



GCE Applied Business (Double Award)

Further Clarification of the Specification

Unit 6 – Project Management

(Internally Assessed)

Pilot Version

This guide should be used in conjunction with the relevant sections of the CCEA GCE Applied Business (Double Award) specification

Engage in research in order to identify the need for the project

Students should be able to understand why research is undertaken before a project commences.

Students will need to be able to identify and evaluate different types of research, for example primary, secondary.

When researching the need for their own project they need to consider the following:

Who is the project for?

Why is the project being undertaken?

Define the scope and parameters of the project

Before the student starts with detailed planning, they need to take an overview of the project. This will define the scope and parameters of the project and hence will look at the feasibility of the project. This step is especially important because it will help the student retain the focus of the project on the aims and objectives identified. It will also provide a framework of what is to follow.

Identify intended outcomes

Students need to be able to identify the intended outcomes of their chosen project. This should be in the form of identifying aims and objectives. Students need to ensure that their objectives are specific, measurable, achievable, realistic and time-framed.

Divide the project into sub tasks

Students need to be able to divide the overall project into sub tasks. This should involve the allocation of roles.

Schedule the tasks to include key target dates and finish dates

If a student knows the sequence and duration of activities this does not necessarily mean that the following question has been answered; “When will the activities need to be carried out?” Scheduling provides this information. Students need to understand that critical activities need to take place at certain times or the entire plan will be disrupted. In order for this to happen resources need to be in place for the critical activity to happen. Students need to understand that this is why scheduling needs to take place. Students need to have the opportunity to use such techniques such as schedules, gantt charts and flow diagrams.

Identify human, physical and financial resources

Students need to be able to identify the resources required for the project and match these to the resources actually available. This will involve the identification of key facilities and materials etc.

Consider health and safety risk assessment

Students need to partake in a risk assessment for the project. They need to consider areas such as health and safety legislation, insurance, first aid provision etc

Allocate Budgets

Students will not be required to draw up complicated cash flow statements etc. However they will be required to identify their sources of finance and keep a record of all incoming and out going money. They only need enough detail to monitor if each activity comes in on or below budget.

Determine ICT access

Students need to identify opportunities to use ICT and arrange for the resources to be available when they require them. Every opportunity should be taken to use ICT.

Liaise with connected stakeholders

Students need to identify stakeholders that they will need to liaise with. They need to identify how and who will liaise with these stakeholders.

Engage in time management and contingency planning

Students need to understand the importance of their own time management and the time management of their team. They must also understand the need for contingency planning.

Identify potential barriers to successful project completion

Students need to be able to identify and plan for potential barriers to the successful completion of their project. This may involve drawing up contingency plans for these constraints.

Explain reasons for possible project drift

If necessary, students need to explain the reasons for project drift and evaluate how this can be avoided in future projects.

Monitor progress and implementation

Students need to learn to use and understand the need for schedules, gantt charts and flow diagrams.

Outcomes and Achievements

Once the project is finished the student needs to evaluate the outcomes and achievements of the project using the bullet points in the specification under the above heading as guidance.