### SESSION PLAN

**COURSE:** ABE Level 4 Project Management

**ELEMENT:** Element 4 - Project tracking

## **LEARNING OUTCOME 4**

**Explain how a project could be monitored and controlled during the execution phase (Weighting 25%)**

4.1 Explain the concepts of a baseline plan and an approved budget

4.2 Calculate the difference between planned and actual progress

4.3 Explain a range of tactics that could be used to recover lost time

4.4 Discuss how project management software can be used to plan and monitor a project

**NUMBER OF SESSIONS:** Two- approximately 8-12 hours in total, plus homework

**SESSION TOPICS:** Session 9: Understanding planned progress from Gantt charts

Session 10: Comparing planned and actual progress from Gantt charts

**Note to tutors: This is the recommended session plan for Learning Outcome 4 of Element 4 of the ABE Level 4 Project Management. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 9: Understanding planned progress from Gantt charts (4-6 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Use file: **4UPM Tutor Presentation E4**  4.1: Explain the concepts of a baseline plan and an approved budget | 1-3 |  |  |
| Theory behind project tracking and control | Use the slides to explain the core concepts and the steps involved in tracking progress effectively  Introduction  Step 1 – Establish the baselines  Step 2 – Monitor and measure performance  Step 3 – Compare with baselines  Step 4 – Take corrective action  A break could be taken at this point | 4-10 | Work closely with the tutor to understand the core concepts, and ask questions where necessary |  |
| Deriving planned progress from a Gantt chart | Present the single bar Gantt chart as the first example | 11-13 |  |  |
| Deriving planned progress from a Gantt chart | Present the four bar Gantt chart as the second example.  Give the learners plenty of time to work out all the planned percentage values for themselves  Present the summary.  A short break could be taken here | 14-16 | If you have understood the single bar example then you should be able to interpret planned progress for each of the four bars. |  |
| NGL Plant Tutorial Exercise (part 1) | This exercise gives learners the opportunity to analyse a realistic project example (which will be explored further in the next session).  Depending on the time available it could be:  - covered completely in class  - assigned as homework and reviewed next session  - started in class with the remaining parts assigned as homework | 17-18 | Take your time and understand how to calculate planned progress. | E4 LO4 Activity 1: NGL Plant part 1 |

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### SESSION 10: Comparing planned and actual progress from Gantt charts (4-6 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session and learning outcomes | Use file: **4UPM Tutor Presentation E4**  4.2: Calculate the difference between planned and actual progress  4.4: Discuss how project management software can be used to plan and monitor a project  *(Note that 4.3 is included in Element 2’s session plan.)* | 19-20 |  |  |
| Theory behind planned and actual progress comparisons | Use the initial slide to recap the principle of PLANNED progress and remind learners this is not especially useful without having the ACTUAL progress to compare with.  Tracking - summary  Project managers really need to know both figures to be able to analyse the situation. | 21 |  |  |
| Deriving planned % progress from a Gantt chart – and comparing with Actual % progress on the same chart | Present the **single bar** Gantt chart as the first example.  Take it slowly to ensure all the learners understand the core concepts  A short break could be taken at this point | 22-23 | Work closely with the tutor to understand the core concepts, and ask questions where necessary |  |
| Deriving planned % progress from a Gantt chart – and comparing with Actual % progress on the same chart | Present the **four bar** Gantt chart as the second example.  Question 1  Question 2  Question 3  For each question, give the learners plenty of time to come up with the answers for themselves – before presenting and explaining the answer in each case.  A short break could be taken here | 24-30 | If you have understood the single bar example then you should be able to compare planned and actual progress for each of the four bars. |  |
| NGL Plant Tutorial Exercise (Part 2) | This exercise takes the same (planned progress) analysis from last session a step further and introduces written information concerning ACTUAL progress on the NGL project.  Learners are now expected to make a comparison between planned and actual progress for each part of the project – and make some overall analytical comments. Which should include some comments concerning OVERALL progress on the project.  Depending on the time available it could be:  - covered completely in class  - assigned as homework and reviewed next session  - started in class with the remaining parts assigned as homework | 31 | Take your time and understand how to compare planned and actual progress. | E4 LO4 Activity 2: NGL Plant part 2 |
| Project management software | Present the information on project management software and invite the students to determine how it could be useful.  If possible it would be very useful to provide a short demonstration of the software (such as Microsoft Project or Smartsheet) | 32-34 | Think about the advantages of using the software on a real project |  |