Qualification Specification

GA Level 7 Diploma in Strategic Project Management in Construction (610/7552/8)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This GA qualification is delivered under an exclusivity agreement.

Contents

Section 1: Qualification Overview

1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This Qualification Specification covers the GA Level 7 Diploma in Strategic Project Management in Construction (610/7552/8).

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at http://register.ofqual.gov.uk.

This qualification is not designed to replace any existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 7 Diploma in Strategic Project Management in Construction	610/7552/8	01/06/2026	June 2031

1.3 Qualification Aims and Objectives

This qualification is designed to enhance learners' career prospects and provide the underpinning knowledge, understanding and strategic capabilities required for successful leadership and management roles in construction project environments.

The qualification covers both theoretical frameworks and applied strategic approaches needed to manage construction projects effectively within complex, regulated and commercially sensitive contexts.

The aim of the GA Level 7 Diploma in Strategic Project Management in Construction is to prepare learners to demonstrate advanced strategic thinking, informed professional judgement, ethical and commercially aware decision making, and effective leadership in construction project contexts.

Learners will engage critically with strategic leadership, governance, legal and commercial frameworks, project planning and control, sustainability, innovation, professional practice and research, with capabilities underpinned by contemporary theory, evidence-based decision making and contextual analysis.

The qualification provides an understanding of strategic project leadership, governance and accountability, legal and contractual frameworks, commercial and financial decision making, integrated planning and performance control, change and sustainability, professional practice, and research methods relevant to construction project management.

The qualification will equip learners with the skills to evaluate complex project environments, justify strategic and operational decisions, develop applied project, communication and risk management approaches, and contribute to effective, responsible and sustainable construction project outcomes.

This includes consideration of current construction industry priorities such as building safety, information management, whole-life value, sustainability, supply chain complexity and evolving regulatory and commercial practices.

The qualification will also encourage critical engagement and support progression to senior project leadership and management roles in construction project environments and/or onto full Master's degree level study.

1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 7 Diploma in Strategic Project Management in Construction (610/7552/8)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Strategic Leadership and Organisational Direction in Construction Project Management	Y/652/1930	7	20	60	140

2. Governance, Legal and Commercial Frameworks in Construction Project Management	A/652/1931	7	20	60	140
3. Leading Change, Innovation and Sustainability in Construction Project Management	D/652/1932	7	20	60	140
4. Integrated Construction Project Planning, Delivery and Control	F/652/1933	7	20	60	140
5. Professional Practice, Ethics and Leadership Development in Construction Project Management	H/652/1934	7	20	60	140
6. Research Methods in Construction Project Management	J/652/1935	7	20	60	140
			Total Credits 120	Total GLH* 360	TQT** (GLH + ST) 1200

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education

and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated at Level 7 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that the qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 7 reflects the ability to reformulate and use practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors, and critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. It reflects an ability to understand the wider contexts in which the area of study or work is located, current developments in the area of study or work and different theoretical and methodological perspectives and how they affect the area of study or work. It also reflects the ability to use specialised skills to conceptualise and address problematic situations that involve many interacting factors, and to determine and use appropriate methodologies and approaches. The learner will also have the ability to design and undertake research, development or strategic activities to inform or produce change in the area of work or study, and critically evaluate actions, methods and results and their short- and long-term implications.

1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 7 Diploma in Strategic Project Management in Construction qualification, the learner must achieve all 6 mandatory units. The learner must achieve 120 credits.

Learners must successfully demonstrate their achievement of all learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

1.6 Intended Audience

This qualification is intended for aspiring and established leaders, managers and senior practitioners working in construction and project-based environments who wish to develop their strategic project management and leadership capabilities.

It is suitable for individuals working in roles involving construction project management, programme or portfolio oversight, commercial or contract management, planning and delivery, governance, risk management, or related strategic responsibilities within the built environment.

It is also suitable for practitioners seeking progression to more senior roles such as senior project manager, programme manager, project director, commercial lead, or leadership roles within construction organisations and project delivery teams.

The qualification is also appropriate for learners who wish to progress onto full Master's level programmes in construction project management, project management, construction management, or related disciplines within the built environment.

1.7 Age and Entry Requirements

This qualification is intended for learners aged 21 and above.

Learners should hold

- a degree (undergraduate honours degree)

or

- a Level 6 qualification

Applicants who do not meet the formal qualification requirements may be considered on an individual basis where they can demonstrate substantial relevant professional experience in construction, project management, leadership, management or a related field within the built environment.

The centre must maintain a robust process for evaluating applicants entering via relevant professional experience. This may include:

- a detailed CV or professional portfolio evidencing relevant construction project management, leadership or commercial experience
- a formal interview or professional discussion to assess the learner's readiness for Level 7 study
- evidence of continuing professional development and reflective practice
- written references from appropriate professional sources
- completion of a diagnostic assessment or written task to demonstrate academic capability at Level 7

In addition to the above, if English is not the learner's first language, an English language level of minimum International English B2 (CEFR) is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA qualification, prior to the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

1.10 Relationship to Other Qualifications and Progression Opportunities

Learners typically progress to this qualification from Level 6 qualifications such as undergraduate degrees, professional diplomas, or advanced construction, project management, engineering or built environment qualifications.

The qualification builds upon foundational knowledge in construction, project management, leadership, management or related disciplines acquired at undergraduate or equivalent professional level.

Upon successful completion, learners may progress to:

- Full Master's degree programmes (MSc in Construction Project Management, MSc in Project Management, MSc in Construction Management, MBA with a construction or built environment focus, or related postgraduate awards), including Master's programmes with a dissertation or research component, subject to the receiving university's entry requirements and individual recognition decisions

- Senior project leadership, programme management and strategic director positions within construction, infrastructure, engineering and built environment organisations

- Professional membership at senior practitioner or chartered levels with relevant professional bodies (such as the Chartered Institute of Building (CIOB), the Association for Project Management (APM), the Chartered Institution of Civil Engineering Surveyors (RICS), or sector-specific bodies aligned to their chosen specialism), subject to meeting membership requirements

- Level 8 professional qualifications or postgraduate doctorate level study.

1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.12 Qualification Availability

This qualification is available in the UK and internationally.

If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Prior to use, assessment materials devised by the centre must be submitted to GA for 'sign-off' and authorisation. The centre must therefore also:

- review the materials carefully against the sign-off criteria before submission (refer to the *GA External Quality Assurance of Centre-Devised Materials* form).

The centre should contact their dedicated Centre Administrator for full instructions on how to submit their materials and the timescale required for sign-off.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Assessment of Learners and Portfolio Requirements

All learners must complete assessment for all six mandatory units.

Assessment will enable learners to demonstrate advanced understanding, strategic judgement and research-informed evaluation capability across all units. Assessment will address strategic leadership and organisational direction in construction project management, governance, legal and commercial frameworks, change, innovation and sustainability, integrated project planning and delivery, professional practice and ethics, and the application of research to construction project management contexts.

Learners will be assessed through a range of written, analytical and evaluative assignments that require critical engagement with evidence and application of concepts to complex leadership, management and project delivery contexts within construction and the built environment.

The research methods unit requires learners to undertake an independent research-based assignment, demonstrating the ability to formulate researchable questions, engage critically with relevant academic and professional literature, select and justify appropriate research methodologies and designs, evaluate data sources and analytical approaches, and develop a coherent research proposal relevant to strategic project management in construction.

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements, typically via the successful completion of the centre-devised assessment materials.

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions

- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding. Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

2.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- current: the work is relevant at the time of the assessment
- reliable: the work is consistent with that produced by other learners
- authentic: the work is the learner's own work
- valid: the work is relevant and appropriate to the subject being assessed and is at the required level
- evaluated: where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- sufficient: the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

2.5 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.

- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.

- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.

- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

2.6 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

2.7 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

2.8 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

2.9 External Moderation and Quality Assurance Arrangements

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

2.10 Registering Learners and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be three years. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.11 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.12 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, related to staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, the centre may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

2.13 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

The qualification certificate will also indicate the Pathway taken by the learner (i.e. the optional specialist unit completed).

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

2.15 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

All teachers and assessors must be occupationally competent in the subject area being delivered and hold appropriate qualifications to make valid and reliable assessment decisions at Level 7.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

All teachers must hold:

- a Level 7 qualification or Master's degree in a related subject area
- demonstrable experience in strategic project management in construction or relevant professional practice

Teachers must also hold recognised teaching qualification or evidence of effective teaching practice at postgraduate level (desirable).

All assessors must hold:

- a Level 7 qualification or Master's degree in a related subject area
- demonstrable experience in strategic project management in construction or relevant professional practice

Assessors must also have an understanding of assessment principles and quality assurance processes appropriate to Level 7 study.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must hold:

- a Level 7 qualification or Master's degree in a related subject area
- demonstrable experience in strategic project management in construction or relevant professional practice

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. Centre staff in teaching, assessment or IQA roles must ensure that they complete and document a minimum of 30 CPD hours per year.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

3.5 Teaching, Learning and Assessment Resources

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.

- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

3.6 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

For this qualification, suitable equipment includes:

- access to library resources, academic journals, and relevant educational leadership and management literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials, simulations, or scenario-based resources relevant to strategic project management in construction contexts

- a suitable environment for assessment activities, including facilities for presentations, examinations, or viva voce assessments where applicable
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

Centres must also ensure that learners are provided access to:

- industry standards, technical guidance and regulatory documents relevant to construction (such as building safety legislation, NEC/JCT contract forms, BIM standards, CDM regulations)
- project management software tools commonly used in construction contexts (such as Primavera P6, MS Project, or equivalent planning and scheduling tools)

3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: www.gatehouseawards.org. The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 Mandatory Unit 1: Strategic Leadership and Organisational Direction in Construction Project Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Strategic Leadership and Organisational Direction in Construction Project Management	60	20	7	Y/652/1930

In this unit, the learner will evaluate strategic leadership within construction project management and examine how leadership influences organisational direction, effectiveness and long-term performance.

Construction projects operate within complex environments shaped by organisational priorities, stakeholder expectations, regulatory requirements and economic conditions. Effective project management requires the ability to interpret these factors, align project activity with strategic objectives and make informed decisions in conditions of uncertainty.

The unit develops the ability to analyse leadership approaches, evaluate strategic decision making and apply organisational and project management principles to real and simulated construction contexts.

The unit emphasises leadership as a strategic, systems-level activity requiring the integration of technical, commercial, environmental and organisational considerations.

Assessment Instructions and Guidance

Learners may be assessed through analytical assignments, strategic evaluations, case-based analysis and the development of applied leadership and stakeholder engagement approaches.

Evidence may be drawn from construction project environments, organisational practice, industry case studies, professional guidance, regulatory frameworks or realistic simulated construction project scenarios.

Assessment must demonstrate critical engagement with leadership theory, strategic decision making and organisational frameworks, and the ability to analyse and justify leadership approaches within complex construction project contexts. Learners are expected to integrate technical, commercial, environmental and organisational considerations and apply these to real or simulated scenarios.

Learners should demonstrate the ability to evaluate strategic alignment, leadership effectiveness, stakeholder engagement and governance arrangements, and to justify decisions using appropriate evidence, data and professional judgement.

Assessment evidence should reflect Level 7 expectations, including the use of critical analysis, the integration of multiple factors, evaluation of alternative approaches and the justification of decisions within complex and uncertain construction project contexts.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the strategic role of construction project management within organisational contexts	1.1 Analyse the contribution of construction project management to organisational strategy and performance
	IC Strategic role of construction project management in delivering organisational objectives; alignment between construction projects and organisational strategy; contribution of projects to organisational performance including efficiency, value creation and competitive positioning; relationship between project outcomes and business success; influence of project management on organisational growth, competitiveness and sustainability; role of project portfolios in achieving strategic priorities; challenges in aligning project delivery with organisational direction in complex construction environments.
	1.2 Evaluate the relationship between organisational objectives and construction project selection and prioritisation
	IC Relationship between organisational objectives and project selection criteria; alignment of construction projects with strategic priorities, business goals and long-term plans; methods for evaluating and prioritising projects including value, risk, feasibility and resource considerations; influence of organisational strategy on project portfolios and investment decisions; trade-offs in project selection including cost, time, risk and expected outcomes; impact of misalignment between organisational objectives and project choices; role of leadership judgement in prioritising projects within constrained environments.

	1.3 Assess the role of construction project management in delivering organisational value and long-term sustainability
	IC Role of construction project management in delivering organisational value including financial return, operational efficiency and strategic benefit; contribution of projects to long-term organisational sustainability and resilience; integration of environmental, social and economic considerations in project outcomes; influence of project management on lifecycle value, asset performance and long-term viability; balancing short-term project outputs with long-term organisational goals; risks to value realisation in construction projects; role of leadership and governance in ensuring sustainable and value-driven project delivery.
2. Understand leadership theories and approaches in construction project management	2.1 Evaluate leadership and management theories relevant to construction project environments
	IC Leadership theories, models and approaches including transformational, transactional, situational and distributed leadership; relevance of these approaches to construction project environments; comparison of leadership and management functions in project contexts; application of leadership theories to multidisciplinary and project-based teams; strengths and limitations of different leadership approaches in construction settings; influence of organisational context on leadership effectiveness; suitability of leadership styles in complex, dynamic and risk-sensitive construction projects.
	2.2 Analyse the application of leadership approaches in managing construction projects and stakeholder relationships
	IC Application of leadership approaches in managing construction project teams and stakeholder interactions; leadership in multidisciplinary and multi-stakeholder environments including clients, contractors, consultants and regulators; adapting leadership style to project stage, complexity and stakeholder needs; influence of leadership on communication, coordination and collaboration; managing stakeholder expectations, interests and conflict through leadership practice; role of leadership in building trust, engagement and accountability; challenges in applying leadership approaches in dynamic and high-risk construction environments.
	2.3 Assess the influence of organisational culture, professional standards and ethical considerations on leadership practice

	IC Influence of organisational culture on leadership behaviour, decision making and project outcomes; relationship between culture, values and leadership expectations in construction environments; role of professional standards and codes of conduct in shaping leadership practice; ethical considerations including integrity, transparency, accountability and responsibility; impact of ethical and unethical leadership on stakeholder trust, reputation and project performance; managing cultural and ethical challenges in complex construction contexts; leadership responsibility for promoting ethical practice and maintaining professional standards.
3. Understand strategic decision making and stakeholder engagement in construction project management	3.1 Critically analyse decision-making approaches used in construction project management in conditions of complexity and uncertainty
	IC Decision-making approaches in construction project management including rational and intuitive approaches, supported by evidence-informed judgement; decision making under conditions of uncertainty, risk and incomplete information; use of project data, performance metrics and professional judgement to inform decisions; influence of complexity, time pressures and competing priorities on decision making; balancing technical, commercial and organisational considerations in project decisions; role of leadership in guiding and justifying decisions; limitations and risks associated with different decision-making approaches in construction environments.
	3.2 Evaluate the role of stakeholder identification, analysis and engagement in influencing project outcomes
	IC Stakeholder identification and classification including internal and external stakeholders; stakeholder analysis techniques including power-interest grids and influence mapping; role of stakeholder engagement in shaping project direction, decisions and outcomes; impact of effective and ineffective stakeholder management on project performance, risk and success; strategies for engaging stakeholders across different stages of the project lifecycle; managing conflicting stakeholder expectations and interests; contribution of stakeholder relationships to collaboration, trust and project delivery.
	3.3 Develop and justify a stakeholder engagement and communication approach suitable for a construction project scenario
	IC Development of stakeholder engagement and communication approaches appropriate to construction project contexts; stakeholder identification and classification including internal and external

	stakeholders; analysis of stakeholder interests, priorities, power and influence using appropriate stakeholder analysis tools; engagement strategies to manage stakeholder expectations, communication needs and levels of involvement; communication planning including methods, frequency, responsibilities, reporting lines and escalation routes; approaches to managing stakeholder conflict, negotiation and alignment of competing interests; integration of stakeholder engagement within project planning and decision making; justification of engagement and communication approaches in relation to project complexity, stakeholder risk and organisational objectives; implications of effective and ineffective stakeholder engagement for project performance, collaboration and stakeholder confidence.
4. Understand the construction project lifecycle from a strategic perspective	4.1 Analyse the strategic significance of construction project lifecycle stages in relation to organisational and project objectives
	IC Strategic significance of typical construction project lifecycle stages including initiation, feasibility, planning, execution, monitoring, control and completion; relationship between lifecycle stages and organisational objectives; alignment of project scope, deliverables and outcomes with strategic priorities; influence of lifecycle decisions on project performance, cost, time and quality; role of early-stage decision making in shaping project direction and value; integration of organisational requirements across the project lifecycle; challenges in maintaining alignment between project activities and organisational goals.
	4.2 Evaluate the integration of technical, commercial, legal, environmental and organisational factors across the project lifecycle
	IC Integration of technical requirements, commercial considerations, legal obligations, environmental responsibilities and organisational priorities across construction project lifecycle stages; interdependencies between design, cost, procurement, compliance and sustainability factors; impact of integrated decision making on project performance, risk and value; balancing competing priorities including cost, quality, compliance and environmental impact; role of governance and leadership in ensuring coordinated and consistent integration; consequences of fragmented or siloed approaches to project management; challenges in managing complexity and maintaining alignment across multiple factors in construction projects.

	4.3 Assess the role of governance, oversight and review processes in supporting effective project delivery and improvement
	IC Governance structures and accountability frameworks in construction projects; oversight mechanisms including reporting, monitoring and assurance; role of review processes in tracking performance against objectives; use of audits and evaluation to support control and compliance; contribution of governance to risk management and decision making; importance of systematic review in identifying improvement opportunities; impact of ineffective governance on project outcomes and organisational learning.

4.2 Mandatory Unit 2: Governance, Legal and Commercial Frameworks in Construction Project Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Governance, Legal and Commercial Frameworks in Construction Project Management	60	20	7	A/652/1931

In this unit, the learner will evaluate how governance, legal and commercial frameworks shape construction project management and influence organisational decision making.

Construction projects are delivered within complex regulatory and commercial environments, requiring leaders to interpret legal requirements, manage contractual relationships and ensure compliance with governance structures. Effective leadership involves balancing organisational objectives with legal obligations, financial considerations and stakeholder expectations.

The unit develops the ability to analyse governance systems, evaluate legal and contractual frameworks and assess commercial decision making in construction project contexts. Emphasis is placed on understanding how governance, legal and financial considerations influence project strategy, risk and performance.

Assessment Instructions and Guidance

Learners may be assessed through analytical assignments, legal and commercial evaluations, case-based analysis and the development of applied governance and risk management approaches.

Evidence may be drawn from construction project environments, contractual documentation, regulatory frameworks, industry practice, commercial scenarios or realistic simulated construction project situations.

Assessment must demonstrate critical engagement with governance structures, legal frameworks and commercial principles, and the ability to analyse and evaluate how these influence project planning, risk management and organisational decision making. Learners are expected to apply legal, contractual and financial understanding within complex and multi-stakeholder construction project contexts.

Learners should demonstrate the ability to evaluate governance effectiveness, interpret legal and contractual obligations, assess commercial strategies and justify decisions in relation to risk, compliance and organisational priorities.

Assessment evidence should reflect Level 7 expectations, including the use of critical analysis, the integration of governance, legal and commercial factors, evaluation of

alternative approaches and the justification of decisions within complex construction project environments.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand governance frameworks in construction project management	1.1 Analyse governance structures and accountability frameworks in construction organisations
	IC Governance structures in construction organisations including project boards, leadership hierarchies and reporting lines; accountability frameworks defining roles, responsibilities and decision-making authority; relationship between governance and organisational control, compliance and performance; distribution of accountability across clients, contractors and project teams; influence of governance on transparency, oversight and risk management; challenges in maintaining clear accountability in complex and multi-stakeholder construction environments.
	1.2 Evaluate the role of governance in supporting compliance, oversight and organisational performance
	IC Role of governance in ensuring compliance with legal, regulatory and organisational requirements; governance as a mechanism for oversight, monitoring and control of project activities; contribution of governance to accountability, transparency and assurance; influence of governance on organisational performance and project outcomes; use of governance frameworks to manage risk and support decision making; effectiveness and limitations of governance systems in complex construction project environments.
	1.3 Assess the impact of governance systems on decision making, accountability and project outcomes
	IC Influence of governance systems on decision-making authority, escalation and control; impact of governance on clarity of roles, responsibilities and accountability; relationship between governance structures and quality, timeliness and consistency of decisions; implications of effective governance for risk management, compliance and performance; consequences of weak or unclear governance

	including delays, disputes and accountability gaps; role of governance in shaping project outcomes and organisational learning.
2. Understand legal frameworks and contractual arrangements in construction projects	2.1 Analyse legal principles relevant to construction project management, including contract law, regulatory requirements and risk allocation
	IC Legal principles in construction project management including contract formation, terms and conditions, liability and duty of care; regulatory requirements governing construction activities including health and safety, environmental and planning legislation; relationship between legal frameworks and project delivery, risk and compliance; role of legal obligations in defining responsibilities of clients, contractors and consultants; implications of non-compliance with legal and regulatory requirements; challenges in applying legal principles within complex construction project environments; allocation of legal and contractual risk across project stakeholders; implications of risk transfer and retention for project delivery; key UK frameworks including relevant construction, health and safety, building safety, planning and environmental legislation, and their practical implications for project planning, duty holder responsibilities, compliance management and decision making in construction project environments, such as the Construction (Design and Management) Regulations 2015 and the Building Safety Act 2022.
	2.2 Evaluate different forms of construction contracts and their application in project delivery
	IC Forms of construction contracts including standard and bespoke agreements; comparison of contract types such as traditional, design and build and collaborative approaches; allocation of risk, responsibility and control within different contract forms; suitability of contract types for different project characteristics and delivery strategies; influence of contract selection on cost, time, quality and risk outcomes; advantages and limitations of different contractual arrangements in construction project environments.
	2.3 Assess the role of legal frameworks in managing risk, preventing disputes and ensuring compliance
	IC Role of legal frameworks in allocating and controlling risk within construction projects; use of contracts, terms and conditions to define obligations and liabilities; mechanisms for dispute avoidance and resolution including negotiation, mediation and adjudication; contribution of legal compliance to project stability and performance;

	implications of contractual breaches and non-compliance; role of legal frameworks in protecting stakeholder interests and ensuring accountability in construction project environments, including the statutory right to adjudication in UK construction contracts.
3. Understand commercial and financial considerations in construction project management	3.1 Analyse commercial management approaches, including procurement strategies and cost considerations
	IC Commercial management approaches in construction project management; procurement strategies including traditional, design and build and collaborative models; relationship between procurement choice and project objectives, risk and delivery outcomes; cost considerations including budgeting, pricing and value for money; influence of market conditions, supply chains and contractor selection on commercial decisions; role of commercial management in balancing cost, quality and risk in construction projects; influence of supply chain structure, capacity and coordination on commercial decisions and project delivery; challenges associated with multi-tier supply chains, subcontracting arrangements and package interfaces; implications of procurement timing, long lead items and market conditions on cost, programme and risk; impact of supply chain performance on quality, coordination and delivery outcomes; risks associated with supply chain disruption, insolvency and capability constraints in construction project environments.
	3.2 Evaluate the financial implications of contractual and procurement decisions in construction projects
	IC Financial implications of contract selection and procurement strategies on project cost, cash flow and financial risk; impact of pricing mechanisms, payment terms and cost allocation on project budgets; relationship between contractual arrangements and cost certainty, variability and exposure to overruns; influence of procurement decisions on lifecycle costs and value for money; trade-offs between cost, risk and performance in financial decision making; limitations and risks associated with different contractual and procurement approaches in construction projects.
	3.3 Assess the impact of commercial decisions on project performance, risk and organisational objectives
	IC Impact of commercial decisions on project performance including cost, time and quality outcomes; relationship between commercial strategy and risk exposure, allocation and management; influence of

	pricing, procurement and contractor selection on delivery effectiveness; alignment of commercial decisions with organisational objectives and strategic priorities; implications of poor commercial decisions for cost overruns, delays and disputes; role of commercial judgement in balancing financial performance, risk and value in construction projects.
4. Understand the integration of governance, legal and commercial frameworks in construction projects	4.1 Analyse how governance, legal and commercial considerations influence construction project planning and decision making
	IC Influence of governance, legal and commercial frameworks on construction project planning and decision making; interaction between organisational policies, contractual obligations and commercial objectives; role of governance structures in shaping planning processes and approvals; impact of legal requirements on project scope, compliance and risk management; influence of commercial considerations on feasibility, budgeting and procurement decisions; challenges in balancing governance, legal and commercial priorities in complex construction project environments.
	4.2 Evaluate the interaction between contractual obligations, financial constraints and organisational priorities
	IC Interaction between contractual obligations, financial constraints and organisational priorities in construction projects; influence of contract terms on cost commitments, cash flow and resource allocation; impact of budget limitations on compliance with contractual requirements and project scope; alignment and tension between financial objectives and contractual responsibilities; trade-offs between cost, risk, performance and organisational goals; role of leadership in managing competing priorities and maintaining project viability.
	4.3 Develop and justify a compliance and commercial risk management approach suitable for a construction project scenario
	IC Development of compliance and commercial risk management approaches appropriate to construction project contexts; identification of legal, regulatory and contractual requirements relevant to the project; approaches to identifying, assessing and mitigating commercial and project risk; allocation of responsibilities, governance arrangements and reporting structures to support compliance and risk control; use of monitoring processes including performance indicators, financial tracking, audits and assurance

	activities; integration of compliance and commercial risk management within project planning and decision making; justification of approach in relation to project complexity, risk exposure, contractual arrangements and organisational priorities; implications of effective and ineffective approaches for project performance, compliance, risk exposure and stakeholder confidence.

4.3 Mandatory Unit 3: Leading Change, Innovation and Sustainability in Construction Project Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	Leading Change, Innovation and Sustainability in Construction Project Management	60	20	7	D/652/1932

In this unit, the learner will evaluate how change, innovation and sustainability influence construction project management and organisational performance.

The construction industry operates within a rapidly evolving environment shaped by technological advancement, environmental pressures and changing regulatory and societal expectations. Leaders are required to respond to these changes by adopting innovative approaches, integrating sustainable practices and managing organisational and project-level transformation.

The unit develops the ability to analyse drivers of change, evaluate innovation and sustainability strategies and assess leadership approaches to managing change in construction contexts. Emphasis is placed on integrating environmental, technological and organisational considerations to support effective and responsible project outcomes.

Assessment Instructions and Guidance

Learners may be assessed through analytical assignments, evaluation of innovation and sustainability strategies, case-based analysis and the development of applied change implementation approaches.

Evidence may be drawn from construction project environments, organisational practice, industry developments, sustainability frameworks, technological applications or realistic simulated construction project scenarios.

Assessment must demonstrate critical engagement with theories and approaches to change management, innovation and sustainability, and the ability to analyse how these influence project delivery and organisational performance. Learners are expected to apply environmental, technological and organisational considerations within complex and evolving construction contexts.

Learners should demonstrate the ability to evaluate drivers of change, assess the effectiveness of innovation and sustainability strategies, analyse leadership approaches to managing change and justify decisions in relation to risk, stakeholder expectations and long-term project outcomes.

Assessment evidence should reflect Level 7 expectations, including the use of critical analysis, the integration of change, innovation and sustainability factors, evaluation of alternative approaches and the justification of decisions within complex and dynamic construction project environments. Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand drivers of change in construction project management	1.1 Analyse the internal and external drivers influencing change within the construction industry
	IC Internal drivers of change including organisational strategy, performance improvement, resource pressures and leadership priorities; external drivers including economic conditions, regulatory changes, technological advancement and environmental requirements; influence of market competition, client expectations and industry trends on change; impact of policy, legislation and sustainability pressures on construction practices; relationship between internal and external drivers in shaping organisational and project change; challenges in responding to multiple and competing drivers of change in construction environments.
	1.2 Evaluate the impact of economic, regulatory, technological and environmental factors on construction project management
	IC Impact of economic factors including market conditions, cost pressures and supply chain dynamics on project planning and delivery; influence of regulatory requirements on compliance, risk and project processes; role of technological developments including digital tools and BIM in improving efficiency and coordination; impact of environmental considerations on project design, materials and sustainability practices; interaction between economic, regulatory, technological and environmental factors in shaping project outcomes; benefits and limitations of adapting project management approaches in response to these factors.
	1.3 Assess the implications of industry change for organisational strategy and project delivery

	IC Implications of industry change for organisational strategy including competitiveness, market positioning and long-term planning; impact of change on project delivery methods, processes and performance expectations; need for organisational adaptation to technological, regulatory and environmental developments; influence of industry change on skills, capability and resource requirements; risks and opportunities arising from change for project outcomes and organisational growth; role of leadership in responding to and managing the implications of change in construction environments.
2. Understand innovation and digital transformation in construction project management	2.1 Analyse the role of innovation in improving construction project processes and outcomes
	IC Role of innovation in enhancing construction project efficiency, quality and performance; application of new methods, materials and technologies to improve processes and outcomes; influence of innovation on productivity, cost control and risk management; integration of innovative practices into project planning and delivery; barriers to innovation including cost, resistance to change and regulatory constraints; impact of innovation on competitiveness and long-term organisational performance in construction environments.
	2.2 Evaluate the application of digital technologies, including Building Information Modelling (BIM), in construction project management
	IC Application of digital technologies in construction project management including Building Information Modelling (BIM), project information systems and data platforms within real project environments; role of BIM in design coordination, information management and collaboration across multidisciplinary teams; role of information management standards and common data environments in supporting coordination, information control and decision making across project stages; use of digital tools to support planning, monitoring and decision making, including integration with programme, cost and risk data; benefits of digital technologies in improving efficiency, accuracy and communication, alongside practical constraints such as implementation cost, organisational capability and supply chain readiness; limitations and risks including data quality, interoperability, inconsistent data standards and reliance on accurate and timely information; impact of digital transformation on project performance, coordination, decision making and organisational capability within complex construction project environments.

	2.3 Assess the challenges and opportunities associated with the adoption of innovative and digital approaches in construction projects
	IC Opportunities from adopting innovative and digital approaches including improved efficiency, coordination and data-driven decision making; potential for enhanced productivity, cost control and project performance; challenges including implementation costs, skills gaps, resistance to change and organisational readiness; issues of data quality, interoperability and system integration; impact of digital adoption on workflows, roles and collaboration; risks associated with over-reliance on technology and managing change in construction project environments.
3. Understand sustainability in construction project management	3.1 Analyse the principles of environmental, social and economic sustainability in construction projects
	IC Principles of environmental, social and economic sustainability in construction contexts; environmental considerations including resource use, energy efficiency and emissions; social sustainability including community impact, stakeholder wellbeing and ethical practice; economic sustainability including long-term value, cost efficiency and lifecycle performance; relationship between sustainability principles and project design, delivery and outcomes; consideration of whole-life value and long-term asset performance in decision making, including balancing capital cost with operational and maintenance implications; challenges in balancing environmental, social and economic priorities in construction projects, including trade-offs between cost, performance, regulatory requirements and sustainability outcomes.
	3.2 Evaluate strategies used to improve environmental performance and reduce impact in construction project delivery
	IC Strategies to improve environmental performance in construction including resource efficiency, energy management and emissions reduction; use of sustainable materials, waste reduction, recycling practices and whole-life environmental considerations; approaches to minimising environmental impact across the project lifecycle; integration of environmental considerations into planning, design and delivery; influence of regulatory and organisational sustainability targets on project strategies; benefits and limitations of environmental improvement measures in construction project contexts.

	3.3 Assess the role of leadership in promoting and embedding sustainable practices within construction organisations and projects
	IC Role of leadership in setting sustainability priorities, vision and expectations; influence of leadership on organisational culture, behaviours and commitment to sustainability; integration of sustainable practices into project planning, procurement and delivery; leadership responsibility for meeting regulatory and organisational sustainability targets; engagement of stakeholders in sustainable initiatives; challenges in embedding sustainability within complex construction environments; impact of leadership on long-term environmental, social and economic outcomes.
4. Understand leadership approaches to managing change in construction project environments	4.1 Explain change management approaches used in construction project and organisational contexts
	IC Change management approaches including planned and emergent perspectives on change; structured change models including Lewin's three-stage model and Kotter's classic eight-step model; stages of change from initiation through implementation to review; role of communication, leadership and stakeholder engagement in change processes; application of change approaches in construction project environments; challenges in managing change in time-constrained and multi-stakeholder contexts; limitations of different change management approaches.
	4.2 Evaluate the role of leadership in managing resistance, engagement and communication during change processes
	IC Role of leadership in anticipating and managing resistance to change; strategies for engaging stakeholders and securing commitment to change initiatives; use of communication to provide clarity, direction and reassurance during change processes; influence of leadership behaviour on trust, motivation and acceptance of change; managing uncertainty, conflict and differing stakeholder perspectives; effectiveness and limitations of leadership approaches in sustaining engagement during organisational and project change.
	4.3 Develop and justify a change implementation and communication approach suitable for a construction project scenario
	IC Development of change implementation and communication approaches appropriate to construction project contexts; planning and sequencing of change activity in relation to project objectives,

	timescales, resources and stakeholder requirements; communication arrangements to support clarity, engagement and coordination during change processes; stakeholder communication needs including methods, timing, responsibilities, reporting lines and feedback mechanisms; approaches to managing resistance, uncertainty and differing stakeholder perspectives; integration of change implementation with organisational systems, project processes and review arrangements; justification of implementation and communication approaches in relation to project complexity, risk, stakeholder expectations and organisational priorities; implications of effective and ineffective change implementation for project performance, engagement and sustainability of outcomes.

4.4 Mandatory Unit 4: Integrated Construction Project Planning, Delivery and Control

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Integrated Construction Project Planning, Delivery and Control	60	20	7	F/652/1933

In this unit, the learner will evaluate how construction projects are planned, delivered and controlled within complex organisational and operational environments.

Construction project delivery requires the integration of planning methodologies, resource strategies, financial control, risk management and performance monitoring systems. Effective management at this level involves analysing how these elements interact, interpreting project data and making informed decisions to maintain progress, control costs and achieve project objectives.

The unit develops the ability to analyse project planning and delivery systems, evaluate performance using quantitative and qualitative data, and apply integrated approaches to managing time, cost, quality and risk. Emphasis is placed on the use of financial and performance information to inform decision making, ensuring that project delivery remains aligned with organisational objectives and stakeholder expectations.

Assessment Instructions and Guidance

Learners may be assessed through analytical assignments, quantitative and qualitative data interpretation, case-based evaluations and the development of integrated project planning and control approaches.

Evidence may be drawn from construction project environments, project documentation, financial and performance data, industry practice or realistic simulated construction project scenarios.

Assessment must demonstrate critical engagement with construction project planning, delivery and control systems, and the ability to analyse how planning methodologies, resource management, financial performance and control mechanisms interact to influence project outcomes. Learners are expected to interpret project data, evaluate performance and apply integrated approaches to managing time, cost, quality and risk.

Learners should demonstrate the ability to analyse planning and delivery strategies, evaluate financial and performance information, assess the effectiveness of control mechanisms and justify decisions in relation to project constraints, risks and organisational objectives.

Assessment evidence should reflect Level 7 expectations, including the use of critical analysis, interpretation of quantitative and qualitative data, synthesis of planning, financial

and operational factors, evaluation of alternative approaches and reasoned justification of decisions within complex and dynamic construction project environments.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand construction project planning and resource management	1.1 Analyse planning methodologies used in construction project management
	IC Construction project planning methodologies including the critical path method, scheduling techniques and programme planning and development; sequencing of activities and dependencies within project plans; role of planning in defining scope, timeframes and resource requirements; integration of planning with cost, risk and quality considerations; use of planning tools and systems to support coordination and control; limitations and challenges of planning methodologies in complex and dynamic construction environments; strategic implications of planning decisions for project risk, performance and organisational outcomes; impact of uncertainty, design development, procurement constraints and changing project conditions on planning accuracy and reliability.
	1.2 Evaluate resource, communication and constraint management in construction project delivery
	IC Resource planning including identification, allocation and coordination of labour, materials and equipment; optimisation of resources to support efficiency, productivity and cost control; project communication planning arrangements including reporting lines, information flows, stakeholder communication requirements and coordination structures; interrelationship between time, cost and resource constraints in construction project delivery; impact of changes in constraints on overall project performance; trade-offs between programme duration, budget limitations and resource availability; role of constraint management in decision making and prioritisation; influence of resource, communication and constraint management on time, cost and quality outcomes; limitations and risks associated with ineffective planning arrangements in construction projects.

	1.3 Develop and justify a project planning and communication framework suitable for a construction project scenario
	IC Development of project planning documentation appropriate to construction contexts; structure and purpose of project plans including scope, sequencing, resources, milestones and dependencies; communication planning structures including reporting arrangements, stakeholder communication routes, escalation processes and review points; integration of planning documentation with project monitoring, control and performance management; justification of planning and communication approaches in relation to project objectives, risk, complexity and stakeholder requirements; adaptation of planning frameworks to suit different construction project scenarios.
2. Understand financial performance and quantitative analysis in construction project management	2.1 Analyse cost planning and budgeting approaches used in construction projects
	IC Cost planning approaches in construction project management including estimating, budgeting and cost forecasting; development of project budgets based on scope, resources and programme requirements; use of cost breakdown structures and financial planning tools; relationship between cost planning, procurement and project delivery strategy; role of budgeting in controlling expenditure and supporting decision making; influence of assumptions, risks and uncertainties on cost planning accuracy; limitations and challenges in cost estimation and budgeting in construction projects.
	2.2 Evaluate the use of financial data, including cost variance, cash flow and risk exposure, in monitoring project performance
	IC Use of financial data to monitor and control construction project performance; analysis of cost variance and its implications for budget control, forecasting and corrective action; role of cash flow in managing project liquidity and financial stability; comparison of planned and actual financial performance; use of quantitative project control techniques including variance analysis, trend analysis and forecasting to evaluate performance and inform decision making; use of financial reporting and performance indicators to support monitoring and control; integration of financial data with programme and resource information; limitations and risks associated with financial data interpretation in construction project environments; importance of accurate, timely and reliable project data in supporting

	effective decision making; challenges associated with incomplete, inconsistent or poor-quality project information in construction environments.
	2.3 Assess the impact of financial performance on project decision making and outcomes
	IC Influence of financial performance on project decision making including cost control, resource allocation and programme adjustments; impact of budget performance on project viability, scope and delivery strategy; relationship between financial outcomes and time, quality and risk considerations; implications of cost overruns and underspends on stakeholder confidence and organisational objectives; role of financial information in guiding corrective actions and prioritisation; consequences of poor financial performance on project success and long-term value.
3. Understand project delivery and performance control	3.1 Analyse approaches to managing construction project delivery across the project lifecycle
	IC Approaches to managing construction project delivery across lifecycle stages including initiation, planning, execution, monitoring, control and completion; coordination of activities, resources and stakeholders to achieve project objectives; use of delivery methods and management systems to support control and performance; role of communication, reporting and supervision in managing delivery; integration of risk, quality and compliance considerations into delivery processes; challenges in maintaining control across complex and dynamic construction project environments.
	3.2 Evaluate the use of performance measures and key indicators in monitoring project progress and outcomes
	IC Use of performance measures and key indicators to monitor construction project progress and outcomes; types of indicators including time, cost, quality and safety performance; quality and safety indicators including non-conformance trends, incident data, compliance measures and assurance outcomes; role of key performance indicators in tracking efficiency, productivity and compliance; comparison of planned and actual performance to identify variances; use of performance data to support reporting, control and decision making; effectiveness and limitations of performance measurement systems in construction project environments.

	3.3 Assess the effectiveness of control mechanisms in maintaining project performance and addressing deviations
	IC Control mechanisms used in construction project management including monitoring systems, reporting processes, quality assurance arrangements, safety control measures and corrective actions; role of control in maintaining alignment with time, cost, quality and safety objectives; identification and management of deviations from project plans, quality standards and safety requirements; use of performance data to trigger corrective and preventive actions; effectiveness of control systems in managing risk and maintaining project stability; limitations and challenges in implementing control mechanisms in complex construction project environments.
4. Understand integrated approaches to construction project delivery and decision making	4.1 Critically analyse how planning, financial, operational, risk and quality considerations are integrated in construction project management
	IC Integration of planning, financial, operational, risk and quality considerations in construction project management; interdependencies between programme, cost, resources, risk and quality requirements; coordination of functions, data and systems to support integrated decision making; role of management processes and tools in aligning project activities and priorities; influence of integrated approaches on consistency, coordination and project outcomes; challenges in managing complexity and maintaining alignment across multiple project elements.
	4.2 Evaluate decision-making approaches used to manage operational complexity, uncertainty and competing priorities in project delivery
	IC Decision-making approaches in complex construction project environments including structured, data-driven and adaptive methods; managing uncertainty through use of forecasts, risk analysis and scenario planning; balancing competing priorities including time, cost, quality, safety and stakeholder expectations; role of project data, performance information and professional judgement in supporting decisions; effectiveness and limitations of different decision-making approaches in dynamic and uncertain project conditions.
	4.3 Assess strategies used to improve project performance and delivery outcomes

	IC Strategies to improve construction project delivery including process optimisation, resource efficiency and programme management; use of continuous improvement approaches and lessons learned; application of project information to identify priorities for improvement; role of quality assurance, risk management and safety practices in enhancing outcomes; implementation of corrective and preventive actions to address delivery issues; influence of leadership and coordination on improving delivery effectiveness; impact of improvement strategies on time, cost, quality and stakeholder satisfaction.

4.5 Mandatory Unit 5: Professional Practice, Ethics and Leadership Development in Construction Project Management

	Mandatory Unit	GLH	Credits	Level	Unit Reference
5	Professional Practice, Ethics and Leadership Development in Construction Project Management	60	20	7	H/652/1934

In this unit, the learner will evaluate professional practice, ethical decision making and leadership development within construction project management.

Construction project leaders operate within complex environments requiring sound professional judgement, ethical awareness and the ability to manage relationships with a range of stakeholders. Decisions made at this level can have significant implications for organisations, clients, communities and the wider environment.

The unit develops the ability to analyse professional responsibilities, evaluate ethical considerations and assess leadership capability within construction contexts. Emphasis is placed on reflective practice, continuous professional development and the application of ethical principles to support responsible and effective project management.

Assessment Instructions and Guidance

Learners may be assessed through analytical assignments, case-based evaluations, reflective accounts and the development of professional and ethical practice strategies.

Evidence may be drawn from construction project environments, professional experience, organisational policies, codes of conduct, industry standards or realistic simulated construction project scenarios.

Assessment must demonstrate critical engagement with professional responsibilities, ethical decision making and leadership development within construction project contexts. Learners are expected to analyse professional practice, evaluate ethical considerations and assess how leadership behaviours influence project performance, stakeholder relationships and organisational reputation.

Learners should demonstrate the ability to apply ethical principles to complex and high-pressure situations, evaluate the impact of decision making on stakeholders and justify approaches to managing ethical dilemmas. They should also be able to develop and justify communication strategies that are appropriate to construction project environments, including adapting communication for specialist and non-specialist audiences.

Assessment may include evidence of reflective practice and professional development, demonstrating how self-awareness, feedback and continuous professional development contribute to leadership capability and effectiveness.

Assessment evidence must reflect Level 7 expectations, including critical analysis, evaluation of ethical and professional issues, synthesis of leadership, communication and organisational factors, and reasoned justification of decisions within complex and dynamic construction project environments.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand professional responsibilities in construction project management	1.1 Analyse the professional roles, responsibilities and accountabilities of construction project managers
	IC Professional roles, responsibilities and accountabilities of construction project managers across planning, delivery and completion stages; accountability for project performance including time, cost, quality and safety outcomes; responsibility for coordinating multidisciplinary teams and managing stakeholder relationships; role in decision making, risk management and compliance with organisational and regulatory requirements; boundaries of professional responsibility and authority; challenges in maintaining accountability in complex and multi-stakeholder construction environments; importance of competence, capability and effective supervision in ensuring safe, compliant and high-quality project delivery.
	1.2 Evaluate the importance of professional standards, codes of conduct and organisational expectations in construction practice
	IC Professional standards and codes of conduct relevant to construction practice; role of organisational policies and expectations in shaping professional behaviour; importance of maintaining integrity, competence and accountability in project delivery; influence of professional standards on quality, safety and compliance; impact of adherence to or deviation from standards on organisational reputation and stakeholder trust; limitations and challenges in

	applying professional standards consistently in complex construction project environments.
	1.3 Assess the impact of professional behaviour on project performance, stakeholder relationships and organisational reputation
	IC Influence of professional behaviour on construction project performance including time, cost, quality and safety outcomes; impact of communication, reliability and accountability on stakeholder relationships; role of professional conduct in building trust, collaboration and effective working relationships; implications of poor professional behaviour for conflict, delays and project risk; effect of professional standards on organisational reputation and credibility; consequences of ethical and unethical behaviour for long-term organisational performance.
2. Understand ethical principles and decision making in construction project management	2.1 Analyse ethical principles relevant to construction project management, including integrity, transparency and accountability
	IC Ethical principles in construction project management including integrity, transparency, accountability and responsibility; application of ethical principles to decision making and professional conduct; relationship between ethics, compliance and organisational standards; influence of ethical principles on stakeholder trust and project outcomes; challenges in applying ethical principles in complex and high-pressure construction environments; limitations and conflicts that may arise in ethical decision making.
	2.2 Critically evaluate the impact of ethical and unethical decision making on project outcomes and stakeholder trust
	IC Impact of ethical decision making on project outcomes including quality, safety, compliance and performance; influence of ethical behaviour on stakeholder trust, confidence and collaboration; consequences of unethical practices including misrepresentation, non-compliance and conflicts of interest; effects on project risk, delays and disputes; implications for organisational reputation and credibility; role of accountability and transparency in maintaining trust; limitations and challenges in sustaining ethical decision making under pressure in construction environments.
	2.3 Assess approaches to managing ethical dilemmas in construction project environments

	IC Approaches to identifying and managing ethical dilemmas in construction project contexts; use of ethical frameworks, organisational policies and professional codes to guide decisions; balancing competing interests including cost, time, safety and stakeholder expectations; role of consultation, escalation and governance in resolving ethical issues; importance of transparency, accountability and documentation in decision making; challenges in managing ethical dilemmas in complex and high-pressure environments; implications of decisions for project outcomes and organisational integrity.
3. Understand communication and relationship management in construction project environments	3.1 Analyse approaches to communication and engagement with internal and external stakeholders
	IC Approaches to communication and stakeholder engagement in construction project environments; methods for communicating with internal and external stakeholders including clients, contractors, consultants and regulators; role of communication in coordinating activities, sharing information and supporting decision making; adapting communication to stakeholder needs, roles and project stages; use of communication plans, reporting systems and digital tools; challenges in managing communication across complex and multi-stakeholder construction projects.
	3.2 Evaluate the role of communication in managing expectations, resolving conflict and supporting collaboration
	IC Role of communication in setting and managing stakeholder expectations across the project lifecycle; use of communication to clarify scope, responsibilities and constraints; influence of effective communication on preventing and resolving conflict; contribution of communication to collaboration, coordination and team cohesion; approaches to addressing misunderstandings and differing perspectives; impact of poor communication on disputes, delays and project risk; effectiveness and limitations of communication approaches in construction project environments.
	3.3 Develop and justify a communication strategy suitable for a construction project scenario
	IC Development of communication strategies appropriate to construction project contexts; communication objectives, audiences, methods, timings and responsibilities; stakeholder communication requirements including clients, contractors, consultants, regulators

	and other relevant parties; reporting lines, information flows, escalation routes and feedback mechanisms; adaptation of communication approaches for specialist and non-specialist audiences; role of communication in coordinating activities, aligning expectations and supporting decision making; justification of communication approaches in relation to project complexity, stakeholder needs, risk and organisational requirements; implications of effective and ineffective communication for collaboration, project performance, stakeholder confidence and organisational reputation; use of digital communication and project information tools appropriate to professional construction contexts.
4. Understand leadership development and reflective practice in construction project management	4.1 Explain the importance of self-awareness and reflection in developing leadership capability
	IC Importance of self-awareness in understanding leadership strengths, limitations and behaviour; role of reflection in evaluating decisions, actions and outcomes; use of reflective practice to support continuous improvement in leadership capability; relationship between self-awareness, judgement and effective leadership in construction contexts; methods for reflective practice including feedback, review and self-assessment; challenges in maintaining reflective practice in complex and time-pressured project environments.
	4.2 Evaluate approaches to continuous professional development in construction project management
	including formal training, professional qualifications and work-based learning; role of CPD in maintaining competence, knowledge and leadership capability; use of reflective practice, feedback and performance review to identify development needs; alignment of CPD with organisational objectives and industry standards; benefits and limitations of different CPD approaches; challenges in sustaining professional development within demanding construction project environments.
	4.3 Assess strategies used to improve leadership effectiveness and professional practice
	IC Strategies to improve leadership effectiveness in construction project management including coaching, mentoring and leadership development programmes; use of feedback, performance evaluation and reflective practice to enhance professional behaviour; application

	of learning to improve decision making, communication and team management; role of organisational support and culture in developing leadership capability; challenges in sustaining improvements in professional practice; impact of leadership development on project performance and organisational outcomes.

4.6 Mandatory Unit 6: Research Methods in Construction Project Management

Mandatory Unit		GLH	Credits	Level	Unit Reference
6	Research Methods in Construction Project Management	60	20	7	J/652/1935

In this unit, the learner will evaluate research methods and their application within construction project management contexts.

Learners will examine research philosophies, methodological approaches and ethical considerations, and analyse how research informs project decision making, project performance and organisational strategy.

The unit develops the ability to design, justify and evaluate research approaches suitable for investigating complex issues within construction project environments.

The unit emphasises research as a strategic capability, requiring learners to synthesise theory, methodology and contextual understanding to develop a robust and feasible research proposal.

This unit prepares learners for independent research at postgraduate level, including progression to dissertation or thesis-based study.

Assessment Instructions and Guidance

Learners may be assessed through analytical assignments, methodological evaluations and the development of a research proposal.

Evidence may draw on academic literature, industry reports, policy and regulatory documentation, published research, secondary datasets or realistic simulated construction project scenarios.

Assessment must demonstrate critical engagement with research theory, methodology and design, and the ability to evaluate and justify research approaches appropriate to construction project management contexts. Learners are expected to formulate researchable questions, analyse data sources and methods, and justify methodological and ethical choices in relation to feasibility, rigour and relevance.

Assessment evidence should reflect Level 7 expectations, including critical analysis, methodological justification, evaluation of alternative approaches and academic judgement appropriate to postgraduate study.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the role of research in construction project management	1.1 Evaluate the purpose of research in informing project management, project performance and organisational decision making
	IC Research as a source of evidence for strategic and operational decision making; relationship between research, industry practice and policy; research-informed project management; use of research to improve project performance outcomes; reducing uncertainty in complex project environments; limitations of research in real-world construction contexts; role of research in organisational and project improvement.
	1.2 Synthesise different types of research used in construction and project management contexts
	IC Exploratory, descriptive and explanatory research; applied and theoretical research; qualitative, quantitative and mixed-methods approaches; research across project, organisational and industry contexts; strengths and limitations of different research types.
	1.3 Assess the limitations and challenges of using research to inform project and organisational decision making
	IC Limitations of research evidence; contextual constraints in construction environments; challenges in applying research to practice; conflicting evidence; bias and interpretation; risks of over-reliance on research; balancing evidence with professional judgement.
2. Understand research philosophies, approaches and design	2.1 Evaluate research philosophies and their implications for construction project management research
	IC Ontology and epistemology; positivist, interpretivist, critical and pragmatic perspectives; implications for research design; alignment between philosophy, methodology and research questions; limitations of paradigms.
	2.2 Analyse research approaches and strategies relevant to construction project management

	IC Deductive, inductive and abductive approaches; research strategies including case study, action research, survey and comparative research; use of secondary data; project-based and organisational research strategies; methodological coherence.
	2.3 Assess strengths, limitations and risks associated with different research designs
	IC Validity, reliability and credibility; bias and researcher influence; feasibility and access in construction environments; ethical considerations; generalisability and transferability; managing complexity and uncertainty in research design.
3. Understand data sources, methods and analysis in construction research	3.1 Evaluate data sources used in construction project management research
	IC Primary and secondary data; project documentation, site records and organisational data; project performance data including cost, time and quality metrics; programme data and risk registers; industry reports and published datasets; digital data sources including BIM and project information systems; data quality and limitations; ethical and legal considerations; data governance; reliability and bias; challenges associated with accessing and using data from live construction project environments, including issues of availability, reliability, confidentiality and organisational constraints.
	3.2 Analyse qualitative and quantitative data collection methods
	IC Interviews, focus groups, surveys and observations; document and project data analysis; sampling strategies; strengths and limitations of methods; digital data collection; methodological rigour in construction contexts.
	3.3 Evaluate analytical techniques used to interpret research data
	IC Thematic and content analysis; basic statistical interpretation; use of analytical tools; integrating qualitative and quantitative findings; limitations of analysis; ensuring robustness and transparency.
4. Be able to design and justify a research proposal	4.1 Formulate a coherent and researchable question relevant to construction project management
	IC Identifying research problems; linking theory and practice; scoping and refining research questions; relevance to project performance,

	organisational or industry contexts; feasibility and ethical considerations.
	4.2 Develop a structured research proposal aligned to research aims and methodology
	IC Research aims and objectives; literature positioning; methodological justification; data sources including project and organisational data; analysis plan; ethical considerations; project planning and timelines.
	4.3 Justify methodological and ethical choices within a research proposal
	IC Justification of research design; evaluation of alternative approaches; ethical approval considerations; limitations and risks; researcher reflexivity; readiness for independent research.

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