



## **National Unit specification: general information**

**Unit title:** Construction Project Management: An Introduction  
(SCQF level 6)

**Unit code:** H65W 46

**Superclass:** TF

**Publication date:** January 2014

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

This Unit aims to introduce learners to some of the fundamental aspects of site management by increasing the learner's knowledge and understanding of the skills required by a manager in the modern construction/civil engineering industry. The Unit will develop the learners understanding of the management team and the administrative roles and strategies used to organise and manage a construction project.

This Unit is suitable for learners embarking on a professional career in either civil engineering, construction management or the built environment in general. The Unit is aimed at learners with limited or no experience of either profession.

### **Outcomes**

- 1 Explain the relationship between members of the site management team and other interested parties.
- 2 Describe the day-to-day administration duties of the site manager.
- 3 Describe the advantages of having regular site meetings.
- 4 Analyse programmes and schedules and extract information from them.

### **Credit points and level**

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

### **Recommended entry**

Entry is at the discretion of each learning centre.

## **National Unit specification: General information (cont)**

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(SCQF level 6)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If the Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. ASPs are available on SQA's secure website. (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: statement of standards**

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(SCQF level 6)

Acceptable performance in this Unit will be satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Explain the relationship between members of the site management team and other interested parties.

#### **Performance Criteria**

- (a) Explain the working relationship between the contractor and the client's design team.
- (b) Explain the working relationship between the site manager and the quantity surveyor.

### **Outcome 2**

Describe the day-to-day administration duties of the site manager.

#### **Performance Criteria**

- (a) Describe the type of information that should be included in a site diary.
- (b) Describe the process adopted by a contractor from when the client's representative gives a verbal instruction to the contractor being paid for work.

### **Outcome 3**

Describe the advantages of having regular site meetings.

#### **Performance Criteria**

- (a) Describe the advantages of having construction team meetings.
- (b) Describe the advantages of having project team meetings.

### **Outcome 4**

Analyse programmes and schedules and extract information from them.

#### **Performance Criteria**

- (a) Select components from given information.
- (b) Identify when components are required from the site programme.

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

**Unit title:** Construction Project Management: An Introduction  
(SCQF level 6)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that the learner has achieved all Outcomes and Performance Criteria.

Written or recorded oral evidence is required by the learner to demonstrate competence by meeting the standards specified in the Outcomes and Performance Criteria. Evidence must be obtained under controlled, supervised conditions. Assessment will be at appropriate times throughout the duration of this Unit. Assessment of Outcomes 1–3 will be closed-book and each Outcome will last no more than 45 minutes. Outcomes 1–3 may be assessed in a single paper with duration not to exceed 2 hours.

An appropriate instrument of assessment for Outcomes 1–3 will be a question paper consisting of structured questions.

### **Outcome 1**

This Outcome will provide the learner with an understanding of the relationship between members of the management team and clients representatives.

A learner's response can be judged to be satisfactory where evidence provided is sufficient to meet the requirements for each item by showing that they can:

- (a) explain the working relationship between the contractor and the clients design team.
- (b) explain the working relationship between the site manager and the quantity surveyor.

This assessment will be covered by a short written response for each question. The response should be 100–150 words.

### **Outcome 2**

This Outcome will provide the learner with an understanding of the importance of keeping a site diary and the processes involved to ensure claims for payment are prepared.

This assessment is divided into two areas whereby learners will be expected to:

- (a) describe at least eight entries that would be included in a site diary.
- (b) describe the process which allows the contractor to be paid for work carried out.  
100–150 words.

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

**Unit title:** Construction Project Management: An Introduction  
(SCQF level 6)

### **Outcome 3**

This Outcome will provide the learner with an awareness of the benefits of holding regular site meetings, their content and the roles of personnel involved.

Learners will be expected to produce short reports to demonstrate their knowledge and understanding by describing the advantages of:

- (a) having regular construction team meetings. 100–150 words
- (b) having regular project team meetings. 100–150 words.

### **Outcome 4**

This Outcome will provide the learner with a simulated work setting whereby learners will participate in the analysis and extraction of correct information from contract documents such as programmes of work, drawings, specifications and schedules. Duration 1 hour.

Outcome 4 is open-book and takes the form of a classroom based project whereby learners will be asked to analyse and extract information from given contract documents to include a Gantt chart, working drawings, specifications and schedules.

The assessor must ensure that evidence is authenticated as the learners own work under these assessment conditions.

An appropriate instrument of assessment for Outcome 4 will be a question paper consisting of a balance of short answer and structured questions relating to given project drawings, schedules and programmes.

Learners can work on their own or in groups of two to four. This assessment is project based. Learners will be given a complete set of contract drawings/schedules for a small housing development.

Learner's will be able to demonstrate their knowledge and understanding by analysing the given information in response to structured questions.



## **National Unit Support Notes**

**Unit title:** Construction Project Management: An Introduction  
(SCQF level 6)

Unit Support Notes are offered as guidance and 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**

This Unit has been developed as an optional Unit within the National Certificate Built Environment and the National Certificate Civil Engineering at SCQF level 6. This Unit can be delivered as a stand-alone Unit.

This Unit will introduce learners to the main elements of construction project management by increasing learner's awareness in areas such as relevant communication links, relationships between key team members, significance of regular meetings and the importance of analysing contract drawings, specifications, schedules and programmes.

Health and safety, and sustainability are integral and key features in the construction/civil engineering industry therefore throughout this Unit emphasis will be placed where appropriate on the application of health and safety, and sustainability.

### **Guidance on approaches to delivery of this Unit**

It is recommended Outcomes are completed in the sequence presented.

It is envisaged this Unit is taught within a classroom environment. Learning can be reinforced by organised site visits where learners will be able to relate their knowledge and understanding to a realistic working environment.

Extensive use of example drawings and documents should be used throughout the learning experience to enhance the learner's knowledge and understanding of the processes and activities required to manage a medium sized construction project.

It is assumed learners will have little or no previous knowledge of how a construction project is managed. It is therefore recommended that the use of case studies are used for both learning and assessment purposes.

## National Unit Support Notes (cont)

**Unit title:** Construction Project Management: An Introduction  
(SCQF level 6)

### Guidance on approaches to assessment for this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Evidence will be gathered at appropriate times throughout the delivery of this Unit. Written or recorded oral evidence is required by the learner to demonstrate competence by meeting the standards specified in the Outcomes and Performance Criteria. Evidence should be obtained under controlled, supervised conditions.

Preparation for summative assessment should include formative work with appropriate opportunities for constructive feedback throughout each Outcome. Re-assessment should be carried out within the time allocated for the normal delivery of the Unit using alternative assessment materials. Where re-assessment occurs it should be carried out under similar controlled conditions.

The Assessment Support Pack for this Unit will provide appropriate sample assessment materials. Where centres wish to use their own assessment materials they should refer to the Assessment Support Pack to ensure a comparable standard is met. Prior verification of assessment materials should comply with procedures set out by SQA.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core and other essential skills

In this Unit learners will:

- ◆ analyse written and graphical information from given contract documents such as: Gantt charts, drawings, specifications and schedules.

## National Unit Support Notes (cont)

**Unit title:** Construction Project Management: An Introduction (SCQF level 6)

Learners are offered the opportunity to develop aspects of Core Skills through:

- ◆ *Information and Communication Technology (ICT)*
- ◆ *Problem Solving*
- ◆ *Numeracy*
- ◆ *Communication*

Additional components of the Core Skill of *Problem Solving*, such as Planning and Organising and Critical Thinking will be developed as learners undertake this Unit. Learners will be required to take account of a range of factors in order to work efficiently such as interpretation of Gantt charts, drawings, specifications and schedules.

There are opportunities to develop Core Skills of *Information and Communication Technology (ICT)* by researching management structures within the construction/civil engineering environment.

There are opportunities to develop the Core Skills of *Numeracy* skills through the interpretation of information from contract programmes and drawings.

There will be opportunities for learners to develop Core Skills of *Communication* through the knowledge part of the assessment. As learners complete tasks with peer and lecturer assistance they will interpret specifications and schedules from suitable drawings and communicate time scales.



## History of changes to Unit

| Version | Description of change | Date |
|---------|-----------------------|------|
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## General information for learners

### **Unit title:** Construction Project Management: An Introduction (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to understand the connection between members of a construction team and how they communicate with representatives of the clients design team.

You will develop your knowledge and understanding relating to the administrative duties a manager would be expected to undertake on a day-to-day basis whilst managing a modern construction project.

You will explore the necessity of having meaningful regular site meetings with other professionals related to a construction project.

This Unit aims to give learners a basic understanding of the importance of planning a project and how the programme links with key times and activities which can be closely associated to the use of specifications, working drawings and schedules. You will have an opportunity to explore, analyse and extract relevant information from contract programmes and working drawings.

Assessment is closed-book for Outcomes 1 through to 3. Outcome 4 is open-book and takes the form of a classroom based project whereby you will be asked to analyse and extract information from given contract documents to include a Gantt chart, working drawings, specifications and schedules.

You will be offered the opportunity to develop aspects of Core Skills through:

- ◆ *Information and Communication Technology (ICT)*
- ◆ *Problem Solving*
- ◆ *Communication*
- ◆ *Numeracy*

There are opportunities to develop Core Skills of *Information and Communication Technology (ICT)* by researching management structures within the construction/civil engineering environment.

There are opportunities to develop the Core Skills of *Numeracy* skills through the interpretation of information from contract programmes and drawings.

There will be opportunities for you to develop the Core Skills of *Communication* through the knowledge part of the assessment. As you complete tasks with peer and lecturer assistance they will interpret specifications and schedules from suitable drawings and communicate time scales.