

## Higher National Unit Specification

### General information for centres

**Unit title:** e-Learning: Production: Project Management for Content Production

**Unit code:** DE0Y 35

**Unit purpose:** This Unit is designed to develop a broad general knowledge and understanding of the theoretical concepts and principles of project management of e-Learning content production. The Unit develops general principles of project management in the context of the development of online learning, and provides the candidate with the broad background knowledge of project management required for working in a project team.

The Unit is intended as a Unit within a Professional Development Award for practising tutors, trainers, teachers and lecturers. It is intended that the Unit will demonstrate how much can be done with relatively simple resources.

On completion of the Unit the Candidate should be able to:

1. Establish organisational and individual factors influencing project team selection.
2. Plan project development work.
3. Schedule development work in the context of a quality system to a project brief.
4. Manage, develop and modify learning design and production, in the context of evolving international standards.

**Credit value:** 1 HN Credit at SCQF level 8: (8 SCOTCAT credit points at SCQF level 8\*)

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit will be at the discretion of the Centre. It would be beneficial if candidates had some general communication and practical computing skills such as might be demonstrated by the achievement of Units in Communication and Using Information Technology at Intermediate 2. Candidates should have experience of design and delivery of learning in a traditional context. Candidates should have been involved in resource based learning.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

## General information for centres (cont)

**Context for delivery:** This Unit is included in the framework of a PDA Diploma in e-Learning: Production. It is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

**Assessment:** The Unit must be assessed by two short written assessments for Outcome 1 and one for Outcome 2. Outcome 3 and Outcome 4 will be assessed by issuing the candidate with user requirements details for the development of a project, and the candidate will prepare a schedule of development work for that project, meeting the user's needs and the evidence requirements for these Outcomes. The resulting printouts will be representative of the evidence that would be presented to management decision makers in a real life situation.

The two written assessments for Outcome 1 and Outcome 2 will be:

Outcome 1 – Closed book.

Outcome 2 – Open book.

## Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Establish organisational and individual factors influencing project team selection.

#### Knowledge and/or skills

- Management structures, eg function oriented, project oriented, matrix.
- Factors influencing the selection and effectiveness of team members: roles , skills required, personalities, skills overlap and skills underlap, resource erosion, group dynamics
- Communication within the project team
- Influences of different team members and their roles

#### Evidence requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that s/he can:

- Describe different management structures and their influence on project development
- Describe different team member roles and their influence on project development
- Describe **three** factors affecting the selection and effectiveness of the project team, and their influence, selected from the seven shown in knowledge and skills, ie roles, skills required, personalities, skills overlap and skills underlap, resource erosion, group dynamics
- Evaluate the influence of the above factors on communication within the project team

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** e-Learning: Production: Project Management for Content Production

### ***Report Number 1***

Evidence for the above will be gathered from candidates in the form of a short written report. The report will be written under examination conditions. This assessment will be closed book, with the candidate having no access to any materials other than the question paper. Annotated diagrams should be used to support the responses where appropriate. The report will be a response to a prepared brief, with the candidate designing an e-Learning Content Production Team. The report will be about one page long with supporting diagrams annexed.

### ***Report Number 2***

This assessment will take the form of a report prepared and submitted by teams of candidates and assessed collectively for each team.

Each group will be issued with a Project Brief from a college department requiring the establishment of an e-Learning Development team to undertake a specified project. The task of each team of candidates will be to prepare a report for management recommending a suitable structure and make-up of the project team, with references to any problems that may be encountered.

Each group will then appoint a team leader, and by negotiation, each group will allocate one of the above topics, ie management structures, team structures or factors influencing individuals, to each of the team members who then research the topic and prepare a suitable written response. The response from each individual team member should be a short report of about half a page. When all team members have completed their task, the team leader will recall the team and each member shall brief the other members on information gathered. Under the guidance of the Team Leader, the team will prepare a short final report recommending the most appropriate management structure and team structure for the project. This should also include references to at least three factors which may influence the individual team members, with recommendations as to how they may be controlled. References should also be made to the impact which the different structures and factors may have on team communications, recommending contingency plans to avoid any communications difficulties.

Evidence for this assessment will be one copy of the completed report from each team.

### **Assessment guidelines**

It is recommended that centres take the opportunity to encourage candidates to work together in teams to consider these factors influencing project development work.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** e-Learning: Production: Project Management for Content Production

### **Outcome 2**

Plan project development work.

#### **Knowledge and/or skills**

- Establishing the key phases of project development
- Determining the planning tasks in each phase
- Identifying critical factors in each phase
- Establishing Milestones and critical paths in each phase
- Determining the deliverables of each phase
- Determining the resources required for a given project
- Identifying and selecting tools for facilitating project management
- Identifying and managing risk

#### **Evidence requirements**

In order to achieve this Outcome the candidate will produce a project plan. The plan should include the following information: start and finish dates, work hours and times, staff, resources, national and local holidays, pay rates, resource costs.

#### **Assessment guidelines**

The assessment should consist of a written exercise in the format detailed within the Evidence Requirements above.

Each stage should contain a minimum of four sub-tasks.

The candidate should continue to use the Project Brief issued for Outcome 1, detailing the need for a project to be undertaken. A further supplement should be issued to the candidate with more specific details of project requirements.

The written evidence may take the form of short responses referencing each of the above points.

A pro-forma may be used by the candidate to document the responses.

### **Outcome 3**

Schedule development work in the context of a quality system to a project brief.

#### **Knowledge and/or skills**

- Initiating a project schedule
- Determining phase constraints
- Determining Interactive phases and tasks
- Determining resource constraints of each phase

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** e-Learning: Production: Project Management for Content Production

- Determining resource pool
- Assigning resources to tasks
- Identifying resource constraints with the production of various levels of interactivity
- Identifying and applying quality controls
- Determining documentation requirements of project
- Creating base documents for the project including rights documentation
- Generating meaningful annotated reports

### **Evidence requirements**

The candidate will show that s/he can schedule the development of a given project brief which includes all of the above knowledge and skills topics. Success in this Outcome will be evidenced by the production of appropriate reports as required by the project brief. It may be appropriate for a candidate to use a Project Management Tool. The candidate will produce a project schedule.

The candidate will continue to use the same Project Brief specifications as issued previously.

The candidate will select a project management methodology and software support tool to develop a schedule for this brief. In the absence of software tools, the candidate will use the standard formats from their chosen project management methodology.

Using the project management software, or standard formats, the candidate will then be required to produce evidence to meet the tasks outlined above.

### **Assessment guidelines**

If possible, the candidate should have access to appropriate project management software throughout.

### **Outcome 4**

Manage, develop and modify learning design and production, in the context of evolving international standards

#### **Knowledge and/or skills**

- Identifying the main models of learning design
- Factors which affect choice of learning design model
- Identifying the main models of organising online learning production
- Factors which affect choice of production model, including interactivity
- Managing the level of interactivity
- Balancing the requirements of a project with available resources
- Conforming to standards and specifications in Accessibility, Metadata and Content Development

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** e-Learning: Production: Project Management for Content Production

### **Evidence requirements**

The candidate will develop and modify a prepared project schedule to meet the requirements of a given project brief which includes all of the above knowledge and skills topics. Success in this Outcome will be evidenced by the production of reports as required by the project brief.

Using the project schedule as prepared for Outcome 3, the candidate will be supplied with a supplementary list of requirements for modifications to be made to the schedule. The list of modification requirements must include at least one instance of each of the above knowledge and skills topics.

For example, the candidate may be required to develop a project with a minimum level of interactivity, and may be presented with a differing learning design.

### **Assessment guidelines**

If possible, the candidate should have access to appropriate project management software throughout.

## **Administrative Information**

**Unit code:** DE0Y 35

**Unit title:** e-Learning: Production: Project Management for Content Production

**Superclass category:** AG

**Date of publication:** September 2003

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## **Higher National Unit specification: support notes**

**Unit title:** e-Learning: Production: Project Management for Content Production

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

The Unit is primarily intended for lecturing, teaching or training practitioners who wish to use or are using Online Learning in their day to day work.

This Unit is primarily intended to provide candidates with the pre-requisite knowledge and skills required to conduct and manage an online learning project. Candidates should gain skills in the use of project management tools and techniques, including software solutions. As a result, candidates should be encouraged to work with project specifications and use these to learn about the various aspects of project management. If necessary the terminology used in the Unit can be adapted to suit the relevant workplace situation. Candidates should be able to progress to courses in Higher Education that contain significant elements on project management. The whole of this Unit should be centred on the notion of working with others and as such team working should be encouraged throughout.

#### **Outcome 1**

This outcome looks at the factors which influence project development and progression. Essentially, it sets the scene within which a project development team must operate. Candidates should become familiar with relevant terminology and should make use of this in describing influencing factors. Candidates should be encouraged to consider the reasons why a particular organisational structure has been chosen and why other forms of structure are less appropriate or unsuitable. Candidates should also be introduced to the human, organisational, managerial and other factors that influence the productivity of the team. Factors such as roles, skills required, personalities, skills over and underlap, resource erosion, group dynamics, etc, should be explored to highlight the nature of, and problems associated with, working on projects. Candidates should also consider the impact of these factors on communication within the team.

#### **Outcome 2**

Outcome 2 looks at the requirements for planning project development work. Candidates should learn about the phases and sub-tasks in the development of a project schedule and the techniques used in scheduling tasks and resources. Candidates should learn about the importance of deliverables in meeting project milestones and their function.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** e-Learning: Production: Project Management for Content Production

### **Outcome 3**

Outcome 3 is about learning how to prepare a project development schedule. It includes the range of basic project management skills as listed in the knowledge and skills section for this Outcome. It also includes the development of skills in quality control, and documentation. The issue of interactivity is addressed - what it is and why it is a key element of online courses. The consequences of using the tools available to enhance interactivity should be considered and also, how to reconcile these with project constraints such as the available resources.

### **Outcome 4**

Outcome 4 focuses on two linked areas of learning design and learning production. The project manager should be aware of the different possible models which may be followed in each of these areas, and the implications these choices will have for resources.

This outcome also should examine the issues needed to be considered when managing the standards issues which relate to online learning in three key areas - Accessibility, Metadata and Content - and show how to integrate these issues into the project plan.

## **Guidance on the delivery and assessment of this Unit**

This Unit is likely to form part of a group award that is primarily designed to provide candidates with project management knowledge and skills related to the development of online learning applications.

Assessment will be by short responses on a case study which could form the basis for a project that will be undertaken as and when appropriate. Candidates who are in employment may be able to identify a suitable project at their centre, for example, developing an online course for their centre's portfolio, or a training package for a new business or procedure.

## **Open learning**

This unit is ideal for delivery by e-Learning techniques. In particular, centres may wish to consider the Scottish Further Education Unit (SFEU) course on Project Management for Developing Online Learning ([www.sfeu.ac.uk](http://www.sfeu.ac.uk)) as providing guidance on the Knowledge underpinning for this Unit.

If this Unit is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 — publication code A1030).

## **Higher National Unit specification: support notes (cont)**

**Unit title:** e-Learning: Production: Project Management for Content Production

### **Special needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## **General information for candidates**

**Unit title:** e-Learning: Production: Project Management for Content Production

This Unit is about the skills and techniques required to manage an e-Learning Content Production Project. The unit develops the skills required for such activity. The unit has 4 main areas, each corresponding to a discrete outcome.

In the first area (Outcome1) the organisational and individual factors influencing team design are considered. You will investigate the different methods of team construction for a particular e-Learning brief. Next, (Outcome 2) you will develop the skills to enable you to construct a project plan. This will involve you in all the key phases of project planning.

You will then (Outcome 3) develop a project schedule in the context of quality systems. This schedule will also be to a specific project brief. Lastly, you will be considering project planning for e-Learning projects in the context of evolving international standards. This will involve you in managing the development and modification of content design and production. (Objective 4)

Overall, you will be expected to use the knowledge and skills from the Unit to enable you to plan and manage an online learning project.

Assessment will either be by means of short responses to a case study for each of the four Outcomes.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance in all assessed work.