

# **Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management**

Specification

NVQ/Competence-based qualification

For first registration August 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management (QCF)

The QN remains the same.

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*All information in this specification is correct at time of publication.*

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## Summary of Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7
GLH updated to reflect the GLH value for the shortest route through the qualification	7
Guided learning definition updated	13
QCF references removed from unit titles and unit levels in all units	15-259

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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# Introducing Pearson Edexcel NVQ/Competence-based qualifications

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## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).



## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management	500/9536/5	01/08/2010

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.



# Key features of the Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management

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This qualification:

- is nationally recognised
- is based on the ConstructionSkills National Occupational Standards (NOS). The NOS, Assessment Requirements/strategy and qualification structure(s) are owned by ConstructionSkills.

## What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and the built environment sector working across a broad range of areas. It is designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in the construction industry.

## Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

## What are the benefits of this qualification to the learner and employer?

This qualification allows learners to demonstrate competence against National Occupational Standards which are based on the needs of the Construction industry as defined by ConstructionSkills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

## What are the potential job roles for those working towards this qualification?

- Construction supervisor
- Construction manager.

**What progression opportunities are available to learners who achieve this qualification?**

This qualification allows learners to demonstrate competence in construction senior management at a level required by the construction and the built environment industry. Learners can progress into senior job roles such as senior management.

# What is the qualification structure for the Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management?

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The Total Qualification Time (TQT) for this qualification is 1440 hours.

The Guided Learning Hours (GLH) for this qualification is 410.

Learners must complete all units in group A to achieve 59 credits and then select units from two of the three optional groups B1, B2 and B3 to achieve a minimum total of 144 credits.

## **A - Mandatory units**

Credit value required: minimum 59.

A/600/6828 - Manage teams in construction

T/600/6830 - Lead and participate in meetings in construction management

A/600/6831 - Provide ethical advice, judgement and service in construction management

J/600/6833 - Develop self and others in construction management

## **B - Optional units**

Learners must select units from two of the three groups B1, B2 and B3.

Credit value required: minimum 85.

### **B1 - Optional group for project development**

D/600/6837 - Prepare and agree a project brief and development programme in construction

H/600/6838 - Manage design development and processes in construction

K/600/6839 - Assess and evaluate the environmental impact of developments in construction management

D/600/6840 - Evaluate sustainable resources and requirements in construction management

F/600/6863 - Manage marketing and customer service in construction organisations

## **B2 - Optional group for procurement contracts and budgets**

H/600/6841 - Establish project procurement arrangements in construction management

T/600/6844 - Implement strategic sourcing partnerships in construction management

F/600/6846 - Manage procurement processes in construction management

L/600/6848 - Prepare and submit estimates, bids and tenders in construction management

L/600/6851 - Ensure that contracts are prepared, negotiated and concluded in construction management

T/600/6861 - Control organisational and project income and expenditure in construction management

## **B3 - Option group for project control**

R/600/8309 - Manage project risks and opportunities in construction

D/600/6854 - Manage project processes in construction

H/600/8296 - Manage project evaluation and feedback in construction

T/600/6858 - Control project outcomes in construction

A/600/6862 - Evaluate and progress the resolution of disputes in construction management

L/600/6865 - Manage project completion in construction

## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Assessment Requirements/strategy for the sector, or
- as part of a training programme.

### Assessment Requirements/Strategy

The Assessment Requirements/Strategy for this qualification have/has been included in *Annexe D*. It has been developed by ConstructionSkills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.





# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Pearson online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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Each qualification is designed to support learners working in the Construction and the Built Environment sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment Requirements/Strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate
<b>Unit reference number:</b>					This is the unit owner's reference number for the specified unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



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# Units



## Unit 1: Manage teams in construction

Unit reference number: A/600/6828

Level: 7

**Credit value:** 16

**Guided learning hours:** 50

## Unit summary

This unit is about identifying the team resources that are needed to deliver a particular project, and how the significant factors will impact on your team selection. You will select the project team following contractual and statutory rules and recognised industry processes.

You will be able to demonstrate knowledge of the working culture and practices of the industry and how you can work within these practices to understand people's needs and motivations. You will have an active knowledge of the recruitment and the retention of employees.

You will confirm the work required in your area, and ensure that the work is allocated to the appropriate individuals. You will demonstrate how you will monitor and motivate the individuals and show a knowledge of formal appraisal systems and also at reviewing and updating plans of work in your area.

You will identify stakeholders and establish working relationships with them and your colleagues. You will consult with them in relation to key decisions, fulfil agreements made with them, promptly advise them of any difficulties encountered and resolve any conflicts with them. You will produce evidence to show that you have monitored and reviewed the effectiveness of working relationships.

## Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

### Learning outcomes 1 and 2:

## 1 Team resources:

management

technical staff

specialist sub-contractors

specialist services

workforce.

## **2 Significant factors:**

location

cost

time

skills, experience and knowledge required and availability

training and development requirements

diversity.

## **3 Rules and formalities:**

contractual

statutory

recognised industry processes

organisational processes

certification of competence.

## **Learning outcomes 3, 4, 5, 6, 7 and 8:**

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

## **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

## **Learning outcome 1:**

### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Proposal(s) for team resources which include where they can be obtained, timescales, budget limits, significant factors, quality and reliability, resources and following rules and formalities (1.1, 1.2, 1.3, 1.4, 1.5) [1.1, 1.2, 1.3].

Simulations are not considered to be acceptable for producing this evidence.

**Process evidence:** not applicable



**Learning outcome 3:**

**Product evidence:** not applicable

**Process evidence:** not applicable

**Learning outcome 5:**

**Product evidence:** not applicable

**Process evidence:** not applicable

**Learning outcome 7:**

**Product evidence:** not applicable

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ the Qualification and Credit Framework title and SVQs'.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select and form a project team	1.1 identify the team resources that are needed and where they can be obtained, and select those that meet agreed timescales and budget limits 1.2 identify any significant factors which will affect the number, type and availability of team resources 1.3 evaluate the quality and potential reliability of team resources and circulate the results to decision makers 1.4 negotiate and agree proposals of contractual arrangements for team resources which are likely to produce an effective team and follow necessary rules and formalities 1.5 follow the rules and formalities for obtaining team resources			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to select and form a project team	2.1 describe how to identify the team resources that are needed and where they can be obtained, and select those that meet agreed timescales and budget limits			
		2.2 describe how to identify any significant factors which will affect the number, type and availability of team resources			
		2.3 evaluate the quality and potential reliability of team resources and circulate the results to decision makers			
		2.4 propose how to negotiate and agree proposals of contractual arrangements for team resources which are likely to produce an effective team and follow necessary rules and formalities			
		2.5 explain how to follow the rules and formalities for obtaining team resources			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to recruit, select and keep colleagues	3.1 talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving			
		3.2 identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicate others to the relevant people for consideration			
		3.3 review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience			
		3.4 identify and review the options for addressing any identified shortfalls and decide on the best options to follow			
		3.5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit			
		3.6 consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved			
		3.7 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.8 seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues</p> <p>3.9 participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective</p> <p>3.10 make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues</p> <p>3.11 judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to recruit, select and keep colleagues	4.1 explain how to talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving			
		4.2 describe how to identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicating others to the relevant people for consideration			
		4.3 examine how to review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience			
		4.4 describe how to identify and review the options for addressing any identified shortfalls and decide on the best options to follow			
		4.5 explain how to consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit			
		4.6 explain how to consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 explain how to ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants</p> <p>4.8 explain how to seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues</p> <p>4.9 explain how to participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective</p> <p>4.10 explain how to make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues</p> <p>4.11 evaluate how to judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to allocate and monitor the progress and quality of work in your area of responsibility	5.1 confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues			
		5.2 plan how the work will be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources			
		5.3 ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development			
		5.4 ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance			
		5.5 encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work			
		5.6 monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>5.7 support individuals and/or teams in identifying and dealing with problems and unforeseen events</p> <p>5.8 motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion</p> <p>5.9 monitor your area for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively</p> <p>5.10 identify unacceptable or poor performance, discussing the cause(s) and agree ways of improving performance with individuals and/or teams</p> <p>5.11 recognise successful completion of significant pieces of work or work activities by individuals and/or teams</p> <p>5.12 use information collected on the performance of individuals and/or teams in any formal appraisals of performance</p> <p>5.13 review and update plans of work for your area and clearly communicate any changes to those affected</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to allocate and monitor the progress and quality of work in your area of responsibility	6.1 explain how to confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues			
		6.2 propose how to plan how the work will be undertaken, seek views from people in your area of responsibility, identify any priorities or critical activities and make best use of the available resources			
		6.3 explain how to ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development			
		6.4 explain how to ensure that individuals and/or teams are briefed on allocated work, show how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance			
		6.5 explain how to encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.6 Examine how to monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback</p> <p>6.7 examine how to support individuals and/or teams in identifying and dealing with problems and unforeseen events</p> <p>6.8 explain how to motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion</p> <p>6.9 examine how to monitor your area for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively</p> <p>6.10 describe how to identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams</p> <p>6.11 explain how to recognise successful completion of significant pieces of work or work activities by individuals and/or teams</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>6.12 explain how to use information collected on the performance of individuals and/or teams in any formal appraisals of performance</p> <p>6.13 examine how to review and update plans of work for your area and clearly communicate any changes to those affected</p>			
7	Be able to develop productive working relationships with colleagues and stakeholders	<p>7.1 identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation</p> <p>7.2 establish working relationships with relevant colleagues and stakeholders</p> <p>7.3 recognise and respecting the roles, responsibilities, interests and concerns of colleagues and stakeholders</p> <p>7.4 provide colleagues and stakeholders with appropriate information to enable them to perform effectively</p> <p>7.5 consult colleagues and stakeholders in relation to key decisions and activities and taking account of their views, including their priorities, expectations and attitudes to potential risks</p> <p>7.6 fulfil agreements made with colleagues and stakeholders and letting them know</p> <p>7.7 advising colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.8 identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved</p> <p>7.9 monitor and review the effectiveness of working relationships with colleagues and stakeholders, seek and provide feedback, in order to identify areas for improvement</p> <p>7.10 monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders</p>			
<p>8 Understand how to develop productive working relationships with colleagues and stakeholders</p>	<p>8.1 describe how to identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation</p> <p>8.2 propose how to establish working relationships with relevant colleagues and stakeholders</p> <p>8.3 explain how to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders</p> <p>8.4 explain how to provide colleagues and stakeholders with appropriate information to enable them to perform effectively</p> <p>8.5 explain how to consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.6 explain how to fulfil agreements made with colleagues and stakeholders and letting them know</p> <p>8.7 propose how to advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements</p> <p>8.8 describe how to identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved</p> <p>8.9 examine how to monitor and review the effectiveness of working relationships with colleagues and stakeholders, seek and provide feedback, in order to identify areas for improvement</p> <p>8.10 examine how to monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders</p>			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

**Unit 2:**                      **Lead and participate in meetings  
in construction management**

Unit reference number: T/600/6830

Level: 5

**Credit value:** 12

**Guided learning hours:** 30

## Unit summary

This unit is about how you conduct yourself in meetings with stakeholders, team members and members of the public.

You will provide evidence that you are able to lead a meeting in a professional manner, demonstrating respect for others and their opinions, and also that you show integrity, fairness and consistency in decision-making.

You will demonstrate that you are capable of presenting ideas and arguments convincingly and in ways that are acceptable to all parties, and that you can take timely decisions which are realistic for the situation.

In addition you will be able to produce evidence that you are able to participate in meetings with an equal ability as in leading meetings.

## Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

## Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to lead meetings	<p>1.1 establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives</p> <p>1.2 prepare carefully how you will lead the meeting and identify who needs to participate</p> <p>1.3 invite participants, give them sufficient notice to enable them to attend, and state the importance of the meeting, the role they will be expected to play, and the preparation they need to do</p> <p>1.4 circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles</p> <p>1.5 set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item</p> <p>1.6 state the purpose of the meeting at the start and check that all participants understand why they are present</p> <p>1.7 clarify specific objectives at the beginning of each agenda item</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants</p> <p>1.9 discourage unhelpful comments and digressions and refocus attention on the objectives of the meeting</p> <p>1.10 manage time flexibly, give more time to particular agenda items, if necessary, whilst ensure key objectives are met and participants are kept informed of changes in the agenda</p> <p>1.11 summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item</p> <p>1.12 take decisions within the meeting's authority, remit or terms of reference</p> <p>1.13 observe any formal procedures or standing orders that apply to the meeting</p> <p>1.14 check that decisions and action points are accurately recorded and promptly communicated to those who need to know</p> <p>1.15 evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to lead meetings	2.1	propose how to establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives		
		2.2	explain how to prepare carefully how you will lead the meeting and identify who needs to participate		
		2.3	explain how to invite participants, give them sufficient notice to enable them to attend, and state the importance of the meeting, the role they will be expected to play, and the preparation they need to do		
		2.4	explain how to circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles		
		2.5	explain how to set a fixed time for the meet to begin and end and allocate time appropriately for each agenda item		
		2.6	explain how to state the purpose of the meeting at the start and check that all participants understand why they are present		
		2.7	explain how to clarify specific objectives at the beginning of each agenda item		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 explain how to encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledge and building on the contributions of other participants</p> <p>2.9 explain how to discourage unhelpful comments and digressions and refocus attention on the objectives of the meeting</p> <p>2.10 evaluate how to manage time flexibly, give more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda</p> <p>2.11 explain how to summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item</p> <p>2.12 evaluate how to take decisions within the meeting's authority, remit or terms of reference</p> <p>2.13 explain how to observe any formal procedures or standing orders that apply to the meeting</p> <p>2.14 explain how to check that decisions and action points are accurately recorded and promptly communicated to those who need to know</p> <p>2.15 evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to participate in meetings	3.1 brief yourself on the content of the meeting, identify relevant information and clarify your opinions on various agenda items			
		3.2 consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions			
		3.3 clarify your objectives from the meeting what you hope the meeting will achieve			
		3.4 present relevant information to the meeting clearly and concisely			
		3.5 present your opinions and the interests of those you are representing in a convincing way, provide evidence to support your case, if required			
		3.6 articulate any issues and problems emerging from discussions and propose and evaluate possible solutions			
		3.7 acknowledge and constructively discuss information and opinions provided by other people			
		3.8 clarify decisions taken on the various agenda items, where necessary			
		3.9 communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to participate in meetings	4.1 explain how to brief yourself on the content of the meeting, identify relevant information and clarify your opinions on various agenda items			
		4.2 explain how to consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions			
		4.3 explain how to clarify your objectives from the meeting what you hope the meeting will achieve			
		4.4 explain how to present relevant information to the meeting clearly and concisely			
		4.5 explain how to present your opinions and the interests of those you are represent in a convincing way, provide evidence to support your case, if required			
		4.6 explain how to articulate any issues and problems emerging from discussions and propose and evaluate possible solutions			
		4.7 explain how to acknowledge and constructively discuss information and opinions provided by other people			
		4.8 explain how to clarify decisions taken on the various agenda items, where necessary			
		4.9 explain how to communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting			

Learner name: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

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## **Unit 3:** **Provide ethical advice, judgement and service in construction management**

**Unit reference number:** A/600/6831

**Level:** 7

**Credit value:** 20

**Guided learning hours:** 60

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### **Unit summary**

This unit is about obtaining and evaluating information which is sufficiently detailed for the purpose and presenting it in an appropriate manner. You will be able to present clear, accurate and valid technical recommendations.

Following recognised good practice you will need to make ethical judgements and offer advice which balances the needs of the organisation, its clients and society.

You will need to make judgements and offer advice which balances the needs of the client, the resources available and the needs of the people in the community, which identifies ethical standards (including health and safety) and any conflicts of interest.

You should identify where complex, indeterminate situations exist, assessing the validity and completeness of the available information, analysing the information and drawing valid and justifiable conclusions.

You should reflect on the conclusions and interpret them into detailed issues that enable known opportunities and solutions to be identified and utilised for establishing policy.

## **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

### **Learning outcomes 1 and 2:**

#### **1 Purpose:**

sharing experience  
issuing instructions  
making decisions  
increasing understanding  
implement a solution  
deal with confrontation  
negotiation.

#### **2 Presenting:**

orally  
in writing  
graphically  
electronically.

#### **3 People receiving information and advice:**

same and other related occupations  
clients and customers  
technical and non-technical team members  
craftspeople and operatives  
senior and junior colleagues  
members of the public  
people with individual needs.

#### **4 Technical recommendations include:**

realistic estimates of the implications of alternatives which have been considered  
clear descriptions of the information sources consulted  
the analysis techniques applied  
the criteria used for making evaluations and reaching justifiable conclusions.



## **Learning outcomes 3 and 4:**

### **1 Information:**

experience and practice  
internal to the organisation  
external to the organisation  
continuing professional development.

### **2 Reflect:**

comparison between previous cases and the current situation the outcomes required  
known and anticipated limitations and opportunities.

## **Learning outcomes 5 and 6:**

### **1 Ethical standards and recognised practice:**

recognised norms of consistency in matters of intention, description and action  
mandatory ethical codes of practice within the occupation or discipline  
statute law  
voluntary codes of practice  
duty of care  
health, safety and welfare.

### **2 Conflicts of interest:**

offers which may result in adverse conditions to other individuals or the community  
offers which involve the financial interest of the practitioner  
give unfair advantage to the practitioner's family or friends.

### **3 Systems:**

indemnity insurance  
guarantees  
contract conditions  
bonds.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:****Product evidence:**

- 1 Technical information and advice presented, including technical information obtained and evaluated in significant detail which has been modified and adapted (1.1, 1.2, 1.3, 1.5, 1.6) [1.1, 1.2, 1.3, 1.4]
- 2 Record(s) of technical instructions and guidance (1.4) [1.4].

**Process evidence:**

- 1 Presenting technical information, advice recommendations and guidance (1.2, 1.3, 1.4, 1.6) [1.2, 1.3, 1.4].

**Learning outcome 3:****Product evidence:**

- 1 Assessment(s) and summary(ies) of situations and information obtained which include estimates of effects (3.1, 3.2, 3.3) [3.1]
- 2 Analysis(es) of information and conclusions drawn (3.4) [3.1, 3.2]
- 3 Records of reflections on the conclusions utilised for establish policy (3.5, 3.6) [3.2].

**Process evidence:** not applicable

**Learning outcome 5:****Product evidence:**

- 1 Record(s) of contract(s) agreement(s) and terms of reference which include conformance to legal requirements, ethical standards and recognised good practice (5.5, 5.6) [5.1, 5.2, 5.3]
- 2 Record(s) of balanced judgements, advice and personal decisions (5.1, 5.2, 5.3, 5.4) [5.1, 5.2, 5.3]
- 3 System(s) which have been set up to protect individual, organisational and community interests (5.7, 5.8) [5.3]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and

Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs’.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to exchange information and present advice on technical issues	1.1 obtain and evaluate information which is sufficiently detailed for the purpose			
		1.2 present technical information and advice which is complete, summarised accurately and relevant to technical issues			
		1.3 present technical recommendations which are clear, accurate and valid, and which represent the best advice possible, given the information and resources available			
		1.4 give technical instructions and guidance which are likely to be understood by the people who will follow them			
		1.5 present technical recommendations and advice use a style of communication which is appropriate to the people receiving information and advice			
		1.6 adapt and modify technical recommendations where people have difficulties understanding them			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to exchange information and present advice on technical issues	2.1	explain how to obtain and evaluate information which is sufficiently detailed for the purpose		
		2.2	explain how to present technical information and advice which is complete, summarised accurately and relevant to technical issues		
		2.3	explain how to present technical recommendations which are clear, accurate and valid, and which represent the best advice possible, given the information and resources available		
		2.4	propose how to give technical instructions and guidance which are likely to be understood by the people who will follow them		
		2.5	explain how to present technical recommendations and advice use a style of communication which is appropriate to the people receiving information and advice		
		2.6	explain how to adapt and modify technical recommendations where people have difficulties understanding them		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to resolve complex, indeterminate situations	3.1 identify where complex, indeterminate situations exist, estimate their effects realistically and summarise the issues for the organisation			
		3.2 assess the validity and completeness of the information available and identify any significant gaps			
		3.3 specify and obtain sufficient additional information to cover any gaps and to provide a valid starting point for the analysis of the situation			
		3.4 analyse information and draw valid and justifiable conclusions			
		3.5 apply decision making techniques which increase the reliability of the conclusions			
		3.6 reflect on the conclusions and interpret them into detailed issues that enable known opportunities and solutions to be identified and utilised for establish policy			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to resolve complex, indeterminate situations	4.1 describe how to identify where complex, indeterminate situations exist, estimate their effects realistically and summarise the issues for the organisation			
		4.2 examine how to assess the validity and completeness of the information available and identify any significant gaps			
		4.3 evaluate how to specify and obtain sufficient additional information to cover any gaps and to provide a valid starting point for the analysis of the situation			
		4.4 examine how to analyse information and draw valid and justifiable conclusions			
		4.5 explain how to apply decision making techniques which increase the reliability of the conclusions			
		4.6 examine how to reflect on the conclusions and interpret them into detailed issues that enable known opportunities and solutions to be identified and utilised for establish policy			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to practice within an ethical framework	5.1 make judgements and offer advice which balance the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected			
		5.2 take clear and unequivocal personal responsibility for personal decisions			
		5.3 disclose information obtained from clients only to people who have a right to receive it			
		5.4 communicate with stakeholders in a style and manner which maintains professional independence and maximises goodwill and trust			
		5.5 define and agree the terms of reference and the expectations of the people involved in contracts			
		5.6 enter into contracts and agreements which conform to legal requirements, ethical standards and recognised good practice			
		5.7 refuse offers and contracts which may generate conflicts of interest			
		5.8 set up and implement systems to protect individual, organisational and community interests			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to practice within an ethical framework	6.1 evaluate how to make judgements and offering advice which balance the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected			
		6.2 evaluate how to take clear and unequivocal personal responsibility for personal decisions			
		6.3 explain how to disclose information obtained from clients only to people who have a right to receive it			
		6.4 explain how to communicate with stakeholders in a style and manner which maintains professional independence and maximises goodwill and trust			
		6.5 evaluate how to define and agree the terms of reference and the expectations of the people involved in contracts			
		6.6 evaluate how to enter into contracts and agreements which conform to legal requirements, ethical standards and recognised good practice			
		6.7 evaluate how to refuse offers and contracts which may generate conflicts of interest			
		6.8 propose how to set up and implement systems to protect individual, organisational and community interests			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

**Unit 4:                      Develop self and others in construction management**

Unit reference number: J/600/6833

**Level:** 6

**Credit value:** 11

**Guided learning hours:** 20

## Unit summary

This unit is about promoting personal development and providing opportunities for others to learn from your experiences. This sometimes is viewed as a threat but you must consider this as an important activity that benefits the organisation. It starts by self-evaluation, and that honest appraisal about your performance in dealing with complex situations, capturing the successes and learning from the failures. This valuable experience needs to be shared with your colleagues by personal example, and by building good open working relations. It is about recognising good practice and nurturing it so that it becomes the professional and ethical behaviour throughout your organisation.

Developing yourself and others within the legal and ethical framework will benefit society. That will make your job as a manager more valuable and challenging but also very rewarding as you complete this unit.

## Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

**Learning outcomes 1 and 2:**

## 1 Aims and objectives:

preparation for career development

intellectual challenge

need for updating

need to provide evidence of vocational competence

compliance with employer and professional requirements

promotion or job change

awareness of development needs

developing personal networks.

**2 Personal development:**

maintenance of competence  
emotional intelligence  
development of new competence  
commitment to vocational excellence.

**3 Sources of support and guidance:**

national/industry bodies  
professional institutions  
education and training providers  
in house  
National Occupational Standards  
current publications (printed & on-line)  
benchmarks  
mentoring.

**4 Standards of competence:**

job descriptions  
professional institution requirements  
industry national occupational standards.

**5 Development plan includes:**

priorities  
performance appraisals  
target dates  
development activities.

**6 Development activities:**

formal courses  
research  
work experience  
personal study  
work shadowing/secondment.

## **Learning outcomes 3 and 4:**

### **1 Opportunities and resources:**

paid time  
personal time  
office  
site, group and mutual collaboration  
on the job  
off the job.

### **2 People:**

colleagues  
junior colleagues  
trainees entering the industry  
potential entrants to the industry.

### **3 Knowledge and practice:**

lessons from own experience  
lessons from others experience  
published sources.

### **4 Learning techniques and methods:**

attending training and educational programmes  
coaching  
mentoring  
instructing  
agree work-based learning opportunities  
performance appraisal  
work shadowing/secondments.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

### **Learning outcome 1:**

#### **Product evidence:**

- 1 Records of personal networks and contacts, feedback on performance including identified possible improvements on how you use your time (1.1, 1.2, 1.3, 1.4)
- 2 Record(s) of personal development aims and objectives which include sources of support and guidance and selected standards of competence and reviews and updating (1.6, 1.7, 1.8, 1.13) [1.1, 1.2, 1.3, 1.4]
- 3 Profile(s) of present competence identified against standards of competence (1.9) [1.4]
- 4 Record(s) of developed progress achievement and evidence of competence identified against standards of competence (1.5, 1.6, 1.7, 1.11, 1.13) [1.4, 1.6]
- 5 Personal development plan(s) which include identified development needs (1.4, 1.5, 1.9, 1.10) [1.5]

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Information summarised for developing learning materials (3.2) [3.3]
- 2 Personal development plan(s) which include identified competence level needs, opportunity and resources for people to learn, reviewed progress and feedback (3.1, 3.7, 3.8) [3.1, 3.2]
- 3 Record(s) of advice and coaching given (3.3) [3.2]
- 4 Record(s) of presented information which includes selected learning techniques and methods, questions, clarification and advice (3.4, 3.5, 3.6) [3.2, 3.3, 3.4]

#### **Process evidence:**

- 1 Presentation(s) made (3.5, 3.6) [3.2]

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

## **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to manage your own resources and undertake continuing personal development in the occupational practice area</p>	<p>1.1 develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources</p> <p>1.2 check, on a regular basis, how you are using your time at work and identify possible improvements</p> <p>1.3 ensure that your performance consistently meets or goes beyond agreed requirements</p> <p>1.4 get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback</p> <p>1.5 discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes</p> <p>1.6 define the personal aims and objectives for undertaking personal development</p> <p>1.7 identify and contact sources of support and guidance for undertaking personal development</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 identify and select relevant standards of competence against which personal development can be measured</p> <p>1.9 analyse the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs</p> <p>1.10 prepare a development plan for achieving identified development needs</p> <p>1.11 undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities</p> <p>1.12 measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence</p> <p>1.13 review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to manage your own resources and undertake continuing personal development in the occupational practice area	2.1	propose how to develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources		
		2.2	explain how to check, on a regular basis, how you are using your time at work and identify possible improvements		
		2.3	explain how to ensure that your performance consistently meets or goes beyond agreed requirements		
		2.4	explain how to get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback		
		2.5	explain how to discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes		
		2.6	evaluate how to define the personal aims and objectives for undertaking personal development		
		2.7	describe how to identify and contact sources of support and guidance for undertaking personal development		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.8 describe how to identify and select relevant standards of competence against which personal development can be measured</p> <p>2.9 examine how to analyse the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs</p> <p>2.10 explain how to prepare a development plan for achieving identified development needs</p> <p>2.11 evaluate how to undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities</p> <p>2.12 explain how to measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence</p> <p>2.13 examine how to review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to enable people to learn and benefit from your experience	3.1	identify and offer adequate and appropriate opportunities and resources for people to learn		
		3.2	select and summarise relevant and up to date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials		
		3.3	advise and coach people so that they can identify their current level of competence, their learning needs and targets		
		3.4	select and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual		
		3.5	present information to people use a pace, style and form which is appropriate to their needs		
		3.6	encourage people to ask questions, seek clarification and advice when they need help and during learning activities		
		3.7	review peoples' progress towards agreed objectives and give realistic and positive feedback on achievements		
		3.8	identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to enable people to learn and benefit from your experience	4.1 describe how to identify and offer adequate and appropriate opportunities and resources for people to learn			
		4.2 evaluate how to select and summarise relevant and up to date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials			
		4.3 propose how to advise and coach people so that they can identify their current level of competence, their learning needs and targets			
		4.4 evaluate how to select and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual			
		4.5 explain how to present information to people use a pace, style and form which is appropriate to their needs			
		4.6 explain how to encourage people to ask questions, seek clarification and advice when they need help and during learning activities			
		4.7 examine how to review peoples' progress towards agreed objectives and give realistic and positive feedback on achievements			
		4.8 describe how to identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan			

Learner name: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

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Date: \_\_\_\_\_

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## **Unit 5: Prepare and agree a project brief and development programme in construction**

**Unit reference number:** D/600/6837

**Level:** 7

**Credit value:** 24

**Guided learning hours:** 90

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### **Unit summary**

This unit is about managing projects and the team that delivers design solutions to meet the project brief. It is about ascertaining stakeholders' requirements, exploring the constraints and risks and agreeing deliverables.

Having done the strategic thinking and organisational development we now need to return to the client. You will need to confirm which aspects of the project are subject to legal and statutory controls as well as current procedures and likely timescales. You will also need to plan and agree alternatives with the client in anticipation of approval being refused. Finally the project brief becomes clarified, people have a consensus.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

#### **Learning outcomes 1 and 2:**

##### **1 Stakeholders:**

clients  
representatives of users  
statutory bodies  
consultants  
partners  
community.

##### **2 Framework - will include:**

the client requirements  
user requirements  
community requirements  
procurement requirements

resource requirements  
construction requirements  
regulatory requirements  
cost requirements  
business opportunities and objectives  
risk factors  
health, safety and welfare requirements  
environmental requirements, benefits and sustainability  
current and future needs  
compliance with local, regional national development strategies.

### **3 review:**

cost benefit analysis  
whole life costing  
value management  
feasibility studies  
elemental cost plan.

### **4 Presenting:**

orally  
in writing  
graphically  
electronically.

## **Learning outcomes 3 and 4:**

### **1 Stakeholders:**

clients  
make sure your own actions reduce risks to health and safety Imported  
Standard based on ENTO HSS1)  
representatives of users  
statutory bodies  
consultants  
partners  
community.



## **2 Development programme:**

timetable  
phasing  
integration of data  
interaction between design consultants  
critical path  
key project stages  
interaction with design approval stages  
interaction with construction programme.

## **Learning Outcomes 5 and 6:**

### **1 Project stakeholders:**

clients  
representatives of users  
statutory bodies  
consultants  
partners  
community.

### **2 Goals and priorities:**

quantity  
design quality  
time  
use/adaptability  
whole life costs  
health, safety and welfare  
environmental benefits and sustainability.

### **3 Presenting:**

orally  
in writing  
graphically  
electronically.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Framework(s) for draft brief(s) (1.1, 1.5) [1.1, 1.2]
- 2 Draft brief(s) which include the modifications and cost estimates (ALL) [ALL]
- 3 Records of reviewed and agreed cost implications of adopting alternative design, construction, services, financing and use strategies (1.4) [1.1, 1.3]

**Process evidence:**

- 1 Presentation(s) of the draft brief(s) (1.5) [1.1, 1.4]

**Learning outcome 3:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of review of the brief (3.1, 3.2) [3.1, 3.2]
- 2 Outline development programme(s) including any necessary modifications (3.2, 3.3) [3.1, 3.2]
- 3 Agreed development programme(s) (3.4) [3.1, 3.2]

**Process evidence:**

- 1 Presentation(s) of development programmes (3.4) [3.1, 3.2]

**Learning outcome 5:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Summary(ies) of stakeholders' goals, priorities and requirements (5.1, 5.2, 5.3) [ALL]

Simulations are not considered to be acceptable for producing this evidence.

**Process evidence:**

- 1 Presentation(s) of the summary of requirements and stakeholders' preferences (5.4) [5.1, 5.3]

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare proposal for a project brief	1.1 identify and agree the stakeholders' requirements, opinions and aspirations and prepare a framework for a proposed project			
		1.2 select data which is relevant and valid, analyse it and qualify its status			
		1.3 estimate and confirm the cost and timescale of the project			
		1.4 review the cost implications of adopting alternative design, construction, services, financing and using strategies and agree them with stakeholders			
		1.5 prepare a draft brief clearly, accurately, unambiguously and within the time agreed, and present the brief to stakeholders			
		1.6 explain and discuss any significant constraints, framework opportunities and areas of uncertainty			
		1.7 modify the draft to reflect the discussion and relevant points which have been raised			
		1.8 negotiate a clear and mutually acceptable agreement on the brief which is in sufficient detail to allow work to start on the next stage of the project			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to prepare proposal for a project brief	2.1 describe how to identify and agree the stakeholders' requirements, opinions and aspirations and prepare a framework for a proposed project			
		2.2 evaluate how to select data which is relevant and valid, analyse it and qualify its status			
		2.3 examine how to estimate and confirm the cost and timescale of the project			
		2.4 examine how to review the cost implications of adopting alternative design, construction, services, financing and using strategies and agree them with stakeholders			
		2.5 explain how to prepare a draft brief clearly, accurately, unambiguously and within the time agreed, and present the brief to stakeholders			
		2.6 explain how to explain and discuss any significant constraints, framework opportunities and areas of uncertainty			
		2.7 explain how to modify the draft to reflect the discussion and relevant points which have been raised			
		2.8 propose how to negotiate a clear and mutually acceptable agreement on the brief which is in sufficient detail to allow work to start on the next stage of the project			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to develop a programme which meets the requirements of the project brief	3.1 review the requirements of the brief and check and clarify initial assumptions about the project development programme with stakeholders			
		3.2 develop a realistic outline development programme which takes account of identified constraints			
		3.3 discuss the outline development programme with stakeholders and agree any necessary modifications to the brief, outline development programme, or constraints			
		3.4 prepare, present and agree a development programme which meets the requirements of the brief and the expectations of stakeholders			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to develop a programme which meets the requirements of the project brief	4.1 examine how to review the requirements of the brief and check and clarify initial assumptions about the project development programme with stakeholders			
		4.2 propose how to develop a realistic outline development programme which takes account of identified constraints			
		4.3 explain how to discuss the outline development programme with stakeholders and agree any necessary modifications to the brief, outline development programme, or constraints			
		4.4 explain how to prepare, present and agree a development programme which meets the requirements of the brief and the expectations of stakeholders			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to identify, assess and agree project requirements and stakeholder preferences	<p>5.1 clarify the project stakeholders' understanding of project processes and the roles of those who need to be involved</p> <p>5.2 identify and agree with project stakeholders what their goals and priorities are both now and for the future</p> <p>5.3 clarify the project stakeholders' circumstances and requirements, the options available and the constraints and risks which might apply to the project</p> <p>5.4 summarise and present the project requirements and stakeholders' preferences</p>			
6	Understand how to identify, assess and agree project requirements and stakeholder preferences	<p>6.1 explain how to clarify the project stakeholders' understanding of project processes and the roles of those who need to be involved</p> <p>6.2 describe how to identify and agree with project stakeholders what their goals and priorities are both now and for the future</p> <p>6.3 explain how to clarify the project stakeholders' circumstances and requirements, the options available and the constraints and risks which might apply to the project</p> <p>6.4 explain how to summarise and present the project requirements and stakeholders' preferences</p>			



Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_



## **Unit 6: Manage design development and processes in construction**

**Unit reference number:** H/600/6838

**Level:** 7

**Credit value:** 22

**Guided learning hours:** 110

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### **Unit summary**

This unit is about managing projects and the team that deliver design solutions to meet the project brief. It is based on a refined client brief and secured stakeholders' requirements. You will explore and critically analyse the constraints, risks, challenges and issues. You will manage and make design decisions and agree solutions to meet the perceived needs.

You must have a deep knowledge of design processes and appreciate analysing concepts, exploring issues associated with hazards, and risks. You should share the outcome with the design team and the stakeholders. Acceptable design choices will reflect the stakeholder's area of operation and future aspirations so that the design will be fit for purpose.

You will need to co-ordinate the design development and recommend, justify and agree the proposal project design solution to comply with legal and statutory controls as well as the relevant authorities' requirements, current procedures and likely timescales.

Securing and motivating the team allows you to focus on health, welfare, safety and environment issues. Managing and maintaining coherence of the design process requires several high level skills, but open management and declared control points have to be managed to achieve a design solution. Challenging significant factors and testing design solutions against health and safety will allow you an insight into the functionality and buildability of the preferred design solution.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

### **Learning outcomes 1 and 2:**

#### **1 Clients:**

customers

owners

users

occupiers.

## **2 Relevant health and safety regulations and legal framework:**

CDM regulations and Approved Codes of Practice  
current health, safety and welfare regulations  
construction and building regulations  
international law, standards and practice  
civil law and criminal law  
code and standards  
duty of care  
competence and resources  
legal enforcement  
insurance (liability and indemnity)  
contract and procurement.

## **3 Interested parties:**

plan supervisor/co-ordinator  
other designers  
specialist advisors  
clients  
construction managers  
contractors and specialist contractors.

## **4 Operations and individual activities:**

site establishment  
constructing (infrastructure, structure, building fabric, prefabrication, finishes, services and equipment, landscape, temporary works)  
temporary works  
use and operating  
cleaning  
maintaining  
altering  
demolition  
commissioning and decommissioning  
refurbishing  
existing services and obstructions.

**5 Hazards:**

falls from height  
slips, trips and falls (same height)  
hit by falling or moving objects  
manual handling  
health issues  
power sources  
hazardous substances  
trapped by something collapsing or overturning  
confined spaces  
fire  
obstructions  
moving vehicles  
water  
lack of security/ breaches  
sector or context specific.

**6 Potential factors:**

injuring people  
cause ill health  
damaging property  
adversely affecting the natural and built environment  
contravening legislative requirements  
litigation and prosecution  
cause adverse publicity/perception  
working conditions and circumstances, buildability  
alienating workforce/team members  
economic and business factors (positive or negative).

**7 Assessing:**

likelihood of occurrence  
severity of harm incurred.

**8 Risks:**

high  
medium  
low.

## **Learning outcomes 3 and 4:**

### **1 Hazards:**

falls from height  
slips, trips and falls (same height)  
hit by falling or moving objects  
manual handling  
health issues  
power sources  
hazardous substances  
trapped by something collapsing or overturning  
confined spaces  
fire  
obstructions  
moving vehicles.

### **2 Developing and modify:**

identify project requirements  
plan  
investigation  
verifying competence and resources  
analysis  
identify interactions  
calculation  
testing  
selecting materials, components and systems  
assessing costs (including life cycle)  
detailing and specifying  
consideration of costs and benefits (including lifestyle costing)  
assessing buildability.

### **3 Designs:**

infrastructure  
structure  
building fabric  
prefabrication  
finishes  
services and equipment

landscape  
temporary works.

#### **4 Risks:**

high  
medium  
low.

#### **5 Measures:**

control at sources  
cumulative protection  
manage residual risks.

#### **6 Relevant health and safety regulations and guidelines:**

CDM regulations and Approved Code of Practice  
current health, safety and welfare regulations  
construction and building regulations  
international law, standards and practice  
codes of practice  
industry guides.

#### **7 Design documentation:**

drawings  
specifications  
models  
calculations  
health and safety plans and files.

#### **8 Other involved people:**

contractors  
cleaners  
maintainers  
owners  
users.

## **Learning outcomes 5 and 6:**

### **1 Significant factors:**

project type, purpose, location  
occupancy and use  
design quality  
adaptability/flexibility  
community  
legal and regulatory constraints  
health, safety and welfare  
physical and technical constraints  
anticipated development timetable  
cost (including whole life)  
environmental quality and sustainability  
reduction of emissions and waste  
energy use  
protection of archaeological and historically valuable resources  
security  
procurement  
resources  
construction, installation and buildability  
standardisation  
new materials and technologies  
transport and infrastructure  
skills available  
risk assessment and mitigation.

### **2 Techniques:**

data research  
comparison with regulations  
specialist guidance and good practice  
relevant previous solutions and feedback  
computer modelling  
calculation.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.



**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Records of client checks (1.1) [1.1, 1.2]
- 2 Iterative hazard assessments, that include collaboration with interested parties and identified hazards and risks (1.2, 1.3, 1.4, 1.5, 1.6) [1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8]

**Process evidence:** not applicable

**Learning outcome 3:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Records of eliminated hazards (3.1) [3.1, 3.2]
- 2 Records of risk reduction measures (3.2, 3.3, 3.4) [3.1, 3.2, 3.4, 3.5, 3.6]
- 3 Design information needed by others (3.5) [3.6, 3.7, 3.8]
- 4 Records of the implementation of risk reduction measures and their promotion (3.6) [3.4, 3.5]
- 5 Records of encouraging a culture of health, safety and welfare (3.7).

**Process Evidence:** not applicable

**Learning outcome 5:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of design parameters based on analysis of information and significant factors including techniques used for specifying design solutions (ALL) [5.1, 5.2]

Simulations are not considered to be acceptable for producing this evidence.

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify and assess hazards, and identify risks	<p>1.1 check that clients are made aware of the relevant health and safety regulations and legal framework their obligations in relation to them and advantages in complying with them</p> <p>1.2 collaborate with interested parties to ensure the compliance of designs with relevant health and safety regulations and legal framework</p> <p>1.3 identify operations and individual activities that may give rise to hazards</p> <p>1.4 identify and prioritise the hazards arising from operations and individual activities</p> <p>1.5 obtain accurate information on any potential factors resulting from the hazards</p> <p>1.6 assess the hazards to identify risks on an iterative basis throughout the development process</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to identify and assess hazards, and identify risks	2.1 explain how to check that clients are made aware of the relevant health and safety regulations and legal framework their obligations in relation to them and advantages in complying with them			
		2.2 describe how to collaborate with interested parties to ensure the compliance of designs with relevant health and safety regulations and legal framework			
		2.3 describe how to identify operations and individual activities that may give rise to hazards			
		2.4 describe how to identify and prioritise the hazards arising from operations and individual activities			
		2.5 explain how to obtain accurate information on any potential factors resulting from the hazards			
		2.6 examine how to assess the hazards to identify risks on an iterative basis throughout the development process			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to make design choices to reduce health and safety risks	3.1	eliminate identified hazards whilst developing and modify designs and taking into account conflicting demands		
		3.2	reduce identified risks arising from hazards that are not eliminated when developing and modifying designs		
		3.3	give collective measures priority over individual measures when reducing risks		
		3.4	verify that the risk reduction measures comply with relevant health and safety regulations and guidelines		
		3.5	record in design documentation any information needed by other involved people, so that they can comply with their duties under relevant health and safety regulations		
		3.6	use opportunities to promote the implementation of the risk reduction measures with other involved people		
		3.7	encourage a culture of health, safety and welfare in design processes and decision making		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to make design choices to reduce health and safety risks	4.1 explain how to eliminate identified hazards whilst developing and modify designs and take into account conflicting demands			
		4.2 evaluate how to reduce identified risks arising from hazards that are not eliminated when developing and modifying designs			
		4.3 examine how to give collective measures priority over individual measures when reducing risks			
		4.4 examine how to verify that the risk reduction measures comply with relevant health and safety regulations and guidelines			
		4.5 explain how to record in design documentation any information needed by other involved people, so that they can comply with their duties under relevant health and safety regulations			
		4.6 explain how to use opportunities to promote the implementation of the risk reduction measures with other involved people			
		4.7 explain how to encourage a culture of health, safety and welfare in design processes and decision making			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to manage the design process	5.1 review the findings of investigations and identify significant factors which may influence existing and anticipated development and design			
		5.2 analyse the information available with the project team and produce realistic design parameters which recognise the significant factors			
		5.3 assess the design parameters, circulate the assessment to the people responsible for project design, plan and scheduling			
		5.4 identify the parts of the project design which interact with each other, and agree suitable ways to maintain coherence and consistency between all significant factors influencing the design			
		5.5 set up procedures which will maintain coherence and consistency between the design solutions and the overall development concept			
		5.6 confirm techniques which are suitable for investigating, calculating, testing, developing and specifying design solutions			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to manage the design process	6.1 examine how to review the findings of investigations and identify significant factors which may influence existing and anticipated development and design			
		6.2 examine how to analyse the information available with the project team and produce realistic design parameters which recognise the significant factors			
		6.3 examine how to assess the design parameters, circulate the assessment to the people responsible for project design, plan and scheduling			
		6.4 describe how to identify the parts of the project design which interact with each other, and agree suitable ways to maintain coherence and consistency between all significant factors influencing the design			
		6.5 propose how to set up procedures which will maintain coherence and consistency between the design solutions and the overall development concept			
		6.6 explain how to confirm techniques which are suitable for investigating, calculating, testing, developing and specifying design solutions			



Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 7: Assess and evaluate the environmental impact of developments in construction management**

**Unit reference number:** K/600/6839

**Level:** 7

**Credit value:** 20

**Guided learning hours:** 80

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### **Unit summary**

This unit is about managing the impact of the built environment on the natural environment. It requires developing knowledge of the natural environment and the ability to quantify and justify decisions against a changing political climate.

A detailed knowledge is required of all the influencing factors that will contribute to the preparation of a long-term sustainability strategy linked to the organisation's business plans. You will need to supply sufficient data and additional details of the processes that lead to the approval of the sustainability strategy. This needs customising to the proposed project.

Assessing the environmental impact of development proposals is important to determine the clear demarcation of the statutory obligations of the client and the building user and how those obligations are monitored and enforced. Evidence will be required to support the regular management of systems which have been developed to monitor quality, the levels of performance and financial outturn against predetermined targets together with the details of reviews and, if necessary, the incorporation of changing influencing factors.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

### **Learning outcomes 1 and 2:**

#### **1 Information sources:**

desk research of published literature  
commissioned research  
consultation with appropriate authorities  
colleagues.

**2 Factors:**

nature  
location  
continued availability  
energy use/demand  
climate change.

**3 Utilisation:**

historic use  
current use  
anticipated future use.

**4 Environmental implications:**

social  
cultural  
technical  
economic  
visual  
political  
legal.

**5 Alternative resources:**

culturally and environmentally acceptable to use finite and non-renewable resources  
local and global ecological systems  
technological alternatives.

**Learning Outcomes 3 and 4:****1 Goals and priorities:**

quantity  
quality (including design]  
cost  
time  
development  
improvement  
use  
whole life costs

environmental impact and sustainability  
security  
health and safety  
logistics  
maintenance.

## **2 Investigating:**

use of benchmarking tools  
research  
consultancy advice  
regulatory authorities.

## **3 Alternatives:**

development  
adaptation  
alteration  
refurbishment  
relocation  
innovation.

## **4 Resources:**

finance  
workforce (skills)  
raw materials  
manufactured systems and components  
energy & utilities  
land use.

## **5 Environmental and ecological factors:**

natural resources  
emissions (air, land, water)  
waste and recycling  
access to environmentally sensitive areas  
effects of climate change  
contamination  
protect archaeological and historically valuable resources.

## **6 Social views:**

client  
funders/investors  
workforce  
suppliers  
users  
community.

## **7 Asset value and sustainability:**

provide capital growth  
location in relation to a stable economy and community  
saleable revenue  
minimising running costs (environmental and economic)  
minimising maintenance  
location.

## **Learning outcomes 5 and 6:**

### **1 Requirements:**

social and community obligations  
legal obligations  
current codes of practice  
feasibility  
conditions to be applied to the proposal  
considering significant environmental issues and effects  
examining alternatives  
proposing appropriate mitigation measures.

### **2 Proposals:**

individual projects  
strategic policies, plans and proposals.

### **3 Factors:**

social (community use and adaptability)  
ecological (including resource use)  
conservation  
technical (noise, insulation and fire)  
programme.

sustainability  
accessibility  
waste and recycling  
regulatory  
health and safety  
emissions (air, land, water)  
land use  
protecting valuable archaeological & historical resources  
logistics.

#### **4 Criteria:**

direct and indirect effects  
positive and negative  
risk and opportunity  
lifecycle of project.

#### **5 Relevant data:**

project baseline information  
survey information  
relevant standards  
relevant legal, regulatory and policy requirements  
historical.

#### **6 Alternative solutions:**

different locations  
different layouts  
extending the use of existing resources  
use of alternative resources  
changes to implementation and phasing  
not carrying out the proposal.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Summaries and assessments of information indicating the factors which impact on the utilisation and sustainability of finite and renewable resources (1.1, 1.2, 1.3) [1.1, 1.2, 1.3]
- 2 Records of assessments of and strategies for developing potential alternative resources (1.3, 1.4, 1.5) [1.4, 1.5].

**Process evidence:** not applicable

**Learning outcome 3:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Records of goals and priorities identified, investigations conducted and evaluations made (ALL) [ALL]
- 2 Present development strategies to relevant stakeholders (3.6).

**Process evidence:** not applicable

**Learning outcome 5:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Report(s) which include collated data, selected factors and criteria, a review of alternative solutions and a forecast and assessment of the environmental impact (ALL) [ALL].

Simulations are not considered to be acceptable for producing this evidence.

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF



- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs’.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify and evaluate sustainable resources	1.1 investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources			
		1.2 assess accurately the costs and implications of the management and replacement of renewable resources			
		1.3 identify and summarise appropriate and valid information sources and identify potential alternative resources			
		1.4 compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances			
		1.5 investigate, assess and recommend suitable strategies for developing alternative resources, which indicate positive technical and environmental advantages			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to identify and evaluate sustainable resources	2.1 examine how to investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources			
		2.2 examine how to assess accurately the costs and implications of the management and replacement of renewable resources			
		2.3 describe how to identify and summarise appropriate and valid information sources and identify potential alternative resources			
		2.4 propose how to compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances			
		2.5 examine how to investigate, assess and recommend suitable strategies for developing alternative resources, which indicate positive technical and environmental advantages			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to investigate, evaluate and present sustainable requirements	<p>3.1 identify goals and priorities for potential development, both currently and in the future</p> <p>3.2 investigate whether there is a justifiable need to undertake development and considering alternatives</p> <p>3.3 investigate and identify the design, function and performance requirements of the potential project</p> <p>3.4 investigate economic factors and resources, environmental and ecological factors, and social views that affect the future asset value and sustainability of potential development</p> <p>3.5 evaluate the best balance between the potential asset value and sustainability and project design, function, performance and return on investment</p> <p>3.6 present development strategies in a suitable format and justify them to decision makers</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to investigate, evaluate and present sustainable requirements	4.1 describe how to identify goals and priorities for potential development, both currently and in the future			
		4.2 examine how to investigate whether there is a justifiable need to undertake development and consider alternatives			
		4.3 examine how to investigate and identify the design, function and performance requirements of the potential project			
		4.4 examine how to investigate economic factors and resources, environmental and ecological factors, and social views that affect the future asset value and sustainability of potential development			
		4.5 evaluate the best balance between the potential asset value and sustainability and project design, function, performance and return on investment			
		4.6 explain how to present development strategies in a suitable format and justify them to decision makers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to assess the environmental impact of development proposals	5.1 investigate the requirements for assessing the environmental impact of proposals by examining policy documents, consulting stakeholders and consulting experts			
		5.2 select the factors which will be included in the assessment and the criteria to be used for assessing the impact			
		5.3 collate relevant data and examine the proposal in its context			
		5.4 identify and review alternative solutions which will improve environmental quality and increase sustainability			
		5.5 analyse and forecast the environmental impact of the selected factors, both individually and in combination			
		5.6 assess, quantify and report on the significance of each factor and suggest measures which will reduce the environmental impact			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to assess the environmental impact of development proposals	6.1 examine how to investigate the requirements for assessing the environmental impact of proposals by examining policy documents, consulting stakeholders and consulting experts			
		6.2 evaluate how to select the factors which will be included in the assessment and the criteria to be used for assessing the impact			
		6.3 explain how to collate relevant data and examine the proposal in its context			
		6.4 describe how to identify and review alternative solutions which will improve environmental quality and increase sustainability			
		6.5 examine how to analyse and forecast the environmental impact of the selected factors, both individually and in combination			
		6.6 examine how to assess, quantify and report on the significance of each factor and suggest measures which will reduce the environmental impact			

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*(if sampled)*



## **Unit 8: Evaluate sustainable resources and requirements in construction management**

**Unit reference number:** D/600/6840

**Level:** 6

**Credit value:** 17

**Guided learning hours:** 80

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### **Unit summary**

The unit is about implementing high standards of sustainability in construction.

You will need to demonstrate that you have made arrangements to deliver best practice levels of sustainability by the appointment of experienced team members and allocation of responsibilities. This will include procuring suitable contractors with demonstrable commitment to achieve the required project aims.

You will need to show that you have considered the planned sustainability of the project by the management of project risks.

You will need to demonstrate that you have planned and assessed the conservation of energy use for the project up to the stage of setting to work of the development by means of satisfactory operation and maintenance manuals. Thereafter you will need to show that you have taken any necessary further measures to ensure the levels of sustainability.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

#### **Learning outcomes 1 and 2:**

##### **1 Development teams:**

plan

project management

design

CDM Co-ordination

quantity surveying

contracting

sub-contracting

supply.

## **2 Criteria:**

performance on similar projects  
management of health, safety and environmental issues  
adoption of best practice guidance  
compatibility with stakeholder groups  
competence.

## **3 Environmental and sustainability responsibilities:**

CDM co-ordination  
environmental and sustainability resources  
competent designers, contractors and supply chain  
information about existing property  
provision of health and safety file (including environment and sustainability issues).

## **4 Sustainability policies and management:**

waste management  
minimise energy consumption  
use of prefabricated components  
use of sustainable energy e.g. solar, wind & wave  
use of reclaimed and recycled materials  
storage facilities  
local sourcing of materials  
efficiency of ordering materials  
site security  
health and safety practice  
skills development  
stakeholder management.

## **5 Best practice:**

low energy consumption  
carbon dioxide emission reduction  
landfill waste reduction  
depletion of finite resources  
reducing landscape impact  
access  
health, safety and environmental practice.

## **6 Sustainability policies:**

land use  
integration with surrounding architecture and infrastructure  
transport access  
meeting user needs  
impact on community (economic, environmental and social)  
insulating  
efficient building services systems  
efficient resource use  
waste recycling and disposal  
use of prefabricated components  
use of alternative and recycled materials  
encouraging biodiversity  
use of sustainable energy  
utilities demand  
protection of archaeological and historically valuable resources.

## **Learning Outcomes 3 and 4:**

### **1 Criteria:**

carbon dioxide emissions  
efficiency of construction  
efficiency of systems.

### **2 Development:**

new development  
existing development  
condition survey  
energy measurement and assessment tools.

### **3 Gathering and record:**

design proposals  
measured survey  
condition survey  
energy measurement and assessment tools.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

### **Learning outcome 1:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Records of development teams appointed, contractors selected and project environmental and sustainability responsibilities allocated (1.1, 1.2, 1.3) [1.1, 1.2, 1.3, 1.4]
- 2 Records of steps taken to identify, minimise and manage project risks, including assessments of best practice and sustainability policies adopted (1.4) [1.5, 1.6]
- 3 Records of the design, function and performance requirements confirmed for the potential project (1.5) [1.2]

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Solutions and improvements, assessments carried out to meet control criteria for energy use. (3.1, 3.2, 3.3, 3.5) [ALL]
- 2 Users' operating and maintenance instructions for developments (3.6) [3.2]
- 3 Prescribed commissioning procedures and certification (3.4) [3.2]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to establish arrangements for sustainable development	<p>1.1 select and appoint development teams using sound criteria</p> <p>1.2 identify and allocate project environment and sustainability responsibilities</p> <p>1.3 select contractors by considering their adoption of sustainability policies and management</p> <p>1.4 identify, minimise and manage project risks by assessing best practice and adopting sustainability policies</p> <p>1.5 confirm the design, function and performance requirements of the potential project by accounting for identified project risks in order to achieve sustainable development</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to establish arrangements for sustainable development	2.1 evaluate how to select and appoint development teams using sound criteria			
		2.2 describe how to identify and allocate project environment and sustainability responsibilities			
		2.3 evaluate how to select contractors by considering their adoption of sustainability policies and management			
		2.4 describe how to identify, minimise and manage project risks by assessing best practice and adopting sustainability policies			
		2.5 explain how to confirm the design, function and performance requirements of the potential project by accounting for identified project risks in order to achieve sustainable development			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to assess and provide for the conservation of energy use	3.1 review legislative requirements in order to identify the energy use and control criteria relevant to the type of development			
		3.2 ensure that the information on the development necessary to assess energy use is gathered and recorded			
		3.3 ensure that solutions which meet the criteria for the type of development are reviewed, calculated and specified			
		3.4 prescribe commissioning procedures and certification necessary for development			
		3.5 identify and define any consequent improvements that may be required to meet energy use and control criteria relevant to the type of development			
		3.6 provide operating and maintenance instructions to users to enable developments to be operated in an energy efficient manner			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to assess and provide for the conservation of energy use	4.1	examine how to review legislative requirements in order to identify the energy use and control criteria relevant to the type of development		
		4.2	explain how to ensure that the information on the development necessary to assess energy use is gathered and recorded		
		4.3	explain how to ensure that solutions which meet the criteria for the type of development are reviewed, calculated and specified		
		4.4	evaluate how to prescribe commissioning procedures and certification necessary for development		
		4.5	describe how to identify and define any consequent improvements that may be required to meet energy use and control criteria relevant to the type of development		
		4.6	explain how to provide operating and maintenance instructions to users to enable developments to be operated in an energy efficient manner		

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*(if sampled)*

<b>Unit reference number:</b>	F/600/6863
<b>Level:</b>	7
<b>Credit value:</b>	13
<b>Guided learning hours:</b>	30

Managing the Customer Service strategy is a key role at this level; you will need to demonstrate how you have contributed to the development of policy, systems and processes to meet customer expectations and improve customer satisfaction.

time schedules

quality  
identification of competitors  
target markets  
training.

## **2 Strengths and weaknesses:**

market share  
scope of products and services  
availability of resources  
working practices  
productivity  
profitability and cost factors  
corporate values  
environmental impact  
socio-econometric factors  
ability to innovate  
efficiency of systems (including information technology)  
product life-cycle  
understanding of clients needs  
standardisation  
competence of staff.

## **3 analyse - methods:**

feasibility studies  
SWOT (strengths, weaknesses, opportunities and threats) analyses.

## **4 Products and services:**

Design  
Finance  
Build  
Operate  
research, development and innovation  
technological  
consultation  
advisory  
project management.

## **5 Resources:**

people (knowledge, training, competence)  
plant and equipment  
material  
sub-contractors and suppliers  
partners  
external services  
financial resources  
accommodation.

## **Learning outcomes 3 and 4:**

### **1 Present image and reputation of the organisation:**

market share  
scope of products and services  
availability of resources  
working practices  
productivity  
profitability and cost factors  
corporate values  
environmental impact  
socio-econometric factors.

### **2 Information gathering system:**

organisation sources  
external sources  
customer feedback  
specialists  
market research

### **3 Marketing and promotion:**

branding/corporate image  
corporate image  
sponsorship  
publications  
samples  
relation with press and media  
advertising policies

direct and indirect client and customer relations  
presentations  
e-commerce  
delivery.

#### **4 Potential new business opportunities:**

products and services  
developments and projects  
customers and markets.

#### **5 Monitor:**

market share  
levels of resource allocation  
profitability  
reputation  
image.

### **Learning outcomes 5 and 6:**

#### **1 Clients and customers:**

individuals  
external organisations  
departments or teams.

#### **2 Client and customer service:**

quality  
timescales  
cost  
communication and involvement in decision making  
conduct  
pre-contract  
post-contract  
after care.

#### **3 Policy:**

relationships with clients  
statutory rights and the organisational response  
operational expectations and performance

policy regarding adherence to current norms of business ethics and practice environmental concerns.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

### **Learning outcome 1:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Review(s) of the organisation's operations which include(s) evaluation(s) of the strengths and weaknesses of its ability to compete in potential markets (1.1) [1.1, 1.2]
- 2 Report(s) of analyses of demand for and type of new products and services which include identified market areas and opportunities to use new technologies, materials and techniques (1.2, 1.3, 1.4) [1.3, 1.4, 1.5]
- 3 Record(s) of allocated resources for the development of new products and services which includes resource calculations and negotiated additional resources (1.5, 1.6) [1.4, 1.5]
- 4 Record(s) of selected new and innovative products and services (1.7) [1.4, 1.5]

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of evaluation(s) of the image and reputation of the organisation (3.1) [3.1]
- 2 Record(s) of information gathering system(s) which include new business opportunities and factors which will influence the target audience (3.2, 3.3) [3.2, 3.3, 3.4]
- 3 Marketing and promotional strategy(ies) which include evaluated options, chosen methods, media and techniques, programme and budget (3.4, 3.5, 3.6) [3.3]

- 4 Review(s) of the impact of the marketing and promotion strategy including modifications (3.7) [3.3, 3.5]

**Process evidence:** not applicable

### **Learning outcome 5:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Developed client and customer service policy which include an analysis of market research (5.1, 5.2, 5.3, 5.4) [ALL]
- 2 Record(s) of the operation of client and customer service systems which include summaries of feedback, responses to complaints and recommendations for future action circulated (5.5, 5.6, 5.7, 5.8) [5.1, 5.2]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills' 'Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify and resource the development of new products and services to meet market needs	<p>1.1 review the organisation's operations and evaluate its strengths and weaknesses to compete in potential markets</p> <p>1.2 identify appropriate and realistic market areas for the organisation and summarise the information accurately</p> <p>1.3 analyse the demand for and type of new products and services within the identified market areas</p> <p>1.4 identify opportunities to use new technologies, materials and techniques to meet identified market needs</p> <p>1.5 ensure that the resources needed are calculated accurately and that sufficient resources are allocated for the development of new products and services</p> <p>1.6 negotiate additional resources in cases where existing resources are insufficient to meet development costs</p> <p>1.7 select new and innovative products and services for development which are based on an accurate evaluation of the organisation's business policy</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to identify and resource the development of new products and services to meet market needs	2.1	examine how to review the organisation's operations and evaluate its strengths and weaknesses to compete in potential markets		
		2.2	describe how to identify appropriate and realistic market areas for the organisation and summarise the information accurately		
		2.3	examine how to analyse the demand for and type of new products and services within the identified market areas		
		2.4	explain how to identify opportunities to use new technologies, materials and techniques to meet identified market needs		
		2.5	explain how to ensure that the resources needed are calculated accurately and that sufficient resources are allocated for the development of new products and services		
		2.6	propose how to negotiate additional resources in cases where existing resources are insufficient to meet development costs		
		2.7	evaluate how to select new and innovative products and services for development which are based on an accurate evaluation of the organisation's business policy		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to develop and implement a marketing strategy	3.1 evaluate the present image and reputation of the organisation with the target audience and identify the potential client base			
		3.2 develop an information gathering system to support the development of marketing and promotion strategies			
		3.3 identify and agree potential new business opportunities			
		3.4 evaluate marketing and promotion options and develop a clear and relevant strategy which is capable of making a significant impact on the target audience			
		3.5 choose methods, media and techniques for the marketing and promotion of the organisation which are consistent with the corporate image			
		3.6 negotiate, agree and implement a programme and budget to deliver the agreed marketing and promotion strategy			
		3.7 monitor the marketing and promotion strategy regularly, review the impact and make modifications which will improve market presence and penetration			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to develop and implement a marketing strategy	4.1 evaluate the present image and reputation of the organisation with the target audience and identify the potential client base			
		4.2 propose how to develop an information gathering system to support the development of marketing and promotion strategies			
		4.3 describe how to identify and agree potential new business opportunities			
		4.4 evaluate how to evaluate marketing and promotion options and develop a clear and relevant strategy which is capable of making a significant impact on the target audience			
		4.5 evaluate how to choose methods, media and techniques for the marketing and promotion of the organisation which are consistent with the corporate image			
		4.6 propose how to negotiate, agree and implement a programme and budget to deliver the agreed marketing and promotion strategy			
		4.7 examine how to monitor the marketing and promotion strategy regularly, review the impact and make modifications which will improve market presence and penetration			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to develop and maintain a policy to maximise client and customer satisfaction	5.1 summarise and analyse appropriate market research and assess realistically the type and quality of services clients and customers will need			
		5.2 develop a clear and realistic client and customer service policy, justify it and agree it with decision makers			
		5.3 develop a policy for client and customer service which summarises the organisation's agreed policy and circulate it to all the workforce			
		5.4 develop and introduce an appropriate client and customer service system, which will meet the service needs			
		5.5 develop and introduce systems for obtaining client and customer feedback and monitor them regularly for both positive and negative feedback			
		5.6 summarise positive client and customer feedback and circulate it to decision makers			
		5.7 summarise and investigate negative client and customer feedback, responding to individual complaints promptly and resolving cases			
		5.8 produce regular summaries of client and customer complaints, the action taken and recommendations for future action and circulate the summaries to decision makers			

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*(if sampled)*

## **Unit 10: Establish project procurement arrangements in construction management**

**Unit reference number:** H/600/6841

**Level:** 7

**Credit value:** 18

**Guided learning hours:** 60

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### **Unit summary**

This unit is about the establishment of project procurement strategies from inception to implementation by way of procurement methods, their objectives and criteria. Project stakeholders and legal and statutory constraints are considered.

You will need to demonstrate how you have brought the procurement strategy forward to implementation.

You will need to consider the interests and involvement of project stakeholders in the project. You will procure partners for the project to comply with project objectives. You will facilitate workshops to ensure the successful partnering arrangements.

You will demonstrate the selection and agreement of forms of contract to satisfy the interests of the project.

Evidence needs to be demonstrated for each process and this will be largely generated in the workplace as a normal part of your duties.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

#### **Learning outcomes 1 and 2:**

##### **1 Procurement methods:**

managed forms of construction

design and build

traditional

Public, Private Partnership

prime contracting

partnering

advisory

sole source/single negotiations

competitive tendering  
early contractor involvement.

## **2 Procurement objectives and criteria:**

type and form of contract  
risk  
economic, political and social context  
funding sources  
best overall value  
project insurance  
timescales/sequencing  
complexity  
design and build quality  
environmental benefits and sustainability.

## **3 Stakeholder constraints:**

mandatory  
advisory.

## **4 Legal and statutory requirements:**

common law  
contract law  
EU directives on procurement  
codes of practice and procedures.

## **5 Implementation procedures:**

tendering process  
tender evaluation  
award recommendation  
contract award.

## **Learning outcomes 3 and 4:**

### **1 Type of project work:**

design  
construction  
services  
maintenance



decommissioning.

## **2 Objectives:**

commitment to multi-party partnering (whole supply chain)  
minimum on-site construction period  
certainty of completion  
minimum whole life cost  
sustainable solution  
agreed maximum cost  
zero defects  
respect for people (including health, safety, welfare and the environment)  
agree quality  
working to budget  
effective work scheduling  
adoption of industry guidance and benchmarking.

## **3 Partnering:**

co-operative action  
sharing knowledge  
blame-free decision making  
problem resolving structure  
continuous improvement  
performance measurement  
risk management  
value engineering  
reward sharing  
effective work scheduling.

## **4 Stakeholders:**

internal  
external.

## **5 Partners:**

client  
client adviser  
consultants  
contractors

subcontractors  
suppliers.

## **6 Selection criteria:**

cost  
quality  
time  
organisational experience  
performance measurement  
health, safety and environmental policy  
staff competence and development  
commitment to partnering.

## **7 Information:**

administration details  
scope of work  
budget  
information required from partners  
selection criteria and weightings.

## **Learning outcomes 5 and 6:**

### **1 Stakeholders:**

internal  
external.

### **2 Form of contract:**

standard  
non standard.

### **3 Criteria for selecting:**

client's needs and requirements  
form of procurement  
degree of risk  
technical complexity  
project partnering  
sector practice.

#### **4 Type of project work:**

design

construction

services

maintenance

decommissioning.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

#### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

#### **Learning outcome 1:**

##### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of identified procurement objectives, criteria and methods (1.1, 1.2) [1.1, 1.2]
- 2 Recommendation (s) for a procurement method based on an evaluation of procurement methods against agreed criteria (1.2, 1.3, 1.4) [ALL]
- 3 Record(s) of the selected procurement method and the implementation procedures (1.4) [1.1, 1.5]

**Process evidence:** not applicable

#### **Learning outcome 3:**

##### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of confirmed types of project work and objectives for partnering working (3.1) [3.1, 3.2, 3.3, 3.4]
- 2 Record(s) of selection panels and identified selection criteria for potential partners (3.2) [3.1, 3.5, 3.6]
- 3 Record(s) of evaluated and selected project partners (3.3, 3.4, 3.5, 3.6) [3.1, 3.5, 3.6, 3.7]
- 4 Agreement(s) and contract(s) with project partners (3.7) [3.5]

- 5 Record(s) of project partner workshops and agreements on project objectives (3.8) [3.3, 3.4, 3.5]

**Process evidence:** not applicable

### **Learning outcome 5:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of identified stakeholders, the purpose of, and criteria for selecting the form of contract (5.1, 5.2) [5.1, 5.2, 5.3]
- 2 Recommendation(s) for a form of contract (5.3, 5.4) [5.2, 5.3, 5.4]
- 3 Agreed form(s) of contract (5.5) [5.2]

#### **Process evidence:**

- 1 Advice and information given to clients which includes give clients the opportunity to comment and ask for clarification (5.4) [5.1]

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select and agree procurement strategies	1.1 identify and agree feasible and realistic procurement objectives and criteria 1.2 identify procurement methods which are capable of meeting the procurement objectives and evaluate them against selected criteria 1.3 select and recommend the most effective procurement methods which meet stakeholder constraints and relevant legal and statutory requirements 1.4 agree and record the selected procurement method and appropriate implementation procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to select and agree procurement strategies	2.1 describe how to identify and agree feasible and realistic procurement objectives and criteria			
		2.2 describe how to identify procurement methods which are capable of meeting the procurement objectives and evaluate them against selected criteria			
		2.3 evaluate how to select and recommend the most effective procurement methods which meet stakeholder constraints and relevant legal and statutory requirements			
		2.4 evaluate how to agree and record the selected procurement method and appropriate implementation procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to establish project team partnering	3.1 identify and confirm with the stakeholders, the type of project work and objectives for project team partnering			
		3.2 form a selection panel of stakeholders to assess potential partners and identify selection criteria			
		3.3 provide information to potential partners and invite them to submit a statement of their capabilities			
		3.4 evaluate the potential partners use the selection criteria and agree the short-listed potential partners			
		3.5 interview and hold discussions with the short-listed potential partners to assess their suitability and commitment to the project			
		3.6 select and confirm the project partners with the stakeholders			
		3.7 negotiate agreements and contracts with project partners			
		3.8 conduct workshops for project partners to facilitate co-operative partnering and agree individual and mutual project objectives			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to establish project team partnering	4.1 describe how to identify and confirm with the stakeholders, the type of project work and objectives for project team partnering			
		4.2 evaluate how to form a selection panel of stakeholders to assess potential partners and identify selection criteria			
		4.3 explain how to provide information to potential partners and invite them to submit a statement of their capabilities			
		4.4 evaluate the potential partners using the selection criteria and agree the short-listed potential partners			
		4.5 examine how to interview and hold discussions with the short-listed potential partners to assess their suitability and commitment to the project			
		4.6 evaluate how to select and confirm the project partners with the stakeholders			
		4.7 propose how to negotiate agreements and contracts with project partners			
		4.8 explain how to conduct workshops for project partners to facilitate co-operative partnering and agree individual and mutual project objectives			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to recommend and agree a form of contract	5.1 identify clearly the stakeholders and the purpose of the contract			
		5.2 identify with the stakeholders significant criteria for selecting the form of contract			
		5.3 select and recommend a form of contract which is appropriate to the type of project work			
		5.4 give clear and accurate information and advice and provide clients the opportunities to comment and ask for clarification			
		5.5 agree a form of contract which is capable of being put into effect			
6	Understand how to recommend and agree a form of contract	6.1 describe how to identify clearly the stakeholders and the purpose of the contract			
		6.2 describe how to identify with the stakeholders significant criteria for selecting the form of contract			
		6.3 evaluate how to select and recommend a form of contract which is appropriate to the type of project work			
		6.4 explain how to give clear and accurate information and advice and provide clients the opportunities to comment and ask for clarification			
		6.5 evaluate how to agree a form of contract which is capable of being put into effect			

Learner name: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

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## **Unit 11: Implement strategic sourcing partnerships in construction management**

**Unit reference number:** T/600/6844

**Level:** 7

**Credit value:** 17

**Guided learning hours:** 50

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### **Unit summary**

This unit is about identifying and agreeing with the stakeholders what systems are most effective for managing the project.

The systems identified will need to be prioritised and formalised if necessary through the contract.

Once systems are instigated you will need to identify a method of monitoring the systems and taking corrective action or improvements should the need arise.

You will need to communicate the system and methods in order that all parties are familiar with what is expected of them.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

### **Learning outcomes 1 and 2:**

#### **1 Partners:**

contractors  
subcontractors  
suppliers  
consultants  
clients/end users.

#### **2 Systems:**

manual  
electronic  
TQM systems  
design  
commercial

health and safety  
Key Performance Indicators  
time management.

### **3 Stakeholders:**

internal  
external.

### **Learning outcomes 3 and 4:**

#### **1 Partners:**

contractors  
sub contractors  
suppliers  
consultants  
clients/end users.

#### **2 Monitor - methods:**

in-house reporting  
consultant  
computer  
manual.

#### **3 Those who are affected:**

suppliers  
users.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

### **Learning outcome 1:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Specification(s) for the alignment of supply systems (1.1, 1.2) [1.1, 1.2, 1.3]
- 2 Record(s) of systems and any modifications made to the systems (1.3) [1.2]
- 3 Records of contractual arrangements (1.4).

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Review(s) of partnership terms of contract (3.1) [3.1]
- 2 Record(s) of supplier performance monitor including variations and advice and information about changes (3.2, 3.3) [3.1, 3.2]
- 3 Investigation(s) of persistent variations and major problems (3.4) [3.3]
- 4 Assessment(s) of sourcing arrangements (3.5) [3.1].

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to agree and implement systems with partners	<p>1.1 specify and agree with partners the ways in which systems will be managed and aligned</p> <p>1.2 identify and agree, with all stakeholders, the changes to systems which are necessary to meet technical and quality requirements</p> <p>1.3 develop and implement systems, identify any problems and make appropriate modifications</p> <p>1.4 negotiate and agree formal contractual arrangements that set out the requirements for the implementation and operation of strategic sourcing partnerships</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to agree and implement systems with partners	<p>2.1 evaluate how to specify and agree with partners the ways in which systems will be managed and aligned</p> <p>2.2 describe how to identify and agree, with all stakeholders, the changes to systems which are necessary to meet technical and quality requirements</p> <p>2.3 propose how to develop and implement systems, identify any problems and make appropriate modifications</p> <p>2.4 propose how to negotiate and agree formal contractual arrangements that set out the requirements for the implementation and operation of strategic sourcing partnerships</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to monitor and control arrangements for strategic sourcing	3.1 review the terms of contract regularly, and assess whether there are continued benefits to the partners			
		3.2 monitor the performance of suppliers against agreed standards and quantify any variations in performance			
		3.3 inform suppliers about variations in performance from contract terms, and provide them with advice and information about the changes needed and the time allowed to make the changes			
		3.4 investigate persistent variations and major problems, identify likely causes and inform all those who are affected			
		3.5 assess existing sourcing arrangements against alternative supply options regularly and estimate the relative benefits and advantages			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to monitor and control arrangements for strategic sourcing	4.1 examine how to review the terms of contract regularly, and assess whether there are continued benefits to the partners			
		4.2 examine how to monitor the performance of suppliers against agreed standards and quantifying any variations in performance			
		4.3 explain how to inform suppliers about variations in performance from contract terms, and provide them with advice and information about the changes needed and the time allowed to make the changes			
		4.4 examine how to investigate persistent variations and major problems, identify likely causes and inform all those who are affected			
		4.5 examine how to assess existing sourcing arrangements against alternative supply options regularly and estimate the relative benefits and advantages			

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Assessor signature: \_\_\_\_\_

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*(if sampled)*

**Unit 12:                   Manage procurement processes in construction management**

Unit reference number: F/600/6846

Level: 7

**Credit value:** 17

**Guided learning hours:** 50

## Unit summary

This unit is concerned with obtaining tenders from contractors and subcontractors, selecting the ones that you wish to accept, and negotiating contracts. The words "estimate", "bid" and "tender" are all used in the industry, and are taken here to be synonymous.

It is about selecting those whom you seek tenders and confirming that they will be bidding. You must know about the bidders and their capabilities; and you must be able to decide on the selection criteria, evaluate the bids when they come in, and make recommendations accordingly.

It is about preparing the tender documents and sending them out to the bidders. You must have a deep knowledge of what they will be bidding for, and you must be able to deal with any queries, problems and drop-outs during the tender period.

It is about evaluating the bids received, choosing the one that you wish to accept, and negotiating the details so that a contract can be signed. You must be able to spot the key aspects of the bids, evaluate them against your selection criteria, choose the bid which is the client's or your best interest, and finalise all the details, subject to contract.

## Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

### Learning outcomes 1 and 2:

## 1 Tenderers:

contractors

sub/works/trade contractors

suppliers

consultants.

**2 Regulatory requirements:**

compulsory competitive tendering  
international (including European Union)  
in house  
national  
local.

**3 Evidence:**

documentary  
references  
interview  
workplace evidence.

**4 Selection criteria:**

quality of deliverables  
past performance  
added value  
acceptability of known sub-contracting arrangements  
acceptability to client  
financial resources  
health and safety  
competence of people  
resources (human, materials, facilities)  
insurance  
environmental.

**Learning outcomes 3 and 4:****1 Procurement documents:**

invitation to tender  
form of tender  
returns procedure  
surveys  
specifications  
drawings and schedules  
bills of quantities  
health, safety and environmental plans  
scope of services

terms and conditions  
schedules of rates  
evaluation criteria and procedures.

## **2 Tenderers:**

contractors  
sub/works/trade contractors  
suppliers  
consultants.

## **3 Queries:**

errors  
omissions  
ambiguities.

## **Learning outcomes 5 and 6:**

### **1 Regulatory requirements:**

statutes  
regulations, including EU regulations  
codes of practice and procedure.

### **2 Criteria:**

quality of deliverables  
technical  
timescale  
resources  
cost  
loading and cash flow  
alternative solutions which offer added value  
comparative criteria (eg price indices, databases, trade journals, pretender estimates)  
organisational policies  
regulatory requirements  
competence of people.

### **3 Tenderers:**

contractors  
sub/works/trade contractors  
suppliers  
consultants.

### **4 Variations, adjustments and corrections:**

price  
quantity  
quality  
standards  
logistics  
completion  
maintenance  
after sales service  
scope of service  
terms and conditions.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

### **Performance evidence**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

### **Learning outcome 1:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of tender enquiries sent to potential tenderers (1.1, 1.2, 1.3, 1.8) [1.1, 1.2, 1.3, 1.4]
- 2 Evaluation(s) of tenderers including advice and information provided (1.4, 1.5, 1.6, 1.7) [1.1, 1.4]

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Procurement documents drafted (3.1) [3.1, 3.2]
- 2 Record(s) of procurement documents issued including queries (3.2, 3.3) [ALL]

**Process evidence:** not applicable

### **Learning outcome 5:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Evaluation(s) of selected tenders, amendments and checks that the successful tenderer and the client can meet the obligations of the contract (5.1, 5.2, 5.3, 5.4, 5.5) [5.1, 5.2, 5.3]
- 2 Record(s) of negotiations including variations, adjustments and corrections made (5.6) [5.4]
- 3 Record(s) of notifications to tenderers (5.7) [5.1]
- 4 Record(s) showing repeated procurement processes (5.8) [5.1]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to evaluate potential tenderers	1.1 decide which potential tenderers could meet the contract specification to fulfil the selected type of procurement process			
		1.2 decide how many tenderers to invite, taking into account the value and size of the contract			
		1.3 send enquiries to potential tenderers, in accordance with regulatory requirements, and require them to provide evidence about their experience and capability			
		1.4 choose selection criteria which are suitable to weight and rate performance for the type of work described in the tender			
		1.5 evaluate potential tenderers who respond to the invitation against the selection criteria, place them in rank order and choose the number needed			
		1.6 offer advice and information to decision makers about potential tenderers and the selection criteria and modify the tender list to reflect any changes which are agreed			
		1.7 confirm that the selected tenderers are willing to tender			
		1.8 add more potential tenderers from the evaluation list which meet the selection criteria if those contacted are not willing to tender			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to evaluate potential tenderers	2.1 evaluate how to decide which potential tenderers could meet the contract specification to fulfil the selected type of procurement process			
		2.2 evaluate how to decide how many tenderers to invite, taking into account the value and size of the contract			
		2.3 explain how to send enquiries to potential tenderers, in accordance with regulatory requirements, and require them to provide evidence about their experience and capability			
		2.4 evaluate how to choose selection criteria which are suitable to weight and rate performance for the type of work described in the tender			
		2.5 evaluate potential tenderers who respond to the invitation against the selection criteria, place them in rank order and choose the number needed			
		2.6 propose how to offer advice and information to decision makers about potential tenderers and the selection criteria and modify the tender list to reflect any changes which are agreed			
		2.7 explain how to confirm that the selected tenderers are willing to tender			
		2.8 explain how to add more potential tenderers from the evaluation list which meet the selection criteria if those contacted are not willing to tender			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to obtain bids and tenders	3.1 ensure that procurement documents are drafted which meet statutory regulations, codes of practice and the organisation's policies			
		3.2 ensure that procurement documents are issued to all the tenderers on the agreed list, following the agreed procedures			
		3.3 respond to queries from tenderers promptly and pass on any additional information which they need			
		3.4 ensure that accurate records are kept of procurement documents issued, feedback, queries and information from tenderers			
		3.5 ensure that required action is implemented when tenderers withdraw from the process			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to obtain bids and tenders	4.1 explain how to ensure that procurement documents are drafted which meet statutory regulations, codes of practice and the organisation's policies			
		4.2 explain how to ensure that procurement documents are issued to all the tenderers on the agreed list, following the agreed procedures			
		4.3 explain how to respond to queries from tenderers promptly and pass on any additional information which they need			
		4.4 explain how to ensure that accurate records are kept of procurement documents issued, feedback, queries and information from tenderers			
		4.5 explain how to ensure that required action is implemented when tenderers withdraw from the process			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to analyse and select successful bids and tenders and negotiate changes	5.1 ensure that the tenders received are stored in a secure place and open them on the closing date in line with the organisation's procedures and regulatory requirements			
		5.2 select for evaluation those tenders which meet the criteria and reject those that do not			
		5.3 check with tenderers if any discrepancies, omissions and errors are found in the tenders, and make any amendments to which tenderers agree			
		5.4 analyse the tenders which are selected against the agreed criteria and choose the tender which best meets the criteria			
		5.5 check that the successful tenderer and the client can meet the obligations of the contract and recommend a preferred tender to the client			
		5.6 negotiate and agree any variations, adjustments and corrections with the successful tenderer and confirm them in writing, subject to contract			
		5.7 accept the successful tender formally and politely notify tenderers who have been unsuccessful, about the result			
		5.8 modify and repeat the procurement processes if too few tenders are received to show that there has been adequate competition			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to analyse and select successful bids and tenders and negotiate changes	6.1 explain how to ensure that the tenders received are stored in a secure place and open them on the closing date in line with the organisation's procedures and regulatory requirements			
		6.2 evaluate how to select for evaluation those tenders which meet the criteria and reject those that do not			
		6.3 explain how to check with tenderers if any discrepancies, omissions and errors are found in the tenders, and make any amendments to which tenderers agree			
		6.4 examine how to analyse the tenders which are selected against the agreed criteria and choose the tender which best meets the criteria			
		6.5 explain how to check that the successful tenderer and the client can meet the obligations of the contract and recommend a preferred tender to the client			
		6.6 propose how to negotiate and agree any variations, adjustments and corrections with the successful tenderer and confirm them in writing, subject to contract			
		6.7 evaluate how to accept the successful tender formally and politely notify tenderers who have been unsuccessful, about the result			
		6.8 explain how to modify and repeat the procurement processes if too few tenders are received to show that there has been adequate competition			

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## **Unit 13: Prepare and submit estimates, bids and tenders in construction management**

**Unit reference number:** L/600/6848

**Level:** 6

**Credit value:** 14

**Guided learning hours:** 40

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### **Unit summary**

This unit is about the technical content of the tendering process.

You will need to demonstrate that you have administered the tender process from its fundamentals. You will have successfully understood the tender process to the point of submission.

You will have managed the tender process in terms of resources and time. Also you will have built up costs for the estimate to a standard necessary for a valid adjudication. You will have presented the costings and concluded the process by proposing payment profiles.

You will have considered the risks and opportunities in a tender and specified qualifications to the tender based on the enquiry. You will have managed the completion of the tender and presented it to the organisation. You will have concluded the process by storing all of the tender information.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

#### **Learning outcomes 1 and 2:**

##### **1 Tender:**

contractor

sub/works/trade contractor

supply

consultants.

##### **2 Tender requirements:**

construction

installation and maintenance work

supply of goods and materials

consultancy services.

### **3 Decision makers:**

clients and their agents  
colleagues  
line managers and directors  
specialists - internal or external to organisation.

### **4 Points of concern:**

inconsistent with the policy of the organisation  
discrepancies within enquiry information  
tender procedure requirements  
quantitative requirements  
qualitative requirements  
contractual requirements.

### **5 Tender documents:**

invitation to tender  
form of tender  
returns procedure  
survey reports  
specifications  
drawings  
schedules  
bills of quantities  
health and safety plans  
scope of services  
terms and conditions  
schedule of rates.

### **6 Agreed criteria:**

financial  
viability of tendering information  
current workload  
type of work  
competence of people  
timescale  
social policies



environmental impact  
location  
potential completion.

## **7 Legal issues:**

plan  
health and safety  
environmental  
ownership  
common law rights  
European Union requirements.

## **Learning outcomes 3 and 4:**

### **1 Tender requirements:**

construction  
installation and maintenance work  
supply of goods and materials  
consultancy services  
purchasing  
invitation to tender  
form of tender  
technology required  
procedures for submitting tenders.

### **2 Available sources:**

client brief  
tender enquiry documentation  
site measurements/visits  
survey reports  
scaled drawings  
schedules  
method statements  
programmes  
suppliers.

### **3 Resources:**

people (in-house, external)  
plant and equipment  
materials  
finance  
time  
supply options.

### **4 Estimate:**

cost based on a quotation  
unit cost built up from basic data  
internal and historical cost data  
published cost data.

### **5 Calculating cost:**

manual  
electronic.

### **6 External factors:**

variations over time  
location  
statutory and contractual requirements  
special working conditions and methods  
resourcing conditions  
competition.

### **Learning outcomes 5 and 6:**

#### **1 Risks and opportunities:**

environmental and sustainability  
financial and market  
political  
technical  
health and safety  
reputation  
competence of people.

**2 Tender offer:**

contractor  
sub/works/trade contractor  
supply  
consultancy  
purchase.

**3 Alternatives and qualifications:**

specifications and materials  
methods of construction  
services  
time-scales  
supply options  
price offer options.

**4 Tender requirements:**

construction  
installation and maintenance work  
supply of goods and materials  
consultancy services  
delivery.

**5 Presenting:**

orally  
in writing  
graphically  
electronically.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

### **Learning outcome 1:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Evaluation(s) of tender documents which include tender details and requirements, points of concern, assessment of capability to meet the requirements, contractual and legal issues, conclusions (ALL) [ALL]

Simulations are not considered to be acceptable for producing this evidence.

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Method statement(s) and draft programme(s) (3.1) [3.1]
- 2 Estimate(s) of costs (3.2, 3.3, 3.4, 3.5, 3.6) [3.2, 3.3, 3.4, 3.5, 3.6]
- 3 Payment schedules (3.7) [3.3].

**Process evidence:** not applicable

### **Learning outcome 5:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Tender offer(s) (ALL) [ALL]

Simulations are not considered to be acceptable for producing this evidence.

#### **Process evidence:**

- 1 Presentation(s) and support of tender offer(s) which include evaluations of risks and opportunities, specified alternatives, profit margin, payment schedule (5.5) [ALL]

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

## **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to evaluate estimate, bid and tender enquiry documentation	<p>1.1 check the tender details and tender requirements and confirm them with decision makers</p> <p>1.2 summarise the tender requirements accurately and pass them on for comment to decision makers</p> <p>1.3 identify any points of concern in the tender documents and refer them to decision makers for them to clarify and resolve</p> <p>1.4 evaluate the tender documents against the agreed criteria and assess whether the organisation is capable of meeting the tender requirements and has enough resources to do so</p> <p>1.5 identify and assess any contractual and legal issues which might affect the project</p> <p>1.6 investigate the tender documents within budgets and tender time limits</p> <p>1.7 draw accurate conclusions about tender requirements within the limits of the tender information which is available, and which provide an objective basis for making a decision on whether to make a bid</p> <p>1.8 keep information about tender enquiries in confidence and only pass it on to people who have the authority to receive it</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to evaluate estimate, bid and tender enquiry documentation	2.1 explain how to check the tender details and tender requirements and confirm them with decision makers			
		2.2 explain how to summarise the tender requirements accurately and pass them on for comment to decision makers			
		2.3 describe how to identify any points of concern in the tender documents and refer them to decision makers for them to clarify and resolve			
		2.4 evaluate the tender documents against the agreed criteria and assess whether the organisation is capable of meeting the tender requirements and has enough resources to do so			
		2.5 describe how to identify and assess any contractual and legal issues which might affect the project			
		2.6 examine how to investigate the tender documents within budgets and tender time limits			
		2.7 evaluate how to draw accurate conclusions about tender requirements within the limits of the tender information which is available, and which provide an objective basis for making a decision on whether to make a bid			
		2.8 explain how to keep information about tender enquiries in confidence and only pass it on to people who have the authority to receive it			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to assess the resource requirements and costs within an estimate, bid and tender	<p>3.1 develop a proposed method statement and draft programme which meet the tender requirements</p> <p>3.2 calculate, accurately, from available sources, what resources will be needed, investigate whether the resources will be available and present the information so that the requirements can be costed and planned</p> <p>3.3 estimate resource costs by calculating an accurate cost for each item which is required</p> <p>3.4 modify the cost to take into account any external factors which may affect the cost projections</p> <p>3.5 produce the overall estimate of costs and check that it is complete, accurate and in a form which is suitable for a judgement to be made</p> <p>3.6 explain and clarify the projected costs to support the calculations</p> <p>3.7 recommend payment schedules which will meet known cash flow requirements</p>			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to assess the resource requirements and costs within an estimate, bid and tender	4.1 propose how to develop a proposed method statement and draft programme which meet the tender requirements			
		4.2 explain how to calculate, accurately, from available sources, what resources will be needed, investigate whether the resources will be available and present the information so that the requirements can be costed and planned			
		4.3 examine how to estimate resource costs by calculating an accurate cost for each item which is required			
		4.4 explain how to modify the cost to take into account any external factors which may affect the cost projections			
		4.5 explain how to produce the overall estimate of costs and check that it is complete, accurate and in a form which is suitable for a judgement to be made			
		4.6 explain and clarify the projected costs to support the calculations			
		4.7 propose how to recommend payment schedules which will meet known cash flow requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to finalise and submit an estimate, bid and tender offer	5.1 identify and evaluate, realistically, the risks and opportunities involved in a successful tender offer			
		5.2 identify and specify any alternatives and qualifications to the original tender requirements which may improve the organisation's ability to carry out the work			
		5.3 apply a profit margin and payment schedule which meets the objectives and strategy of the organisation			
		5.4 check that the tender offer is complete and accurate and conforms to house style, and make any necessary modifications			
		5.5 present and support the tender offer in a manner which maximises its acceptability			
		5.6 collate, arrange and submit tender offer information in accordance with procurement requirements			
		5.7 collect together all the tender offer information, record it, store it securely and only pass it on to people who have the authority to receive it			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to finalise and submit an estimate, bid and tender offer	6.1 describe how to identify and evaluate, realistically, the risks and opportunities involved in a successful tender offer			
		6.2 describe how to identify and specify any alternatives and qualifications to the original tender requirements which may improve the organisation's ability to carry out the work			
		6.3 explain how to apply a profit margin and payment schedule which meets the objectives and strategy of the organisation			
		6.4 explain how to check that the tender offer is complete and accurate and conforms to house style, and make any necessary modifications			
		6.5 explain how to present and support the tender offer in a manner which maximises its acceptability			
		6.6 explain how to collate, arrange and submit tender offer information in accordance with procurement requirements			
		6.7 explain how to collect together all the tender offer information, record it, store it securely and only pass it on to people who have the authority to receive it			

Learner name: \_\_\_\_\_

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## **Unit 14:**

### **Ensure that contracts are prepared, negotiated and concluded in construction management**

**Unit reference number:** L/600/6851

**Level:** 7

**Credit value:** 18

**Guided learning hours:** 60

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### **Unit summary**

You will need to demonstrate that you have undertaken the selection of appropriate forms of contract to suit the project. You will have considered any amendments to the form of contract. You will have drafted any necessary preliminaries to the form of contract. You will have obtained legal advice on the drafted form of contract.

You will demonstrate that you have verified that the proposed contract satisfies all party's interests and that you have negotiated agreements and any amendments with the concerned parties. You will have brought the contract to a conclusion and satisfied legal requirements to the point of signature.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

#### **Learning outcomes 1 and 2:**

##### **1 Forms of contract:**

standard

non-standard.

##### **2 Form of procurement:**

competitive tender

non-competitive.

##### **3 Drafted:**

allocation of risks and responsibilities

structure of contract

key instructions

legal factors  
business standing orders.

### **Learning outcomes 3 and 4:**

#### **1 Obligations:**

insurances  
bonds  
warranties  
statutory  
financial guarantees  
competence of people  
deliverables.

#### **2 Contracts - type:**

standard  
non-standard.

#### **3 Amendments:**

allocation of risks and responsibilities  
structure of contract  
key instructions  
legal factors.

#### **4 Legal requirements:**

statutes  
regulations, including European Union regulations  
codes of practice and procedure  
common law.

#### **5 Contract documents:**

invitation to tender  
forms of tender  
specifications  
survey reports  
drawings and schedules  
bills of quantities/schedules of rates  
health and safety plans

scope of services  
terms and conditions.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:**

**Product evidence:**

- 1 Standard forms of contract, contract clauses and documents which include amendments suitable for the form of procurement, particulars and preliminaries, appendices (1.1, 1.2, 1.3, 1.4, 1.7) [ALL]
- 2 Non-standard forms of contract, clauses and documents (1.5, 1.6, 1.7) [1.1, 1.3]
- 3 Record(s) of legal advice and expectations (1.6) [1.1, 1.3]

**Process evidence:** not applicable

**Learning outcome 3:**

**Product evidence:**

- 1 Record(s) of contract negotiations (3.2, 3.3, 3.4) [3.1, 3.2, 3.3, 3.4, 3.5]
- 2 Contract document(s) (3.4, 3.5) [3.2, 3.3, 3.5]
- 3 Written proof of ability of parties to meet contract obligations (3.1) [3.1, 3.2, 3.5]

**Process Evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs’.

## **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to ensure that forms of contract are prepared</p>	<p>1.1 select forms of contract, contract clauses and documents for the form of procurement proposed</p> <p>1.2 ensure that standard forms of contract are amended so that the clauses and documents are suitable for the form of procurement proposed</p> <p>1.3 ensure that particulars and preliminaries are drafted which accurately describe the needs of all the stakeholders in the form of contract</p> <p>1.4 ensure that contract clauses are checked and that appendices and amendments meet statutory requirements</p> <p>1.5 ensure that non-standard forms of contract, clauses and documents are drafted, which have legal precedent, where standard forms of contract or modified standard forms are not suitable</p> <p>1.6 obtain legal advice on the implications of drafting non-standard clauses and forms of contract and explain why this is necessary to the stakeholders in the contract</p> <p>1.7 obtain necessary checks and approvals for the draft forms of contract</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to ensure that forms of contract are prepared	2.1 explain how to select forms of contract, contract clauses and documents for the form of procurement proposed			
		2.2 explain how to ensure that standard forms of contract are amended so that the clauses and documents are suitable for the form of procurement proposed			
		2.3 explain how to ensure that particulars and preliminaries are drafted which accurately describe the needs of all the stakeholders in the form of contract			
		2.4 explain how to ensure that contract clauses are checked and that appendices and amendments meet statutory requirements			
		2.5 explain how to ensure that non-standard forms of contract, clauses and documents are drafted, which have legal precedent, where standard forms of contract or modified standard forms are not suitable			
		2.6 explain how to obtain legal advice on the implications of drafting non-standard clauses and forms of contract and explain why this is necessary to the stakeholders in the contract			
		2.7 explain how to obtain necessary checks and approvals for the draft forms of contract			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to ensure that the contract is negotiated and concluded	3.1 ensure that the obligations of the parties to the contract are identified and obtain valid, written proof that they are able to meet the obligations			
		3.2 negotiate contracts use a style and manner which maintains good long term relationships with all the stakeholders			
		3.3 negotiate and agree optimum contract terms, conditions and amendments			
		3.4 record the results of negotiations accurately and pass the information on, promptly and in accordance with legal requirements, to all the stakeholders			
		3.5 ensure that accurate copies of the final contract documents are prepared and checked to meet legal requirements and arrange for them to be signed			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to ensure that the contract is negotiated and concluded	4.1 explain how to ensure that the obligations of the parties to the contract are identified and obtain valid, written proof that they are able to meet the obligations			
		4.2 propose how to negotiate contracts use a style and manner which maintains good long term relationships with all the stakeholders			
		4.3 propose how to negotiate and agree optimum contract terms, conditions and amendments			
		4.4 explain how to record the results of negotiations accurately and pass the information on, promptly and in accordance with legal requirements, to all the stakeholders			
		4.5 explain how to ensure that accurate copies of the final contract documents are prepared and checked to meet legal requirements and arrange for them to be signed			

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*(if sampled)*



## **Unit 15: Control organisational and project income and expenditure in construction management**

**Unit reference number:** T/600/6861

**Level:** 7

**Credit value:** 11

**Guided learning hours:** 30

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### **Unit summary**

This unit is about identifying responsibilities for the control of budgets and expenditure, and providing the necessary guidance and training in the agreed procedures and format.

A clear line of communication should be organised in order that there is no duplication and/or ambiguity for those with the financial responsibility.

You will need to establish a recording process in order that all relevant parties have access to and are able to interpret the information.

You will need the authority to authorise or amend procedures to overcome unexpected variances or problems, similarly you will need to identify a contingency plan to cover for the unexpected occurrence.

You will require the ability to assess and counter unsubstantiated claims against your organisation for additional monies. You will also be able to develop and prepare a robust document to support your own claims for additional monies.

You will need strong negotiating skills to deal with all parties in a fair and professional manner.

You will need to be able to record and document any decisions taken which will need to stand up to scrutiny by others.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

### **Learning outcomes 1 and 2:**

#### **1 Budget headings:**

earned income

employment costs

capital plant and equipment

materials

liabilities

subcontract costs  
consumables.

## **2 Financial plans:**

forecasts  
budgets  
cash flow.

## **3 Cash flow calculations:**

income receivable  
expenditure.

## **4 Contingencies:**

delays in receivables  
project and contract delays  
interruptions  
risk.

## **5 Variances:**

overspend  
underspend.

## **Learning outcomes 3 and 4:**

### **1 Claims - resulting from:**

measurement  
valuation of variations  
liability for costs  
loss and expense arising from breaches of contract  
extensions of time  
damages arising from extra-contractual consideration.

### **2 Expert:**

legal  
technical.

### **3 Information sources:**

contract provisions



contract claims for payment  
dimensions and approximations from latest revisions of contract drawings  
records of executed work  
inspections of work in progress  
contract documents.

#### **4 Costs:**

re-work  
additional work  
programme implications  
increased complexity  
logistical implications.

#### **5 analyse:**

claimants analysis  
respondents analysis.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

#### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

#### **Learning outcome 1:**

##### **Product evidence:**

- 1 Guidance document(s) which include(s) responsibilities for budgetary control and allocations and methods for maintaining overall control of the budget and formats for presentation (1.1, 1.2, 1.3) [1.1, 1.2]
- 2 Record(s) of budget allocation(s) issued and cash flow calculations and reporting requirements (1.4) [1.1, 1.3, 1.4]
- 3 Record(s) showing the authorisation of expenditure and changes to budgets (1.5) [1.1]
- 4 Record(s) of method(s) and timescales agreed for reporting contingencies and variances (1.6) [1.4, 1.5]
- 5 Record(s) showing queries and discrepancies resolved (1.7) [1.1, 1.5].

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of progressed and valid claims (3.1) [3.1, 3.2, 3.3]
- 2 Record(s) of negotiations and claims which include back-up information, calculations, analyses of opposing grounds for claim and agreed amendments (3.2, 3.3, 3.4, 3.5, 3.6, 3.7) [ALL]

#### **Process evidence:**

- 1 Presentation (3.3, 3.4, 3.5, 3.6) [3.1, 3.2, 3.4]

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to allocate organisational budgets</p>	<p>1.1 identify responsibilities for budgetary control and allocations under the budget headings of financial plans</p> <p>1.2 identify an appropriate method of maintaining overall control of the budget, produce guidance documents and circulate the information to those responsible</p> <p>1.3 identify appropriate methods for presenting, in a suitable format, financial information to responsible personnel</p> <p>1.4 issue allocations under budget headings, cash flow calculations and report requirements to those with financial responsibilities</p> <p>1.5 authorise expenditure and changes to budgets and issue the information to those responsible</p> <p>1.6 identify and agree appropriate methods and timescales for reporting contingencies and variances</p> <p>1.7 resolve queries and discrepancies over allocated budgets</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to allocate organisational budgets	2.1 describe how to identify responsibilities for budgetary control and allocations under the budget headings of financial plans			
		2.2 describe how to identify an appropriate method of maintaining overall control of the budget, produce guidance documents and circulate the information to those responsible			
		2.3 describe how to identify appropriate methods for presenting, in a suitable format, financial information to responsible personnel			
		2.4 explain how to issue allocations under budget heads, cash flow calculations and report requirements to those with financial responsibilities			
		2.5 evaluate how to authorise expenditure and changes to budgets and issue the information to those responsible			
		2.6 describe how to identify and agree appropriate methods and timescales for reporting contingencies and variances			
		2.7 propose how to resolve queries and discrepancies over allocated budgets			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to prepare and agree reimbursement for loss and expense	3.1 assess the basis of claims and criteria for recovery against the contract and relevant expert opinion, and progress and structure valid claims which can be substantiated			
		3.2 calculate claims accurately from relevant and verified information sources			
		3.3 identify the liability for the cost and inform the people involved in the contract			
		3.4 analyse the opposing grounds for the claims, structure the claims clearly and present them			
		3.5 negotiate and agree amendments to the claim with the people involved in the contract			
		3.6 conduct negotiations with the people involved in the contract in a professional manner			
		3.7 record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to prepare and agree reimbursement for loss and expense	4.1 examine how to assess the basis of claims and criteria for recovery against the contract and relevant expert opinion, and progress and structure valid claims which can be substantiated			
		4.2 explain how to calculate claims accurately from relevant and verified information sources			
		4.3 describe how to identify the liability for the cost and inform the people involved in the contract			
		4.4 examine how to analyse the opposing grounds for the claims, structure the claims clearly and present them			
		4.5 propose how to negotiate and agree amendments to the claim with the people involved in the contract			
		4.6 propose how to conduct negotiations with the people involved in the contract in a professional manner			
		4.7 explain how to record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference			

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*(if sampled)*





## **Unit 16: Manage project risks and opportunities in construction**

**Unit reference number:** R/600/8309

**Level:** 7

**Credit value:** 9

**Guided learning hours:** 20

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### **Unit summary**

This unit is about reviewing project risks and opportunities and their effects upon the available resources.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

#### **Learning outcomes 1 and 2:**

##### **1 Project information:**

environmental  
statutory and legal requirements  
client, user and community requirements  
construction and technical requirements  
site constraints  
finance, procurement and contract  
quality  
cost  
programme.

##### **2 Risks:**

health, safety and welfare  
site environment  
management and workforce experience  
complexity and scope  
consents  
team composition  
project costs.

impact on business  
technical considerations  
programme  
contract form  
availability of resources  
maintenance and communication of information  
innovation  
quality  
impact on natural and built environment  
impact of users; public and third parties.

### **3 Opportunities:**

impact on the natural and built environment  
impact on users, public and third parties  
improved quality  
improved procurement  
programme reduction  
specification change  
business benefit  
profitability  
scope reduction  
sustainable development.

### **4 Risk management methods and procedures:**

risk identification and assessment  
eliminate/minimise risks  
control risks at source  
cumulative protection  
mitigate  
allocation of responsibility  
maximise opportunities  
contingency plan  
risk register.

### **5 Resources:**

people  
materials, plant and equipment

finance  
time  
specialist services  
utility services  
information.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:**

**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of potential project risks identified from project information (1.1, 1.2, 1.3) [1.2, 1.3]
- 2 Information on processes and opportunities relating to project risks (1.1, 1.4) [1.3, 1.4, 1.5]
- 3 Record(s) of methods selected for manage risks and opportunities (1.2, 1.3, 1.4, 1.5) [1.1, 1.2]
- 4 Records of implemented and maintained risk management methods and procedures including modifications (1.6) [1.2].

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

## **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess and manage project risks and opportunities	1.1 identify and review project information and processes relating to risks and opportunities			
		1.2 identify and assess the significance and ownership of the risks and opportunities			
		1.3 select the most effective risk management methods and procedures to manage residual risks that comply with all relevant regulations and guidelines			
		1.4 identify the activities and resources required to implement the risk management methods			
		1.5 specify clearly the procedures for implement the risk management methods and procedures			
		1.6 implement and maintain the risk management methods and procedures and modify them to meet changed circumstances			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to assess and manage project risks and opportunities	2.1 describe how to identify and review project information and processes relating to risks and opportunities			
		2.2 describe how to identify and assess the significance and ownership of the risks and opportunities			
		2.3 evaluate how to select the most effective risk management methods and procedures to manage residual risks that comply with all relevant regulations and guidelines			
		2.4 describe how to identify the activities and resources required to implement the risk management methods			
		2.5 evaluate how to specify clearly the procedures for implement the risk management methods and procedures			
		2.6 explain how to implement and maintain the risk management methods and procedures and modify them to meet changed circumstances			

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Internal verifier signature:

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*(if sampled)*





## Unit 17: Manage project processes in construction

Unit reference number: D/600/6854

Level: 7

**Credit value:** 12

**Guided learning hours:** 50

## Unit summary

This unit is about preparing a strategy for the project using the most appropriate team. You will need to develop effective communications, and be able to demonstrate project development, evaluation and monitoring skills.

You will need to develop and maintain systems for health, safety and welfare, in particular, identifying and complying with current legislation, with reference to the equipment and resources and their effects upon the project.

## Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

### Learning outcomes 1 and 2:

## 1 Organisation and statutory requirements:

construction specific health, safety and welfare regulations

general health, safety and welfare legislation

recognised industry codes of practice

organisational procedures

safety audit

health and safety plans.

## 2 Equipment and resources:

protective clothing

protective equipment

first aid facilities

welfare facilities

storage and security of materials and equipment

accident and incident reporting

fire fighting equipment  
provision of health, safety and welfare training  
hazard warnings.

### **3 Specific project requirements:**

contract  
organisational policy  
site, construction, induction and installation operations  
risk assessments  
demolition  
control of nuisance (eg noise, dust transport)  
language  
first-aid arrangements  
statutory notices.

### **Learning Outcomes 3 and 4:**

#### **1 Project team:**

client  
consultants  
potential contractors  
potential subcontractors and suppliers  
partners in the programme.

#### **2 Stakeholders:**

the client  
prospective occupiers/owners  
prospective user  
regulatory authorities  
government agencies  
public interest organisations  
public utilities.

#### **3 Requirements of the brief and schedule:**

key decision stages  
plan and programming  
design approval  
production of project documentation

statutory approvals  
team meetings  
procurement  
construction phase.

#### **4 Arrangements to achieve effective communication:**

oral  
correspondence  
reports and presentations  
organisation and minuting of team meetings and actioning outcomes  
key liaison personnel  
electronic data transfer  
contingency arrangements.

#### **5 Methods for project development, evaluation, modification, monitor and updating:**

responsibilities  
format  
content  
indexing  
distribution  
review  
resolving conflicts  
revising  
quality control/assurance  
storage  
security  
retrieval  
integration of data.

#### **6 Development investigation:**

documentary search  
investigative research  
site investigation  
consultation with stakeholders  
physical models.

## **Learning Outcomes 5 and 6:**

### **1 Organisational and communication needs:**

site management  
site/head office interface  
contract administration  
health, safety, welfare and environment  
team working  
design information  
centralised communication/project database.

### **2 Information about people's roles and responsibilities:**

individual job descriptions, responsibilities and competence  
organisation charts  
contractual arrangements  
team.

### **3 Stakeholders:**

clients  
consultants  
contractors  
sub-contractors  
third parties  
public utilities  
emergency services  
people working on site  
statutory authorities  
off-site manufacturing/suppliers.

### **4 Methods of communicating, reporting, record and retrieving:**

oral  
written  
graphic  
electronic.

### **3 Resources:**

people  
plant and equipment

materials and components  
sub-contractors  
project information  
work area and facilities.

### **Learning outcome 1:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Records of identified and recommended opportunities for improving the health, safety and welfare on the project work environment (1.1) [1.1]
- 2 Record(s) of health, safety and welfare policies and systems which include allocated responsibilities, equipment and resources (1.2, 1.3, 1.4) [ALL]
- 3 Records of checks of health, safety and welfare systems and any site conditions which do not comply (1.5) [1.1]

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Project strategy(ies) including clarified development intentions, parameters to meet the requirements of the brief and schedules and arrangements to achieve effective communication (3.1, 3.2, 3.3, 3.4) [3.1, 3.2, 3.3, 3.4]
- 2 Records of method(s) for project development, evaluation, modification, monitor and updating (3.5, 3.7) [3.4, 3.6]
- 3 Record(s) of areas needing investigation, including timescale and costs (3.6) [3.1, 3.6]
- 4 Record(s) of team progress monitor and feedback (3.7, 3.8, 3.9) [3.1]

#### **Process evidence:**

- 1 Team meeting(s) and feedback session(s) (3.5, 3.7, 3.8, 3.9) [3.1, 3.2, 3.3, 3.4, 3.5]

### **Learning outcome 5:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of project organisation and communication systems which have been implemented (5.1, 5.2) [5.1]
- 2 Information about people's roles and responsibilities and the organisational structure which has been circulated (5.3) [5.2, 5.3]
- 3 Record(s) of communicating, reporting, record and retrieving information which include investigations into breakdowns in communication and the actions taken to resolve them (5.4, 5.5) [5.4]
- 4 System(s) for record and provide feedback on the allocation and use of resources (5.5, 5.6) [5.5]
- 5 Records of audits of health, safety and welfare systems including any non compliance with regulations (5.7) [5.1]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to develop and maintain systems for manage health, safety and welfare	1.1 encourage a culture of health, safety and welfare on the project and identify and recommend opportunities for improving the health and safety of the work environment			
		1.2 develop and maintain adequate health, safety and welfare policies and systems which meet organisational and statutory requirements			
		1.3 allocate health, safety and welfare responsibilities, equipment and resources to people which are consistent with organisational and statutory requirements, and the specific project requirements			
		1.4 develop and implement systems which meet statutory requirements for identifying and reducing hazards and report accidents and emergencies and preventing recurrence			
		1.5 ensure that health, safety and welfare systems are checked regularly, in accordance with organisational and statutory requirements, and identify and record any special site conditions and situations which do not comply with regulations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to develop and maintain systems for manage health, safety and welfare	2.1 explain how to encourage a culture of health, safety and welfare on the project and identify and recommend opportunities for improving the health and safety of the work environment			
		2.2 propose how to develop and maintain adequate health, safety and welfare policies and systems which meet organisational and statutory requirements			
		2.3 explain how to allocate health, safety and welfare responsibilities, equipment and resources to people which are consistent with organisational and statutory requirements, and the specific project requirements			
		2.4 propose how to develop and implement systems which meet statutory requirements for identifying and reducing hazards and reporting accidents and emergencies and preventing recurrence			
		2.5 explain how to ensure that health, safety and welfare systems are checked regularly, in accordance with organisational and statutory requirements, and identify and record any special site conditions and situations which do not comply with regulations			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to establish and manage project team activities	3.1 prepare a strategy for the project which makes the best use of the capabilities of all project team members			
		3.2 examine stakeholder needs and intentions from the brief, discuss them with stakeholders, clarify them and resolve any issues			
		3.3 develop clear parameters which will enable the project to meet the requirements of the brief and schedules			
		3.4 set up arrangements to achieve effective communication and trust between stakeholders			
		3.5 set up and agree, with the project team members, appropriate and realistic methods for project development, evaluation, modification, monitoring and updating			
		3.6 identify potential areas needing investigation and agree a realistic timescale and costs with the project team			
		3.7 motivate, coach and involve project team members to maximise and integrate their contributions to the project development			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		<p>3.8 monitor the progress of the project team and provide project team members with feedback on timing, task completion and team processes</p> <p>3.9 coordinate feedback sessions in a manner which is suitable for the needs and capabilities of the project team and which allows each team member enough time to express their views</p>			
4	Understand how to establish and manage project team activities	<p>4.1 propose how to prepare a strategy for the project which makes the best use of the capabilities of all project team members</p> <p>4.2 examine stakeholder needs and intentions from the brief, discuss them with stakeholders, clarify them and resolve any issues</p> <p>4.3 propose how to develop clear parameters which will enable the project to meet the requirements of the brief and schedules</p> <p>4.4 propose how to set up arrangements to achieve effective communication and trust between stakeholders</p> <p>4.5 propose how to set up and agree, with the project team members, appropriate and realistic methods for project development, evaluation, modification, monitoring and updating</p> <p>4.6 describe how to identify potential areas needing investigation and agree a realistic timescale and costs with the project team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 explain how to motivate, coach and involve project team members to maximise and integrate their contributions to the project development</p> <p>4.8 examine how to monitor the progress of the project team and provide project team members with feedback on timing, task completion and team processes</p> <p>4.9 explain how to coordinate feedback sessions in a manner which is suitable for the needs and capabilities of the project team and which allows each team member enough time to express their views</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to implement project organisation and communication systems	5.1 identify the organisational and communication needs for the project			
		5.2 implement systems which are compatible with those used by the client and supply chain and which enable clear and effective management, and administrative and operational controls			
		5.3 produce information about people's roles and responsibilities, the project, and the organisational structure, and circulate the information to stakeholders			
		5.4 introduce methods of communicating, reporting, recording and retrieving information between stakeholders which are appropriate to the needs of the project and monitor the methods regularly for effectiveness			
		5.5 identify and investigate breakdowns in communication, and take action to restore effective communication			
		5.6 set up systems for recording and providing feedback on the ways in which resources are allocated and used			
		5.7 audit health, safety and welfare systems regularly, in accordance with organisational and statutory requirements, and identify and record any special site conditions and situations which do not comply with regulations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to implement project organisation and communication systems	6.1 describe how to identify the organisational and communication needs for the project			
		6.2 explain how to implement systems which are compatible with those used by the client and supply chain and which enable clear and effective management, and administrative and operational controls			
		6.3 explain how to produce information about people's roles and responsibilities, the project, and the organisational structure, and circulate the information to stakeholders			
		6.4 propose how to introduce methods of communicating, reporting, recording and retrieving information between stakeholders which are appropriate to the needs of the project and monitor the methods regularly for effectiveness			
		6.5 describe how to identify and investigate breakdowns in communication, and take action to restore effective communication			
		6.6 propose how to set up systems for recording and providing feedback on the ways in which resources are allocated and used			
		6.7 examine how to audit health, safety and welfare systems regularly, in accordance with organisational and statutory requirements, and identify and record any special site conditions and situations which do not comply with regulations			

Learner name: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

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## Unit 18: Manage project evaluation and feedback in construction

Unit reference number: H/600/8296

Level: 7

**Credit value:** 8

**Guided learning hours:** 20

## Unit summary

This unit is about project development, evaluation and monitoring skills. You must provide evidence of the evaluation of project feedback, and how improvements have been made.

## Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

### Learning outcomes 1 and 2:

## 1 Improvements from feedback:

- management procedures
- client, design and construction team performance
- working arrangements
- formal and informal communications
- quality control
- design and technical appraisal
- operational appraisal
- performance in use
- benchmarking
- post-project review.

## 2 Those involved with the project:

the design team  
specialist consultants  
the client  
contractors  
site inspectorate

users  
manage agents  
stakeholders.

### **3 Feedback information:**

approved providers  
contract documentation  
project documentation  
organisational documentation  
standard details  
specifications  
product information  
government and statutory publications  
research and advisory data  
periodicals and abstracts.

### **4 Methods and sources:**

project records and documentation  
site inspections  
scientific research and data  
studies of performance in use  
meetings  
questionnaires  
reports.

### **5 Databases:**

manual files  
library  
standard drawings  
specifications  
pro-forma  
computer  
on-line.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.



**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning Outcome 1:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of promotion of and agreement on, obtaining and making improvements from feedback (1.1, 1.2, 1.3) [1.1, 1.2, 1.3, 1.4]
- 2 Record(s) of obtained feedback information which includes investigation, assessment, review and summary recommendations for improvements (1.4, 1.5, 1.6) [1.1, 1.3, 1.4]
- 3 Record(s) of improvements classified into procedures and databases and promotion (1.7, 1.8) [1.1, 1.5]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to obtain and evaluate project feedback information and make improvements	1.1 promote the value of making improvements from feedback and encourage all those involved in the project to cooperate and obtain feedback information			
		1.2 identify and agree the areas to focus on for making improvements from feedback			
		1.3 identify and agree valid and reliable methods and sources for obtaining feedback information on projects and for assessing and recommending improvements from feedback			
		1.4 obtain, investigate and assess feedback information from all relevant methods and sources			
		1.5 review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors			
		1.6 recommend improvements from feedback received and justify the recommendations to decision makers			
		1.7 classify improvements from feedback which have been agreed and incorporate the improvements accurately into updated procedures and databases			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to obtain and evaluate project feedback information and make improvements	2.1	propose how to promote the value of making improvements from feedback and encourage all those involved in the project to cooperate and obtain feedback information		
		2.2	describe how to identify and agree the areas to focus on for making improvements from feedback		
		2.3	describe how to identify and agree valid and reliable methods and sources for obtaining feedback information on projects and for assessing and recommending improvements from feedback		
		2.4	explain how to obtain, investigate and assess feedback information from all relevant methods and sources		
		2.5	examine how to review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors		
		2.6	propose how to recommend improvements from feedback received and justify the recommendations to decision makers		
		2.7	explain how to classify improvements from feedback which have been agreed and incorporate the improvements accurately into updated procedures and databases		
		2.8	explain how to summarise changes and improvements from feedback which have been agreed and promote them for adoption and use		

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 19: Control project outcomes in construction**

**Unit reference number:** T/600/6858

**Level:** 7

**Credit value:** 17

**Guided learning hours:** 50

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### **Unit summary**

You will identify quality standards and pass them to the project team. You will set up systems for recording the quality of work against these standards, and identify how unacceptable quality standards are corrected. You will provide evidence of how the project team are kept informed on quality issues and identify how improvements are implemented.

You will identify the current legal and statutory requirements and how they are briefed to the project team. You will need to ensure that consents are obtained. You will identify situations which do not comply with current requirements and how these non-conformances are rectified. You will identify any changes in requirements and, in particular, how these changes are briefed to the project team.

You will need to demonstrate the production of a project programme, with particular reference to the resources available, deviations from the agreed programme, and how deviations are identified and quantified. You will need to demonstrate knowledge of the corrective actions required to restore progress in accordance with agreed programmes.

You will develop appropriate project value and cost control systems, identifying the required value and cost data, and ensure that any variations are investigated thoroughly that the appropriate corrective action is taken and final accounts are agreed. You will ensure that realistic opportunities for cost savings are identified and costed correctly, and recommended to the project team.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

#### **Learning outcomes 1 and 2:**

1 Quality standards:

statutory requirements

project specifications

British Standards

International Standards

Codes of Practice  
organisation standards  
trade advisory guidance and best practice  
benchmarks.

## **2 Project team:**

client  
consultants  
contractors  
subcontractors and suppliers  
partners in the programme.

## **3 Systems:**

inspection and test plans  
implement corrective action  
records  
site meetings  
contractors reports  
audits.

## **Learning outcomes 3 and 4:**

### **1 Legal and statutory:**

plan approvals  
Building Control  
Environmental Health  
health, safety and welfare  
environment (e.g. noise, dust, transport, emissions, waste management)  
fire  
utilities  
highways  
heritage and ecology  
employment practice  
bylaws  
insurance and warranties.

## **2 Project team:**

client  
consultants  
contractors  
subcontractors and suppliers  
partners in the programme.

## **3 monitor systems:**

inspection and test plans  
implement corrective action  
records  
site meetings  
contractors' reports  
audits.

## **4 Corrective action:**

restore compliance  
agree waiver.

## **Learning outcomes 5 and 6:**

### **1 Information:**

visual inspection  
resource records  
site inspection reports  
contractors' reports  
certified payments  
written, graphical and electronic records of actual work against programmed work  
photographs  
site meetings  
organisational procedures  
management reports  
benchmarks  
comparison with project requirements  
programmes  
schedule of deliverables.

## **2 Resources:**

people  
plant and equipment  
materials and components  
finance  
time  
specialist services  
public utility services  
information.

## **3 Project team:**

client  
consultants  
contractors  
subcontractors and suppliers  
partners in the programme.

## **4 Quantifying:**

method study  
work study  
production analysis.

## **5 Deviations:**

resource shortages  
design problems and constraints  
industrial disputes  
lack of essential construction information  
construction errors and rework  
inclement weather  
physical (site) constraints  
legal  
social  
environmental  
poor scope definition.

## **6 Corrective action:**

restore progress in accordance with agreed programme



agree new completion dates  
secure additional resources  
alter planned work.

## **7 Stakeholders:**

the client  
prospective occupiers/owners  
prospective users  
regulatory authorities  
government agencies  
public interest organisations  
public utilities.

## **Learning outcomes 7 and 8:**

### **1 Project cost control systems:**

contractual procedures and meetings  
operational procedures and meetings  
risk register.

### **2 Value and cost data:**

materials and quantities  
plant  
people  
sub-contractors  
dayworks  
periodic valuations  
final accounts  
retention sums  
forecasts of expenditure  
performance information  
indirect costs  
variations.

### **3 Corrective action:**

regulate expenditure to conform with budgets  
agree additional costs  
make a contract claim

mitigation strategy.

#### **4 Project team:**

client

consultants

contractors

subcontractors and suppliers

partners in the programme.

#### **5 Opportunities for cost saving:**

waste reduction and management

resource management and logistics

applications of new technologies and materials

recyclable materials

alternative sources and types of materials

plant and labour which meet project requirements

variations in quality

standardisation

value engineering

lean construction principles.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

#### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

#### **Learning outcome 1:**

##### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of identified quality standards (1.1, 1.2) [1.1, 1.2]
- 2 Record(s) of systems for inspection and control which include quality checks, corrective action taken by people responsible (1.2, 1.3) [ALL]

- 3 Record(s) of information referred to others which include(s) correcting unacceptable quality standards, notifications to the project team about non-compliance, variations in quality standards, programme and safety implications, recommended improvements from feedback, amendments to contract quality requirements and specifications (1.3, 1.4, 1.5) [1.1]

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product Evidence:**

- 1 Record(s) of implemented monitor systems which include legal and statutory requirements identified from collected information, non-complying situations, investigations and corrective action, identified and referred new legal and statutory requirements (3.1, 3.2, 3.4, 3.5, 3.6) [ALL]
- 2 Record(s) of briefing(s) provided to the project team (3.3) [3.2]
- 3 Record(s) of statutory returns which have been completed (3.7) [3.1, 3.3]

**Process evidence:** not applicable

### **Learning outcome 5:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Progress monitor and record system(s) including record(s) which include collected and summarised information (5.1, 5.2) [5.1, 5.2]
- 2 Record(s) of identified and quantified deviation(s) which include investigated inadequate and inappropriate specified resources, specified alternatives and agreed corrective action (5.3, 5.4, 5.5) [5.2, 5.3, 5.4, 5.5, 5.6, 5.7]
- 3 Record(s) of information and recommendations about progress passed to project team which include options likely to minimise increases in time, changes, resource needs, suggested decisions and improvements from feedback (5.6, 5.7, 5.8) [5.3, 5.6, 5.7]

**Process evidence:** not applicable

### **Learning outcome 7:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Contract cost control system(s) which include records of quantities and cost data collection, calculations of work values and cost data (7.1, 7.2, 7.3, 7.4, 7.5) [7.1, 7.2]
- 2 Record(s) of corrective action to restore costs and expenditure to budget which include identified and investigated variations and trends in quantities, value and cost data (7.5, 7.6) [7.2, 7.3, 7.4]
- 3 Record(s) of system(s) and process(es) for identify opportunities for cost-savings which have been developed, implemented, costed and recommended (7.7, 7.8) [7.4, 7.5]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to control projects against quality standards	1.1 identify and interpret quality standards from available information and pass them to the project team for their implementation, before they start work			
		1.2 set up systems for inspecting, controlling and recording the quality of work against specified quality standards			
		1.3 require unacceptable quality standards to be corrected and notify the project team if this is not done within a reasonable time			
		1.4 inform the project team regularly about significant variations in quality standards, programme and safety implications, and suggest the decisions which they need to make and actions they need to take			
		1.5 identify improvements from feedback received and recommend them to the project team and agree amendments to the contract quality requirements and specifications and record them			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to control projects against quality standards	2.1 describe how to identify and interpret quality standards from available information and pass them to the project team for their implementation, before they start work			
		2.2 propose how to set up systems for inspecting, controlling and recording the quality of work against specified quality standards			
		2.3 describe how to require unacceptable quality standards to be corrected and notify the project team if this is not done within a reasonable time			
		2.4 explain how to inform the project team regularly about significant variations in quality standards, programme and safety implications, and suggest the decisions which they need to make and actions they need to take			
		2.5 describe how to identify improvements from feedback received and recommend them to the project team and agree amendments to the contract quality requirements and specifications and record them			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to ensure project compliance with legal and statutory requirements	3.1 identify and interpret legal and statutory requirements from available information and clarify them where there is uncertainty			
		3.2 ensure that required legal and statutory consents are obtained			
		3.3 brief the project team about their legal and statutory responsibilities to those responsible for implement them before they start work on the contract			
		3.4 develop and implement monitoring systems, collect information regularly and summarise it			
		3.5 identify situations which do not comply with legal and statutory requirements, investigate the circumstances thoroughly and take appropriate corrective action			
		3.6 identify any changes in legal and statutory requirements which may have an impact on the project, summarise the important details and pass this on to the project team			
		3.7 complete statutory submissions accurately and on time			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to ensure project compliance with legal and statutory requirements	4.1 describe how to identify and interpret legal and statutory requirements from available information and clarify them where there is uncertainty			
		4.2 explain how to ensure that required legal and statutory consents are obtained			
		4.3 explain how to brief the project team about their legal and statutory responsibilities to those responsible for implement them before they start work on the contract			
		4.4 propose how to develop and implement monitoring systems, collect information regularly and summarise it			
		4.5 describe how to identify situations which do not comply with legal and statutory requirements, investigate the circumstances thoroughly and take appropriate corrective action			
		4.6 describe how to identify any changes in legal and statutory requirements which may have an impact on the project, summarise the important details and pass this on to the project team			
		4.7 explain how to complete statutory submissions accurately and on time			



Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to control project progress against agreed programme	5.1 develop and implement systems to monitor and record information on the progress of the project against the agreed programme			
		5.2 collect information regularly and summarise it accurately			
		5.3 identify inadequately and inappropriately specified resources, inform project team and specify and obtain alternative resources			
		5.4 ensure that any deviations are identified and quantified from planned progress which have occurred, or which may occur, and which could affect the programme			
		5.5 investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action			
		5.6 options which are most likely to minimise increases in time and help the project progress, and pass these on to the project team			
		5.7 regularly inform the project team and stakeholders about progress, changes to the programme, resource needs, and suggest the decisions and actions that need to be taken			
		5.8 identify improvements from feedback received and recommend them to project team and stakeholders			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand how to control project progress against agreed programme	6.1 propose how to develop and implement systems to monitor and record information on the progress of the project against the agreed programme			
		6.2 explain how to collect information regularly and summarise it accurately			
		6.3 describe how to identify inadequately and inappropriately specified resources, inform project team and specify and obtain alternative resources			
		6.4 explain how to ensure that any deviations are identified and quantified from planned progress which have occurred, or which may occur, and which could affect the programme			
		6.5 examine how to investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action			
		6.6 propose how to recommend options which are most likely to minimise increases in time and help the project progress, and pass these on to the project team			
		6.7 explain how to regularly inform the project team and stakeholders about progress, changes to the programme, resource needs, and suggest the decisions and actions that need to be taken			
		6.8 describe how to identify improvements from feedback received and recommend them to project team and stakeholders			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to control project value and costs	7.1 ensure that appropriate project cost control systems are developed and implemented which are able to provide early warning of problems			
		7.2 ensure that value and cost data is collected regularly, recorded correctly and passed on to the people who need it in time for them to be able to use it			
		7.3 ensure that the correct work value and cost data are calculated from measurement of work quantity and payment rates			
		7.4 ensure that accurate value and cost data is prepared and present it in a format which will help people to make decisions			
		7.5 ensure that variations and trends in value and cost data are identified and quantify and cost them			
		7.6 ensure that any variations are investigated thoroughly and appropriate corrective action is agreed and implemented with the project team which will restore costs and expenditure to budget			
		7.7 ensure that systems and processes are developed and implemented for identifying opportunities for cost savings and recommend them to the project team			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.8 ensure that realistic opportunities for cost savings are identified and costed correctly and recommend them to the project team			
8. Understand how to control project value and costs	<p>8.1 explain how to ensure that appropriate project cost control systems are developed and implemented which are able to provide early warning of problems</p> <p>8.2 explain how to ensure that value and cost data is collected regularly, recorded correctly and passed on to the people who need it in time for them to be able to use it</p> <p>8.3 explain how to ensure that the correct work value and cost data are calculated from measurement of work quantity and payment rates</p> <p>8.4 explain how to ensure that accurate value and cost data is prepared and present it in a format which will help people to make decisions</p> <p>8.5 explain how to ensure that variations and trends in value and cost data are identified and quantify and cost them</p> <p>8.6 explain how to ensure that any variations are investigated thoroughly and appropriate corrective action is agreed and implemented with the project team which will restore costs and expenditure to budget</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>8.7 explain how to ensure that systems and processes are developed and implemented for identifying opportunities for cost savings and recommend</p> <p>8.8 explain how to ensure that realistic opportunities for cost savings are identified and costed correctly and recommend them to the project team</p>			

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)



## **Unit 20: Evaluate and progress the resolution of disputes in construction management**

**Unit reference number:** A/600/6862

**Level:** 7

**Credit value:** 18

**Guided learning hours:** 60

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### **Unit summary**

This unit is about having the experience and ability to assess the background and basis of a dispute as well as its merits in terms of its contractual context. In this process you will need to identify the strengths and weaknesses of the case being made.

You will need to assess and evaluate the documentation and supporting evidence in a logical and methodical manner which can be recorded and interpreted by others.

You will need to assess your own limitations and recommend, as necessary the support and guidance from legal advisors.

You will need to identify and quantify the potential outcomes along with the potential risks in both the long and short term.

You should be familiar with the various options available and be able to make a considered judgement on the correct course of action, taking all contingencies into account.

You will need to be able to supervise the preparation of the necessary submission documentation in a clear and concise manner with no ambiguities or anomalies. In doing this you should check the robustness of the arguments being tabled to check if they will stand up to scrutiny.

You will need to be able to produce contractual binding correspondence and keep all relevant parties advised of the progress and outcome on the dispute.

### **Assessment requirements/evidence requirements**

The following ranges apply to the assessment criteria given in this unit:

### **Learning Outcomes 1 and 2:**

#### **1 Dispute - types:**

land

property

construction  
contracts  
agreements  
third party claims.

## **2 Information which is relevant to the dispute:**

contract documents  
correspondence  
instructions  
contract records  
technical reports  
witness testimony  
other evidential material  
experts.

## **3 Expertise and support in:**

legal  
technical.

## **4 Options and processes for settling the dispute:**

re-negotiation  
negotiations at higher levels of authority  
conciliation and arbitration services  
formal dispute resolution  
legal action.

## **Learning outcomes 3 and 4:**

### **1 Dispute - types:**

land  
property  
construction  
contracts  
agreements  
third party claims.

### **2 Options and processes for settling the dispute:**

re-negotiation



negotiations at higher levels of authority  
mediation, adjudication and arbitration  
formal dispute resolution  
legal action.

### **3 Reactions and proposals:**

positive  
negative.

### **4 Responses:**

accepting  
rejecting  
clarify  
provide additional information.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

### **Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

### **Learning outcome 1:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Assessment(s) of the type and nature and the strengths and weaknesses of the case, the expert support needed and the implications of proceeding (1.1, 1.2, 1.3, 1.4, 1.7) [1.1, 1.2]
- 2 Records of assessments of options for settling disputes (1.5, 1.6, 1.8) [1.3]
- 3 Records of recommendations and assessment of the arguments and the advice received from experts (1.5, 1.6, 1.7) [ALL]
- 4 Recommendations and specifications for the process of settling disputes (1.7, 1.8, 1.9, 1.10, 1.11) [1.1, 1.3]

**Process evidence:** not applicable

### **Learning outcome 3:**

#### **Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

- 1 Document(s) about the dispute which have been prepared (3.1) [3.1]
- 2 Record(s) of contacts which include proposed options and processes for settling the dispute, reactions and proposals, recommended responses, questions and summaries, and recommendation(s) for acceptance of offers (3.2, 3.3, 3.4, 3.5, 3.6) [ALL]
- 3 Formal acceptance letters (3.7) [3.4]
- 4 Record(s) of suggestions for options and processes for settling the dispute (3.8) [3.2, 3.3, 3.4]

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to evaluate potential implications for the resolution of disputes	1.1 summarise the type and nature of the dispute and its legal context			
		1.2 assess the strengths and weaknesses of the case and make a judgement about the potential outcomes			
		1.3 evaluate all the information which is relevant to the dispute, identify information which will support the case and summarise and justify it in a reasoned argument			
		1.4 identify what expertise and support will be needed at different stages of the dispute			
		1.5 consult with experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required			
		1.6 assess the arguments and the advice received from experts, produce justifiable conclusions and recommendations for further action and pass these to the people involved in the dispute			
		1.7 assess the implications of proceeding with the case			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 identify potential options for settling the dispute which are based on relevant information and accurate assessments</p> <p>1.9 identify potential responses to the options for settling the dispute and assess the risk involved</p> <p>1.10 recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets legal requirements</p> <p>1.11 specify, clearly, the process for settling the dispute which has been agreed and prepare written terms and conditions</p> <p>1.12 advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches</p>			
<p>2 Understand how to evaluate potential implications for the resolution of disputes</p>	<p>2.1 explain how to summarise the type and nature of the dispute and its legal context</p> <p>2.2 examine how to assess the strengths and weaknesses of the case and make a judgement about the potential outcomes</p> <p>2.3 evaluate all the information which is relevant to the dispute, identify information which will support the case and summarise and justify it in a reasoned argument</p> <p>2.4 describe how to identify what expertise and support will be needed at different stages of the dispute</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 explain how to consult with experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required</p> <p>2.6 examine how to assess the arguments and the advice received from experts, produce justifiable conclusions and recommendations for further action and pass these to the people involved in the dispute</p> <p>2.7 examine how to assess the implications of proceeding with the case</p> <p>2.8 describe how to identify potential options for settling the dispute which are based on relevant information and accurate assessments</p> <p>2.9 describe how to identify potential responses to the options for settling the dispute and assess the risk involved</p> <p>2.10 propose how to recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets legal requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.11 evaluate how to specify, clearly, the process for settling the dispute which has been agreed and prepare written terms and conditions  2.12 propose how to advise against proceed where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches			
3	Be able to negotiate and progress the resolution of disputes	3.1 prepare documents about the dispute which have a clear rationale, and which include valid supporting information  3.2 keep regular contact with the people involved in the dispute and investigate and propose options and processes for settling the dispute, which are likely to be acceptable to them  3.3 review reactions and proposals from opposite parties and recommend a response  3.4 ask questions to test the consistency and resilience of the opposite party's position and to probe for possible movement  3.5 summarise and record points of agreement and disagreement  3.6 recommend acceptance of offers which are judged to be the best available  3.7 draft formal acceptance letters accurately and in a suitable style, and send them promptly to all parties			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.8 suggest realistic options and processes for settling the dispute when offers are not acceptable and assess the advantages and disadvantages of each alternative			
4	Understand how to negotiate and progress the resolution of disputes	<p>4.1 explain how to prepare documents about the dispute which have a clear rationale, and which include valid supporting information</p> <p>4.2 explain how to keep regular contact with the people involved in the dispute and investigate and propose options and processes for settling the dispute, which are likely to be acceptable to them</p> <p>4.3 examine how to review reactions and proposals from opposite parties and recommend a response</p> <p>4.4 explain how to ask questions to test the consistency and resilience of the opposite party's position and to probe for possible movement</p> <p>4.5 explain how to summarise and record points of agreement and disagreement</p> <p>4.6 propose how to recommend acceptance of offers which are judged to be the best available</p> <p>4.7 explain how to draft formal acceptance letters accurately and in a suitable style, and send them promptly to all parties</p> <p>4.8 propose how to suggest realistic options and processes for settling the dispute when offers are not acceptable and assess the advantages and disadvantages of each alternative</p>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## Unit 21: Manage project completion in construction

Unit reference number: L/600/6865

Level: 6

**Credit value:** 13

**Guided learning hours:** 50

## Unit summary

This unit is about the recognition of what constitutes a handover package for the people receiving and working with the completed project.

You will need to identify the relevant documentation and be involved in the preparation of the package itself.

You will need to have an understanding and knowledge of the process and the working of the project in order to provide the correct guidance for the operation, maintenance and decommissioning of the project.

You will need to appreciate that the information being provided may be used by personnel outside your own discipline who are possibly less informed than yourself.

The format will have to be easily understood and in a format that will be durable in all conditions.

You will need to identify and organise for any handover criteria, testing or operational commissioning.

## Assessment requirements/evidence requirements

The following ranges apply to the assessment criteria given in this unit:

### Learning outcomes 1 and 2:

## 1 Information:

record drawings

## schedules

## specifications

contract records

photographs

trade literature

statutory consents

commissioning and test certificates

## operating instructions and performance ratings

guarantees  
warranties  
health and safety file.

## **2 Guidance:**

the design approach  
construction and installation details  
key references  
statutory and other limitations on use  
health and safety aspects  
operating installations  
maintenance guidance  
sources of replacement materials, components and equipment  
spare parts  
environmental and sustainability aspects  
future demolition and decommissioning.

## **3 Information - produced by:**

consultants  
contractors  
sub-contractors  
suppliers and manufacturers.

## **4 Documentation:**

owner's manuals  
log books  
maintenance schedules.

## **Learning outcomes 3 and 4:**

### **1 Project requirements:**

time  
quality  
cost  
health and safety  
regulations  
environmental and sustainability  
defects liability period.

**2 Stakeholders:**

clients  
users  
consultants  
contractors  
regulatory and controlling authorities.

**3 Responsibilities:**

insurances  
security  
operations  
health and safety  
utility supply  
environmental sustainability.

**4 Information and documentation:**

record drawings  
schedules  
specifications  
contract records  
photographs  
trade literature  
statutory consents  
commissioning and test certificates  
operating instructions and performance ratings  
guarantees  
warranties  
health and safety file  
owner's manuals  
log books  
maintenance schedules.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

**Performance evidence:**

There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:****Product evidence:**

- 1 Specification(s) for the information and guidance needed (1.1) [1.1, 1.2, 1.3]
- 2 Information and guidance prepared (1.2, 1.3, 1.4) [ALL]

**Process Evidence:** not applicable

**Learning outcome 3:****Product evidence:**

- 1 Commissioning programmes (3.1) [3.1, 3.2]
- 2 Record(s) of checks on project requirements, certification requirements, and completion of outstanding work and defects (3.2, 3.3, 3.4) [3.1, 3.2]
- 3 Record(s) of handover which include inspections, confirmed concerns and actions, adopted responsibilities, information and documentation (3.5, 3.6, 3.7, 3.8) [3.2, 3.3, 3.4]

**Process evidence:**

- 1 Handover inspection (3.5) [3.2]
- 2 Demonstration(s) to, and training of clients and users (3.8) [3.1, 3.2, 3.3]

This unit must be assessed in a work environment and in accordance with the:

- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare information for project handover	1.1 specify what information and guidance will be needed by the people who will use the works and installations  1.2 record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance  1.3 prepare documentation on operation and maintenance which is logically structured, in a durable format and capable of interpretation by an informed lay user  1.4 prepare information in the guidance which helps the client and users to identify limitations and to operate and maintain equipment, systems and services efficiently and without risk to health and safety			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to prepare information for project handover	2.1 evaluate how to specify what information and guidance will be needed by the people who will use the works and installations			
		2.2 explain how to record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance			
		2.3 explain how to prepare documentation on operation and maintenance which is logically structured, in a durable format and capable of interpretation by an informed lay user			
		2.4 explain how to prepare information in the guidance which helps the client and users to identify limitations and to operate and maintain equipment, systems and services efficiently and without risk to health and safety			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to manage project handover	3.1 confirm project requirements, consult with stakeholders and develop and agree a commissioning programme			
		3.2 check that project requirements have been met and record outstanding work and defects			
		3.3 carry out commissioning inspections and tests that require certification and ensure that they are witnessed by stakeholders as required			
		3.4 identify and arrange for the satisfactory completion of any outstanding work			
		3.5 arrange a handover inspection involve all relevant stakeholders, confirm any stakeholder concerns that need to be addressed, and record and agree any required actions			
		3.6 check that stakeholders' respective responsibilities are adopted			
		3.7 assemble and hand over information and documentation in accordance with the contract			
		3.8 hand over equipment and services, demonstrate to and training of clients and users to operate them efficiently and safely			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to manage project handover	4.1 explain how to confirm project requirements, consult with stakeholders and develop and agree a commissioning programme			
		4.2 explain how to check that project requirements have been met and record outstanding work and defects			
		4.3 explain how to carry out commissioning inspections and tests that require certification and ensure that they are witnessed by stakeholders as required			
		4.4 describe how to identify and arrange for the satisfactory completion of any outstanding work			
		4.5 explain how to arrange a handover inspection involving all relevant stakeholders, confirm any stakeholder concerns that need to be addressed, and record and agree any required actions			
		4.6 explain how to check that stakeholders' respective responsibilities are adopted			
		4.7 explain how to assemble and hand over information and documentation in accordance with the contract			
		4.8 explain how to hand over equipment and services, demonstrate to and train clients and users to operate them efficiently and safely			



Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

### Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:  
[qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## How to obtain National Occupational Standards

CITB-ConstructionSkills  
Bircham Newton  
King's Lynn  
Norfolk  
PE31 6RH

Telephone: 01485 577577  
Fax: 01485 577793  
Email: [call.centre@cskills.org](mailto:call.centre@cskills.org)

## Professional development and training

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Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.







# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.



## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualification in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com).



## **Annexe C: Additional requirements for qualifications that use the title NVQ within the QCF**

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## Purpose of document

- 1 The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
- 3 The aims of these additional requirements are to
  - ensure that all competence based qualifications that use the title NVQ within the QCF are
    - assessed consistently
    - quality assured consistently
  - maintain the integrity of qualifications that use the title NVQ within the QCF
  - establish the NVQ brand within the QCF
  - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

## Background

- 4 <sup>1</sup> “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
- 5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
- 6 Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
- 7 The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
- 8 When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
- 9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

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<sup>1</sup> NCVQ's NVQ Criteria and Guidance 1995.

## **Additional requirements for qualifications that use the title NVQ within the QCF**

### **Introduction**

- 10 Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

### **Assessment Requirements**

- 11 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.
- 12 Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.
- 13 Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.
- 14 When a learner cannot complete a real work activity, simulation is allowed.
- 15 Simulation is allowed when
  - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - the safety of a learner, other individuals and/or resources will be put at risk.
- 16 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

- 17 Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.
- 18 Learners must be assessed by assessors
  - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
  - 2 who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
  - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 19 All assessors must carry out assessment to the standards specified in the A units.
- 20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.
- 21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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<sup>2</sup> Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

## Quality assurance requirements

- 22 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.
- 23 Qualifications that use the title NVQ within the QCF, must be verified
- internally by an internal verifier, who is accountable to the assessment centre
  - externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.
- 24 With reference to internal verification, internal verifiers must
- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
  - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
  - be fully conversant with the standards and assessment criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems and requirements for this qualification.
- 25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
- 26 With reference to external verification, external verifiers must
- hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
  - have no connections with the assessment centre, in order to maintain objectivity
  - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
  - be fully conversant with the standards and performance criteria in the units to be assessed
  - understand the awarding organisation's quality assurance systems for this qualification.

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<sup>3</sup> Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

<sup>4</sup> Currently an external verifier needs to hold unit V2. Or from the past unit D35.



- 27 Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.
- 28 Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on
  - the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
  - an evaluation of the centre's performance and past record.
- 29 Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.



## **Annexe D: Assessment Requirements/Strategy**

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The ConstructionSkills Assessment Strategy will be available on the Pearson website, along side the full specification on the Construction NVQ/Competence page

**December 2017**

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