Unit title:	Applying Methods and Principles in Project Management
SQA code:	J6TS 48
SCQF level:	8
SCQF credit points:	12

History of changes

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Unit template: January 2022

Unit title:	Applying Methods and Principles in Project Management (SCQF level 8)

Unit purpose

This is about applying methods and principles of project management in line with organisational requirements. This includes ensuring activities are delivered in accordance with the business case and safe systems of work, and involves liaising with and reporting progress to stakeholders, ensuring activities contribute to key milestones and deliverables.

Learning outcome

This work situation involves using project management tools to plan, organise and monitor the progress of activities to achieve production quality performance indicators**.**

Performance requirements	**Knowledge and understanding**
1. Providing support to prepare business cases for approval of activities. 2. Identifying roles, responsibilities and skill sets needed for project activities and resources. 3. Planning and scheduling projects in line with agreed objectives, timescales, and organisational requirements. 4. Managing activities in line with plans and to achieve milestones. 5. Managing change in line with organisational procedures. 6. Escalating to relevant personnel where there are deviations from plans. 7. Identifying, agreeing, and implementing contingencies to mitigate problems. 8. Communicating plan progress in formats to meet the needs of all relevant stakeholders. 9. Reporting on progress in line with organisational reporting procedures. 10. Collating and evaluating lessons learned to contribute to the continuous improvement of activities.	1. Relevant legislation and codes of practice, safe systems of work, risk and impact assessments for activities. 2. The principles and approaches to developing good business cases. 3. Different methodologies to plan and deliver activities and how to apply these. 4. The tools and processes for identifying and analysing risks and opportunities and how to use them. 5. Techniques and tools for monitoring and reviewing risks including when and how to escalate to management. 6. Quantitative and qualitative measures of risk analysis and how to apply these. 7. The importance of monitoring and controlling project performance including accountability. 8. Industry specific tools and software for monitoring performance. 9. The importance of establishing an agreed change control process, and the impact and consequences that changes can have on schedule, resources, and budget.

Additional information about the unit

Assessment (evidence) requirements:

There should be a mix of **product**, **performance** and **knowledge** evidence for this unit.

Evidence should be sourced from routine work activities. **Simulation is not permissible in this unit.**

The evidence should be produced as a by-product of normal work activities. The evidence should relate to the learner's work role.

Examples of product evidence include: business cases and project plans that the learner contributed to. An example of performance evidence is observation of the learner mitigating problems. An example of knowledge evidence is written evidence that the learner understands different project planning methods.

It is unlikely that the learner will be the only contributor to the production of some of the evidence required for this unit. For example, they will likely work with others when producing project plans, in which case the specific role of the learner should be clearly identified.

Further guidance on the assessment (evidence) requirements for this unit, and other units, can be found in the Assessment Guidance document.

Guidance on instruments of assessment:

It is anticipated that most evidence will be generated as a by-product of routine workplace activities carried out as part of the learner's job role. However, there may be occasions when activities must be undertaken to satisfy specific performance requirements or demonstrate specific knowledge and understanding. For example, a workplace may use one project management methodology and the learner will have to produce evidence that she / he is aware of other approaches.

It may be possible for one type of evidence to imply another. For example, a completed project plan (product evidence) may provide evidence of under-pinning knowledge of applying project methods (knowledge evidence). Combining assessment (evidence) in this way is encouraged. However, it is vital that each piece of evidence is clearly related to performance requirements and knowledge and understanding.

Professional recorded discussion and / or personal reflective statements can be used to demonstrate knowledge and understanding.

Additional information about the unit (continued)

Details of the relationship between the unit and relevant National Occupational Standards (if appropriate):

This unit is related to the following National Occupational Standards:

Engineering and Manufacture Suite 4.

Project Management.

Engineering Leadership and Management Suite 4.

Industrial Design.

TECIS30131: Maintain IT project-based documentation.

TECIS30141: Initiate an IT project.

TECIS30142: Develop an IT project management plan.

TECIS30143: Monitor and control the delivery of an IT project.

TECIS30144: Close and review an IT project.

TECIS30145: Manage risks in an IT project.

https://www.ukstandards.org.uk/

Details of the relationship between the unit and other standards or curricula (if appropriate):

Assessment requirements specified by a sector or regulatory body (if appropriate):

Please refer to the Overarching Assessment Strategy for Competence-based Qualification and the associated sector-specific guidance relating to Digital Technology (Diploma in Digital Technology at SCQF Level 8) produced by SQA Accreditation (2022).

Simulation is not permissible in this unit.

Meta-skills signposting:

This unit aligns to the following meta-skills:

- Adapting
- Collaborating
- Communicating
- Critical thinking
- Focusing
- Integrity