDFs.*

You must complete a declaration that the work you submit is your own.

Set Task Brief

You are asked to use your project planning and management understanding and skills within a given computing project scenario.

You are the project manager in a large organisation that has an in-house team of business analysts, software developers and software testers. Your manager, the Director of Operations, has allocated you to an in-house project to design and implement a new sales order processing system.

In Part A you are required to complete project documentation to initiate and launch the project. In Part B you will monitor and control the project's progress to its completion and closure.

You are advised to spend 30 minutes reading the information, task instructions and the tasks you are to complete. You may make notes and/or highlight information to use in the completion of your project documents.

Information

The business case has been prepared and the company has set aside £41,000 for the project.

It would like the new system to run parallel to the current paper-based system for two months to ensure it is working correctly.

The full launch will be on April 5th to coincide with the start of the new tax year.

The sales order processing system will consist of a database and three independent modules. The database must be built first as the modules need access to it.

- Database with business logic (16 function points)
- Data entry module (14 function points)
- Order processing module (9 function points)
- Reporting module (18 complex function points).

The Consultancy Manager has allocated a business analyst to carry out an analysis of the current paper-based sales order process and create the requirements specifications.

The design work will be carried out by the Business Analyst working with one of the company's senior developers. This analysis and design work has been estimated to last 8 weeks (4 weeks for each stage).

The Development Team Manager has allocated 2 senior developers, a junior developer and the company's only database administrator to you. The Database Administrator is working on another project, which is currently behind schedule.

The Quality Manager has allocated 3 software testers. They were recently trained to use the ISO/IEC 25010:2011 standard. This will be the first project they will apply this standard to.

A new server, operating system and database software will be purchased. As the IT support team are under-staffed, a contractor will be hired to specify and order the server from their preferred supplier, install the server software and configure it ready for the new database to be installed.

A quotation for a fully installed and configured server has already been received.

Quotation from Server Contractor:

Server Hardware	£3900
Windows Server O.S.	£600
Microsoft SQL Server	£1050
Consultancy fee (2 Days)	£850
Duration: 10 working days, 2 weeks maximum*	

**From the job being confirmed to delivery of working server.*

All work is fully guaranteed for 3 months.

To future proof the new system, the latest versions of Microsoft's SQL Server for the database and Visual Studio C# will be used to write the front-end software. This will be a good exercise for the development team to update their C# programming and SQL server development skills.

The Sales Manager will act as the client for this project. She has selected a group of 5 experienced members of staff from the sales team to help with the project.

The sales staff will form a focus group to help with three days of the analysis and design stage and then carry out the acceptance testing for one day at the end of the parallel running stage.

However, there will be a charge for each sales team member's time. The Sales Manager estimates £200 of lost profit per day, for each sales person when working with the project team.

The Human Resources Manager has put together staff costs information, per person, to help with the project's budget planning:

Project Manager	£51000 per year
Business Analyst	£44000 per year
Senior Developer	£42000 per year
Database Administrator	£35000 per year
Junior Developer	£28000 per year
Software Tester	£32000 per year

All staff work a 5 day week, 8 hours per day for 240 days a year.

The company closes for 2 weeks over Christmas.

The Development Manager has provided some information to help you plan the project.

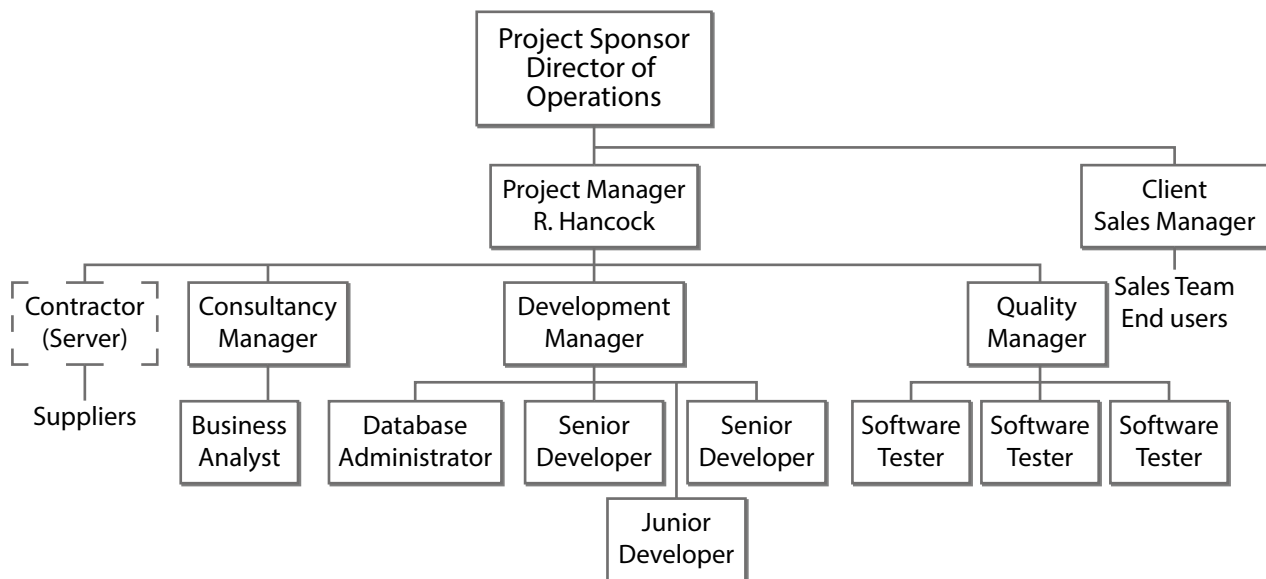
Role	Hours per function point	Notes
Senior Developer	4	No database development work
Junior Developer	6	Should not be tasked with developing complex function points
Database Administrator	2	Database development work only

Equipment	Pro-rata cost per day	Notes
Development/Test server	£72	Used by whole project team
Developer workstation	£29	One per developer
Tester laptop	£22	One per software tester

The Quality Manager insists that there is an hour of testing carried out for every hour spent developing code. This ensures that 95% of major faults are corrected before the product is delivered. The development team have an excellent record of producing high quality, mainly error free program code and usually there is no more than one major fault for each function point.

Any major faults found during the two months of parallel running will have to be fixed by a senior developer and then regression tested. Typically a senior developer will spend 2 days fixing a major fault; regression testing can be expected to take twice as long as the time spent fixing a fault. This is because the testers have to make sure the fix itself doesn't cause any other problems in the software. It is expected that the last few faults will be found during the first month of parallel running and will be fixed while the parallel running continues, so as not to introduce any delays.

Company Structure:



Set Task

You must complete ALL activities within the set task.

You are reminded that you need to produce your documents using a computer and software of your choice.

Your documents must be saved in your folder ready for submission using the formats and naming conventions indicated.

You need to complete your company's Project Initiation Document (PID) document for the computing project.

Activity 1:

Produce a Project Initiation Document for your project using the document provided.

The business case has already been populated. Option 2 (design and build our own system using in-house expertise) has been chosen for this project.

Add further lines to the Project Initiation Document sections if required.

*Save your PID in your folder for submission as **activity1PID** as:*

- *a word processed document*
- *and*
- *a PDF.*

You are advised to spend 90 minutes on this activity.

Total for Activity 1 = 22 marks

Examples of the documents you need to complete.

Project Initiation Document

Project Details

Project Title:	
Project Sponsor Name:	
Project Client Name:	
Project Manager Name:	
Start Date:	
Completion Date:	
Estimated cost:	

Document Details

Version	Modifications	Author	Date
1			

Approvals

This document requires the following approvals:

Name	Role	Signature	Date	Version

Distribution

This document has been distributed to:

Name	Role	Date of Issue	Version

Purpose of the Project Initiation document

Project Aims:

Project Management and Control:

Background to the Proposed Work

Objectives

SMART Objective	Achieved?	Date and comments

Scope

Business Case

The current order processing system is inefficient and unreliable.

There are two options:

1. buy a ready-made product and attempt to customise it for our needs
OR
2. design and build our own system using in-house expertise.

The expected business benefit of the project is a measurable improvement in our order processing. It is expected to:

- increase the number of orders handled from 25 per day to at least 30 per day for each sales person.
- reduce the rate of mistakes with orders, dropping from the current 18% to under 5%, which in turn will lead to a cost saving of over £8000 per year over the next 5 years.

Timescale: The project should begin in mid-October with the system going live on 5th April (for the start of the new tax year). The beta version should go live early February to allow for 2 months of parallel running to ensure it can handle the full range of orders correctly.

The company has allocated £41000 of budget to this project. It expects a return of at least £3000 at the end of 5 years (cost savings) and increased sales revenue of at least 15%.

The major risk is that new technologies and processes will be used on this project as part of our continuing staff development, which may result in unforeseen problems, hold-ups and extra costs.

Assumptions

Assumption	Validated by	Status	Comments

Constraints

Constraint	Validated by	Status	Comments

Risk Management Strategy

Risk	Probability	Impact	Severity	Contingency Plan

Deliverables

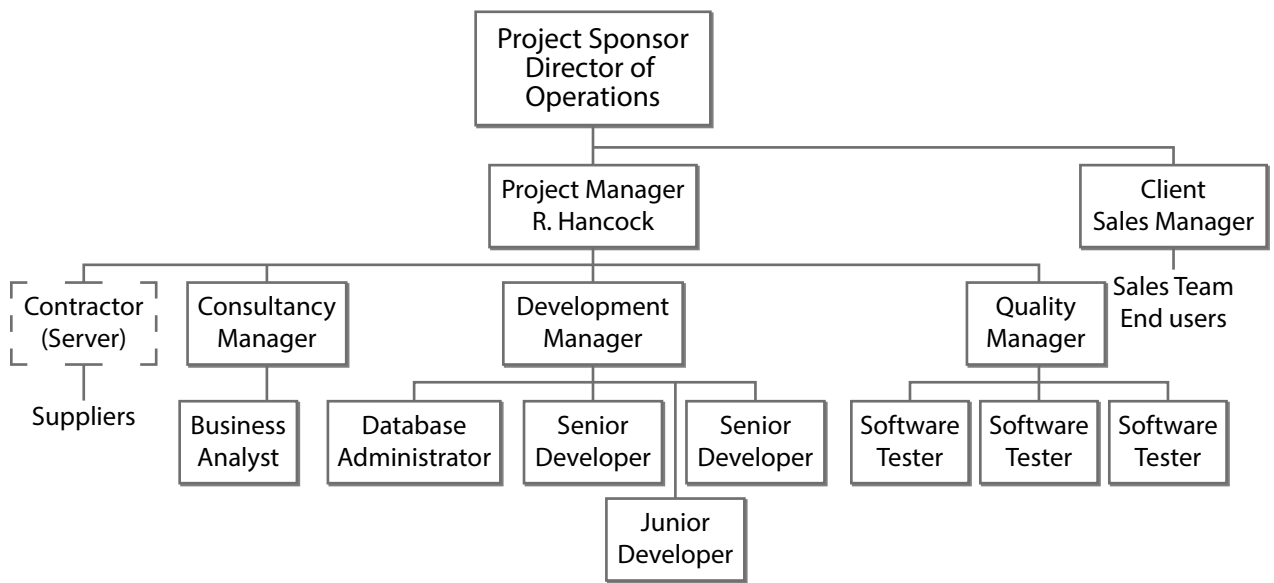
Item	Components	Description

Project Quality Strategy

Stakeholders

Stakeholder	Responsibility

Project Management Team Structure



Communication Plan

Stakeholder(s)	Frequency	Type	Purpose

Project planning documentation is needed to go with your PID. You need to produce a Gantt chart, resource list and cost plan for the computing project.

Activity 2:

Produce the following project planning documentation based on the information provided in the assessment scenario:

- (a) a Gantt chart
- (b) a resource list
- (c) a cost plan.

Save your documents for submission:

- Gantt chart as **activity2gantt**
- resource list as **activity2resource**
- cost plan as **activity2cost:**
 - ◇ *in the document's original file format*
 - and
 - ◇ *a PDF.*

You are advised to spend 60 minutes on this activity.

Total for Activity 2 = 14 marks

END OF TASK

TOTAL FOR TASK = 36 MARKS

Pearson BTEC Level 3 Nationals

Write your name here		Level 3
Surname	Forename	
Computing		Part B Marks
Unit 3: Planning and Management of Computing Projects		
Diploma /Extended Diploma in Computing Diplomas in Computing for Creative Industries, Computer Science, Computer Systems and Network Support, Business Information Systems		Supervised hours 2
Sample assessment material for first teaching September 2016		

Instructions

- **Part A** will need to have been used in preparation for completion of **Part B**.
- There are 36 marks for **Part A** and 30 marks for **Part B**, giving a total mark for both parts of 66.
- **Part A** and **Part B** tasks will be submitted together for each learner on completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** must be undertaken in 2 hours during the assessment period of 3 days timetabled by Pearson.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task on a date set by Pearson in the relevant series.
- **Part B** should be kept securely until the start of the 2-hour supervised assessment period.

Information

- The total mark for this paper is 30.

Paper reference

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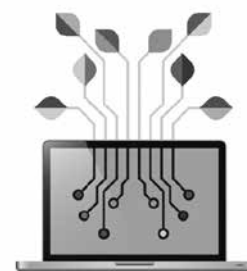
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Instructions to Teachers/Tutors

Part B set task is undertaken under supervision in a single session of 2 hours in the timetabled days. In order to enable learners to have access to computers a period of 3 days is provided for centres to timetable assessment. Centres should schedule all learners in the same sessions if possible and must release Part B to individual learners only for their scheduled sessions.

Electronic templates for use in activities 3 and 4 will be provided for centres to download for candidate use.

Learners must be provided with printed or locked down electronic copies of their documents produced in Part A so that they can make reference to these throughout the supervised assessment period.

Work must be completed on a computer using the supplied documents or using project software as directed in each activity.

Internet access is not permitted.

During any break, materials must be kept securely.

All learner work must be completed independently and authenticated by the Teacher/Tutor and/or Invigilator before being submitted to Pearson.

Learners must complete this task on a computer using templates provided. Learners must save their work regularly and ensure that all materials can be identified as their work.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Information for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Learners must not bring anything into the supervised environment or take anything out without your knowledge and approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

- During supervised assessment sessions, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.

- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.
- Learner notes will be retained securely by the centre after Part B and may be requested by Pearson if there is suspected malpractice. Learner work is regularly backed up.
- Learners will save their work to their folder using the naming instructions indicated in each activity.
- Any materials being used by learners must be collected in at the end of the 3 hours, stored securely and handed back at the beginning of the Part B session.

After the session the teacher/tutor or invigilator will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

Outcomes for Submission

4 documents will need to be submitted by each learner.

Activity 3: **activity3checkpoint** as a:

- *word processed document*
and
- *PDF.*

Activity 4: **activity4email** as a:

- *word processed document*
and
- *PDF.*

Each learner must complete an authentication sheet.

Instructions for Learners

Read the set task information carefully.

This session is of 2 hours. Your tutor/invigilator will tell you if there is a supervised break. Plan your time carefully.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for Submission

You will need to submit 4 documents on completion of the supervised assessment period:

Activity 3: **activity3checkpoint** as a:

- *word processed document*
and
- *PDF.*

Activity 4: **activity4email** as a:

- *word processed document*
and
- *PDF.*

You must complete a declaration that the work you submit is your own.

Set Task

You must complete ALL activities within the set task.

You are asked to use your project management and evaluation understanding and skills within a given computing project scenario. The project is underway and you are monitoring and controlling its progress to its completion and closure.

Set Task Brief

You need to review the project's progress and lessons learned, taking into account the staffing issues that have occurred, and communicate this information to the relevant members of the team using your company's Project Checkpoint Report document.

Information

The project has reached the point where the parallel running of the new system is starting. However, there have been two issues to deal with during the development stage.

1. The senior developer working on the data entry module had to take 2 days off work.
2. The database administrator was not available to this project due to a previous project overrunning.

Activity 3: Produce your Project Checkpoint Report.

You may refer to your completed project documentation produced in your Part A task to help you complete this task.

Produce the Project Checkpoint Report for your project, using the given document. It must include information from the start of the project up to the end of the development stage, including:

- a summary of the work completed by the project team
- an issues log
- a summary of lessons learned.

Add further lines to the Project Checkpoint Report sections if required.

*Save your Project Checkpoint Report in your folder for submission as **activity3checkpoint** as a:*

- *word processed document*
and
- *PDF.*

You are advised to spend 45 minutes on this activity.

Total for Activity 3 = 8 marks

Reviewing the project

The project is complete.

The new sales order processing system was delivered, fully working, ready for use on 5th April. The finance department has calculated the final cost of the project is £41,500 now that all costs have been raised and paid.

The development team had great success in using the latest versions of Microsoft SQL Server and C#. The software performed better than they had hoped.

However, the software testers found that using ISO/IEC 25010:2011 slowed them down. They needed to redesign some of their documentation and processes. The quality manager has stated that the end product was of very good quality and the end users were highly satisfied.

To close the project you need to write a formal email to the project sponsor informing them of the following:

- how the project has performed against the three main success criteria
- an evaluation of how successful the project management has been throughout all stages of the project lifecycle
- a summary of all the lessons learned with an explanation of the key lessons that would be helpful to transfer to future projects, including successes as well as project issues.

You now write to the project sponsor using your company's email document.

Activity 4: Produce your email to send to the project sponsor using your company's email document.

Extend the box space to fit your answer.

*Save your email for submission as **activity4email** as a:*

- *word processed document*
- *and*
- *PDF.*

You are advised to spend 75 minutes on this activity.

Total for Activity 4 = 22 marks

END OF TASK

TOTAL FOR TASK = 30 MARKS

Examples of the documents you need to complete.

Project Checkpoint Report

Report Details

Date of Checkpoint:	
Period Covered:	

Document Details

Version	Modifications	Author	Date
1			

Approvals

This document requires the following approvals:

Name	Role	Signature	Date	Version

Distribution

This document has been distributed to:

Name	Role	Date of Issue	Version

Products

Product Name	Work Undertaken	Date Complete

Quality Management

(List the activities undertaken this period)

Work Package Tolerance Status

Time:	
Cost:	
Quality:	

Issues Log

Date Raised	Raised By	Description	Action Taken	Date Closed

Lessons Learned:

Document for use with Activity 4

Email	
From	
To	
Subject	Project Close (In-house Sales Order Processing System)

Unit 3: Planning and Management of Computing Projects - Sample marking grid for Part A and Part B

General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the marking grid not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Band 4	Max mark
Activity 1: Project Initiation Document (PID)	Completion of the document template	0 No rewardable material	1-3 Limited or inaccurate information from the scenario is entered in some sections of the PID. Objectives may be identified but may be generic or irrelevant to the scenario, without consideration of SMART principles. There is limited consideration of the relevant information in isolation, which shows a limited awareness of the given scenario.	4-6 Some relevant information from the scenario is entered throughout the PID with some inaccuracies and most sections completed. Some SMART objectives have been identified, and some are specific and time constrained with limited relevance to the given scenario. Relevant information is considered using logical chains of reasoning that show some awareness of the given scenario, but may rely on generic or familiar processes.	7-9 Relevant information from the scenario is accurately entered throughout the PID, with all sections mostly completed. SMART objectives have been identified, most of which are specific and time constrained and relevant to the given scenario. Relevant information is considered using logical chains of reasoning that show awareness of the given scenario.	10-12 Relevant and detailed information from the scenario is entered accurately throughout the PID, with all sections fully completed. SMART objectives have been identified and are specific and time constrained and relevant to the given scenario. Relevant information is considered using logical chains of reasoning that show a full awareness of the given scenario.	12

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Max mark
Activity 1: Project Initiation Document (PID)	Risk planning	0 No rewardable material	1-2 Partial application of risk analysis methodology to the risk planning process to create a risk plan that is minimal and includes some errors. There is some consideration of risks, but they may be generic and show limited understanding of the given scenario.	3-4 Correct application of risk analysis to create a full and mostly accurate risk plan with limited contingency planning. There is consideration of the risks with some logical chains of reasoning showing some awareness of the given scenario.	5-6 Correct application of risk analysis methodology to the risk planning process to create a full and accurate risk plan with appropriate contingency plans. There is a consideration of the relevant risks using logical chains of reasoning that show a full awareness of the given scenario.	6
	Communication Planning	0 No rewardable material	1 There is some consideration of the frequency of communication required for the target audience, but may be generic rather than showing awareness of the given scenario. The purpose of the listed communications described with limited accuracy or omitted.	2-3 There is consideration of the relevant communication methods with some appropriate frequency of communication for the target audience, using some logical chains of reasoning that shows some awareness of the given scenario. Accurately describes the purpose of some of the listed communications.	4 There is consideration of the relevant communication methods and appropriate frequency of communication for the target audience throughout, using logical chains of reasoning that show full awareness of the given scenario. Accurately describes the purpose of all of the listed communications.	4

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Max mark
Activity 2: Project planning documents	Gantt chart	0 No rewardable material	1-3 The Gantt chart shows the stages of the software development cycle but these may be generic showing a limited consideration of timing, some errors or omissions. The Gantt chart shows some correct milestones for the completion of a limited number of stages. Some resources have been assigned to project tasks, with errors or omissions.	4-6 The Gantt chart shows project tasks in a logical sequence, with the final task complete by the given deadline. The Gantt chart shows correct milestones for the completion of some stages. Resources have been assigned to the project tasks, but with minor errors or omissions.	7-8 The Gantt chart shows project tasks in an efficient sequence for the scenario showing the final task completed by the given deadline. The Gantt chart shows the correct milestones for the completion of each stage. Resources have been correctly and appropriately assigned to the project tasks.	8
	Resource list and cost plan	0 No rewardable material	1-2 Some resources have been added to the resource list, with costs attributed, with errors or omissions.	3-4 Resources have been added to the resource list, with costs correctly attributed, with minor errors/ omissions to provide a reasonable estimate of the total project cost.	5-6 Resources have been added to the resource list, with costs correctly attributed to provide an accurate estimate of the total project cost.	6

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Max. mark
Activity 3: Project Checkpoint Report	Completion of the Project checkpoint Report	0	1-2	3-5	6-8	8
		No rewardable material	Some information given in the brief is entered accurately or some section completion not attempted. There is some consideration of the relevant additional information showing a limited awareness of the scenario. Lessons learned are generic, showing limited understanding project management concepts.	Most information given in the brief is entered accurately with completion of all sections attempted. There is consideration of most of the relevant additional information showing some awareness of the scenario. Lessons learned are relevant, showing a basic understanding of project management concepts.	Information given in the brief is entered accurately with all sections fully completed. There is a consideration of the relevant additional information that shows a full awareness of the scenario. Lessons learned are relevant and insightful, showing thorough understanding of project management concepts.	

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Band 4	Max. mark
Activity 4: Project closure email	Success criteria	0	1 Summary includes some inaccuracies or omissions regarding how quality criteria were met, showing a limited awareness of the scenario.	2 There is a summary that is mostly accurate of how quality criteria were met showing some awareness of the scenario.	3 There is an accurate summary of how quality criteria were met showing an awareness of the scenario throughout.		3
	Review of project management	0 No rewardable material	1-2 There is a limited evaluation with a lack of balance in the consideration of all relevant aspects of the project lifecycle that shows a minimal awareness of the given scenario. Minimal elements of project management are considered and some arguments are linked to the given scenario and the additional information.	3-4 There is some evaluation with a lack of balance in the consideration of all relevant aspects of the project lifecycle that shows awareness of the given scenario. Some elements of project management are considered and arguments are mostly linked to the given scenario and the additional information.	5-7 There is a wide ranging evaluation with some lack of balance of all relevant aspects of the project lifecycle using coherent and logical chains of reasoning that shows awareness of the given scenario. Most elements of project management are considered and arguments are clearly linked to the given scenario and the additional information.	8-9 There is a balanced and wide ranging evaluation of all relevant aspects of the project lifecycle using coherent and logical chains of reasoning that shows full awareness of the given scenario. The various elements of project management are fully considered and arguments are clearly linked to the given scenario and the additional information.	9

Assessment focus	Sub Task	Band 0	Band 1	Band 2	Band 3	Band 4	Max. mark
Activity 4: Project closure email	Summary of lessons learned	0	1-2 There is limited consideration of some relevant aspects of the entire project process with some chains of reasoning. Lessons learned are generic, including minimal or inaccurate suggestions for transferable lessons that could be applied to new projects.	3-4 There is a lack of balance in the consideration of relevant aspects of the entire project process using logical chains of reasoning that shows awareness of the given scenario and the additional information provided. Lessons learned are relevant, and include basic suggestions for transferrable lessons that could be applied to new projects.	5-6 There is a balanced and wide ranging consideration of relevant aspects of the entire project process using coherent and logical chains of reasoning that shows full awareness of the given scenario and the additional information provided. Lessons learned are relevant and insightful, and provide a comprehensive indication of the transferrable lessons that could be applied to new projects.	N/A	6
	Communication skills for intended audience	0 No rewardable material	1 Limited use of appropriate technical vocabulary and appropriate language to convey some of the required information.	2-3 Some use of technical vocabulary and appropriate language to convey most of the required information in a suitable way for the intended audience.	4 Accurate use of technical vocabulary and appropriate language to convey the required information in a suitable way for the intended audience.	N/A	4

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