

Examiner Report	
Qualification Name	Higher Education Qualification
Qualification Level	Diploma
Date/ Series	April 2024
Module	IT Project Management
General Comments	
<p>There were a relatively small number of candidates this cycle. The performance on different questions varied dramatically, for example the pass rate on Q6 was twice that of Q4. It is very important that candidates read the entire paper carefully before deciding which questions to answer.</p> <p>In paper A question A1 had a pass rate three times that of A3. The numbers of candidates attempting each question varied widely. A1 was the most popular, with A3 the least . A1 attracting three times as many candidates as A3</p>	
Question no.	comments
A1	<p>Part a) was reasonably well answered by most candidates. Most were able to give a good definition of risk management and describe its importance.</p> <p>Many candidates correctly identified when risk management should occur, during planning stage, but many could not give a justification for the answer and failed to include the ability to identify new risks</p> <p>Part b) Almost all candidates were able to identify five project risks. Some candidates simply listed five headings with no elaboration</p> <p>Part c) This part gave many candidates a particular problem in both defining risk exposure and explaining in detail the differences between quantitative and qualitative methods to calculate risk exposure. Many candidates freely interchanged the probability measures of the quantitative approach with the likelihood approach to calculating the quantitative approach. Many candidates could not correctly justify the approach to calculation for the project scenario presented in the question.</p> <p>Part d) Most candidates were able to give two examples of risk identified in part b but many had some difficulty in explaining relevant actions that would be taken to manage them</p>
Question no.	comments
A2	Part a) was poorly answered by half of candidates. The question required candidates to compare and contrast the usefulness of a

	<p>Gantt chart with an activity network diagram for a project scenario given in the question. Many candidates gave a simple description of either a Gantt chart or an activity network diagram thus losing the opportunity to gain maximum marks. Many candidates were able to highlight sequential activities and the necessity of a network chart to identifying the critical path Many candidates repeated the activity diagram purpose for an explanation of the Gantt chart. Most answers were able to explain the role of the Gantt chart in providing visibility of team workloads and its importance in scheduling</p> <p>Part b) This part was answered correctly by a minority of candidates. The question required the drawing of a full Activity on node diagram and required to show a full and clear indication of times and float for each node. Many candidates were unable to correctly draw an AoN diagram. A good number of candidates incorrectly provided an activity on arrow network diagram. For those candidates who followed the general form of a correct diagram marks were lost for not entering EST/EFT or LST/LFT correctly. In many instances candidates provided a key to provide the clarity asked for as to where in the node an entry was to be made then subsequently entered times in different parts of the node diagram. Many calculations of times were also incorrect In many instances marks were also lost by not including float in the diagram. Answers to this part could have been aided considerably in achieving maximum marks if candidates had adopted a standard labelling convention as suggested in the recommended core texts where times and calculated float with durations would have been explicit and helped guide correct entries.</p> <p>Part c) was generally answered well by most candidates with good definitions of the critical path and naming correctly the critical path route and minimum duration</p> <p>Part d) was reasonably well answered by most candidates. The use of AoN in identifying the needed resources, staffing and equipment was mentioned by most. Mentioning the identification of resource clashes, but the fact AoN does not take into account availability of resources was well observed by those who achieved maximum marks</p>
Question no.	comments
A3	<p>Part a) of this question concerned the monitoring of project finances. Many answers answered the question in terms of the generalities of project management rather than address the question asked which was specifically monitoring and control of project finances, such as timesheets, expenses, and payroll etc.’ The second part of this question asked for discussion on the cumulative expenditure chart. Many candidates found difficulty in describing the structure and the role of the chart in the process.</p>

	<p>Many answered this in terms of project management and not purely financial. A few answers maximised marks by mentioning the usefulness of the chart being enhanced by including future cost estimates.</p> <p>Part b) of this question concerned responsibility for taking action over project overspend. Many candidates were able to give good answers, but failed to mention the need to escalate with an exception report if the overspend was above tolerance.</p> <p>Part c) of this question required an example diagram and explanation of Earned Value Analysis. Answers to this question varied widely with many able to articulate AC, PV, and EV. Very few answers provided a correct diagram. Many answers incorrectly suggested the chart was used in project scheduling and did not acknowledge the variation of progress with costs over time and not acknowledge the use of the chart in assessing the earned value at a particular point being acceptable.</p>
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Question no.	comments
B4	<p>46% of candidates attempted this question, but the mean mark was just 7/25, and the pass rate was only 29%.</p> <p>Part a) Very few candidates were able to identify the 7 principles of ISO9001 and many confused it with a software (rather than generic quality management) standard, stating principles of quality software.</p> <p>Part b) showed that a relatively low proportion of candidates could clearly distinguish software Quality Assurance and Software quality control. Most were able to identify some correct points for quality control in relation to testing.</p> <p>Part c) was answered more successfully, though it had a lower mark tariff. Pair programming was the most common valid example, and relatively few candidates discussed peer review in early stages of design to check consistency with requirements.</p>
Question no.	comments
B5	<p>81% of candidates attempted this question, the mean mark was 10/25, and the pass rate was 48%.</p> <p>Part a) was generally well answered, with candidates providing suitable detail, commonly identifying interviews, observation,</p>

	<p>questionnaires, document examination and workshops. Very few mentioned prototyping.</p> <p>Part b) was misunderstood (or misread) by many candidates who identified the properties of good quality software rather than project objectives.</p> <p>Part c) had mixed quality answers; many students understood the terms correctly and achieved good marks, but there was also common confusion between phased implementation and pilot changeover, with pilot changeover sometimes also being confused with a 'big bang' approach.</p>
Question no.	comments
B6	<p>88% of candidates attempted this question, the mean mark was 13/25, and the pass rate was 59%.</p> <p>This question was very popular, and there were many good answers.</p> <p>Part a). Many candidates identified the correct names for the first 4 stages of Tuckman's model, but a significant number provided vague descriptions or confused the name with the characteristics and position in team evolution. Some candidates omitted this part altogether which is disappointing given the widespread acceptance of the model.</p> <p>Part b) was successfully answered by most candidates. However, weaknesses were in the detailed description of Project board, though most candidates correctly positioned its level of importance and major stakeholders. Project manager responsibilities were the most strongly answered parts of the question, with very good understanding of the role (at the required outline level of detail). Similarly, Team leader was well understood, but more specific and detailed responsibilities (in the form of bullet points) would have attracted higher marks for a significant proportion of candidates.</p>