SVQ for IT Users (ITQ) — level 1 (SCQF level 4)

F9CW 04: Project Management Software 1

3 SCQF credit points at SCQF level 4

Description: This is the ability to use a software application that plans, organises and monitors completion of the component tasks within a project in logical sequence, given constraints of people and resource availability. This is not about managing a project although these standards may also be applicable to the project manager.

Outcome **On completion of this Unit the candidate should be able to:**	**Skills and Techniques**	**Knowledge and Understanding**
1 Create and define a project.	1 Create a new project file using templates where appropriate. 2 **Store and retrieve** project management files effectively in line with local guidelines for storage and use of data where applicable.	1 Identify the main components of the project management software. 2 Identify **the information about the project** that must be included.
2 Enter and edit information about project tasks and resources.	1 Enter and edit information about project **tasks.** 2 Apply a **task calendar** for scheduling tasks. 3 Enter and edit information about **resources** for use in the project. 4 Mark any dependencies between tasks. 5 Assign resources to tasks.	1 Identify **types of tasks**, milestones, deadlines and constraints. 2 Identify time and resources required for the project.
3 Update information about project progress.	1 Use **editing** and formatting techniques to update project elements. 2 Update **task status** in line with progress. 3 Update information about resources as required.	
4 Select and use appropriate tools and techniques to display and report on project status.	1 Use filtering and formatting techniques to **display project information** to meet needs. 2 Select and generate **project reports** using pre-defined formats to meet needs.	

Note: The **emboldened** items are exemplified in the Support Notes.

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge and Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this award and encompass a range of evidence types.

General information

This Unit equates to NOS (National Occupational Standards for IT Users 2009) PM: Project Management Software level 1. It has a stated number of SCQF credit points = 3 at SCQF level 4.

Support Notes

Summary

A SCQF level 4 (ITQ level 1) user can use a range of basic project management software tools and techniques to input and edit straightforward or routine information about projects. Any aspect that is unfamiliar will require support and advice from others.

Project management tools and techniques will be described as 'basic' (foundation level) because:

- the software tools and functions will be predefined in templates or commonly used
- the range of entry, manipulation and outputting techniques will be straightforward or routine
- the inputting, manipulating and outputting of the information is in response to prompts and is directed by the project manager

Examples of context which illustrate typical activities which might be undertaken by users:

- updating project calendar with staff holiday information
- editing tasks to update status during project progress

Examples of content are given separately for highlighted text, where explanatory notes are required on terminology in the Outcomes, and do not form part of the standards. Such examples are not meant to form a prescriptive list for the purposes of assessment but rather to amplify and interpret the generic terms used in the Performance Criteria in the light of current usage of ICT systems and software. These examples are subject to change as new tools and techniques become commonplace and older ones drift out of use.

The examples given below are indicative of the learning content and are not intended to form a prescriptive list for the purpose of assessment.

Outcome 1

Project information: Tasks, timescales, resources, stages; Source of information: provided by the person responsible for the project.

Store and retrieve: Files (eg create, name, open, save, save as, print, close, find).

Outcome 2

Task types: Fixed cost, fixed duration, fixed work.

Task information: Duration, status, set reminders.

Task calendar: Working-time calendar, holidays.

Project resources: People, time, costs, equipment.

Outcome 3

Editing techniques: Editing techniques appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position.

Tasks status: Complete, in progress, not yet started.

Outcome 4

Project reports: Task progress, project progress, resource allocation and usage, costs.

Display project information: Task lists, resource assignment.

Guidance on examples of evidence

Typical examples of evidence for Outcome 1

Assessor checklist to demonstrate candidate competence in creating and defining a project. Candidate statements **or** written responses to questions relating to the main components of project management software and the identification of essential project information.

Typical examples of evidence for Outcome 2

Assessor checklist which will demonstrate candidate competence in the entering and editing of information relating to the project tasks and resources. Candidate written responses to questions dealing with the identification of the types of tasks involved in the project and the time and resources required to complete the project satisfactorily.

Typical examples of evidence for Outcome 3

Assessor checklist which demonstrates candidate competence in updating project progress information.

Typical examples of evidence for Outcome 4

Assessor checklist which demonstrates candidate competence in the selection and use of appropriate tools and techniques to display and report on project status. Candidate product evidence ie project reports and project information.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**