

Module name	Construction Project Management
Module code	PMA6CPM
Assignment	1
Level	6
Programme start month and year	March 2022
Assignment due time and date	[REDACTED]
Pass mark	40
Word count	2,000
Assessment weighting	40%

*for further information see the Word count and overwriting section.

Submission details

For this assignment, you are required to submit:

- a report as a Word (or similar) or PDF file.

Please refer to the Assessment preparation area of the module for further guidance.

Submission of assignments

All assignments must be submitted online in the module area of the VLE. The assignment submission link opens 21 days before the due date. Please refer to the information provided in the 'Assessment preparation' week for general submission guidance.

NOTE: Postal submissions will not be accepted.

Learning outcomes

Code	Description
LO1	Demonstrate a systematic understanding of the function of project management in property, construction and the project lifecycle; and of the concepts, theories, principles and techniques associated with construction project management at strategic and operational level.
LO2	Critically apply established techniques of analysis and enquiry to construction project management and use judgement to evaluate a range of solutions.
LO3	Provide appropriate construction management advice to organisations in order to meet objectives while meeting required standards of ethics and governance.

Scenario

You are a Senior Project Manager within an external consultancy appointed by your client, and this is the first of a series of projects to be delivered; your client is an international, commercial, provider of Further Education colleges seeking to roll out a programme of new build facilities to enhance their existing estates and you will be using a JCT D&B contract.

Your client has a small internal design team who have concluded the concept design.

The new build will be provided over six floors with identical floor plates, classrooms and computer laboratories, over five floors, with generic facilities, a reception, catering, and communal amenities, at GL and building services plant located at basement and roof levels; external landscaping is basic, with parking for bicycles to be provided at GL.

Construction comprises a steel frame and part glazed external cladding. A central core provides service risers, lift and fire escape facilities and toilets and showers will be provided using pods manufactured offsite.

The project programme is envisaged as 52 weeks inclusive of fit-out post contract and your client is keen to tender the construction work imminently.

Task

Your director has asked you to provide a report for the client focused on the key challenges to be addressed as part of the delivery of this project. Your report should focus upon the following:

- a critical analysis of the key challenges which may impact the management of the project programme.
- a critical evaluation of the professional team and key stakeholders who may be required to deliver the project making best use of the time available.
- a critical appraisal of key methods the project team may use to assure the required value, quality and cost deliverables are achieved.

Additional guidance

You **must** provide a report within the context of the scenario provided.

Your report must include cover/title page, introduction, conclusion, and recommendations.

An executive summary is **NOT** required.

Appendices are **NOT** required.

Clearly state any assumptions within your work.

Reference list and bibliography

You should include a **reference** list with a minimum of **six** separate relevant and appropriate sources you have written about and cited within your work.

A bibliography is **not** required.

Further information to support you with this assignment is available within the study materials for this module on the UCEM VLE. If you have any questions about this assignment, please contact your Module Team using the Assignment forum in the relevant Assessment preparation week on the VLE.

Marking guidance for this activity

This guidance is designed to help you to do as well as possible in your assessment by explaining how the person marking your work will be judging it.

Your work will be assessed in relation to the requirements set out in the **assessment criteria marking guide** at the end of this document and the **grading guidance section** below.

It is recommended that you read both of these sections before starting your assessment to learn what will help you to achieve the highest marks. Once you have finished you should review the assessment before submitting it, to check you have done what is required to achieve the highest marks.

When you receive your feedback from your tutor you should clearly be able to see which categories you gained marks in and, where relevant, recommendations about how to improve your performance going forward.

Grading guidance

This grading guidance section explains in more detail what a submission for **this assessment** should include in order to achieve a mark at the threshold, good and excellent standards.

Threshold

You will have produced a clear and concise report which explains and describes with some critical discussion the challenges of managing a project programme, the need to address the key members of the professional team and stakeholders who may impact the delivery of the programme, and value, cost, and quality control. Your report will include references to current best practice that you have found via research. You will have clearly presented and applied your answer to the given scenario. All discussions should relate to the scenario and should be supported by the minimum number of references.

Good

You will have met the criteria for Threshold and produced a relevant and sound report which critically appraises the most effective ways to manage the programme relative to the scenario. You will have systematically addressed the possible challenges of managing a project programme, and the need to address key members of the professional team and stakeholders who may impact the successful delivery of the project programme. There will be effective critical discussion of the optimisation and control of quality, cost, and value. These should be clearly articulated with evidence of competent self-directed research of current best practice and use of references to support the evaluation of project management challenges raised. All discussions should relate to the scenario and should be supported by a wider range of quality literature sources above the minimum number of references.

Excellent

You will have met the criteria for Good and produced a highly relevant and professionally produced report suitable for director level discussion, which rigorously and comprehensively critically appraises the options and validates the most effective ways to manage the project related to the given scenario. You will provide perceptive coverage of the possible challenges in the management of the project. There will be comprehensive critical discussion of the impact of the professional team and key stakeholders and the optimisation and control of quality, cost, and value. These should be clearly articulated with evidence of sophisticated independent research of current best practice and use of quality references to support the arguments relating to the construction management challenges raised. You will comprehensively provide an evaluation and professional judgement of alternative options to address the challenges of project management. These discussions will be supported by a very broad range of literature sources including relevant material that demonstrates in-depth, independent study.

Word count and overwriting

Exceeding 10% of the stated word count may limit the marks allocated for communication (see assessment criteria marking guide below).

The following table outlines the inclusions and exclusions in the word count of the most common features of assessed pieces of work. Not all these features may be relevant to your assignment; please refer to the assignment task for confirmation of which features are required.

Included in wordcount	Excluded from wordcount
Introduction	Executive summary/abstract
Main body	Title page/front cover
Footnotes/endnotes	Contents List
In text citations	Calculations
Words in tables	Drawings/Images
Conclusion	List of references
Recommendations	Bibliography
Headings and titles, except for those explicitly excluded	Appendices

The total number of words used **must** be stated on the first page of your assessment.

Avoiding Academic Misconduct

Plagiarising someone else's work, whether copying from the internet, UCEM study materials, a textbook, a fellow student or elsewhere, is a serious offence. Before you submit your work for assessment, you must check it to ensure that you have fully cited within the text all the sources of information you have used and that all your sources are listed in a reference section at the end of your submission. Quoted text must not be excessive in length. You will find guidance on correct citing and referencing in *The UCEM Guide to Referencing and Citation* in Section 6 of the e-Library on the VLE.

Be aware that your work will be checked using text-matching software. The 'Turnitin' software is as much for your benefit as ours at UCEM. You can use it to check that all your citations have a matching reference and review any highlighted text that may not be original and requires a reference.

A high text-matching result could indicate plagiarism. If plagiarism is identified, this could result in a penalty ranging from a loss of marks to exclusion from your programme.

Note: Please use the assignment referencing link to check the originality of your work before submitting it.

ASSESSMENT CRITERIA MARKING GUIDE

LEVEL 6	Weight- ing %								
1. COMMUNICATION	15	0–2 Inadequate	3–4 Limited	5 Below threshold	6–7 Threshold	8 Good	9 Very good	10–11 Excellent	12–15 Outstanding
Relevance to task <ul style="list-style-type: none"> The relevance of the information provided to the context of the task The way the needs of the intended audience have been addressed. 		Irrelevant and addresses neither the task nor the needs of the intended audience.	Largely irrelevant and does not effectively address the task or the needs of the intended audience.	Partially relevant and attempts to address the task and the needs of the intended audience with significant irrelevance or omissions.	Sufficiently relevant to the task and the needs of the intended audience to meet the learning outcomes.	Mostly relevant to the task and the needs of the intended audience, with some minor irrelevance or omissions.	Consistently relevant to the task and focussed on the requirements of the intended audience.	Highly relevant to the task and precisely focussed on the requirements of the intended audience.	Completely relevant to the task and fully focussed on the requirements of the intended audience.
Structure and presentation <ul style="list-style-type: none"> Organisation and presentation of ideas Format appropriate to the intended audience and/or industry protocols How structure and presentation enable communication. 		A lack of structure beyond a loosely connected list of points. Presentation format is inappropriate. Communication is obstructed.	Largely unstructured and does not have a clear logical flow. Presentation format is ineffective. Communication is hindered.	Inconsistent structure and logical flow. Presentation format is confused. Communication is only partially effective.	Adequate structure and logical flow. Presentation format is satisfactory. Communication is sufficient to meet the learning outcomes.	Reasonable structure and logical flow. Presentation format is appropriate. Communication is clear.	Capable structure and logical flow. Presentation format is effective. Communication is sound.	Advanced structure and logical flow. Presentation format is sophisticated. Communication is articulate.	Proficient structure and logical flow. Presentation format is innovative. Communication is insightful.
Grammar <ul style="list-style-type: none"> Selection of words, sentence construction, spelling and punctuation. 		Use of grammar is deficient and meaning is obstructed.	Significant grammatical errors and meaning lacks clarity.	Several grammatical errors and meaning conveyed insufficiently clearly.	Notwithstanding some minor errors and oversights, grammar and clarity of meaning are sufficient to meet the learning outcomes.	Grammar usage is fair and conveys meaning clearly.	Grammar usage is capable and conveys meaning effectively.	Grammar usage is advanced and conveys meaning precisely.	Grammar usage is exceptional and conveys meaning eloquently.
2. KNOWLEDGE AND UNDERSTANDING	20	0–3 Inadequate	4–5 Limited	6–7 Below threshold	8–9 Threshold	10–11 Good	12–13 Very good	14–15 Excellent	16–20 Outstanding
Knowledge of the key aspects of the field of study <ul style="list-style-type: none"> Demonstration of understanding of the key aspects of the field of study 		Little significant knowledge of the subject matter. Misrepresented or misunderstood understanding of the key aspects of the field of study.	Incomplete knowledge of the subject matter. Ineffective understanding of the key aspects of the field of study.	Some knowledge of the subject matter with significant omissions. Inconsistent and confused understanding of the key aspects of the field of study.	General knowledge of key elements of the subject matter. Basic understanding of the key aspects of the field of study, sufficient to meet the learning outcomes.	Reasonable knowledge of the key elements of the subject matter. Clear understanding of the key aspects of the field of study.	Sound knowledge of the subject matter. Effective understanding of the key aspects of the field of study.	Comprehensive knowledge of the subject matter. Sophisticated understanding of the key aspects of the field of study.	Full knowledge of the subject matter. Very advanced understanding of the key aspects of the field of study.

• Knowledge and understanding of key theories/techniques.		Key theories / techniques are explained incorrectly or omitted.	Key theories / techniques are explained unsatisfactorily.	Key theories / techniques are explained inaccurately and partially with significant omissions.	Key theories / techniques are explained adequately.	Key theories / techniques are explained competently.	Key theories / techniques are explained capably.	Key theories / techniques are explained accurately.	Key theories / techniques are explained to an exceptionally high standard.
3. USE AND APPLICATION OF SOURCE MATERIAL	20	0–3 Inadequate	4–5 Limited	6–7 Below threshold	8–9 Threshold	10–11 Good	12–13 Very good	14–15 Excellent	16–20 Outstanding
Application of UCEM Harvard referencing style		A minimal number of sources have been referenced. The referencing system is applied incoherently.	Referencing is unsatisfactory due to significant omissions, inaccuracies or inconsistencies in the application of the referencing system.	Referencing is insufficient due to several omissions, inaccuracies or inconsistencies in the application of the referencing system.	Referencing is sufficiently complete, accurate and consistent in the application of the referencing system to meet the learning outcomes.	Referencing is competent with mostly complete, accurate and consistent application of the referencing system.	Referencing is effective with complete, accurate and consistent application of the referencing system with few errors.	Referencing is comprehensive with complete, accurate and consistent application of the referencing system with minimal errors.	Referencing is comprehensive and applied faultlessly.
Source Materials • Selection of course materials • Independent research • Use of industry practice and personal experience.		Minimal and incoherent selection of course materials. Knowledge has not been informed by any contemporary scholarship. Independent research is minimal. Industry practice and personal experience omitted or irrelevant.	Ineffective selection of course materials with significant omissions. Knowledge has not been informed by any notable contemporary scholarship. Independent research is incomplete and unsatisfactory. Limited and incomplete reference to industry practice and personal experience.	Inconsistent and inaccurate selection of course materials. Knowledge has partially been informed by appropriate contemporary scholarship. Independent research is insufficient. Simple reference to industry practice and personal experience.	Adequate selection of course materials. Knowledge has been at least partially informed by appropriate contemporary scholarship, sufficient to meet the learning outcomes. Independent research is basic. Satisfactory reference to industry practice and personal experience.	Competent selection of course materials. Independent research is competent and has been informed by a reasonable amount of appropriate scholarship at the forefront of the academic discipline. Clear reference to industry practice and personal experience.	Capable selection of course materials. Knowledge has been informed by a wide range of appropriate contemporary scholarship. Independent research is sound. Effective reference to industry practice and personal experience.	Sophisticated selection of course materials. Detailed knowledge has been informed by a comprehensive range of authoritative contemporary scholarship. Independent research is advanced. Perceptive reference to industry practice and personal experience.	Innovative selection of course materials. An outstanding level of knowledge has been informed by the full range of authoritative contemporary scholarship. Independent research is proficient. Insightful reference to industry practice and personal experience.
Application of source materials to task		Source materials are used inadequately and applied incoherently. The assessed work is not informed or improved by the source materials.	Source materials are used ineffectively and applied unsatisfactorily. The assessed work is informed and improved in a limited manner by the source materials.	Source materials are used inconsistently and applied partially. The assessed work is informed and improved in a simple manner by the source materials.	Source materials are used satisfactorily and applied adequately. The assessed work is informed and improved in a basic manner by the source materials, sufficient to meet the learning outcomes.	Source materials are used competently and applied clearly. The assessed work is informed and improved in a reasonable manner by the source materials.	Source materials are used capably and applied consistently. The assessed work is informed and improved in a consistent manner by the source materials.	Source materials are used perceptively and applied accurately. The assessed work is informed and improved in a comprehensive manner by the source materials.	Source materials are used innovatively and applied insightfully. The assessed work is informed and improved in an exceptional manner by the source materials.

4. EVIDENCE BASED CRITICAL ANALYSIS	25	0–4 Inadequate	5–6 Limited	7–9 Below threshold	10–12 Threshold	13–14 Good	15–16 Very good	17–19 Excellent	20–25 Outstanding
Critical analysis <ul style="list-style-type: none"> Analysis of Source Materials Application of analysis to the demands of the task. 		Analysis of the source materials is superficial, deficient or minimal	Analysis of the source materials is shallow ineffective or incomplete.	Analysis of the source materials is insubstantial, inaccurate or inconsistent.	Analysis of the source materials is adequate and of sufficient depth to meet the learning outcomes. Analysis is satisfactorily applied to the demands of the task.	Analysis of the source materials is substantial clear and competent. Analysis is reasonably applied to the demands of the task.	Analysis of the source materials is thorough, effective and consistent. Analysis is effectively applied to the demands of the task.	Analysis of the source materials is rigorous, accurate and comprehensive. Analysis is perceptively applied to the demands of the task.	Analysis of the source materials is profound, proficient and very advanced. Analysis is innovatively applied to the demands of the task.
Development of arguments <ul style="list-style-type: none"> Use of analysis to develop and sustain arguments and justifications. 		Arguments and justifications are incoherent and deficient. There is minimal evidence of an attempt to develop or sustain an argument.	Arguments and justifications are unsatisfactory and ineffective. The development of arguments is incomplete and not sustained.	Arguments and justifications are confused and inaccurate. The development of arguments is inconsistent and partially sustained with significant omissions.	Arguments and justifications are satisfactory and sufficient to meet the learning outcomes. The development of arguments is basic and sustained adequately.	Arguments and justifications are clear and reasonable. The development of arguments is fair and sustained competently.	Arguments and justifications are consistent and effective. The development of arguments is capable and sustained throughout.	Arguments and justifications are advanced and sophisticated. The development of arguments is sophisticated and sustained comprehensively.	Arguments and justifications are ambitious and exceptional. The development of arguments is insightful and fully sustained.
Technical ability (where appropriate) <ul style="list-style-type: none"> Quality of drawings Accuracy of calculations Appropriate selection and application of information. 		Drawings are incorrect or omitted. Calculations are incorrect or omitted. Selection of information is incorrect or minimal. Information is applied inadequately or incoherently to the task.	Drawings are incomplete or with significant omissions. Calculations are incomplete with significant omissions. Selection of information is incomplete with significant omissions. Information is applied ineffectively or unsatisfactorily to the task.	Drawings are inaccurate and only partially completed. Calculations are inaccurate and only partially completed. Selection of information is inconsistent and partial. Information is applied inaccurately to the task.	Drawings are completed at a basic level sufficient to meet the learning outcomes. Calculations are completed at a basic level sufficient to meet the learning outcomes. Selection of information is satisfactory and sufficient to meet the learning outcomes. Information is applied adequately to the task.	Drawings are completed at a competent level. Calculations are completed at a competent level. Selection of information is clear and reasonable. Information is applied competently to the task.	Drawings are completed capably. Calculations are completed capably. Selection of information is consistent and effective. Information is applied capably to the task.	Drawings are completed accurately. Calculations are completed accurately. Selection of information is accurate and comprehensive. Information is applied perceptively to the task.	Drawings are completed to an exceptionally high standard. Calculations are completed to an exceptionally high standard. Selection of information is proficient and insightful. Information is applied innovatively to the task.

5. INSIGHT, INTERPRETATION AND EVALUATION	20	0–3 Inadequate	4–5 Limited	6–7 Below threshold	8–9 Threshold	10–11 Good	12–13 Very good	14–15 Excellent	16–20 Outstanding
Thinking beyond interpretations in core sources		Insight is minimal. Only interpretations from core sources are offered.	Insight is limited and unsatisfactory. Interpretations are largely taken from core sources.	Insight is inconsistent and insufficient. Some simple interpretation beyond the core sources is offered.	Insight is satisfactory with basic interpretation beyond the core sources is offered sufficient to meet the learning outcomes.	Insight is clear with reasonable interpretation beyond the core sources.	Insight is effective with sound interpretation beyond the core sources.	Insight is advanced with sophisticated interpretation beyond the core sources.	Insight is exceptional with original interpretation beyond the core sources.
Evaluation of evidence and rationale for choices made		Any evaluation is unsubstantiated and unstructured leading to deficient judgements or conclusions.	Evaluation is unsatisfactory in its reasoning leading to incomplete judgements or conclusions.	Evaluation is simple in its reasoning leading to inaccurate or confused judgements or conclusions.	Evaluation is adequate in its reasoning leading to satisfactory judgements or conclusions sufficient to meet the learning outcomes.	Evaluation is competent in its reasoning leading to reasonable judgements or conclusions.	Evaluation is effective in its reasoning leading to sound judgements or conclusions.	Evaluation is sophisticated in its reasoning leading to perceptive judgements or conclusions.	Evaluation is ambitious and convincing in its reasoning leading to insightful judgements or conclusions.