

INTRODUCTORY STUDIES FOR PROJECT MANAGERS

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US: 121905000-KM-025

NQF LEVEL: 054

CREDITS: 4

NOTIONAL HOURS: 40

NOTIONAL HOURS: 40

ASSESSOR GUIDE

Name	
Contact Address	
Telephone (H)	
Telephone (W)	
Cellular	

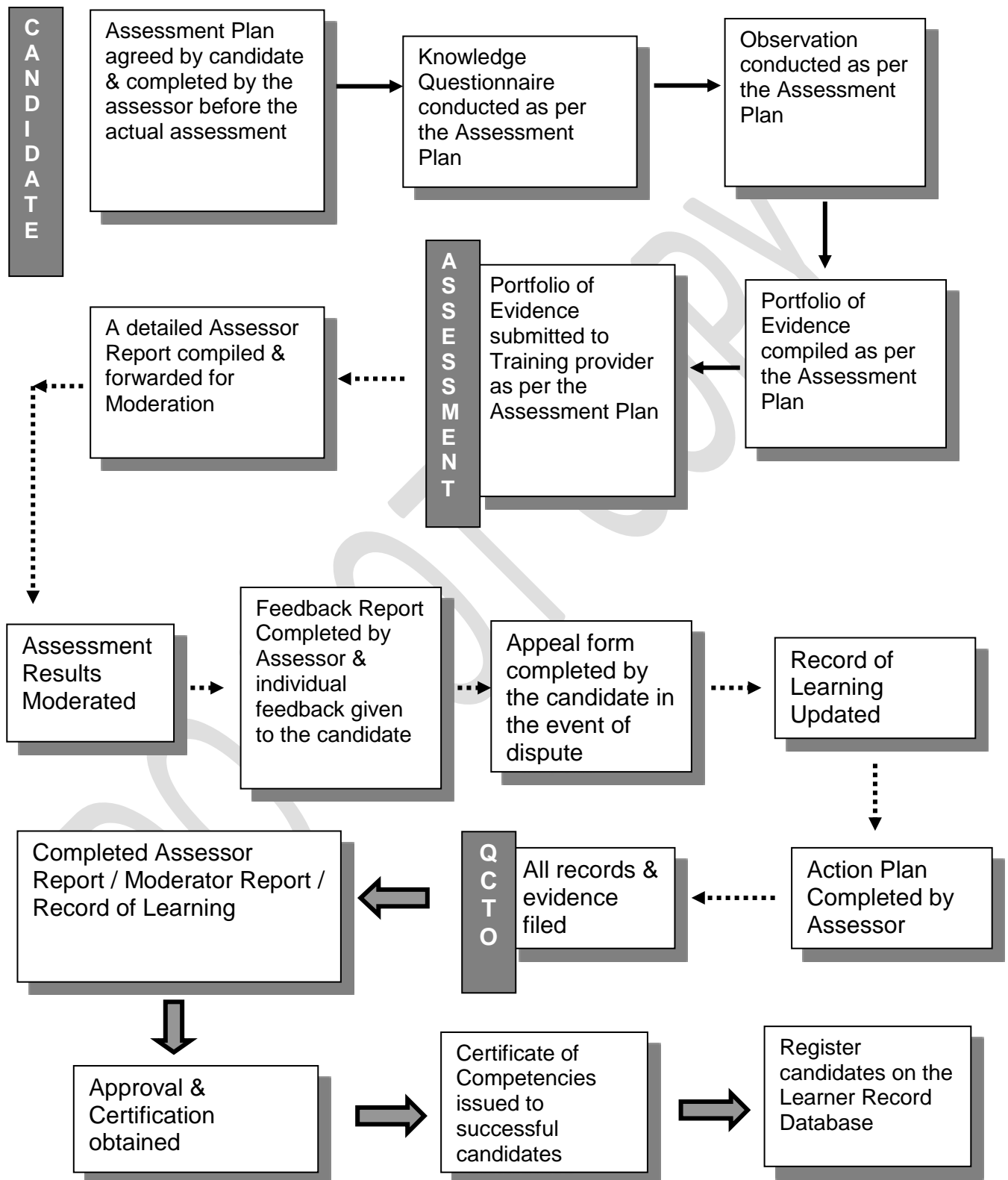
TABLE OF CONTENTS

1.1 INSTRUCTIONS TO THE ASSESSOR	3
1.2 ASSESSMENT PROCESS FLOW	4
1.3 GENERIC GUIDELINES	5
1.4 ASSESSMENT STRATEGY	8
1.5 CANDIDATE ASSESSMENT PREPARATION	9
1.6 INFORMING RELEVANT PEOPLE	10
1.7 AGREED ASSESSMENT PLAN	12
1.8 COMPETENCE JUDGEMENT	15
1.9 EVIDENCE RECORD.....	17
2.0 FEEDBACK	19
2.1 ASSESSMENT EVALUATION	22
2.2 FORMATIVE ASSESSMENT	25
Summative assessment.....	37

1.1 INSTRUCTIONS TO THE ASSESSOR

- This guide includes a marking memo which is a general guide and must not be followed rigidly – use your subject matter expertise and provide feedback in your assessor reports of where any amendments or additions must be made to the memo.
- All work must be completed by the learners in blue or black pen. Do not assess the evidence if completed in pencil.
- IDENTIFY any plagiarism committed and report this on the evidence summary sheets and to the Training Provider.
- Ensure that the declaration of authenticity is signed. Do not proceed with assessment if it is not signed.
- No correction fluid i.e. tippex may be used. If the learner has used tippex, make a circle around the answer and report on this in the evidence summary sheet.
- The proficiency level required for each unit standard in the cluster is **50% per specific outcome per unit standard**. Complete the mark allocation sheet at the back of the section with these results and indicate if the learner may proceed to the exam.
- Ensure that where full marks are obtained that the mark allocation is circled.
- Where marks less than the available marks are achieved, scratch through the total marks and write the obtained mark next to this.
- Assess the learners 1st submission in **red pen** and any remediation in **purple pen**.
- If the learner has achieved any unit standards in this skills programme via another provider, please indicate this on the evidence summary sheet as “exempt” only if a certified copy of the certificate is in the POE.
- All evidence summary sheets must be filled in accurately and completely giving positive as well as constructive feedback to guide the learner where they are NYC.

1.2 ASSESSMENT PROCESS FLOW



1.3 GENERIC GUIDELINES

Assessment philosophies and approaches have changed radically from what most people have experienced in the past. Due to the pressure of changed legislation (SAQA, Employment Equity and Skills Development Acts) and the need to move towards world best practice, the assessment of learners against these standards needs to follow a new approach:

National standards, with their associated outcomes should reflect a vision of learning that is empowering, relevant, transformative - in fact that reflects all of the SAQA principles.

Meaningful learning occurs when a learner has a knowledge base that can be used with fluency to make sense of the world, solve problems and learn to make decisions across new and changing contexts. Consequently assessment must be used as a support to learning rather than to just indicate current or past achievement. Learners need to be self-determined, feel capable, and continually strive to acquire and use the tools they possess in order to learn. They need to be strategic learners who have a repertoire of effective strategies for their own learning. Finally, they need to be empathetic learners who view themselves and the world from perspectives other than their own.

Indicators of such learners are a knowledge and skills base that is increasingly fluent, coherent, principled, useful and goal-oriented. It is therefore critical that assessment be designed to capture such evidence. In other words assessment can be designed to display to the learner models of performance that can be realistically striven towards. Good assessment practice should also indicate to learners the assistance, experiences and forms of practice they require for full competence.

In the traditional schooling experience, student learning was most often measured only by testing specific questions which (1) are tangible and structured and can be administered within a limited time period and (2) usually tap a limited amount of cognitive knowledge and skills.

Now, with the expanded concept of learning, it is increasingly important to remember that paper-and pencil-testing is only one way to collect information about learning. The broader concept of assessment is more appropriate. Assessment includes paper and pencil-testing but should also include other procedures such as rating items on scales, observing learner performances,

critiquing learner products, conducting interviews, and reviewing a learner's background or previous performance by means of portfolios.

The concept of assessment broadens the kind of information that is collected about learners and the way that this information is used in the evaluation of learner learning. Assessment needs to tap into and build upon the strengths that learners, in all their diversity, bring to the learning situation. In other words our assessment strategies should broaden way beyond measuring mere subject-matter acquisition and retention. It should strive for measuring competence in its comprehensive form of practical (doing), foundational (knowing) and most importantly, reflexive (adapting practice to new contexts).

Assessment should offer advice that can be acted upon by both learners and facilitators and constructed accordingly. The assessments must themselves be useful in terms of learners using new knowledge and skills to improve practice.

There is a strong indication that assessment must integrate rather than separate cognitive, affective and skills factors, the most powerful way of achieving this is by referencing to national standards that reflect this integration.

We should strive for a more interactive model of assessment, one that reflects the reality that learners are affected by all forms of testing. In moving away from standardised testing, we should be moving towards standards-based assessment which supports best practice.

In the past, assessment tested a learner's ability to reproduce facts, facts which could often be learnt by rote, facts which had little or no relevance to the learner's context of learning and learning which involved very little critical analysis or critical thinking.

Even practical demonstrations were a mechanical exercise concentrating on a micro, not macro process. Assessment did not involve learners in the process and usually occurred at the end of a course / programme. Learners were ranked and stereotyped as a result of assessment.

Standards-based assessment is assessment which is designed to show what learners understand and what they can do and can apply from what they have learnt. In order to achieve this, learners must understand the purpose of assessment and the methods of assessment; they must develop reflective and self-analytical skills. Assessment must be formative (part of the learning process, not separated from it) be continuous so as to be diagnostic and/or remedial,

show process analysis and product analysis and be transparent (criterion referenced) and self-referenced not norm referenced (not measured against how other learners perform).

Standards-based assessment allows the learner to demonstrate complex learning that integrates knowledge, skills and attitudes / values with understanding and the ability to apply this across new and different contexts (applied competence).

The only reason why these are often divided into separate units is because it is easier to teach them this way, not because they are acquired in this way or because they operate in this way. In the past, different institutions have emphasised different components of performance. However, an integrated approach would suggest that we should recognise all of the components across the whole system. Each component, though, will need to be assessed, and will demand potentially different strategies for assessment within an integrated assessment.

Standards-based assessment needs to measure applied competence, which is not directly observable. Consequently the most reliable assessment is by inferring it from actual performance.

Professional judgement has always been a part of assessment - no matter how scientific. Furthermore, if standards-based assessment is correctly designed, it does meet very realistic requirements of reliability and validity, challenging any of its psychometric alternatives in terms of 'objectivity'.

Add your own ideas about how you should assess learners in your organisation here:

1.4 ASSESSMENT STRATEGY

This assessment exercise will cover the outcomes required in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

Competency will be assessed through class hands on tasks recorded in POE, input and performance based assessment, assignments which will require a fair amount of research and observation in essential embedded knowledge. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards.

A summative assessment will be conducted at end of course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

Qualification	INTRODUCTORY STUDIES FOR PROJECT MANAGERS		Unit Standard Codes	121905000-KM-01
Level	Level 05		Credits	4
Purpose of Assessment	The main focus of the learning in this knowledge module is to build an understanding of Project management careers, the project management framework, project management process and business ethics			
Assessment Procedures	<p>An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices.</p> <p>The QCTO will also conduct external moderation.</p>			
Context of Assessment	Assessment Methods	Assessment Conditions	Who will conduct assessment	Assessment results and feedback

	Written assessments (exercises; assignments; projects) Oral Observation checklist	Input based assessments	Assessor	2 weeks after successful submission
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1.5 CANDIDATE ASSESSMENT PREPARATION

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why your are meeting and the purpose of the assessment.	NQF Framework Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.			
Explain to the candidate how to prepare: Give candidate summative task description.	Summative task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices.	Appeals procedure Moderation procedure		

	Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		
Check with candidate that he/she clearly understands the assessment procedure.			
Comments or questions:			

1.6 INFORMING RELEVANT PEOPLE

The most important person who needs to know all the assessment details is, of course, the candidate. It is vital that the assessor puts the candidate at ease. This involves making sure that all arrangements for the assessment have been made and are discussed with the candidate. As an assessor, part of your responsibility is to make sure that the assessment proceeds smoothly. This means informing other people about what is required. Exactly who needs to know will vary according to the particular requirements of the situation. Some people you may need to contact include:

	Name	Contact details
The learner's facilitator		
The training supervisor of the organisation		
The learner's line manager		
People responsible for managing resources needed to carry out the assessment		
Office personnel at the assessment venue		
People working in the area where the assessment will be conducted.		

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature

1.7 AGREED ASSESSMENT PLAN

Candidate's Name:			
Assessor's Name:	121905000-KM-01		
Unit Standard Title:	INTRODUCTORY STUDIES FOR PROJECT MANAGERS		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.		Training material, Facilitator	Attendance Register
Complete formative assessment		Formative assessment workbook	Completed portfolio of evidence
Complete summative assessment		Summative assessment workbook	Completed portfolio of evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
Assessor roles and responsibility			
Roles	Assessor Guide Feedback Agent Reviewer		
Responsibilities	Consult candidate re assessment, assessment process and plan. Agree assessment process and plan with candidate. Forward documentation to candidate: plan, guide and assessment instruments. Assess candidate with the use of different instruments. Provide feedback on assessment findings. Support candidate through assessment process. Source feedback from candidate on assessment process. Review assessment process and outcome. Use assessment process as opportunity to transform assessment activities and outcomes.		
Candidate roles and responsibility			
Roles	Candidate Feedback agent Reviewer		

Responsibilities	Be available for assessment. Be actively involved in the consultative process. Learn from the assessment process. Provide feedback to the assessor in terms of the assessment as
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	learning activity. Provide feedback to the assessor on the efficacy of the assessment process. Review own role and assessor role in the assessment process.	
Assessment Instruments	Portfolio of evidence Observation checklist Questioning	
Assessment Process		
Step		Date
Evaluation of POE addressing Essential Embedded Knowledge in unit standards. Evaluation of Research Projects and other evidence address specific unit standards. Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage. Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards. Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence. Feedback to candidate regarding assessment findings as well as review process.		
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.	
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.	
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.	
Right to appeal	The candidate must be advised of the right to appeal.	
Accessibility and safety of environment	Step	Date
	Site inspection conducted. Pre-assessment moderation conducted.	
Resources Required	Assignments POE Assessments	
Candidate Signature	Assessor Signature	Moderator Signature
Date	Date	Date

I confirm that:

- I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- I have read and understood the appeal procedure.
- I know that assessments may be moderated or verified by an external party.
- The purpose of the assessment has been clearly explained to me.
- The criteria have been discussed with me, and I know I will be assessed against these criteria.
- I know when and where I will be assessed, and I was given fair notice.
- I know how the assessment will be done, and any other requirements related to the assessment.

Signed: _____

Date: _____

Overall Assessment Decision	Met requirements	Did not meet requirements	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

1.8 COMPETENCE JUDGEMENT

In general competence judgements (decisions) should be based on evidence provided by the candidate. The assessor should evaluate all evidence in terms of –

- Validity (accuracy)
- Authenticity (is it the candidate's own work?)
- Reliability (is this evidence consistent with evidence the assessor have gathered previously on the same candidate?)
- Sufficiency (is it enough on which to base a decision?)
- Currency (is the evidence up-to-date?)
- Consistency (is it evident that this (good) performance will be maintained over time?)
- Fairness (an assessment is fair if it does not disadvantage particular persons)

Criteria *	Checklist	Test
Reliable	e.g. √	
Direct		√
Authentic	√	
Sufficient	√	
Fair	√	
Valid		

* At least one tick should appear against each of the criteria for the grid to be accepted as evidence.

Judgement, in assessment terms can be defined as *“the process of comparing sufficient evidence of a learner's achievements with the required performance criteria and making a decision as to whether or not the necessary competence has been achieved.”* This definition in fact, refers to two stages of the assessment process:

- Comparing the evidence against the criteria for assessment
- Making the decision as to whether or not the necessary competence has been achieved.

It is acknowledged that assessment decisions cannot be made in a vacuum and that a degree of informed subjective judgement on the assessor's part will be necessary. Nevertheless the assessor should be clear about reasons for decisions, since these should form the basis of the feedback to the candidate, both immediate informal and summative (overall).

Note:



It is left completely to the professional judgement of the registered assessor as to how many attempts at each instrument the candidate is allowed.

For this standard, 'handling stock', overall competence should be judged based upon the following criteria:

1. Assessed as competent through
 - Formative activities
 - Summative assessment (tests or projects)
2. If more than one 'not yet competent' is assessed the candidate should be re-assessed after a period of remedial development.

1.9 EVIDENCE RECORD

Assessment is the process of collecting evidence about a person's competence and interpreting it in order to decide whether a certain standard has been reached. Evidence is a set of information or observations that provides proof of the learner's competence.

Note:



Learners need to be fully aware of the standards against which they are being measured. They must be involved in identifying and collecting evidence of their achievements.

Evidence is generally classified into three types:

- | | |
|--------------------------------|---|
| Direct evidence: | The assessor directly observes the learner's actual performance in a workplace. |
| Indirect evidence: | When it is not possible or desirable for the learner to be assessed on own performance in a workplace due to cost or risk / danger. |
| Supplementary evidence: | This type of evidence allows the assessor to infer the learner's competence (i.e. drawing a conclusion by judging evidence). |

These three sources of evidence are complementary sources of information about the learner's competence – they are best used in a mix of all three. Used together they can give a balanced picture of the learner's performance. Using a good mix of all three sources of evidence means that the task of assessing competence can be kept manageable and cost effective.

Number	Candidate name	Competent	Not yet competent

.....
Assessor
.....
Date

2.0 FEEDBACK

The feedback 'sandwich' model used in coaching and training can be used effectively in giving assessment feedback on competencies achieved or not yet achieved. The style in which you give feedback will affect what the learner gains from it, if done incorrectly or unfeelingly, the learner may reject your feedback.

During both informal and summative feedback sessions the following elements are important:

- Plan the feedback session. Choose a comfortable private place where the learner will feel at ease and arrange tea/coffee if possible.
- Plan what you will say. Write notes to focus on key areas of feedback.
- Involve learners as participants in the feedback discussion. They will have a good idea of how well they performed. Do this before giving your feedback.
- Begin feedback by asking the learner how he/she thought they performed. Even if the learner did not meet the requirements, find something positive to say about his/her performance. This must be sincere and the honesty and integrity of your feedback must not be compromised.
- Begin with the good news. Stress positive achievements.
- Make your comments specific to the performance and avoid technical jargon.
- Avoid being judgmental. Focus on the learner's performance, not their personal characteristics or your opinion of them as people.

Feedback can generally be classified into three types:

1. Constructive positive feedback

This feedback focuses on achievement – the strong points of the learner.

- "Excellent!"
- "Well done!"
- "Accurate!"
- "The way you finished off those edges is really admirable – where did you learn that technique?"

2. Negative feedback

This is feedback that is a "put down". It undermines the learner's abilities, and may make him/her feel useless, angry or upset. This kind of feedback is unhelpful because it doesn't suggest how improvements can be made. In fact, this type of feedback often does not even recognise that improvement is possible.

- “Now is that the best you could do?!”

3. Constructive negative feedback

This feedback is critical of some aspects of the learner’s performance, but is considerate of the learner’s feelings and offers supportive strategies to improve performance. Constructive negative feedback emphasises the positive, and always respects the learner’s dignity while communicating bad news. At the same time it offers some options for improvement.

- “Your phrasing was spot on, but perhaps you could consider increasing the pitch or even the tempo.”

In addition, to the informal feedback given to candidates after the completion of the assessment instruments. A final or summative feedback on their status as competent / not competent needs to be given to candidates. As evidence this has happened the following table needs to be completed:

Evidence of feedback		
Standard : Level : Assessor : Candidate ... Date of final assessment ...		
Evidence criteria	Achieved	Not
1. Constructive		
2. Timeous (according to Plan)		
3. Correct mode / medium		
4. Participative		
5. Developmental		
6. Accurate		
7. Specific		

8.	Documented		
9.	Directed to correct parties		

Signing off date :

.....

Assessor

Candidate

Please note that faxed, signed documents are fully accepted as evidence provided original copies are available for verification upon request.

2.1 ASSESSMENT EVALUATION

No training and assessment system is perfect. Standards-based assessment has many advantages over other forms of assessment. It is a dynamic system which is subject to constant monitoring and review. Minor modifications may be necessary when assessment is carried out. For example, instructions which an assessor thought were very clear may not seem clear to learners, even though they understood what was being assessed and why. In this situation the remedy is simple: change the instructions to make sure that the next learner will be able to understand them.

However, more substantial changes to assessment policy and strategies may be required. Circumstances change with time, so that assessments that were valid, reliable, flexible and fair last year (or last week) may not still be so currently. Ideally an organisation should have an assessment review policy, but even in its absence, assessors should review their own assessments regularly against these criteria. After the assessment policy and strategies have been reviewed, changes should be made as soon as possible and the appropriate bodies, including the ETQA and future candidates, must be notified.

There are three major ways of evaluating assessments:

- Gathering feedback from learner
- Reflection by the assessor
- Comments from other people such as verifiers and moderators

Assessment should reflect the applied competence required in the workplace. If learners are judged to be competent in certain areas yet are unable to demonstrate competence in the workplace there is obviously something wrong with the assessment.

Records of assessment activities and results can provide valuable information. Monitoring of these activities and results means that information can be contributed to any review of the assessment system. As a registered constituent assessor you play an important role in suggesting improvements to procedures.

If an organisation commits itself fully to implementing a standards-based assessment system it will probably plan a quality process, and provide comprehensive and appropriate review processes, and documentation detailing the process. Here are some practical review pointers:

Methods

- Evaluation / review of assessment methods, instruments and national, registered standards and qualifications
- Distribution of questionnaires
- Individual and group discussion
- Structured interviews

Information to be gathered

- Number of assessments requested, number of assessments completed, number of successful achievements, and number of non-achievements
- Locations
- Standards assessed
- Appeals
- Special needs identified
- Reporting aspects – linking to systems
- Feedback from learners and assessors on the process, the tools, the difficulties experienced and suggestions for improvement
- The costs involved

If an organisation commits itself fully to implementing a standards-based assessment system it will probably plan a quality process, and provide comprehensive and appropriate evaluation / review processes, and documentation detailing the process.

The following assessment evaluation questionnaire should be completed as a suitable sample of candidates and other key stakeholders who have been involved with the assessment, and kept both as evidence and information to drive the evaluation process:

Assessment evaluation questionnaire

Name...

Date...

Role :

☐
☐
☐
☐

Candidate
Co-assessor
Potential Candidate
HR Staffer

☐
☐
☐
☐

Line Manager
ETD Practitioners
Shop Steward
Moderator

Review dimension	Achieved	Not	Evidence
Were the principles / criteria for good assessment achieved?			
Did the assessment relate to the registered standard?			
Was the assessment practical?			
Was it time efficient and cost-effective?			
Was the instrument design sound?			
Was the scoring fair and understandable?			
Was venue and equipment functional?			
Were special needs identified?			
Was feedback and communication acceptable?			
Was the assessment constructive?			
Was the evaluation and appeals process apparent and user friendly?			
Is there an evaluation process visible?			

2.2 FORMATIVE ASSESSMENT

Question 1 (KT0101)

List and most common career choices of project management course [10]

Model answers

- **Assistant Project Manager:** This is an entry-level position in which you would work side-by-side with experienced project managers to help accomplish tasks and learn the ropes of project management.
- **Associate Project Manager:** This is another entry-level position in which you would work with other project managers to oversee a project.
- **Business Project Manager:** This is typically a corporate position that may work with clients, work within company infrastructure, or consult with other business projects.
- **Contract Project Manager:** As a contractor you would not have the same responsibilities as a full-time project manager. Contract project managers must apply skills to new situations and work well with strangers.
- **Construction Project Manager:** Project management within the construction industry involves supervision of construction projects. Examples of tasks may include supervising the building of residential homes, commercial properties, or other building projects.
- **Information Technology (IT) Project Manager:** In this position you would work with computers, servers, and entire networks, including building and maintaining computer systems.
- **Product Manager:** Within this position you would focus on a specific product, its manufacturing, promotion, and pricing.
- **Project Coordinator:** This is another entry-level position that focuses on doing lighter tasks, such as planning and organization, that assist the main project managers.
- **Senior Project Manager:** This is the highest position that you can obtain as a project manager. It takes about ten years of experience as a project manager to become a senior project manager.
- **Software Project Manager:** This position is similar to an IT project manager, but it deals specifically with updating software. In this position you would need to oversee the development and improvement of existing and new software

[illegible]

Question 2 (KT0102)

State and explain skills required for a project manager?

- **Communication**: Project managers spend most of their time communicating with staff, reporting progress or problems to clients, or negotiating with vendors. Verbal and written communication skills are keys to success. They may be called on often to give presentations, so it is important to be comfortable using presentation software and speaking in front of large groups of people.
- **Leadership**: The ability to lead and motivate a team is critical to progressing any project. Project managers need to resolve personality conflicts and boost team spirit while also guarding against late or sloppy work.
- **Management**: To work effectively, managing people is essential. From delegating work to holding individuals accountable, it's a project manager's responsibility to set goals, evaluate performance, and encourage collaboration.
- **Negotiation**: Project managers will negotiate with clients on an appropriate schedule and scope of work. They will bargain for certain resources and manpower. Knowing how to negotiate to get what they need to succeed and keep everyone involved satisfied is a skill developed and improved through experience.
- **Organization**: Project managers are unlikely to be successful if they are sloppy or forgetful. Because they are juggling so many different aspects, they need to be

-
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- I. Define Project management framework
- II. What are the basic elements of project management frame work?

- 28 | Page Assessor guide

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Question 6 (KT0202)

- I. What is project management?[1]
- II. What is the name of a person responsible for managing a project [1]
- III. State the responsibilities of a project manager [5]
 - I. is the discipline of using principles and procedures to manage a project from conception through to delivery of an outcome, such as an application, event, product or service.
 - II. Project Manager
 - III. Project scoping, scheduling, and approvals
 - Resource management
 - Budget management
 - Risk management
 - Status reporting to team members and stakeholders

Question 7 (KT0205)

What is the role of a project manager [8]

- Planning and Defining Scope
- Activity Planning and Sequencing
- Resource Planning
- Developing Schedules
- Time Estimating
- Cost Estimating
- Developing a Budget
- Documentation
- Creating Charts and Schedules
- Risk Analysis
- Managing Risks and Issues
- Monitoring and Reporting Progress
- Team Leadership
- Strategic Influencing
- Business Partnering
- Working with Vendors
- Scalability, Interoperability and Portability Analysis
- Controlling Quality
- Benefits Realisation

Question 8 (KT0206)

How does unanticipated Environmental Changes affects a project

(disasters or economic shifts) can affect the project at any stage of its implementation.

Question 9 (KT0207)

State and explain five phases of project management.[25]

- Initiation
- Planning
- Execution
- Performance monitoring
- Closure

Note learners should expand the above points

[illegible]

Question 10 (KT0208)

- I. Define Stakeholders: [1]
- II. What is the focus of project governance? [5]
 - I. *"An individual, group, or organisation who may affect, or be affected by, or perceive itself to be affected by, a decision, activity or outcome of a project"*

II. Strategic Alignment

- Structured Authority Levels and decision making
- Following Processes and Procedures
- Communication standards, processes and procedures
- Guidelines to align the project objectives with the strategic direction and targets
- Processes for stage gate/phase reviews, project reviews, identifying lessons, change and configuration control, decision making

[illegible]

[illegible]

Question 11 (KT0403)

The consumer protection act and the Bill of Rights allow consumer certain rights. You are required to state and explain any 5 consumer rights.[10]

1. Right to privacy.
2. Right to choose your product.
3. Right to fair and honest dealing.
4. Right to disclosure of information.
5. Right to fair and responsible marketing.
6. Right to accountability by suppliers.
7. Right to fair value, good quality and safety.
8. Right to fair, just and reasonable terms and conditions.
9. Right to Equality in the consumer market and protection against discriminatory marketing

Note Learners should expand the above points

[illegible]

Question 12 (KT0406)

Explain the term managing stakeholder expectations [4]

When expectations of the stakeholders are actively managed, the project gets a higher likelihood for success. The project manager should continuously negotiate and influence desires of the stakeholders to achieve strict conformity of project goals and expectations and maintain the project management effort.

[illegible]

Total marks are

Learner achieved _____ marks.

Assessor Name _____

Summative assessment

Question 1 (KM-01- KT0104, KM-01 KT0105)

You are required to visit any college of your choice and ask how they deliver their project management qualification and how they assess the final assessment.

Attach your findings in the POE

Note Assessor discretion can be applied

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Question 2 (KM-02- KT0202)

- I. What is a project portfolio?[1]
- II. *Define Project Portfolio Management (PPM)* [2]

- I. is the group of projects being worked on by an organization.
- II. is typically a function of the PMO team and is a formal approach to orchestrate, prioritize, and analyze the potential value from a set of projects. An organization that employs project

portfolio management centralizes the identification, prioritization, authorization, and management of projects within a portfolio

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Question 3 (KM-02- KT0203)

What is Operations Management and give a clear example of any operational management?[6]

Note: Assessor discretion can be applied

[illegible]

Question 4. (KM-02- KT0204)

- I. Define the Value Triple Constraint [3]
- II. Write a summary of the Value Triple Constraint **Tracking Four Distinct Phases** [10]
 - I. is an evolution of the Triple Constraint. It is a framework for measuring the on-going value delivered through projects and for bringing to light the "value left behind"
 - II. **Realization Phase.** This is where we implement the output product or service and begin to harvest the results. Naturally, we want to deliver a positive value. In reality, this may be considered mostly outside the project, since it occurs after the project is complete.
 - **Delivery Phase.** This is our current focus of attention. It consumes most of the effort, attention and costs of the project. It is the phase where we apply the classical triple constraint. However, the conditions for business success are largely set before this phase, outside the actual project. Also, while the project is being delivered, the eventual benefits are being delayed and so speed of delivery is important.
 - **Decision Phase.** This is the phase where we select among the many to decide which projects will go forward and when. Although this phase doesn't consume significant costs or effort, it does often consume significant calendar time. It focuses on cost-benefit, not value delivered.
 - **Identification Phase.** This is not a phase with which many organizations are even familiar. There is a point at which we recognize that there is an opportunity. However, that opportunity may have existed for many months or many years. Just because we didn't see it until now, doesn't mean it didn't exist.

[illegible]
