

Cambridge TECHNICALS LEVEL 3

# ***BUSINESS***

Cambridge  
TECHNICALS  
2016

Unit 22 – Delivering a business project  
DELIVERY GUIDE

Version 1

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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk). The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

A business project comprises tasks and activities to be carried out in order to reach intended outcomes. Being able to scope and deliver a project is an important skill used in business. Projects require the involvement of many different people both internally and externally to the organisation. The role of the project manager is important in enabling a business project to run smoothly and deal with issues as they arise, such as a change in stakeholder needs, while making sure that the project's objectives are met.

Whilst scoping the project, you need to be aware of internal and external factors which might have an impact on the planning process, as well as how you intend to measure the successful completion and implementation of the project.

As a team you will collectively take responsibility for project management to ensure the successful planning, implementation, monitoring and control of a project. Team members need to be adaptable, i.e. to be able to work with different people in a range of different ways. Team roles and tasks need to be assigned to the correct individual in order to achieve objectives. You will also create an individual plan that defines your own role in the project administration, delivery and support.

This unit will require you to learn and apply the skills necessary to deliver a business project. This could be, for example, to research a marketing campaign and launch it or arrange a sponsored event for charity and then review the extent to which the project has been successful.

**Unit 22 Delivering a business project**

<b>L01</b>	Be able to scope a project
<b>L02</b>	Be able to collaborate to deliver a project
<b>L03</b>	Be able to evaluate the effectiveness of a project against its objectives and own contribution to a project

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite>

**2016 Suite**

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 22)	Title of suggested activity	Other units/LOs	
LO1	Realistic project ideas?	Unit 1 The business environment	LO5 Understand the relationship between businesses and stakeholders
		Unit 2 Working in business	LO5 Understand how to communicate effectively with stakeholders
		Unit 3 Business decisions	LO1 Understand factors to be taken into account when making business decisions
		Unit 16 Principles of project management	LO1 Understand the stages of project management
	Feasibility and viability options	Unit 3 Business decisions	LO1 Understand factors to be taken into account when making business decisions LO6 Be able to use information to make and justify business decisions
		Unit 16 Principles of project management	LO1 Understand the stages of project management
	Project presentation	Unit 1 The business environment	LO8 Be able to assess the performance of businesses to inform future business activities
		Unit 3 Business decisions	LO1 Understand factors to be taken into account when making business decisions
		Unit 16 Principles of project management	LO1 Understand the stages of project management
	Business ethics	Unit 1 The business environment	LO6 Understand the external influences and constraints on businesses and how businesses could respond
		Unit 3 Business decisions	LO1 Understand factors to be taken into account when making business decisions
		Unit 4 Customers and communication	LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications
		Unit 17 Responsible business practices	LO1 Understand how businesses operate responsibly
	Risk management	Unit 3 Business decisions	LO1 Understand factors to be taken into account when making business decisions
	Key elements of sustainable business planning at IKEA Risk management at Brighthouse and Sowerby Bridge Pool and Fitness Centre	Unit 1 The business environment	LO7 Understand why businesses plan
		How to minimise risks when planning and running a charity event for Cancer Research UK	Unit 1 The business environment
	Unit 16 Principles of project management		LO1 Understand the stages of project management LO3 Understand how and why projects are monitored and factors that influence a project
	LO2	Skills and knowledge	Unit 8 Introduction to human resources
Unit 16 Principles of project management			LO2 Understand the skills project managers need to have
Unit 20 Business events			LO1 Be able to prepare for a business event
Unit 21 Being entrepreneurial – evaluating viable opportunities			LO1 Understand what it means to be entrepreneurial
Roles for a project		Unit 8 Introduction to human resources	LO1 Know the factors that are involved in human resources planning
		Unit 16 Principles of project management	LO2 Understand the skills project managers need to have
	Unit 20 Business events	LO1 Be able to prepare for a business event	

This unit (Unit 22)	Title of suggested activity	Other units/LOs	
<b>LO2</b>	Keep together Team members	Unit 20 Business events	LO1 Be able to prepare for a business event
		Working with others	Unit 16 Principles of project management LO2 Understand the skills project managers need to have
	Business project documents	Unit 20 Business events	LO1 Be able to prepare for a business event LO2 Be able to support the running of a business event
		Unit 3 Business decisions	LO5 Be able to use resource, project and change management information to inform business decisions
		Unit 16 Principles of project management	LO1 Understand the stages of project management LO4 Be able to prepare project plans
	The Community Zone	Unit 20 Business events	LO1 Be able to prepare for a business event
		Unit 16 Principles of project management	LO4 Be able to prepare project plans
		Unit 20 Business events	LO2 Be able to support the running of a business event
		Unit 22 Delivering a business project	LO3 Be able to evaluate the effectiveness of a project against its objectives and own contribution to a project
	<b>LO3</b>	Methods of gathering feedback	Unit 15 Change management
Unit 20 Business events			LO3 Be able to review and evaluate if the business event met its objectives
Unit 22 Delivering a business project			LO2 Be able to collaborate to deliver a project
Questions, questions		Unit 5 Marketing and market research	LO3 Be able to carry out market research for business opportunities
Effective feedback Evaluation		Unit 20 Business events	LO3 Be able to review and evaluate if the business event met its objectives
		Unit 22 Delivering a business project	LO2 Be able to collaborate to deliver a project
SWOT		Unit 1 The business environment	LO8 Be able to assess the performance of businesses to inform future business activities
		Unit 6 Marketing strategy	LO5 Be able to use business tools to propose marketing strategies
360 degree feedback		Unit 8 Introduction to human resources	LO4 Understand the importance of monitoring and managing employee performance at work

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Constraints</b>	Restrictions that are placed on a project that may limit the overall outcome; for example, budgetary constraints.
<b>Decisions log</b>	A document that details a list of key decisions that have been made on a specific project which could include the date, a reference, justification of the decision, who agreed the decision, supporting documentation (if required).
<b>Feasibility study</b>	An investigation into the analysis and evaluation of a specific project against specific business criteria such as timings and profit.
<b>Issues log</b>	A document that details the process of identifying and resolving issues. It is a document that requires updating on a regular basis so that the project team can view when issues have been addressed and therefore closed.
<b>Key performance indicators (KPI)</b>	Quantifiable measurements that can be agreed by key stakeholders in order to reflect the success of the business project upon its completion.
<b>Project management tools</b>	Methods that are used when risks and failures could exist; so in order to prevent failure, tools to support planning and organising activities and resources are used to hopefully deliver a successful business project. Examples are Gantt charts and critical path analysis.
<b>Risk register</b>	A risk register should list all identified risks that may affect the outcomes of a business project and detail each risk's severity, timing and predicted frequency.
<b>SWOT analysis</b>	Strengths, weaknesses, opportunities and threats relating to appraising own performance within a project team.
<b>Viability</b>	Predetermined outcomes that need to be met in order for a project to be considered. For example, if a business decides to launch a marketing campaign to attract new customers, the outcomes and success criteria will be judged on how many new customers were gained from the time and costs associated with the campaign. These will differ from business to business.
<b>360 degree feedback</b>	A method of performance appraisal involving an employee's managers, supervisors and peers in order to gain an overall understanding of an individual's performance at work. The data is then fed back to the employee as part of their appraisal.

# MISCONCEPTIONS

## Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<b>Project scope</b>	Learners may understand the phrase but not the different elements that are contained within the process.	<p>Learners could use these websites to help them gain a full understanding of the phrase:</p> <p>Project scope TechTarget <a href="http://searchcio.techtarget.com/definition/project-scope">http://searchcio.techtarget.com/definition/project-scope</a> Straightforward definition and explanation of project scope.</p> <p>How to define the scope of a project IDG Communications <a href="http://www.cio.com.au/article/401353/how_define_scope_project/">http://www.cio.com.au/article/401353/how_define_scope_project/</a> Suggestions on how to define a project's scope.</p> <p>Defining the Project Scope: Tips &amp; Free Template Bright Hub Project Management <a href="http://www.brighthouse.com/project-planning/10057-defining-the-project-scope-tips-amp-free-template/">http://www.brighthouse.com/project-planning/10057-defining-the-project-scope-tips-amp-free-template/</a> Includes links to other web pages on project planning.</p>
<b>Feasibility and viability are the same</b>	Learners should complete some investigations into the main differences between the two concepts to ensure that they can identify the key differences.	<p>Learners could research this website:</p> <p>Difference Between Feasibility and Viability Differencebetween.net <a href="http://www.differencebetween.net/business/difference-between-feasibility-and-viability/">http://www.differencebetween.net/business/difference-between-feasibility-and-viability/</a> Good definitions and distinctions between feasibility and viability.</p>

# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Be able to scope a project		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Realistic project ideas?</b>	<p>Using ideas from the Business News Daily article, learners could consider the research that they could use in order to determine if each project idea would be a realistic option for the local area. Learners should investigate both qualitative and quantitative methods and explain the types with reasons.</p> <p>19 Best New Business Ideas for 2016 Business News Daily <a href="http://www.businessnewsdaily.com/1999-great-business-ideas-2012.html">http://www.businessnewsdaily.com/1999-great-business-ideas-2012.html</a> A list of business ideas to 'inspire entrepreneurial spirit'.</p>	1 hour	Unit 1 LO5 Unit 2 LO5 Unit 3 LO1 Unit 16 LO1
<b>Feasibility and viability options</b>	<p>In pairs, learners could identify five different projects that they could easily set up using their school or college as the main target audience. Once identified, the projects should be analysed in term of their feasibility and viability. The ideas could be shared with the rest of the group with justifications stated. Learners could therefore come to a decision based on their discussions.</p>	1 hour	Unit 3 LO1, LO6 Unit 16 LO1
<b>Project presentation</b>	<p>Learners could be divided into groups of four. Each group could investigate different elements of a project in terms of feasibility and viability, which could include for example:</p> <ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• Requirements (legal and resources)</li> <li>• Ethical issues</li> <li>• Budget considerations</li> <li>• Timelines</li> <li>• KPIs (key performance indicators).</li> </ul> <p>Within each group, learners could investigate one or two of the different categories ensuring that they have a clear understanding of the term, its relevance to delivering a business project as well as examples. Using all the research, learners could then present their findings to the rest of the group.</p> <p>But is it feasible? How to confidently assess project feasibility Project Smart <a href="https://www.projectsmart.co.uk/but-is-it-feasible-how-to-confidently-assess-project-feasibility.php">https://www.projectsmart.co.uk/but-is-it-feasible-how-to-confidently-assess-project-feasibility.php</a> Learners could use this website to aid their research. It provides an overview of feasibility assessments.</p> <p>Stakeholder Analysis toolkit Manchester Metropolitan University <a href="http://www2.mmu.ac.uk/media/mmuacuk/content/documents/bit/Stakeholder-analysis-toolkit-v3.pdf">http://www2.mmu.ac.uk/media/mmuacuk/content/documents/bit/Stakeholder-analysis-toolkit-v3.pdf</a> Sets out stakeholder analysis in a clear fashion.</p>	1 hour	Unit 1 LO8 Unit 3 LO1 Unit 16 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Business ethics</b>	<p>Learners could view these media clips relating to business ethics:</p> <p>Funny Ethics Videos -- Free Ethical Communication DuPont Sustainable Solutions <a href="https://www.youtube.com/watch?v=D3YFkecPShw">https://www.youtube.com/watch?v=D3YFkecPShw</a> A clip showing the 'wrong way' to handle a customer interaction. The video then conveys the relevant ethical principles and the 'right way' to handle the issue.</p> <p>Workplace Ethics Scenarios -- Ethics Video DuPont Sustainable Solutions <a href="https://www.youtube.com/watch?v=izXuboAZzCM">https://www.youtube.com/watch?v=izXuboAZzCM</a> A video showing some situations that lead to the ethical issues in the workplace.</p> <p>Considering the issues that have been highlighted in these clips, in pairs, learners could consider how the issues could subsequently be related to the delivery of a business project.</p>	30 minutes	Unit 1 LO6 Unit 3 LO1 Unit 4 LO5 Unit 17 LO1
<b>Risk management</b>	<p>Learners could view this short risk management video:</p> <p>How to Identify Risks?   Risk Management Video   PMP Video Tutorials Simplilearn <a href="https://youtu.be/7YVCud9BARA">https://youtu.be/7YVCud9BARA</a> Discusses ways to identify risks.</p> <p>Using the information from the clip, learners could identify the main points that are highlighted. Using these points, learners could apply them to the business projects identified from the suggested activity on feasibility and viability options (if it was completed), or a different business project.</p>	30 minutes	Unit 3 LO1
<b>Key elements of sustainable business planning at IKEA</b>	<p>Learners could read the following case study based on IKEA which investigates the key elements of a SWOT analysis in terms of sustainable business planning.</p> <p>SWOT analysis and sustainable business planning Business Case Studies <a href="http://businesscasestudies.co.uk/ikea/swot-analysis-and-sustainable-business-planning/introduction.html#axzz47UKMQhvS">http://businesscasestudies.co.uk/ikea/swot-analysis-and-sustainable-business-planning/introduction.html#axzz47UKMQhvS</a> An IKEA case study.</p> <p>Learners could individually consider the main points of the case study and then contribute to a group discussion based upon their understanding of the main points highlighted by the case study.</p>	30 minutes	Unit 1 LO7

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Risk management at Brighthouse and Sowerby Bridge Pool and Fitness Centre</b>	<p>Learners could individually consider this case study relating to the risks:</p> <p>Brighthouse and Sowerby Bridge Pool and Fitness Centre Association for Project Management <a href="https://www.apm.org.uk/sites/default/files/Brighthouse%20and%20Sowerby%20Bridge%20Pool%20and%20Fitness%20Centre%2C%20Turner%20%26%20Townsend_0.pdf">https://www.apm.org.uk/sites/default/files/Brighthouse%20and%20Sowerby%20Bridge%20Pool%20and%20Fitness%20Centre%2C%20Turner%20%26%20Townsend_0.pdf</a> This project won Community Project of the Year 2011 in the APM Project Management Awards.</p> <p>Learners could then focus on identifying the main risks from the article, the main stakeholders involved in the process, the successful outcomes that were achieved from the project and if and why they consider that they project was or was not deserving of the award.</p>	30 minutes	Unit 1 LO7
<b>How to minimise risks when planning and running a charity event for Cancer Research UK</b>	<p>The Cancer Research UK website enables users to have access to information relating to sponsoring or fundraising for a charity event. Learners could view the Cancer Research UK website in order to identify information that the charity has produced relating to minimising the risks when planning and running an event associated with the charity Cancer Research UK. Examples could include health, safety and legal issues.</p> <p>Practical fundraising help Cancer Research UK <a href="http://www.cancerresearchuk.org/support-us/do-your-own-fundraising/practical-fundraising-help#u2JBQibT4JSGZ1uq.99">http://www.cancerresearchuk.org/support-us/do-your-own-fundraising/practical-fundraising-help#u2JBQibT4JSGZ1uq.99</a> A list of things to think about to help plan a safe, legal and successful fundraising event.</p> <p>In a group, learners could discuss why such information about risks would be important for three separate areas: the organisers, participants and the charity.</p>	30 minutes	Unit 1 LO5 Unit 16 LO1, LO3

# SUGGESTED ACTIVITIES

<b>LO No:</b>	2		
<b>LO Title:</b>	Be able to collaborate to deliver a project		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Skills and knowledge</b>	<p>Individually, learners could identify two skills that they consider are their strengths. They should be able to give instances of when they have demonstrated these skills. Examples could include leadership skills, communication skills etc.</p> <p>Learners could then be divided into groups of four. Within these groups, learners could identify the skills and knowledge that they consider others have within the small group. The findings could then be discussed as a whole group relating to how this could be applied to a potential project team by matching skills and knowledge to individuals.</p>	30 minutes	Unit 8 LO1 Unit 16 LO2 Unit 20 LO1 Unit 21 LO1
<b>Roles for a project</b>	<p>Learners could view the following websites which detail a variety of different project management roles with responsibilities identified. Learners should identify the key features of the different roles in order to determine the skills required and gain further understanding of roles and responsibilities associated with project management.</p> <p>Project Roles and Responsibilities University of Glasgow <a href="http://www.gla.ac.uk/media/media_26397_en.pdf">http://www.gla.ac.uk/media/media_26397_en.pdf</a> Provides a template that can be used to define roles and responsibilities and gives some examples of the roles involved in delivering a project.</p> <p>Project Roles and Responsibilities Cornell University <a href="http://www2.cit.cornell.edu/computer/robohelp/cpmm/Project_Roles_and_Responsibilities.htm">http://www2.cit.cornell.edu/computer/robohelp/cpmm/Project_Roles_and_Responsibilities.htm</a> Sets out main roles in a project team and describes other stakeholders in the process.</p>	30 minutes	Unit 8 LO1 Unit 16 LO2 Unit 20 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Keep together</b>	<p>Learners could be split into groups of five or six individuals. One person could be an observer who will note what happens.</p> <p>Provide each group with a large piece of string placed on the floor in a circle. Initially, all individuals in the group could be invited to sit inside the circle. Once this is completed, all learners should leave the circle and then the circle will be made smaller before the whole group attempts to fit inside the circle once again. Once this is completed, the circle should be made smaller again. The group may now struggle to fit inside the circle so learners will need to be creative and discuss what they could do in order for all learners in the group to fit inside the circle. How can they continue to keep everyone in the circle – feet only, hands etc? This will continue for each round, with the circle being made smaller each time until all ideas have run out.</p> <p>The person acting as the observer should make observations and notes on the different roles that people played, such as the leader, the individual with different ideas, the person who encouraged others, who resolved disagreements, who was always fair etc.</p> <p>At the end of the activity, the learners could discuss what they observed and how this can be related to delivering a business project in terms of roles and responsibilities.</p>	45 minutes	Unit 20 LO1
<b>Team members</b>	<p>Learners could view the images of the British Council flashcards (see resource below). They could each select three different images and identify the responsibilities of the individual within a team situation.</p> <p>Learners could consider how the following may relate to the roles:</p> <ul style="list-style-type: none"> <li>• Compliance with policies and procedures</li> <li>• Work with team members</li> <li>• Show fairness</li> <li>• Participation</li> <li>• Negotiation</li> <li>• Co-operation</li> <li>• Resolve conflicts</li> <li>• Solve problems.</li> </ul> <p>The outcomes could be discussed as a group.</p> <p>Job roles and responsibilities flashcards British Council <a href="https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Job%20roles%20and%20responsibility%20flashcards.pdf">https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Job%20roles%20and%20responsibility%20flashcards.pdf</a> Set of 11 flashcards showing different job roles.</p>	30 minutes	Unit 20 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Working with others</b>	<p>Learners could consider this information relating to advice regarding collaborating with others:</p> <ul style="list-style-type: none"> <li>• Maintain open lines of communication with team members by freely sharing information.</li> <li>• Exchange contact information with your colleagues and create a team contact list.</li> <li>• Contribute to group decisions by stating your ideas and points of view.</li> <li>• Make decisions co-operatively within the team.</li> <li>• Contribute to the team by completing the tasks assigned to you on time.</li> <li>• Get acquainted with new team members by introducing yourself and sharing an interesting fact about your job.</li> <li>• Build a good rapport with your colleagues by participating in group activities</li> <li>• Acknowledge and understand your own strengths and weaknesses.</li> <li>• Acknowledge and use the skill strengths, ideas, and opinions of other team members.</li> <li>• Encourage your team members to share ideas by asking questions and listening attentively.</li> <li>• Always consider the feedback and advice given by other team members.</li> <li>• Phrase your suggestions as questions (e.g. instead of saying “I think we should...” say “What about doing...”).</li> <li>• Let your colleagues know when they are doing a good job.</li> <li>• Respect the feelings, views and values of other team members.</li> <li>• Support and encourage fellow team members by helping those who need assistance.</li> <li>• Do not avoid conflict. Address issues or problems when they happen.</li> </ul> <p>Source: <a href="http://www.esdc.gc.ca/en/essential_skills/tools/wwwo_tip_sheet.page">http://www.esdc.gc.ca/en/essential_skills/tools/wwwo_tip_sheet.page</a></p> <p>Learners could individually identify examples of when they have demonstrated the above bullet points and share these in a group discussion.</p>	20 minutes	Unit 16 LO2 Unit 20 LO1, LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Business project documents</b>	<p>In pairs, learners could research a risk register, issues log or decisions log. Using this research should enable the pair to create a template for a risk register, issues log or decisions log. Once the template is completed, the learners could devise a comprehensive user guide which details information on how the document will aid a business project, how an individual and team will use and complete the document (examples could be shown) and the overall outcomes relating to the document.</p> <p>Learners could view the following websites to aid their research:</p> <p>Creating a Risk Register: A Free Excel Template Bright Hub Project Management <a href="http://www.brighthubpm.com/risk-management/3247-creating-a-risk-register-a-free-excel-template/">http://www.brighthubpm.com/risk-management/3247-creating-a-risk-register-a-free-excel-template/</a></p> <p>What are the 12 Key Elements of a Project Risk Register Template? Continuing Professional Development <a href="http://continuingprofessionaldevelopment.org/key-elements-project-risk-register-template/">http://continuingprofessionaldevelopment.org/key-elements-project-risk-register-template/</a></p> <p>Risk Register Project Management Docs <a href="http://www.projectmanagementdocs.com/project-planning-templates/risk-register.html#axzz4Duw5HLGI">http://www.projectmanagementdocs.com/project-planning-templates/risk-register.html#axzz4Duw5HLGI</a></p> <p>Project Issue Management: Identifying and Resolving Issues MindTools <a href="https://www.mindtools.com/pages/article/newPPM_69.htm">https://www.mindtools.com/pages/article/newPPM_69.htm</a></p> <p>Appendix 7: Sample Issue log Projectmanagement-training.net <a href="https://www.projectmanagement-training.net/appendix-7-sample-issue-log/">https://www.projectmanagement-training.net/appendix-7-sample-issue-log/</a></p> <p>Why you need a decision log Project Management Tips: Guidance for Real Life Situations <a href="http://pmtips.net/blog-new/decision-log">http://pmtips.net/blog-new/decision-log</a></p> <p>Decision Log Free Download Techno-PM <a href="http://www.techno-pm.com/2015/07/decision-register-excel-template-free.html">http://www.techno-pm.com/2015/07/decision-register-excel-template-free.html</a></p>	1 hour	Unit 3 LO5 Unit 16 LO1, LO4 Unit 20 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>The Community Zone</b>	<p>Learners could individually consider the following case study:</p> <p>Jim, Kirsty and Sam are responsible for delivering a community business project called 'The Community Zone' with Ellie co-ordinating in a project manager role. The project started three months ago and the team have six months left before the new facilities will be ready for the community to enjoy. A launch event is planned. The whole project involves the updating of the local children's play park and outdoor leisure facilities, including tennis, mini golf, a swimming pool (heated all year round) and the 'Snack Zone', which will sell bought in drinks and snacks. The areas have been divided amongst the team. Jim has been allocated the large children's play park to focus on, with Kirsty co-ordinating the tennis, mini golf and elements of the swimming pool. Sam is co-ordinating the Snack Zone, half of the swimming pool revamp and the launch event.</p> <p>Ellie has left Jim, Kirsty and Sam to get on with the project but has now realised that she needs to find out some key information. Learners could discuss or write answers to the following questions:</p> <ul style="list-style-type: none"> <li>• How should project manager Ellie check the progress of each individual area of the project? What would you advise?</li> <li>• What documentation may help with this process?</li> <li>• What budgetary issues may the team have encountered to date?</li> <li>• How could the KIPs be measured?</li> <li>• How should any issues be addressed to the team? Explain.</li> <li>• How could critical path analysis aid the business project?</li> <li>• How often should Ellie check the progress of the team? Why?</li> </ul>	1 hour	Unit 16 LO4 Unit 20 LO2 Unit 22 LO3

# SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to evaluate the effectiveness of a project against its objectives and own contribution to a project		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Methods of gathering feedback</b>	<p>Individually, learners could produce a generic list which identifies the various forms of gathering feedback from business when a project has taken place. The different forms of feedback should consider a variety of different stakeholders.</p> <p>In pairs, combining their lists, learners could describe various situations where it would be appropriate to use each method of feedback; for example, using a response card from the users of the new heated outdoor pool as part of The Community Zone (see the final suggested activity for Learning Outcome 2 in this unit) to gain feedback from the users, focusing on the redevelopment.</p>	30 minutes	Unit 15 LO5 Unit 20 LO3 Unit 22 LO2
<b>Questions, questions</b>	<p>Learners could investigate the main differences between open-ended, closed and multiple-choice questions. Learners could then produce a presentation that enables the audience to understand the differences between each type, shows examples of each as well as giving top tips on producing questions that will produce a meaningful evaluation for the original purpose.</p> <p>Learners may find the following websites good for research purposes:</p> <p>Comparing Closed-Ended and Open-Ended Questions FluidSurveys <a href="http://fluidsurveys.com/university/comparing-closed-ended-and-open-ended-questions/">http://fluidsurveys.com/university/comparing-closed-ended-and-open-ended-questions/</a></p> <p>Survey Questions: Get It Right from the Start. Choose the Right Type of Survey Questions. SurveyMonkey <a href="https://www.surveymonkey.co.uk/mp/survey-question-types/">https://www.surveymonkey.co.uk/mp/survey-question-types/</a></p> <p>Likert Scale – What is it? When to Use it? How to Analyze it? SurveyGizmo <a href="https://www.surveygizmo.co.uk/survey-blog/likert-scale-what-is-it-how-to-analyze-it-and-when-to-use-it/">https://www.surveygizmo.co.uk/survey-blog/likert-scale-what-is-it-how-to-analyze-it-and-when-to-use-it/</a></p> <p>Questionnaires SimplyPsychology <a href="http://www.simplypsychology.org/questionnaires.html">http://www.simplypsychology.org/questionnaires.html</a></p> <p>Surveys 101: A Simple Guide to Asking Effective Questions Stephanie Beadell <a href="https://zapier.com/learn/ultimate-guide-to-forms-and-surveys/writing-effective-survey/#best">https://zapier.com/learn/ultimate-guide-to-forms-and-surveys/writing-effective-survey/#best</a></p>	1 hour	Unit 5 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Effective feedback</b>	<p>'Gaining effective feedback from an evaluation can benefit many which could include the organisation, the receiver and the wider stakeholder community. Feedback is important because: it can motivate, improve performance and act as a tool to continue to listen and learn.'</p> <p>Learners could discuss the above statement in small groups in order to produce a guide highlighting the benefits of gaining feedback which could be given to project managers.</p>	1 hour	Unit 20 LO3 Unit 22 LO2
<b>Evaluation</b>	<p>Learners could research on the internet three different projects/events that have recently taken place both locally and nationally. From their research they could identify and consider the appropriate criteria that they think the project team may have used to evaluate the success of the project. Will it be ticket sales, increased knowledge of a sector etc? How do learners think these may differ between the three projects/events? Why do they think this may be the case?</p> <p>Learners could write an article which identifies the three difference projects/events and explains and answers the above questions.</p>	1 hour	Unit 20 LO3 Unit 22 LO2
<b>SWOT</b>	<p>Learners could individually consider when they last took part in any form of group activity. It could have been at an event at school or college, a team exercise as part of a lesson, a team that they are part of for sport, a band etc. Learners could complete a SWOT analysis of that activity in terms of their own personal performance.</p> <p>Once completed learners could discuss their SWOT analyses in pairs. The tutor could then ask for their opinions on the findings, such as were they surprised by some of the weaknesses or strengths.</p> <p>The group could then consider how this tool could be applied to a business project.</p>	30 minutes	Unit 1 LO8 Unit 6 LO5

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>360 degree feedback</b>	<p>The 360 degree feedback process is a system that some businesses use in order to determine the confidential opinions and views of employees from the people who work with them at different levels e.g. managers, supervisors, and peers. It can enable a business to fully inform employees on their performance as part of a team.</p> <p>An existing medium-size business wants to introduce this new system but needs to inform employees of the new process. Learners could produce a 'Guide for Participants' that explains about 360 degree feedback, how it works, what the process entails, how it will improve the performance of future teams in the business. Examples and images could also be used to illustrate points made in the guide.</p> <p>Learners could use the following resources:</p> <p>Feedback - 360 degree Chartered Institute of Personnel and Development <a href="https://www.cipd.co.uk/hr-resources/factsheets/360-degree-feedback.aspx#">https://www.cipd.co.uk/hr-resources/factsheets/360-degree-feedback.aspx#</a></p> <p>What is 360 Degree Feedback? CustomInsight <a href="http://www.custominsight.com/360-degree-feedback/what-is-360-degree-feedback.asp">http://www.custominsight.com/360-degree-feedback/what-is-360-degree-feedback.asp</a></p> <p>360 degree feedback – when it's not just the boss's view that counts! Appraisal360 <a href="https://www.appraisal360.co.uk/">https://www.appraisal360.co.uk/</a></p>	1 hour	Unit 8 LO4



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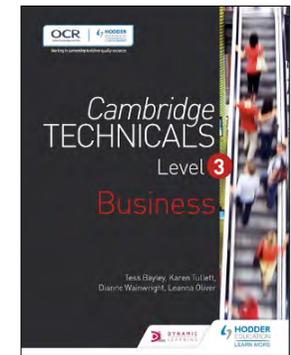
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