

Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice

Specification

Competence-based qualification

For first registration August 2010

Issue 2

In partnership with



Edexcel, BTEC and LCCI qualifications

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This qualification is offered as part of a Joint Awarding Body Partnership with construction industry professional bodies; the Chartered Institute of Building (CIOB), and the Institution of Civil Engineers (ICE), for whom the NVQs are steps to professional recognition.

www.ciob.org.uk

www.ice.org.uk



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Summary of Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice 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 | 4 |
| Guided learning definition updated | 11 |
| QCF references removed from unit titles and unit levels in all units | 15-171 |

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.

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) 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 are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that 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 titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice:

| Qualification title | Qualification Number (QN) | Accreditation start date |
|--|----------------------------------|---------------------------------|
| Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice | 500/9537/7 | 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 Built Environment Design and Consultancy Practice

This qualification:

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

What is the purpose of this qualification?

This qualification is appropriate for employees in the construction and 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 qualifications.

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?

- Consultant.

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

This qualification allows learners to demonstrate competence in built environment design and consultancy practice at a level required by the construction and the built environment industry. Learners can progress across the level and size of the construction and the built environment competence and knowledge qualifications and into other occupational areas such as team leading and management.

What is the qualification structure for the Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice?

Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

The Total Qualification Time (TQT) for this qualification is 156.

The Guided Learning Hours for this qualification are 390.

This qualification accreditation number provides pathways to the following qualifications:

Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice - Pathway 1 - Learners must complete all units in Group A to achieve 91 credits and take optional units from Group B to achieve a minimum total of 156 credits. Units F6008032 and K6008039 must be taken together and count as 42 credits.

Pearson Edexcel Level 7 NVQ Diploma in Built Environment Design and Consultancy Practice - Pathway 2 - Learners must complete all units in Group C to obtain 95 credits and complete optional units from Group D to achieve a minimum total of 160 credits.

P - Pathways

Learners must take one pathway

Credit value required: minimum 156.

P1 - Pathway 1

Learners must complete all units in Group A to achieve 91 credits and take optional units from Group B to achieve a minimum total of 156 credits.

This group represents a pathway.

Credit value required: minimum 156.

A - Mandatory units

Credit value required: minimum 91.

D/600/8006 - Direct design projects in the built environment

L/600/8048 - Direct built environment design teams and communication

Y/600/8053 - Direct built environment professional and ethical practice

B - Optional units

Credit value required: minimum 57.

F/600/8032 - Direct design and consultancy businesses in the built environment

K/600/8039 - Direct design and consultancy business risks and opportunities in the built environment

A/600/8059 - Direct procurement and contract processes in the built environment

F/600/8077 - Direct built environment design investigation and research

K/600/8090 - Direct the control of projects in the built environment

F/600/8094 - Direct the resolution of disputes in built environment design and consultancy practice

K/600/8171 - Direct built environment design and consultancy practice business development

K/600/8199 - Direct income and expenditure in built environment design and consultancy practice

M/600/8205 - Direct the evaluation and appraisal of property in the built environment

P2 - Pathway 2

Learners must complete all units in Group C to obtain 95 credits and complete optional units from Group D to achieve a minimum total of 160 credits.

This group represents a pathway.

Credit value required: minimum 160.

C - Mandatory units

Credit value required: minimum 95.

F/600/8032 - Direct design and consultancy businesses in the built environment

K/600/8039 - Direct design and consultancy business risks and opportunities in the built environment

L/600/8048 - Direct built environment design teams and communication

Y/600/8053 - Direct built environment professional and ethical practice

D - Optional units

Credit value required: minimum 57.

D/600/8006 - Direct design projects in the built environment

A/600/8059 - Direct procurement and contract processes in the built environment

F/600/8077 - Direct built environment design investigation and research

K/600/8090 - Direct the control of projects in the built environment

F/600/8094 - Direct the resolution of disputes in built environment design and consultancy practice

K/600/8171 - Direct built environment design and consultancy practice business development

K/600/8199 - Direct income and expenditure in built environment design and consultancy practice

M/600/8205 - Direct the evaluation and appraisal of property in the built environment

How is the qualification graded and assessed?

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:

| | |
|-------------------|---|
| Valid | relevant to the standards for which competence is claimed |
| Authentic | produced by the learner |
| Current | sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim |
| Reliable | indicates that the learner can consistently perform at this level |
| Sufficient | 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 (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

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). Alternatively, centres may develop their own.

Additional requirements

The Joint Awarding Body and the SSC Working Practices Group have identified additional requirements that are needed to assess and quality assure qualifications placed that use NVQ within their title. These requirements are shown in *Annexe C: Additional requirements for qualifications that use the title NVQ*.

Centre recognition and approval

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 Edexcel 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

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

What resources are required?

This 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.

| | | | | | |
|---|-----------------------------|--|--|--|---|
| Unit title: | | | | | This is the formal title of the unit that will appear on the learners certificate |
| Unit reference number: | | | | | This code is a unique reference number for the unit. |
| Level: | | | | | All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator. |
| Credit value: | | | | | 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. |
| Guided learning hours: | | | | | 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. |
| Unit summary: | | | | | This provides a summary of the purpose of the unit. |
| Assessment requirements/evidence requirements: | | | | | The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section. |
| Assessment methodology: | | | | | This provides a summary of the assessment methodology to be used for the unit. |
| Learning outcomes: | Assessment criteria: | Evidence type: | Portfolio reference: | Date: | |
| | | | 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. | |

Units

Unit 1: Direct design projects in the built environment

Unit reference number: D/600/8006

Level: 7

Credit value: 38

Guided learning hours: 70

Unit summary

This unit is concerned with directing design projects and the teams which deliver design solutions to meet the project brief.

It is about ascertaining stakeholders' requirements, exploring the constraints and risks and agreeing solutions to meet the needs. You must have a deep knowledge of the stakeholder's areas of operation and future aspirations and be able to propose likely design solutions as well as identifying the potential challenges to be overcome.

It is about ensuring that your designs are sympathetic with current sustainable development philosophies. You must have a clear appreciation of the design's context and be able to propose strategies for ensuring that developments are judged to be sustainable within best practice.

It is about overseeing design options. You must have significant experience of identifying and developing design options, and be able to lead your design teams in presenting appropriate solutions to stakeholders.

It is also about finalising designs. You must be able to negotiate and agree your designs with the stakeholders by integrating your technical and interpersonal skills.

It is about ensuring that your designs can be built and used safely. You must have a deep knowledge of safety in design, and be able to lead your design teams in producing safe designs.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 Project stakeholders:

the client
design consultants
potential contractors
potential subcontractors and suppliers
independent client advisers
user and community groups.

2 Agreeing:

direct with a client
by negotiation and agreement with partnering team
facilitation.

3 Goals and priorities:

quantity
quality (including design)
cost
time
development
improvement
use
whole life costs
environmental impact and sustainability
security
health, safety and welfare
cultural context
structural integrity.

4 Constraints and risks:

cost
time
health and safety
the environment
client
physical
statutory.

5 Presented:

orally
in writing
graphically
electronically.

6 Alternatives:

development
adaptation
alteration
refurbishment
relocation
do nothing.

7 Factors:

user needs
community needs
historical
conservation;
social
visual and spatial
ecological and environmental
construction
measured survey
physical testing
condition survey
energy.

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
cultural context
structural integrity
energy.

2 Economic factors and resources:

finance
fiscal policy
workforce
raw materials and their origin
manufactured systems and components
energy
water
waste.

3 Environmental and ecological factors:

natural resources
emissions
effluent
waste.

4 Social views:

client
funders/investors
workforce
suppliers
users
community.

5 Asset value and sustainability:

provide capital growth
location in relation to a stable economy and community
saleable revenue
minimising running costs (environmental and economic)
minimal maintenance
location in relation to flooding/ground conditions
energy rating.

Learning outcomes 5 and 6:

1 Design approaches, new sources of information and ideas:

those which are suggested by the brief
previous knowledge and experience of similar work
solutions by others to similar problems.

2 Parameters:

visual and spatial
functional performance
technical performance
requirements of relevant legislation and codes
cost
health and safety
environmental quality and sustainability
buildability
value management
scheduling
access
adaptability/flexibility
cultural context
structural integrity
energy.

3 Tested:

comparative
consultative
mathematical
statistical and computer modelling
simulation
physical testing
value management.

4 Presenting:

orally
in writing
graphically
electronically.

5 Decision makers:

the client
financial advisers
potential investors
partners in the development programme
prospective occupiers
prospective users
regulatory authorities
public interest organisations.

Learning outcomes 7 and 8:

1 Stakeholders:

the client
the client's financial advisers
consultants
potential contractors and suppliers
potential investors
partners in the development programme
potential occupiers
public interest organisations
local authorities
government agencies
internal.

2 Justifying:

quality
cost
time.

Learning outcome 9 and 10:

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
testing
selecting materials, components and systems
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 source
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 and industry guides.

7 Other involved people:

contractors
cleaners
maintainers
owners
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 outcome1:

Product evidence:

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

- 1 Summary(ies) of stakeholder goals and priorities project requirements, stakeholder preferences, constraints and risk alternatives (ALL) [ALL]

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

Process evidence:

- 1 Presentation(s) of the summary of requirements and preferences (1.5) [1.2, 1.5]

Learning outcome3:

Product evidence:

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

- 1 Records of goals and priorities confirmed, investigations conducted and decisions made (ALL) [ALL]

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

Process evidence: not applicable

Learning outcome 5:**Product evidence:**

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

- 1 Design option(s) which have been developed and which consider both existing and new design approaches (5.1, 5.2, 5.3) [5.1]
- 2 Recommended modification(s) to design briefs which include assessment of the implications of making modification(s) (5.4, 5.5, 5.6) [5.2, 5.4, 5.5]

Process evidence:

- 1 Presentation(s) of design options tested (5.5) [5.3, 5.4]

Learning outcome 7:**Product evidence:**

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

- 1 Information provided to project stakeholders (7.1) [7.1]
- 2 Records of assessment(s) and justification(s) of recommended design solutions (7.2, 7.3, 7.4) [7.1, 7.2]
- 3 Agreement(s) to move to the next stage of the project (7.5) [7.1]

Process evidence: not applicable**Learning outcome 9:****Product evidence:**

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

- 1 Records of eliminated identified hazards (9.1) [9.1, 9.2]
- 2 Records of risk reduction measures (9.2, 9.3, 9.4) [9.1, 9.2, 9.4, 9.5, 9.6]
- 3 Records of the implementation of risk reduction measures and their promotion (9.5) [9.6, 9.7]

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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, evaluate and agree project requirements and stakeholder preferences | 1.1 identify the project stakeholders and clarify their understanding of project processes and the roles of those who need to be involved 1.2 identify and agree with project stakeholders what their goals and priorities are both now and for the future 1.3 evaluate the stakeholders circumstances and requirements, the options available and the constraints and risks which might apply to the project 1.4 ensure that the function and performance requirements for the project are identified 1.5 ensure that the project requirements and stakeholders preferences are summarised and presented 1.6 challenge project requirements and stakeholders preferences which do not appear to be realistic, decide valid alternatives and agree them in writing 1.7 ensure that all of the significant factors affecting the planned development have been investigated, analysed and evaluated | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Understand how to identify, evaluate and agree project requirements and stakeholder preferences | 2.1 describe how to identify the project stakeholders and clarify their understanding of project processes and the roles of those who need to be involved 2.2 describe how to identify and agree with project stakeholders what their goals and priorities are both now and for the future 2.3 evaluate the stakeholders circumstances and requirements, the options available and the constraints and risks which might apply to the project 2.4 explain how to ensure that the function and performance requirements for the project are identified 2.5 explain how to ensure that the project requirements and stakeholders preferences are summarised and presented 2.6 examine how to challenge project requirements and stakeholders preferences which do not appear to be realistic, decide valid alternatives and agree them in writing 2.7 explain how to ensure that all of the significant factors affecting the planned development have been investigated, analysed and evaluated | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to evaluate requirements for sustainable development | 3.1 confirm goals and priorities for potential development, both currently and in the future 3.2 investigate economic factors and resources, environmental and ecological factors, and social views that affect the future asset value and sustainability of potential development 3.3 evaluate the best balance between the potential asset value and sustainability and project design, function, performance and return on investment 3.4 ensure that the impact on the environment of potential projects is evaluated 3.5 decide whether and how to implement potential projects which are sustainable so as to achieve key requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Understand how to evaluate requirements for sustainable development | 4.1 explain how to confirm goals and priorities for potential development, both currently and in the future 4.2 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 4.3 evaluate the best balance between the potential asset value and sustainability and project design, function, performance and return on investment 4.4 explain how to ensure that the impact on the environment of potential projects is evaluated 4.5 evaluate how to decide whether and how to implement potential projects which are sustainable so as to achieve key requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Be able to examine, approve and present design options | 5.1 identify existing design approaches which are potentially consistent with the brief and likely to lead to appropriate solutions, and select those which are most likely to contribute to design ideas 5.2 examine new sources of information and ideas, where existing design approaches do not meet the parameters of the brief, which have the potential to suggest new and innovative design options 5.3 discuss the proposed design options with project team members, assess their observations and select preferred options 5.4 assess the implications of modifying the design brief so that the overall integrity is retained 5.5 approve tested design options which meet the parameters of the brief and present them in sufficient detail to decision makers for their approval 5.6 recommend modifications to the brief to allow the consideration of selected options and approaches which have the potential to meet the design parameters, but fail to meet all the design brief requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>6 Understand how to examine, approve and present design options</p> | <p>6.1 describe how to identify existing design approaches which are potentially consistent with the brief and likely to lead to appropriate solutions, and select those which are most likely to contribute to design ideas</p> <p>6.2 examine new sources of information and ideas, where existing design approaches do not meet the parameters of the brief, which have the potential to suggest new and innovative design options</p> <p>6.3 explain how to discuss the proposed design options with project team members, assess their observations and select preferred options</p> <p>6.4 examine how to assess the implications of modifying the design brief so that the overall integrity is retained</p> <p>6.5 evaluate how to approve tested design options which meet the parameters of the brief and present them in sufficient detail to decision makers for their approval</p> <p>6.6 propose how to recommend modifications to the brief to allow the consideration of selected options and approaches which have the potential to meet the design parameters, but fail to meet all the design brief requirements</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Be able to negotiate and agree design solutions | 7.1 ensure that stakeholders are provided with enough relevant and accurate information to agree a detailed design 7.2 justify the features and benefits of the recommended detailed project design solution 7.3 compare the recommended detailed project design solution with the requirements of the detailed design brief and justify its selection 7.4 confirm with the stakeholders what the recommended project design solution will cost and how long it will take to implement 7.5 reach an agreement on the project design solution which is acceptable to the stakeholders and allows the project to progress to its next stage | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 8 Understand how to negotiate and agree design solutions | 8.1 explain how to ensure that stakeholders are provided with enough relevant and accurate information to agree a detailed design 8.2 evaluate how to justify the features and benefits of the recommended detailed project design solution 8.3 propose how to compare the recommended detailed project design solution with the requirements of the detailed design brief and justify its selection 8.4 explain how to confirm with the stakeholders what the recommended project design solution will cost and how long it will take to implement 8.5 evaluate how to reach an agreement on the project design solution which is acceptable to the stakeholders and allows the project to progress to its next stage | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 9 Be able to make design choices to reduce health and safety risks | 9.1 eliminate identified hazards whilst developing and modifying designs and take into account conflicting demands 9.2 reduce identified risks arising from hazards that are not eliminated when developing and modifying designs 9.3 give collective measures priority over individual measures when reducing risks 9.4 verify that the risk reduction measures comply with relevant health and safety regulations and guidelines 9.5 promote the implementation of the risk reduction measures with other people involved | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 10 Understand how to make design choices to reduce health and safety risks | 10.1 explain how to eliminate identified hazards whilst developing and modifying designs and take into account conflicting demands 10.2 evaluate how to reduce identified risks arising from hazards that are not eliminated when developing and modifying designs 10.3 examine how to give collective measures priority over individual measures when reducing risks 10.4 examine how to verify that the risk reduction measures comply with relevant health and safety regulations and guidelines 10.5 propose how to promote the implementation of the risk reduction measures with other people involved | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Direct built environment design teams and communication

Unit reference number: L/600/8048

Level: 7

Credit value: 26

Guided learning hours: 40

Unit summary

This unit is concerned with team leadership, good communications and productive relationships.

It is about forming your design teams. You must know and decide upon the numbers of team members required, their skills, experiences and qualifications, how and where to obtain and secure their services. This will involve skills analysis, recruitment, selection, and negotiation processes.

It is about ensuring good communications within your business. You must have extensive knowledge of communication systems, and be able to establish and implement them effectively.

It is about managing your team effectively. You will need to be involved in planning their work, agreeing its allocation and prioritisation, and controlling the progress of the designs. You must also be able to motivate your staff, deal with problems, reward achievement, and provide constructive feedback.

It is about productive working relationships. You must be able to demonstrate leadership and mature interpersonal skills in your relationships with professional colleagues so that they lead to and result in successful business outcomes.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 Services:

- project management
- design
- specialist services.

2 Resources:

people
facilities.

3 Evaluating:

quality
price
value
time
reliability
competence.

4 Terms of appointment:

scope
cost
deliverables
timescale.

Learning outcomes 3 and 4:

1 Organisational and communication needs:

site management
site/head office interface
contract administration
health and safety
team interfaces
sharing of project data
team working
design information management
centralised communication/project database.

2 Information about roles and responsibilities:

individual job descriptions
organisation charts
contractual arrangements
team.

3 People and organisations who have an interest:

clients
consultants
contractors
sub-contractors
third parties
public utilities
emergency services
people working on site
statutory authorities
off-site manufacturing/supplies
non English language speakers.

4 Methods of communicating, reporting, record and retrieving:

oral
written
graphic
electronic.

5 Resources:

people in organisations who have an interest
materials and components
sub-contractors
project information
work area and facilities.

Learning outcomes 5 and 6:

Learning outcomes 7 and 8:

1 People:

those to whom you report
those who report to you
other professional colleagues
those affected by your work.

2 Informing, offering advice, presenting and clarify:

orally
in writing
use graphics
electronically.

3 Work activities:

progress
results
achievements
emerging threats
risks
opportunities.

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:

Simulations are considered to be acceptable for producing evidence for the following items that are considered to be rare, but key/critical to demonstrating competence. The following conditions of realism should be present:

contingencies
standards & quality specifications
relationships with people
type of interaction
communication methods and media
information & data.

- 1 Agreed proposal(s) for team membership (1.1, 1.2) [1.1, 1.2]
- 2 Evaluation(s) of services and resources (1.3) [1.1, 1.2, 1.3]
- 3 Contract(s) and terms of appointment (1.4, 1.5, 1.6) [1.1, 1.2, 1.4]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

Simulations are considered to be acceptable for producing evidence for the following items that are considered to be rare, but key/critical to demonstrating competence. The following conditions of realism should be present:

- contingencies
- standards & quality specifications
- relationships with people
- type of interaction
- communication methods and media
- information & data.

- 1 Record(s) of project organisation and communication systems which have been developed and introduced (3.1, 3.2) [3.1]
- 2 Information about people's roles and responsibilities and the organisational structure which has been circulated (3.3) [3.2, 3.3]
- 3 Record(s) of communicating, reporting, record and retrieving information which include investigations into breakdowns in communication and the actions taken to restore them (3.4, 3.5) [3.4]
- 4 System(s) for record and provide feedback on the use of resources (3.6) [3.5]

Process evidence: not applicable

Learning outcome 5:

Product evidence: not applicable

Process evidence: not applicable

Learning outcome 7:

Product evidence:

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

- 1 Information and advice provided about work activities (7.1, 7.2, 7.3, 7.6) [ALL]
- 2 Proposal(s) presented, including clarification and alternatives offered (7.1, 7.4, 7.5, 7.6) [7.1, 7.2, 7.3]

Process evidence:

1 Information, advice and presentations (ALL) [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 (QCF) 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 project design teams | 1.1 identify the services and resources that are needed, and select those that meet the agreed timescales and budget limits 1.2 negotiate and agree proposals for team membership which are likely to produce an effective team 1.3 ensure that the services and resources are evaluated and circulate the results to decision makers 1.4 follow the procedures for obtaining services and resources 1.5 produce appropriate contractual arrangements and terms of appointment for the organisations and people selected and confirm the arrangements in writing with stakeholders 1.6 negotiate contracts and agreements in a way which preserves goodwill and trust 1.7 ensure that the selection and formation of project teams is consistent with the organisation's HR and business policy | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Understand how to select and form project design teams | 2.1 describe how to identify the services and resources that are needed, and select those that meet the agreed timescales and budget limits 2.2 propose how to negotiate and agree proposals for team membership which are likely to produce an effective team 2.3 explain how to ensure that the services and resources are evaluated and circulate the results to decision makers. 2.4 explain how to follow the procedures for obtaining services and resources 2.5 explain how to produce appropriate contractual arrangements and terms of appointment for the organisations and people selected and confirm the arrangements in writing with stakeholders 2.6 propose how to negotiate contracts and agreements in a way which preserves goodwill and trust 2.7 explain how to ensure that the selection and formation of project teams is consistent with the organisation's HR and business policy | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Be able to establish and maintain organisation and communication systems for projects | 3.1 identify the organisational and communication needs for projects 3.2 develop and introduce systems which are compatible with those used by clients and supply chain and which enable clear and effective management, and administrative and operational controls 3.3 produce accurate and unambiguous information about roles and responsibilities, project, and organisational structures, and circulate the information to people and organisations who have an interest 3.4 introduce methods of communicating, reporting, recording and retrieving information between people and organisations who have an interest which are appropriate to the needs of project and monitor the methods regularly for effectiveness 3.5 identify and investigate breakdowns in communication, and take action to restore effective communication 3.6 set up systems for recording and providing feedback on the ways in which resources are allocated and used | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>4 Understand how to establish and maintain organisation and communication systems for projects</p> | <p>4.1 describe how to identify the organisational and communication needs for projects</p> <p>4.2 propose how to develop and introduce systems which are compatible with those used by clients and supply chain and which enable clear and effective management, and administrative and operational controls</p> <p>4.3 explain how to produce accurate and unambiguous information about roles and responsibilities, project, and organisational structures, and circulate the information to people and organisations who have an interest</p> <p>4.4 examine how to introduce methods of communicating, reporting, recording and retrieving information between people and organisations who have an interest which are appropriate to the needs of project and monitor the methods regularly for effectiveness</p> <p>4.5 describe how to identify and investigate breakdowns in communication, and take action to restore effective communication</p> <p>4.6 propose how to set up systems for recording and providing feedback on the ways in which resources are allocated and used</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>5 Be able to allocate and monitor the progress and quality of work in your area of responsibility</p> | <p>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 and seek clarification, where necessary, on any outstanding points and issues</p> <p>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</p> <p>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</p> <p>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</p> <p>5.5 encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>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</p> <p>5.7 support individuals and/or teams in identify and deal 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 causes when it occurs and deal with it promptly and effectively</p> <p>5.10 identify unacceptable or poor performance, discuss the causes 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, clearly communicating any changes to those affected</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>6 Understand how to allocate and monitor the progress and quality of work in your area of responsibility</p> | <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>6.5 explain how to encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work</p> <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> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>6.7 examine how to support individuals and/or teams in identify and deal 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 causes when it occurs and deal with it promptly and effectively</p> <p>6.10 describe how to identify unacceptable or poor performance, discuss the causes 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> <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, clearly communicating any changes to those affected</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 7 Be able to develop and maintain relationships with people who are affected by your work | 7.1 develop, maintain and encourage working relationships with people which promote goodwill and trust 7.2 inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency 7.3 offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments 7.4 present proposals for action clearly to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved 7.5 clarify with people objections to proposals and suggest alternative proposals 7.6 resolve conflicts and differences of opinion in ways which minimise offence, and maintain goodwill, trust and respect | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 8 Understand how to develop and maintain relationships with people who are affected by your work | 8.1 propose how to develop, maintain and encourage working relationships with people which promote goodwill and trust 8.2 explain how to inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency 8.3 propose how to offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments 8.4 explain how to present proposals for action clearly to people at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved 8.5 explain how to clarify with people objections to proposals and suggest alternative proposals 8.6 propose how to resolve conflicts and differences of opinion in ways which minimise offence, and maintain goodwill, trust and respect | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 3: Direct built environment professional and ethical practice

Unit reference number: Y/600/8053

Level: 7

Credit value: 27

Guided learning hours: 40

Unit summary

You must be able to show that you can ensure that others understand you, whatever their technical knowledge level. You must be able to “talk their language”, and maintain their trust in you and their engagement in the work.

It is about practising within appropriate codes of conduct. In order to provide the necessary evidence for this Element, you must be able to demonstrate how you achieve the performance criteria with examples from your work.

It is about reviewing your development needs planning and deciding how to meet them, carrying out your plan and evaluating its success. This will lead on to an update of your needs review, and the process becomes ongoing. You must be able to produce and defend your CPD (Continuing Professional Development) plans and records.*

It is about helping other people to review their development needs; giving them information, advice and support about how they can meet them; and monitoring their progress.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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 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.

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 practitioners family or friends.

3 Systems:

indemnity insurance

guarantees

contract conditions

bonds.

Learning outcomes 5 and 6:

1 Aims and objectives:

preparation for new jobs

intellectual challenge

need for updating

need to provide evidence of professional competence

compliance with employer and professional requirements

promotion or job change

awareness of shortcomings.

2 Personal development:

maintenance of existing competence

improvements to existing competence

development of new competence

commitment to professional excellence.

3 Sources of support and guidance:

national/industry bodies

Professional Institutions

education and training providers

in house.

4 Standards of competence:

job descriptions

professional institution requirements

industry national occupational standards.

5 Development plan includes:

priorities
target dates
development activities.

6 Development activities:

formal courses
research
work experience
personal study.

Learning outcomes 7 and 8:

1 Opportunities and resources:

paid time
personal time
office
project, group and mutual collaboration
on the job
off the job
professional activities.

2 People:

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

3 Learning techniques and methods:

attending training and educational programmes
coaching
mentoring
instructing
agree work based learning opportunities.

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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Technical information and advice presented, including technical information obtained 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, 1.5]

Learning outcome 3:**Product evidence:**

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

- 1 Record(s) of contract(s) agreement(s) and terms of reference which include conformance to legal requirements, ethical standards and recognised good practice (3.5, 3.6) [3.1, 3.2, 3.3]
- 2 Record(s) of balanced judgments, advice and personal decisions (3.1, 3.2, 3.3, 3.4) [3.1, 3.2, 3.3]
- 3 System(s) which have been set up to protect the interests of, and to compensate clients which include separate funds (3.7, 3.8) [3.3]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

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

- 1 Record(s) of personal development aims and objectives which include sources of support and guidance and selected standards of competence and reviews and updating (5.1, 5.2, 5.3, 5.8)
- 2 Profile(s) of present competence identified against standards of competence (5.4) [5.4]
- 3 Personal development plan(s) which include identified development needs (5.4, 5.5) [5.5]
- 4 Record(s) of developed progress achievement and evidence of competence identified against standards of competence (5.6, 5.7) [5.4, 5.6]

Process evidence: not applicable

Learning outcome 7:**Product evidence:**

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

- 1 Information summarised for developing learning materials (7.2) [7.3]
- 2 Records of development plan(s) opportunities and resources learning materials, peoples' progress and areas where help is needed (7.1, 7.7, 7.8) [7.1, 7.2, 7.3]
- 3 Record(s) of advice and coaching given (7.3) [7.2]
- 4 Record(s) of presented information which includes selected learning techniques and methods, questions, clarification and advice (7.4, 7.5, 7.6) [7.2, 7.3]

Process evidence:

- 1 Presentation(s) made (7.5, 7.6) [7.2]

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

- additional requirements for qualifications using the title NVQs
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 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 using 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 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 propose how to present technical recommendations and advice using 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 practice within an ethical and value framework | 3.1 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 3.2 take clear and unequivocal personal responsibility for personal decisions 3.3 disclose information obtained from clients only to people who have a right to receive it 3.4 communicate with stakeholders in a style and manner which maintains professional independence and maximises goodwill and trust 3.5 define and agree the terms of reference and the expectations of the people involved in contracts 3.6 enter into formal and informal contracts and agreements for advisory and problem-solving services which conform to legal requirements, ethical standards and recognised good practice 3.7 refuse offers and contracts which are illegal and which may generate conflicts of interest 3.8 implement systems to protect individual and community interests and to compensate clients where the advice given results in loss or damage to the client | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Understand how to practice within an ethical and value framework | 4.1 examine how to 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 4.2 evaluate how to take clear and unequivocal personal responsibility for personal decisions 4.3 explain how to disclose information obtained from clients only to people who have a right to receive it 4.4 explain how to communicate with stakeholders in a style and manner which maintains professional independence and maximises goodwill and trust 4.5 evaluate how to define and agree the terms of reference and the expectations of the people involved in contracts 4.6 evaluate how to enter into formal and informal contracts and agreements for advisory and problem-solving services which conform to legal requirements, ethical standards and recognised good practice 4.7 evaluate how to refuse offers and contracts which are illegal and which may generate conflicts of interest 4.8 explain how to implement systems to protect individual and community interests and to compensate clients where the advice given results in loss or damage to the client | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Be able to undertake personal development in the occupational practice area | 5.1 define your aims and objectives for undertaking personal development 5.2 identify and contact sources of support and guidance for undertaking personal development 5.3 identify and select relevant standards of competence against which personal development can be measured 5.4 analyse the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs 5.5 prepare a development plan for achieving identified development needs 5.6 undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities 5.7 measure the achievement of identified development needs and record the evidence of competence gained against the identified standards of competence 5.8 review, revise and update the aims and objectives to suit changing circumstances | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|----------------------|----------------------------|-------------|
| 6 Understand how to undertake personal development in the occupational practice area | <p>6.1 evaluate how to define your aims and objectives for undertaking personal development</p> <p>6.2 describe how to identify and contact sources of support and guidance for undertaking personal development</p> <p>6.3 describe how to identify and select relevant standards of competence against which personal development can be measured</p> <p>6.4 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>6.5 explain how to prepare a development plan for achieving identified development needs</p> <p>6.6 evaluate how to undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities</p> <p>6.7 explain how to measure the achievement of identified development needs and record the evidence of competence gained against the identified standards of competence</p> <p>6.8 examine how to review, revise and update the aims and objectives to suit changing circumstances</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 7 Be able to enable people to learn and benefit from your experience | 7.1 identify and offer adequate and appropriate opportunities and resources for people to learn 7.2 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 7.3 advise and coach people so that they can identify their current level of competence, their learning needs and targets 7.4 select and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual 7.5 present information to other people use a pace, style and form which is appropriate to their needs 7.6 encourage people to ask questions, seek clarification and advice when they need help and during learning activities 7.7 review people's progress towards agreed objectives and give realistic and positive feedback on achievements 7.8 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 |
|---|--|---------------|---------------------|------|
| 8 Understand how to enable people to learn and benefit from your experience | 8.1 describe how to identify and offer adequate and appropriate opportunities and resources for people to learn 8.2 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 8.3 propose how to advise and coach people so that they can identify their current level of competence, their learning needs and targets 8.4 evaluate how to select and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual 8.5 explain how to present information to other people use a pace, style and form which is appropriate to their needs 8.6 explain how to encourage people to ask questions, seek clarification and advice when they need help and during learning activities 8.7 examine how to review people's progress towards agreed objectives and give realistic and positive feedback on achievements 8.8 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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 4: Direct design and consultancy businesses in the built environment

Unit reference number: F/600/8032

Level: 7

Credit value: 21

Guided learning hours: 40

Unit summary

This unit is concerned with managing your design business and the services it offers or could offer in the future.

It is about managing your business processes. You must be able to decide what processes your business needs, and integrate them to create a complete system.

It is about practising legally. You must know what the law says and lead your team in complying with all relevant statutes and regulations.

It is about ensuring that there is a culture health and safety in your business, including offices and other working environments. You must know what the law says, what current best practice involves, and be able to lead your teams in working in a healthy and safe environment.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

Learning outcomes 3 and 4:

1 Systems:

in-house

consultancy

lines and levels of responsibility and prescribed autonomy of action.

2 Legal and statutory information:

common law
statutes
trade and professional codes of practice.

3 Legal and statutory requirements - affecting:

services
business conduct
employment and training
health, safety and welfare
contract law
liability and insurance
environment
corporate social responsibility
respect for people
licensing, certification and registration.

Learning outcomes 5 and 6:

1 Health and safety policy covers:

risk assessment and management
emergency procedures
safety systems and methods of work
fire safety measures, prevention and procedures
duties and responsibilities of all the workforce (including safety training policy)
accident, incident and ill-health reporting and monitor
hazardous substances
communication with notifiable authorities (including Health and Safety Executive, Environmental Health)
insurance requirements
public and employee liability
plant and equipment
induction and training.

2 Legal requirements:

general health and safety legislation
construction specific health and safety legislation
British Standards
Codes of Practice
international standards (including EU directives)
insurance.

3 Risk management strategies - apply to:

work areas
processes and operations
working practices and methods.

4 Audits:

safety audits
hazard surveys which identify potential dangers and high risk activities and areas
legally required provision
security audits.

5 Monitor and control systems:

safety inspection and monitor
safety audits
safety committees and required representation
reporting procedures and action taken.

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: not applicable****Process evidence: not applicable****Learning outcome 3:****Product evidence:**

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

- 1 Record(s) of system(s) and implemented for identify sources of legal and statutory information (3.1) [3.1, 3.2]
- 2 Confirmation(s) of existing and anticipated legal and statutory requirements which include assessments of changes made to organisational policies (3.2) [3.3]
- 3 Record(s) of system(s) implemented for the monitor and record of organisational compliance with legal and statutory requirements (3.3) [3.3]
- 4 Record(s) of opportunities for improvement identified and circulated (3.4) [3.2, 3.3]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

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

- 1 Organisational health and safety policy(ies) (5.1, 5.2, 5.3) [5.1, 5.2]
- 2 Record(s) of health and safety policy monitor and control systems which include investigations into breaches in compliance and the action taken (5.4) [5.5]

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 manage business processes | 1.1 design processes that deliver outcomes based on business goals and aims 1.2 identify and provide the resources you need 1.3 take account of influences that may affect and shape how processes work 1.4 link processes so that they interact across the organisation to form a complete system 1.5 provide information and support for staff and other stakeholders involved 1.6 define process responsibilities 1.7 develop process measures that are affordable and provide enough information for people to decide how to manage the process 1.8 establish and use effective methods to review and improve the process | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|----------------------|----------------------------|-------------|
| 2 Understand how to manage business processes | 2.1 evaluate how to design processes that deliver outcomes based on business goals and aims 2.2 describe how to identify and provide the resources you need 2.3 examine how to take account of influences that may affect and shape how processes work 2.4 propose how to link processes so that they interact across the organisation to form a complete system 2.5 explain how to provide information and support for staff and other stakeholders involved 2.6 evaluate how to define process responsibilities 2.7 propose how to develop process measures that are affordable and provide enough information for people to decide how to manage the process 2.8 propose how to establish and use effective methods to review and improve the process | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to conform with legal and statutory requirements | 3.1 implement systems which can accurately identify sources of legal and statutory information 3.2 confirm existing and anticipated legal and statutory requirements regularly, assess changes which are likely to affect organisational policies, summarise the implications and recommend appropriate changes to organisational policies 3.3 implement systems to monitor and record organisational compliance with legal and statutory requirements 3.4 identify opportunities to improve mandatory effectiveness and equity of legal and statutory requirements and public policy and circulate the information to decision makers | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|----------------------|----------------------------|-------------|
| 4 Understand how to conform with legal and statutory requirements | 4.1 explain how to implement systems which can accurately identify sources of legal and statutory information 4.2 explain how to confirm existing and anticipated legal and statutory requirements regularly, assess changes which are likely to affect organisational policies, summarise the implications and recommend appropriate changes to organisational policies 4.3 explain how to implement systems to monitor and record organisational compliance with legal and statutory requirements 4.4 describe how to identify opportunities to improve mandatory effectiveness and equity of legal and statutory requirements and public policy and circulate the information to decision makers | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Be able to develop and maintain a strategic health and safety policy | 5.1 review health and safety policy to ensure that it includes all relevant legal requirements 5.2 define line management responsibilities clearly within the health and safety policy and agree the responsibilities with those involved 5.3 ensure that risk management strategies and other health and safety audits which are capable of identify and minimise hazards are carried out 5.4 ensure that health and safety policy monitor and control systems are designed, and that breaches in compliance are investigated and corrective action is taken to restore compliance | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Understand how to develop and maintain a strategic health and safety policy | 6.1 examine how to review health and safety policy to ensure that it includes all relevant legal requirements 6.2 evaluate how to define line management responsibilities clearly within the health and safety policy and agree the responsibilities with those involved 6.3 explain how to ensure that risk management strategies and other health and safety audits which are capable of identify and minimise hazards are carried out 6.4 explain how to ensure that health and safety policy monitor and control systems are designed, and that breaches in compliance are investigated and corrective action is taken to restore compliance | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Direct design and consultancy business risks and opportunities in the built environment

Unit reference number: K/600/8039

Level: 7

Credit value: 21

Guided learning hours: 40

Unit summary

This unit is concerned with assessing and managing the risks to and the opportunities for the business. You must be aware of the wider strategic world that your business is part of and make strategic judgements about the risks you need to deal with, and the opportunities you choose to exploit. You must also be able to gain the support of your teams for your decisions.

It is about improving your design service. You will need to assess your current practice and the potential for continual improvement. You should also be able to obtain feedback from your clients or customers as to how you are serving them and how this service could be enhanced to further meet their needs and expectations.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 Information:

- environmental
- statutory and legal requirements
- client, user and community requirements
- construction and technical factors
- finance, procurement and contract
- quality
- cost
- timescale.

2 Risks and opportunities:

health, safety and welfare
management and workforce experience
complexity and scope
consents
team composition
project costs
technical considerations
timescale
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
procurement
timescale reduction
procurement
profitability
energy
sustainability.

3 Risk management:

eliminate
reduce
inform
control.

Learning outcomes 3 and 4:

1 Risks and opportunities:

environmental impact
management and workplace experience
complexity and scope
consents
costs
impact on business
technical considerations

timescale
contract form
availability of resources
quality
innovation
maintenance and communication of information
better purchasing/resource procurement
timescale reduction
specification change
business benefit
improve quality.

2 Business judgements:

obtaining work
evaluate and finalising tenders
proceeding with commissions
procurement/partnering
finalising designs.

3 Methods:

eliminate/minimise risks
control risks at source
cumulative protection
mitigate
allocation of responsibility
maximise opportunities
contingency plan.

Learning outcomes 5 and 6:

1 Operational factors:

business objectives
work environment
availability of people and resources
competence of people
quality management
existing design services
existing process, methods and techniques.

2 Contextual factors:

client/customer expectations
project requirements
market conditions
design as part of the business
advances in occupational practice.

3 Design services:

design expertise and systems
advisory services
management services
control systems
information systems.

4 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)
waste reduction
availability of skills
standardisation
energy
sustainability.

5 Analysing:

feasibility studies
strengths, weaknesses, opportunities and threats (SWOT) analyses
against industry performance benchmarks
reflection on professional practice.

6 Data and information - sources:

professional journals and publications
data from within the built environment
information from other industries
project feedback.

7 Measures:

adopting current best practice eg Lip, ISO 9001, EFQM etc
new processes, methods and techniques
training.

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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of risks and opportunities identified from project information (1.1, 1.2, 1.3) [1.1, 1.2, 1.3]
- 2 Information on risk management processes (1.1, 1.4) [1.1, 1.2]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

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

- 1 Record(s) of the risks and opportunities reviewed (3.1) [3.1, 3.2]
- 2 Record(s) of methods selected for manage risks and opportunities (3.2, 3.3, 3.4) [3.1, 3.2, 3.3]
- 3 Records of implemented and maintained management methods and procedures including modifications (3.5) [3.2, 3.3]

Process evidence: not applicable

Learning outcome 5:

Product evidence:

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

- 1 Record(s) of identified needs and requirements for operational change and development which includes identified constraints and objectives, evaluated strengths and weaknesses of existing processes, methods and techniques, analysed data and information, estimates of funding and resources (5.1, 5.2, 5.3, 5.4) [ALL]
- 2 Record(s) of projects and programmes commissioned, implemented and monitored, including the investigation of variances (5.5, 5.6, 5.7) [5.4]
- 3 Proposal(s), recommendation(s) and programme(s) for potential alternative users and markets for new processes, methods and techniques (5.8, 5.9) [5.4, 5.5, 5.6]

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 risks and opportunities | 1.1 identify and review information relating to risks and opportunities 1.2 identify risks and opportunities arising from the review 1.3 identify and assess the significance of the risks and opportunities of current and future activities 1.4 check and confirm that risk management processes are undertaken 1.5 use this information to inform the development of business policy | | | |
| 2 Understand how to assess risks and opportunities | 2.1 describe how to identify and review information relating to risks and opportunities 2.2 describe how to identify risks and opportunities arising from the review 2.3 describe how to identify and assess the significance of the risks and opportunities of current and future activities 2.4 explain how to check and confirm that risk management processes are undertaken. 2.5 examine how to use this information to inform the development of business policy | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to manage business risks and exploit business opportunities | 3.1 review the risks and opportunities which have been assessed 3.2 formulate business judgements about risks and opportunities based on the best information and experience 3.3 decide on the courses of action to be taken about risks and opportunities 3.4 specify clearly the procedures for implementing the risk management methods 3.5 implement and maintain the risk management methods and procedures and modify them to meet changed circumstances | | | |
| 4 Understand how to manage business risks and exploit business opportunities | 4.1 examine how to review the risks and opportunities which have been assessed 4.2 evaluate how to formulate business judgements about risks and opportunities based on the best information and experience 4.3 describe how to decide on the courses of action to be taken about risks and opportunities 4.4 evaluate how to specify clearly the procedures for implementing the risk management methods 4.5 explain how to 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 |
|--|---|---------------|---------------------|------|
| 5 Be able to examine and agree improvements to design and consultancy services | 5.1 identify operational and contextual factors and realistic objectives for the improvement of design services 5.2 evaluate the strengths and weaknesses of existing design services and check whether they are suitable for achieving the required design service to clients and customers 5.3 analyse available data and information and identify needs and requirements for operational change and development 5.4 identify, examine and challenge advances in design services which have been proposed 5.5 identify and make the best use of opportunities and facilities to test advances in design services 5.6 estimate what funding and resources will be needed for development and the added value which would be expected 5.7 identify valid and realistic improvement measures which will maximise added value 5.8 develop, agree and implement proposals for advances in design services 5.9 check with clients and customers that the improvement measures have satisfied their needs 5.10 develop a culture of continuous improvement to design services | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>6 Understand how to examine and agree improvements to design and consultancy services</p> | <p>6.1 describe how to identify operational and contextual factors and realistic objectives for the improvement of design services</p> <p>6.2 evaluate the strengths and weaknesses of existing design services and check whether they are suitable for achieving the required design service to clients and customers</p> <p>6.3 examine how to analyse available data and information and identify needs and requirements for operational change and development</p> <p>6.4 describe how to identify, examine and challenge advances in design services which have been proposed</p> <p>6.5 describe how to identify and make the best use of opportunities and facilities to test advances in design service</p> <p>6.6 examine how to estimate what funding and resources will be needed for development and the added value which would be expected</p> <p>6.7 describe how to identify valid and realistic improvement measures which will maximise added value</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | 6.8 propose how to develop, agree and implement proposals for advances in design services 6.9 explain how to check with clients and customers that the improvement measures have satisfied their needs 6.10 propose how to develop a culture of continuous improvement to design services | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Direct procurement and contract processes in the built environment

Unit reference number: A/600/8059

Level: 6

Credit value: 27

Guided learning hours: 90

Unit summary

This unit is concerned with procurement, partnering and contract procedures and processes.

It is about establish or operating your procurement strategies. You must have a deep knowledge of procurement method procedures, and be able to secure the resources you need.

It is about partnering. You must have a deep knowledge of partnering method procedures; you must demonstrate through your interpersonal and negotiating skills that you can put successful partnerships together.

It is about agreeing forms of contract. You must have deep knowledge of relevant contracts, and be able to produce an agreed form of contract with your fellow stakeholders.

It is about concluding a contract with others. You must be able to negotiate fairly and confidently with other parties so that all best interests are served.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 Stakeholders:

the client

the client's financial advisers

design consultants

potential contractors

potential subcontractors and suppliers

potential investors

funding agencies
independent client adviser
user groups.

2 Management methods:

selection and appointment of advisors and consultants
internal or self monitor
project management
value management
risk management
process analysis.

3 Procurement objectives and criteria:

type and form of contract
risk allocation
economic, political and social context
funding sources
degree of commercial and financial risk
best overall value
project insurance
timescales/sequencing
complexity
design and build quality
right first-time
sustainability.

4 Procurement methods:

managed forms of construction
design and build
traditional
Public, Private Partnership
prime contracting
partnering
early contractor involvement
sole source/single negotiations
competitive tendering.

5 Legal and statutory requirements:

common law
contract law
EU directives on procurement
Codes of Practice and procedures.

6 Implementation procedures:

tendering process
tender evaluation
award recommendation
contract award.

Learning outcomes 3 and 4:

1 Stakeholders:

client/client adviser
user representatives.

2 Management methods:

selection and appointment of advisers and consultants
internal or self monitor
project management
value management
risk management
process analysis.

3 Areas:

design
construction
supply
maintenance
decommissioning.

4 Objectives:

commitment to whole supply chain
minimum on-site construction period
minimum whole life cost
sustainable solution
agreed maximum cost
zero defects

respect for people
agree quality
adoption of industry guidance and benchmarking.

5 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.

6 Partners:

client
client adviser
consultants
contractors/subcontractors
suppliers.

7 Selection criteria:

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

8 Information:

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

Learning outcomes 5 and 6:

1 Stakeholders:

the client
the employer
potential contractors
management
partners
third parties.

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.

Learning outcomes 7 and 8:

1 Obligations:

insurances
bonds
warranties
statutory
financial guarantees
competence of people
deliverables.

2 Contracts - type:

main contract
sub-contract
lump sum
design and construct
schedule based
prime cost based
firm price
fluctuating price
labour and materials
labour only
goods and material supply only
service contracts.

3 People involved in the contract:

main contractors
sub-contractors
consultants
third parties
clients.

4 Amendments:

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

5 Legal requirements:

statutes
regulations, including European Union regulations
Codes of Practice and procedure
common law.

6 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:

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

- 1 Record (s) of prioritised key stakeholder requirements (1.1) [1.1]
- 2 Record (s) of methods for monitor and controlling the critical priorities. (1.2) [1.2]
- 3 Record (s) of identified procurement objectives, criteria and methods (1.3, 1.4) [1.3, 1.4]
- 4 Recommendation (s) for a procurement method based on an evaluation of procurement methods against agreed criteria (1.3, 1.4, 1.5) [1.2, 1.3, 1.4, 1.5, 1.6]
- 5 Record (s) of the selected procurement method and the implementation procedures (1.6) [1.4, 1.6]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

Simulations are considered to be acceptable for producing evidence for the following items that are considered to be rare, but key/critical to demonstrating competence. The following conditions of realism should be present:

contingencies
standards & quality specifications
type of interaction
communication methods and media
information & data.

- 1 Record(s) of confirmed areas and objectives for partnering working (3.1) [3.1, 3.2, 3.3]
- 2 Record(s) of selection panels and identified selection criteria for potential partners (3.2) [3.4, 3.5, 3.6]
- 3 Record(s) of evaluated and selected project partners (3.3, 3.4, 3.5, 3.6) [3.4, 3.5, 3.6, 3.7, 3.8]

- 4 Agreement(s) and contract(s) with project partners (3.7) [3.6]
- 5 Record(s) of project partner workshops and agreements on project objectives (3.8) [3.2, 3.3, 3.4, 3.5, 3.6]

Process evidence: not applicable

Learning outcome 5:

Product evidence:

The learner must produce documentary evidence from the workplace covering the following items 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]

Learning outcome 7:

Product evidence:

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

- 1 Record(s) of contract negotiations (7.2, 7.3, 7.4) [7.1, 7.2, 7.3, 7.4, 7.5]
- 2 Contract document(s) (7.4, 7.5) [7.2, 7.3, 7.5, 7.6]
- 3 Written proof of ability of parties to meet contract obligations (7.1) [7.1, 7.2, 7.5]
- 4 Record(s) of insurance cover (7.6) [7.1]

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 a procurement procedure with stakeholders | 1.1 identify key requirements with stakeholders, resolve any conflicting demands between them, review their relative importance and risks, and confirm the priorities 1.2 identify management methods which are suitable for monitoring and controlling priorities 1.3 identify and agree feasible and realistic procurement objectives and criteria 1.4 identify procurement methods which are capable of meeting the procurement objectives 1.5 select and recommend the most effective procurement methods which meet stakeholder constraints and relevant legal and statutory requirements 1.6 agree and record the selected procurement methods and appropriate implementation procedures | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Understand how to select and agree a procurement procedure with stakeholders | 2.1 describe how to identify key requirements with stakeholders, resolve any conflicting demands between them, review their relative importance and risks, and confirm the priorities 2.2 describe how to identify management methods which are suitable for monitoring and controlling priorities 2.3 describe how to identify and agree feasible and realistic procurement objectives and criteria 2.4 describe how to identify procurement methods which are capable of meeting the procurement objectives 2.5 evaluate how to select and recommend the most effective procurement methods which meet stakeholder constraints and relevant legal and statutory requirements 2.6 evaluate how to agree and record the selected procurement methods 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 areas and objectives for project team partnering and management methods 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 using the weighted 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 management methods and agree individual and mutual project objectives | | | |

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

| 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 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 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 | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 7 Be able to negotiate and conclude a contract | <p>7.1 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</p> <p>7.2 negotiate contracts use a style and manner which maintains good long term relationships with all the people involved in the contract</p> <p>7.3 negotiate and agree the best possible supply position, contract terms, conditions and amendments</p> <p>7.4 record the results of negotiations accurately and pass the information on, promptly and in accordance with legal requirements, to all the people involved in the contract</p> <p>7.5 ensure that accurate copies of the final contract documents are prepared and checked to meet legal requirements and arrange for them to be signed</p> <p>7.6 obtain adequate insurance cover to safeguard the contract</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 8 Understand how to negotiate and conclude a contract | 8.1 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 8.2 propose how to negotiate contracts use a style and manner which maintains good long term relationships with all the people involved in the contract 8.3 propose how to negotiate and agree the best possible supply position, contract terms, conditions and amendments 8.4 explain how to record the results of negotiations accurately and pass the information on, promptly and in accordance with legal requirements, to all the people involved in the contract 8.5 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 8.6 explain how to obtain adequate insurance cover to safeguard the contract | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Direct built environment design investigation and research

Unit reference number: F/600/8077

Level: 7

Credit value: 14

Guided learning hours: 20

Unit summary

This unit is concerned with investigation and research.

It is about deciding what needs to be investigated, activities and procedures, identifying the factors, commissioning the work and evaluating the results. You must have knowledge of investigation methodologies and procedures and be able to demonstrate results that show a return on your investment.

It is about commissioning research. You must have knowledge of research methodologies and procedures and be able to convince potential sponsors to support the work.

It is about evaluating and disseminating the research findings. You must be able to analyse, synthesise and summarise the research findings and maximise the value of the findings in your presentations.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 Factors:

- user needs
- community needs
- historical
- conservation
- cultural context
- social
- visual and spatial

ecological and environmental
construction
measured survey
physical testing
condition survey
structural integrity.

2 Investigation:

documents and record search
investigative research
field research.

Learning outcomes 3 and 4:

1 Research:

social and economic
plan and development methods
infrastructure
resources (including energy)
conservation
environmental
property markets
patterns of building and building use
customer requirements
design technology
manufacturing and construction technology
work methods and processes
materials technology
demographics and population.

2 Criteria:

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

3 Resources:

people
finance
capital
time.

4 Sponsors:

public sector
private sector
voluntary sector.

5 Research proposals include:

statement of objectives
valid and reliable methodologies
methods for evaluation and quality assurance
costs of resources.

6 Presenting:

orally
in writing
use graphics
electronically.

Learning outcomes 5 and 6:

1 Research:

social and economic
plan and development methods
infrastructure
resources (including energy)
conservation
environmental
property markets
patterns of building and building use
customer requirements
design technology
manufacturing and construction technology
work methods and processes
materials technology
sustainability
users.

2 Methods and strategies of communication:

advertising
personal selling
public relations
special promotional events.

3 Target audiences and potential markets:

clients
the public
partners
private and voluntary sectors
peer group.

4 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:

Simulations are considered to be acceptable for producing evidence for the following items that are considered to be rare, but key/critical to demonstrating competence. The following conditions of realism should be present:

contingencies
standards & quality specifications
type of interaction
communication methods and media
information & data.

- 1 Investigation brief(s) including significant factors; critical aspects of site and surroundings; priorities; (1.1, 1.2) [1.1, 1.2]
- 2 Commissioning investigation, obtaining any necessary permissions and insurances and evaluate the results (1.3, 1.4, 1.5) [1.1, 1.2]

Process evidence:

- 1 Discussion(s) and meeting(s) (1.1) [1.1]

Learning outcome 3:**Product evidence:**

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

- 1 Evaluations of research needs which include criteria and estimates of resources (3.1, 3.2) [3.1, 3.2, 3.3]
- 2 Evaluation(s) of existing research (3.3) [3.1]
- 3 Presented research proposal(s) which includes potential sponsors, criteria, requirements, objectives and outcomes (3.4, 3.5, 3.6) [3.2, 3.3, 3.4, 3.5, 3.6]
- 4 Record(s) of the commissioning of research, field trials and the testing of research results (3.7) [3.1]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

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

- 1 Presented information on research result(s) which includes evaluations and arranged rights protection (5.1, 5.2) [5.1, 5.3, 5.4]
- 2 Chosen strategy(ies) of communication which include target audiences and potential markets (5.4) [5.2, 5.3]
- 3 Record(s) of additional research and evaluation areas which have been identified (5.3) [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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 commission and evaluate investigations on potential developments | 1.1 identify the factors for investigation that may be significant for the potential development by examining documents, setting up and facilitating discussions and meetings 1.2 select the critical aspects of both the site and the surrounding areas which require investigation and prioritise them 1.3 commission investigations by selecting people and organisations who are competent to do the work 1.4 ensure that any necessary permissions and insurances have been obtained before starting work on investigations 1.5 evaluate the results of the investigation against development options and decide on an appropriate course of action for the potential development | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|----------------------|----------------------------|-------------|
| 2 Understand how to commission and evaluate investigations on potential developments | 2.1 describe how to identify the factors for investigation that may be significant for the potential development by examining documents, setting up and facilitating discussions and meetings 2.2 evaluate how to select the critical aspects of both the site and the surrounding areas which require investigation and prioritise them 2.3 evaluate how to commission investigations by selecting people and organisations who are competent to do the work 2.4 describe how to ensure that any necessary permissions and insurances have been obtained before starting work on investigations 2.5 evaluate the results of the investigation against development options and decide on an appropriate course of action for the potential development | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to prioritise and commission research projects | 3.1 evaluate the research needs which have been identified against appropriate criteria and prioritise them 3.2 estimate the resources that will be needed to conduct research into the areas which are most important 3.3 identify relevant existing research and evaluate its potential contribution 3.4 clarify and summarise research objectives and outcomes with sponsors 3.5 prepare and structure research proposals in a format and style which meets the criteria and requirements of sponsors 3.6 present research proposals to potential sponsors in a manner which maintains goodwill and trust, and maximise acceptance 3.7 commission research, field trials and test of research results by selecting people and organisations who are competent to do the work | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Understand how to prioritise and commission research projects | 4.1 evaluate research needs which have been identified against appropriate criteria and prioritise them 4.2 examine how to estimate the resources that will be needed to conduct research into the areas which are most important 4.3 describe how to identify relevant existing research and evaluate its potential contribution 4.4 explain how to clarify and summarise research objectives and outcomes with sponsors 4.5 explain how to prepare and structure research proposals in a format and style which meets the criteria and requirements of sponsors 4.6 explain how to present research proposals to potential sponsors in a manner which maintains goodwill and trust, and maximise acceptance 4.7 evaluate how to commission research, field trials and test of research results by selecting people and organisations who are competent to do the work | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Be able to evaluate and communicate research findings | 5.1 evaluate research results against the original objectives and quantify the results accurately in a suitable format 5.2 identify where research has failed to achieve an objective 5.3 identify further, additional research and evaluation areas from an accurate analysis of the results 5.4 choose methods and strategies of communication which are relevant to the target audiences and potential markets, and which increase their ability to understand and apply the research findings 5.5 structure and present information in ways which are clear and relevant to the needs of the target audiences and potential markets 5.6 arrange for intellectual property, copyright and patent rights to be protected | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Understand how to evaluate and communicate research findings | 6.1 evaluate research results against the original objectives and quantify the results accurately in a suitable format 6.2 describe how to identify where research has failed to achieve an objective 6.3 describe how to identify further, additional research and evaluation areas from an accurate analysis of the results 6.4 evaluate how to choose methods and strategies of communication which are relevant to the target audiences and potential markets, and which increase their ability to understand and apply the research findings 6.5 evaluate how to structure and present information in ways which are clear and relevant to the needs of the target audiences and potential markets 6.6 explain how to arrange for intellectual property, copyright and patent rights to be protected | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Direct the control of projects in the built environment

Unit reference number: K/600/8090

Level: 6

Credit value: 19

Guided learning hours: 50

Unit summary

This unit applies to senior designers who go onto site and are involved in the construction process. It is about operating in a directing role.

It is about selecting, operating and improving quality management systems. You must be able to show how these systems work, and how they benefit projects when used.

It is about working to programmes. You must have knowledge of planning and programming theory, and be able to show how your programming systems have led to successful conduct of the work on site.

It is about controlling site costs. You must know about cost control systems and procedures, and show how the application of such systems has successfully controlled expenditure. This process will include exploring opportunities for cost savings.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

cultural significance
structural integrity.

**2 People responsible:
the client**

contractors
consultants
sub-contractors
suppliers
workforce.

3 Quality management systems:

selection
establishment
monitor
improvement.

4 Work:

materials and components and their use
methods of construction
methods of alteration, adaptation and refurbishment
methods of maintenance, repair and preservation.

Learning outcomes 3 and 4:

1 Systems to monitor and record:

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

2 Programmes:

bar charts
network analysis
critical path
project expenditure forecasts.

3 Resources:

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

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
inclement weather
physical (site) constraints
legal
social
environmental
force majeure.

6 Corrective action:

restore progress in accordance with agreed programme
agree new completion dates
initiate contract claim
securing additional resources
altering planned work.

7 Relevant people:

the client
contractors
consultants
suppliers.

Learning outcomes 5 and 6:

1 Project cost control systems:

contractual procedures and meetings
operational procedures and meetings.

2 Cost data:

main contract
sub-contract
lump sum
design and contract
schedule based
prime cost based
firm price
fluctuating price
labour and materials
labour only
goods and material supply only
service contracts.

3 Corrective action:

regulating expenditure to conform with budgets
agree additional costs
making a contract claim.

4 Opportunities for cost saving:

waste reduction
resource management and logistics
applications of new technologies and materials
energy and utility management
recycling/re-use materials
alternative sources and types of materials
revisions in quality
standardisation.

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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of identified quality standards and specified responsibilities (1.1, 1.2) [1.1, 1.2]
- 2 Record(s) of quality management systems for inspection and control (1.3) [1.1, 1.3, 1.4]
- 3 Record(s) of information referred to others which include(s) notifications to decision makers about significant variations in quality standards, programme and safety implications, specifications which conflict with statutory and legal requirements, recommended improvements from feedback, amendments to contract quality requirements and specifications (1.4, 1.5, 1.6, 1.7) [1.1, 1.2, 1.3]

Process evidence: not applicable

Learning outcome 3:**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items 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 (3.1) [3.1, 3.2]
- 2 Record(s) of identified and quantified deviation(s) which include investigated inadequate and inappropriate specified resources, specified alternatives and agreed corrective action (3.2, 3.3, 3.4) [3.2, 3.3, 3.4, 3.5, 3.6, 3.7]
- 3 Record(s) of information and recommendations about progress passed to decision makers which include options likely to minimise increases in cost and time, changes, resource needs, suggested decisions and improvements from feedback (3.2, 3.4, 3.5, 3.6, 3.7) [3.3, 3.6, 3.7]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

The learner must produce documentary evidence from the workplace covering the following items 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, quantities and payment rates (5.1, 5.2) [5.1, 5.2]
- 2 Record(s) of corrective action to restore costs and expenditure to budget which include identified and investigated variations and trends in quantities and cost data (5.4, 5.5) [5.2, 5.3, 5.4]
- 3 Record(s) of system(s) and process(es) for identify opportunities for cost-savings which have been developed, implemented, costed and agreed (5.6, 5.7) [5.4]

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 agreed quality standards | 1.1 identify and interpret quality standards from available information and pass them to people responsible for their implementation, before they start work 1.2 specify, clearly and unambiguously, the responsibilities which individuals have for maintaining quality standards 1.3 ensure the establishment and implementation of quality management systems for project work 1.4 inform decision makers 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 specifications which conflict with statutory and legal requirements and refer them to decision makers for modification 1.6 identify improvements from feedback received and recommend them to decision makers 1.7 agree amendments to the contract quality requirements and specifications and record them accurately | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Understand how to control projects against agreed quality standards | 2.1 describe how to identify and interpret quality standards from available information and pass them to people responsible for their implementation, before they start work 2.2 evaluate how to specify, clearly and unambiguously, the responsibilities which individuals have for maintaining quality standards 2.3 explain how to ensure the establishment and implementation of quality management systems for project work 2.4 explain how to inform decision makers 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 specifications which conflict with statutory and legal requirements and refer them to decision makers for modification 2.6 describe how to identify improvements from feedback received and recommend them to decision makers 2.7 evaluate how to agree amendments to the contract quality requirements and specifications and record them accurately | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Be able to control project progress against agreed programmes | 3.1 develop and implement systems to monitor and record the progress of the project against the agreed programmes 3.2 ensure that information is collected regularly and summarised 3.3 identify inadequately and inappropriately specified resources and specify and obtain alternative resources 3.4 identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme 3.5 investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action 3.6 select options which are most likely to minimise increases in cost and time and help the contract progress 3.7 regularly inform relevant people about progress, changes to the operational programme, resource needs, and agree the decisions and actions that need to be taken 3.8 review feedback received and make decisions on improvements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Understand how to control project progress against agreed programmes | 4.1 propose how to develop and implement systems to monitor and record the progress of the project against the agreed programmes 4.2 explain how to ensure that information is collected regularly and summarised 4.3 describe how to identify inadequately and inappropriately specified resources and specify and obtain alternative resources 4.4 describe how to identify and quantify any deviations from planned progress which have occurred, or which may occur, and which could disrupt the programme 4.5 examine how to investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action 4.6 evaluate how to select options which are most likely to minimise increases in cost and time and help the contract progress 4.7 explain how to regularly inform relevant people about progress, changes to the operational programme, resource needs, and agree the decisions and actions that need to be taken 4.8 examine how to review feedback received and make decisions on improvements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|------------------------------------|--|---------------|---------------------|------|
| 5 Be able to control project costs | 5.1 develop and implement appropriate project cost control systems which are able to provide early warning of problems 5.2 ensure that cost data is collected regularly 5.3 ensure that correct work values and cost data is calculated from estimates of work quantity and payment rates 5.4 identify variations and trends in cost data 5.5 investigate any variations thoroughly and agree and implement appropriate corrective action which will restore costs and expenditure to budget 5.6 develop and implement systems and processes for identify opportunities for cost savings 5.7 identify realistic opportunities for cost savings, and agree them with other parties to the project | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Understand how to control project costs | 6.1 propose how to develop and implement appropriate project cost control systems which are able to provide early warning of problems 6.2 explain how to ensure that cost data is collected regularly 6.3 explain how to ensure that correct work values and cost data is calculated from estimates of work quantity and payment rates 6.4 describe how to identify variations and trends in cost data 6.5 examine how to investigate any variations thoroughly and agree and implement appropriate corrective action which will restore costs and expenditure to budget 6.6 propose how to develop and implement systems and processes for identify opportunities for cost savings 6.7 describe how to identify realistic opportunities for cost savings, and agree them with other parties to the project | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Direct the resolution of disputes in built environment design and consultancy practice

Unit reference number: F/600/8094

Level: 7

Credit value: 18

Guided learning hours: 60

Unit summary

This unit is concerned with the learner's key responsibilities for managing disputes on projects. A "dispute" in this Unit is a disagreement that may or may not be settled without external assistance. It could involve preparation for adjudication, arbitration or legal action.

You must have a deep knowledge of relevant contractual details and processes, and you must demonstrate how you decided upon strategies for settling disputes.

You must demonstrate your command of contractual detail, your skills of communicating and your judgements to others.

You must demonstrate your ability to direct negotiations; to persuade all parties of the strength of your case; and to reach fair and amicable settlements.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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 Expertise and support in:

surveying
valuation
town plan
environmental health
environmental management
legal
financial
design
technical.

3 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 Information which is relevant to the dispute:

contract documents
correspondence
instructions
contract records
technical reports
witness testimony
other evidential material.

2 Dispute - type:

land
property
construction
contracts
agreements
third party claims.

3 Experts in:

surveying
valuation
town plan
health and safety
environmental management;
legal
financial
design
technical.

Learning outcomes 5 and 6:

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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Summaries(s) of the type and nature and assessments of the strengths and weaknesses of the case, expertise and support needed and the implications of proceeding (1.1, 1.2, 1.3, 1.4) [1.1, 1.2]
- 2 Record(s) of assessments of options for settling dispute(s) (1.5, 1.6) [1.3]
- 3 Recommendation(s) and specification(s) for the process of settling dispute(s) (1.7, 1.8, 1.9) [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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Summary(ies) of evaluation(s) of the information about the dispute which include clarifications and comparisons with similar cases (3.1, 3.2, 3.3, 3.4, 3.7) [3.1, 3.2]
- 2 Record(s) of recommendation(s) and assessment of the arguments and the advice received from experts (3.5, 3.6, 3.7) [ALL]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

- 1 Document(s) about the dispute which have been prepared (5.1) [5.1]
- 2 Record(s) of negotiations 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 (5.2, 5.3, 5.4, 5.5, 5.6) [ALL]
- 3 Formal acceptance letters (5.7) [5.4]
- 4 Record(s) of suggestions for options and processes for settling the dispute (5.8) [5.2, 5.3, 5.4]

Simulations are considered to be acceptable for producing evidence for the following items that are considered to be rare, but key/critical to demonstrating competence. The following conditions of realism should be present:

- contingencies
- standards & quality specifications
- relationships with people
- type of interaction
- communication methods and media
- information & data.

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 evaluate potential implications for the resolution of disputes</p> | <p>1.1 summarise the type and nature of the dispute and its legal context</p> <p>1.2 assess the strengths and weaknesses of the case and make a judgement about the potential outcomes</p> <p>1.3 identify what expertise and support will be needed at different stages of the dispute</p> <p>1.4 assess the implications of proceeding with the case</p> <p>1.5 identify potential options for settling the dispute which are based on relevant information and accurate assessments</p> <p>1.6 identify potential responses to the options for settling the dispute and assess the risk involved</p> <p>1.7 recommend a process for settling the dispute which is likely to be acceptable to all the people involved and which meets legal requirements</p> <p>1.8 specify, clearly, the process for settling the dispute which has been agreed and prepare written terms and conditions</p> <p>1.9 advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Understand how to evaluate potential implications for the resolution of disputes | 2.1 explain how to summarise the type and nature of the dispute and its legal context 2.2 examine how to assess the strengths and weaknesses of the case and make a judgement about the potential outcomes 2.3 describe how to identify what expertise and support will be needed at different stages of the dispute 2.4 examine how to assess the implications of proceeding with the case 2.5 describe how to identify potential options for settling the dispute which are based on relevant information and accurate assessments 2.6 describe how to identify potential responses to the options for settling the dispute and assess the risk involved 2.7 propose how to recommend a process for settling the dispute which is likely to be acceptable to all the people involved and which meets legal requirements 2.8 evaluate how to specify, clearly, the process for settling the dispute which has been agreed and prepare written terms and conditions 2.9 propose how to advise against proceed where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Be able to evaluate information relevant to a dispute | 3.1 identify and collate information which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people responsible 3.2 obtain information about similar cases, identify key points and common features and producing an accurate summary 3.3 obtain enough additional information to make a valid evaluation in instances where the information is incomplete 3.4 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 3.5 consult with experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgment is required 3.6 assess the arguments and the advice received from experts, produce justifiable conclusions and recommendations for further action and pass this to the people involved in the dispute 3.7 disclose information which is relevant to the dispute only to those who have a right to see it | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Understand how to evaluate information relevant to a dispute | 4.1 describe how to identify and collate information which is relevant to the dispute, within the time limits, identify potentially inaccurate information and clarify it with the people responsible 4.2 explain how to obtain information about similar cases, identify key points and common features and produce an accurate summary 4.3 explain how to obtain enough additional information to make a valid evaluation in instances where the information is incomplete 4.4 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 4.5 explain how to consult with experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgment is required 4.6 examine how to assess the arguments and the advice received from experts, produce justifiable conclusions and recommendations for further action and pass this to the people involved in the dispute 4.7 explain how to disclose information which is relevant to the dispute only to those who have a right to see it | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Be able to negotiate and progress the resolution of a dispute | 5.1 prepare documents about the dispute which have a clear rationale, and which include valid supporting information 5.2 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 5.3 review reactions and proposals from opposite parties and recommend a response 5.4 ask questions to test the consistency and resilience of the opposite partys' position and to probe for possible movement 5.5 summarise and record points of agreement and disagreement 5.6 recommend acceptance of offers which are judged to be the best available 5.7 draft formal acceptance letters accurately and in a suitable style, and send them promptly to all parties 5.8 suggest realistic options and processes for settling the dispute when offers are not acceptable and assess the advantages and disadvantages of each alternative | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>6 Understand how to negotiate and progress the resolution of a dispute</p> | <p>6.1 explain how to prepare documents about the dispute which have a clear rationale, and which include valid supporting information</p> <p>6.2 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>6.3 examine how to review reactions and proposals from opposite parties and recommend a response</p> <p>6.4 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>6.5 explain how to summarise and record points of agreement and disagreement</p> <p>6.6 evaluate how to recommend acceptance of offers which are judged to be the best available</p> <p>6.7 explain how to draft formal acceptance letters accurately and in a suitable style, and send them promptly to all parties</p> <p>6.8 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 10: Direct built environment design and consultancy practice business development

Unit reference number: K/600/8171

Level: 7

Credit value: 13

Guided learning hours: 50

Unit summary

This unit is concerned with developing the business.

It is about reviewing your current practice and exploring how this can be developed. You must have knowledge of market research, and be able to show how your analyses have resulted in your new business development plans.

It is about making the best use of client and customer relationships. You must be able to demonstrate your procedures for engaging with clients/customers, and show that these have resulted in improvements in your services.

It is about marketing. You must have knowledge of marketing and promotion strategies and show how their applications have enhanced your business.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 The organisation's operations:

- new and innovative services, and processes (benefits and features)
- customer requirements
- communications with potential customers
- communications with partners
- legal requirements and statutory legislation
- past and future negotiations

record systems
time schedules
quality assurance
identification of competitors
target markets
training and certification.

2 Strengths and weaknesses:

market share
scope of services
availability of resources
working practices
productivity
profitability and cost factors
corporate values
ability to innovate
efficiency of systems (including information technology)
understanding of clients needs
competence of staff.

3 Analyse - methods:

feasibility studies
SWOT (strengths, weaknesses, opportunities and threats) analyses
PESTL (political, economic, social, technology and legal).

4 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 Clients and stakeholders:

individuals
external organisations
departments or teams.

2 Client and customer care service:

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

3 Code of conduct:

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.

Learning outcomes 5 and 6:

1 Present image and reputation of the organisation:

- market share
- scope of services
- availability of resources
- working practices
- productivity
- profitability and cost factors
- corporate values
- environmental management
- respect for people
- competence of staff.

2 Information gathering system:

- organisation sources
- external sources
- customer feedback
- specialists
- market research.

3 Marketing and promotion:

- branding
- sponsorship
- publications
- relation with press and media
- advertising policies
- formal and informal client and customer relations
- presentations
- e-commerce.

4 Potential new business opportunities:

- services
- developments and projects
- customers and markets.

5 Monitor - criteria:

market share
levels of resource allocation
profitability
reputation
image.

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:

Simulations are considered to be acceptable for producing evidence for the following items that are considered to be rare, but key/critical to demonstrating competence. The following conditions of realism should be present:

contingencies
standards & quality specifications
type of interaction
communication methods & media
information & data.

- 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 the analysis of demand for and type of new 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 which includes resource calculations and negotiated additional resources (1.5, 1.6) [1.4, 1.5]
- 4 Record(s) of select new and innovative 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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Developed client and stakeholder care service policy(ies) which include an analysis of market research and a code of conduct (3.1, 3.2, 3.3, 3.4) [ALL]
- 2 Record(s) of the operation of client and stakeholder care service systems which include summaries of feedback, responses to complaints and recommendations for future action circulated (3.5, 3.6, 3.7, 3.8) [3.1, 3.2]

Process evidence: not applicable**Learning outcome 5:****Product evidence:**

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

- 1 Record(s) of an agreed corporate image which includes evaluation(s) of the image and reputation of the organisation (5.1, 5.2) [5.1]
- 2 Record(s) of information gathering system(s) which include new business opportunities and factors which will influence the target audience (5.3, 5.4, 5.5) [5.2, 5.3, 5.4]
- 3 Marketing and promotional strategy(ies) which include evaluated options, chosen methods, media and techniques, programme and budget (5.6, 5.7, 5.8, 5.9) [5.3]
- 4 Review(s) of the impact of the marketing and promotion strategy including modifications (5.10) [5.3, 5.5]

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 research and development of new services to meet market needs | 1.1 review the organisation's operations and evaluate its strengths and weaknesses to compete in potential markets 1.2 identify appropriate and realistic market areas for the organisation and summarise the information accurately 1.3 analyse the demand for and type of new services within the identified market areas 1.4 identify opportunities to use new technologies, materials and techniques to meet identified market needs 1.5 calculate the resources needed accurately and allocate sufficient resources for the development of new services 1.6 negotiate additional resources in cases where existing resources are insufficient to meet development costs 1.7 select new and innovative services for development which are based on an realistic evaluation of the organisations business policy | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Understand how to identify and resource the research and development of new 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 services within the identified market areas 2.4 describe how to identify opportunities to use new technologies, materials and techniques to meet identified market needs 2.5 explain how to calculate the resources needed accurately and allocate sufficient resources for the development of new 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 services for development which are based on an realistic evaluation of the organisations business policy | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to develop and maintain a policy to maximise client and stakeholder satisfaction | 3.1 summarise and analyse appropriate market research and assess realistically the type and quality of services clients and stakeholders will need 3.2 develop a clear and realistic client and customer care service policy, justify it and agree it with decision makers 3.3 develop a code of conduct for a client and stakeholder care service which summarises the organisations agreed policy and circulate it to all the workforce 3.4 develop and introduce an appropriate client and stakeholder care service system, which will meet the service needs 3.5 develop and introduce systems for obtaining client and stakeholder feedback and monitor them regularly for both positive and negative feedback 3.6 summarise positive client and stakeholder feedback and circulate it to decision makers 3.7 summarise and investigate negative client and stakeholder feedback, responding to individual complaints promptly and resolve cases 3.8 produce regular summaries of client and stakeholder complaints, the action taken, including recommendations for future action, and circulate the summaries to decision makers | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Understand how to develop and maintain a policy to maximise client and stakeholder satisfaction | 4.1 explain how to summarise and analyse appropriate market research and assess realistically the type and quality of services clients and stakeholders will need 4.2 propose how to develop a clear and realistic client and customer care service policy, justify it and agree it with decision makers 4.3 propose how to develop a code of conduct for a client and stakeholder care service which summarises the organisations agreed policy and circulate it to all the workforce 4.4 propose how to develop and introduce an appropriate client and stakeholder care service system, which will meet the service needs 4.5 explain how to develop and introduce systems for obtaining client and stakeholder feedback and monitor them regularly for both positive and negative feedback 4.6 explain how to summarise positive client and stakeholder feedback and circulate it to decision makers 4.7 explain how to summarise and investigate negative client and stakeholder feedback, respond to individual complaints promptly and resolve cases 4.8 explain how to produce regular summaries of client and stakeholder complaints, the action taken, including recommendations for future action, and circulate the summaries to decision makers | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Be able to establish and monitor a marketing strategy and corporate image | 5.1 evaluate the present image and reputation of the organisation with the target audience and identify the potential client base 5.2 develop and agree a corporate image which reflects the function and purpose of the organisation 5.3 develop an information gathering system to support the development of marketing and promotion strategies 5.4 identify potential new business opportunities and pass the information on to decision makers 5.5 research and identify factors which will influence the target audience 5.6 evaluate marketing and promotion options and develop a clear and relevant strategy which can make a significant impact on the target audience | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| | <p>5.7 choose methods, media and techniques for the marketing and promotion of the organisation which are consistent with the corporate image</p> <p>5.8 negotiate, agree and implement a programme and budget to deliver the agreed marketing and promotion strategy</p> <p>5.9 circulate marketing and promotion material to people who will have an interest</p> <p>5.10 monitor the marketing and promotion strategy regularly, review the impact and make modifications which will improve market presence and penetration</p> | | | |
| <p>6 Understand how to establish and monitor a marketing strategy and corporate image</p> | <p>6.1 evaluate the present image and reputation of the organisation with the target audience and identify the potential client base</p> <p>6.2 examine how to develop and agree a corporate image which reflects the function and purpose of the organisation</p> <p>6.3 examine how to develop an information gathering system to support the development of marketing and promotion strategies</p> <p>6.4 describe how to identify potential new business opportunities and pass the information on to decision makers</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| | <p>6.5 examine how to research and identify factors which will influence the target audience</p> <p>6.6 evaluate marketing and promotion options and develop a clear and relevant strategy which can make a significant impact on the target audience</p> <p>6.7 evaluate how to choose methods, media and techniques for the marketing and promotion of the organisation which are consistent with the corporate image</p> <p>6.8 propose how to negotiate, agree and implement a programme and budget to deliver the agreed marketing and promotion strategy</p> <p>6.9 explain how to circulate marketing and promotion material to people who will have an interest</p> <p>6.10 examine how to monitor the market and promotion strategy regularly, review the impact and make modifications which will improve market presence and penetration</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Direct income and expenditure in built environment design and consultancy practice

Unit reference number: K/600/8199

Level: 6

Credit value: 12

Guided learning hours: 50

Unit summary

This unit is concerned with the financial control of projects.

It is about managing budgets and cost flow. You must know about budgeting methods and processes, and show how their application has resulted in the control of your cash flow.

It is about managing your income. You must know about valuation methods and processes, and show how their application has maximised your cash receipts. You must also manage payments due to others under the contract.

It is about managing claims. You must know how your contract documentation entitles you to submit claims, and you must be able to show how you have successfully submitted, negotiated and finalised claims for loss and expense.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 Budgets:

- earned income
- employment costs
- capital plant and equipment
- materials
- liabilities
- subcontract costs

consumables
depreciation
overheads.

2 Cash flow projections:

income receivable
expenditure
late payments.

3 Variances:

overspend
underspend
changes in value of the work.

4 Contingencies:

delays in receivables
project and contract delays
interruptions.

5 Interested parties:

colleagues
financial providers.

Learning outcomes 3 and 4:

1 Valuations and accounts:

interim payment
final accounts.

2 Payments:

agreed fees
quantification of work completed
agreed recoverable expenses
taxes
retentions
credit notes.

3 Action to recover outstanding debts and retentions:

re-invoicing
negotiation
legal action
off set.

Learning outcomes 5 and 6:

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 Information sources:

- contract documents
- contract records.

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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of monitored and audited budgets which include calculated fluctuations and cash flow projections (1.1, 1.2) [1.1, 1.2]
- 2 Recommendation(s) about ways of deal with variances and contingencies which include investigations and corrective action (1.3, 1.4, 1.5) [1.1, 1.3, 1.4]
- 3 Information provided to interested parties about restructuring of allocated budgets and cash flow projections (1.6) [1.1, 1.2, 1.5]
- 4 Updated budget(s) (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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of valuations and accounts and payments due and made (3.5) [3.1, 3.2]
- 2 Record(s) of action taken to recover outstanding debts (3.4) [3.3]

Process evidence: not applicable

Learning outcome 5:

Product evidence:

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

- 1 Record(s) of progressed valid claims (5.1) [5.1, 5.2]
- 2 Record(s) of negotiated claims which include back-up information, calculations, and agreement of amendments (5.2, 5.3, 5.4, 5.5, 5.6) [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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the 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 update budget and cash flow projections | 1.1 monitor and audit allocated budgets and accurately calculate fluctuations in financial performance 1.2 manage cash flow projections against actual income and expenditure 1.3 recommend ways of deal with variances and contingencies so that decisions be made 1.4 take appropriate corrective action promptly and inform people about the changes that are required to allocated budgets 1.5 investigate the reasons for variances and contingencies and take action which will prevent them happening again 1.6 inform interested parties about actions which will require major restructuring of allocated budgets and cash flow projections 1.7 update allocated budgets accurately and reissue them to people who have financial responsibilities | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Understand how to update budget and cash flow projections | 2.1 examine how to monitor and audit allocated budgets and accurately calculate fluctuations in financial performance 2.2 evaluate how to manage cash flow projections against actual income and expenditure 2.3 propose how to recommend ways of deal with variances and contingencies so that decisions be made 2.4 explain how to take appropriate corrective action promptly and inform people about the changes that are required to allocated budgets 2.5 examine how to investigate the reasons for variances and contingencies and take action which will prevent them happening again 2.6 explain how to inform interested parties about actions which will require major restructuring of allocated budgets and cash flow projections 2.7 explain how to update allocated budgets accurately and reissue them to people who have financial responsibilities | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to manage valuations, income and expenditure | 3.1 agree accurate valuations and accounts which contain relevant background information and clarify and justify areas of potential disagreement 3.2 record information about payments due and calculate the total income due under the contract 3.3 identify payments which are outstanding 3.4 take prompt action to recover outstanding debts and retentions in a manner which maintains the goodwill and trust of the client 3.5 manage payments to others due under the contract | | | |
| 4 Understand how to manage valuations, income and expenditure | 4.1 evaluate how to agree accurate valuations and accounts which contain relevant background information and clarify and justify areas of potential disagreement 4.2 explain how to record information about payments due and calculate the total income due under the contract 4.3 describe how to identify payments which are outstanding 4.4 explain how to take prompt action to recover outstanding debts and retentions in a manner which maintains the goodwill and trust of the client 4.5 evaluate how to manage payments to others due under the contract | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Be able to manage claims for reimbursement for loss and expense | 5.1 assess the basis of claims and criteria for recovery against the contract, seek relevant expert opinion, and progress valid claims which can be substantiated 5.2 ensure that claims are accurately calculated and appropriately structured from relevant and verified information sources 5.3 identify the liability for the cost of re-work and additional work, agree the liability with the people involved in the contract and agree the rates and quantities to meet organisation and contractual requirements 5.4 negotiate and agree amendments to claims with the people involved in the contract 5.5 conduct negotiations with the people involved in the contract in a way which maintains their goodwill and trust 5.6 ensure that documents, back-up information and calculations are accurately recorded, reference them clearly and store them so that they can be easily retrieved for audit and reference | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>6 Understand how to manage claims for reimbursement for loss and expense</p> | <p>6.1 examine how to assess the basis of claims and criteria for recovery against the contract, seek relevant expert opinion, and progress valid claims which can be substantiated</p> <p>6.2 explain how to ensure that claims are accurately calculated and appropriately structured from relevant and verified information sources</p> <p>6.3 describe how to identify the liability for the cost of re-work and additional work, agree the liability with the people involved in the contract and agree the rates and quantities to meet organisation and contractual requirements</p> <p>6.4 propose how to negotiate and agree amendments to claims with the people involved in the contract</p> <p>6.5 explain how to conduct negotiations with the people involved in the contract in a way which maintains their goodwill and trust</p> <p>6.6 explain how to ensure that documents, back-up information and calculations are accurately recorded, reference them clearly and store them so that they can be easily retrieved for audit and reference</p> | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Direct the evaluation and appraisal of property in the built environment

Unit reference number: M/600/8205

Level: 7

Credit value: 20

Guided learning hours: 80

Unit summary

This unit applies to senior designers and consultants who provide advice on the evaluation and appraisal of existing property. It is particularly appropriate for those providing advice in relation to the conservation of property.

It is about applying evaluation methods and techniques to the analysis and appraisal of existing property and justifying your conclusions about future strategies.

It is about assessing and advising on specialist construction, installation and work methods for adoption on projects which involve work to existing properties and also justifying your recommendations.

It is about reviewing and advising on plans for the future use and maintenance of existing property; you will need to show how you prioritise the various influencing factors and changing circumstances that apply to the plans.

Assessment requirements/evidence requirements

Please note the information in the () round brackets relates to the Performance Criteria in the NOS and the information in the [] square brackets related to the Range Items in the NOS.

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

Learning outcomes 1 and 2:

1 Information:

client instructions

investigations (contextual, heritage, condition, market, economic, legal and regulatory factors)

heritage records.

2 Appraisal:

alteration
adaptation
refurbishment
maintenance
repair and preservation
heritage status.

3 Evaluation methods and techniques:

comparison
structural/condition survey
documentary research
heritage survey.

Learning outcomes 3 and 4:

1 Project data:

client instructions
investigations (contextual, heritage, condition, market, economic, legal and regulatory factors)
heritage records
development, design and construction proposals
health and safety plans
time-scales
contractual risks, obligations and scope of works.

2 Construction, installation and work methods:

sequencing and integration of work operations
organisation of resources (people, plant, materials, finance)
physical
construction and installation techniques
temporary works
working conditions (health, safety and welfare)
new materials and technologies.

3 Alternative sources:

the client
contractors
suppliers
regulatory authorities
technical and trade literature.

4 Identify work methods:

standard lists and procedures
investigative research.

5 Technical criteria:

materials and component performance and availability
physical environmental factors
occupancy
health, safety and welfare
fire protection
access
plant, equipment and people availability
seasonal weather conditions
sustainability
buildability
demolition
protection of existing fabric
structural integrity.

6 Project criteria:

cost benefit
conformity to statutory requirements
client and user needs
contract requirements in terms of time, quantity and quality
environmental considerations
third party obligations
other related programmes
supply lead times
cultural significance.

7 Analyse - use:

method study
work study
production analysis.

Learning outcomes 5 and 6:

1 Maintenance:

scheduled and preventative
unscheduled and corrective
emergency.

2 Property:

structure

materials
finishes
furnishings
fittings
movement of goods and people
services and equipment
external works
landscaping.

3 Influencing factors:

client requirements
user requirements
community requirements
organisational requirements
contractual requirements
statutory requirements
resource allocation
working requirements
environmental considerations
health, safety and welfare requirements
conservation requirements
structural integrity
heritage status.

4 Guidance material:

owner's manuals
log books
maintenance schedules and manuals
practice guides and specifications.

5 Maintenance activities:

regular programmes
tendered works
responsive works
cost estimated works.

6 Assessing:

cost benefit analysis
life cycle costing (including discounted rate)
value engineering.

7 Changing circumstances:

susceptibility to damage
safety requirements
need to inhibit and respond to deterioration
compromised operational effectiveness
weather conditions
use/change of use
meeting current legislation
resources.

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 items that are considered to be common and key/critical to demonstrating competence.

- 1 Record(s) of evaluation methods and techniques which have been selected which include identified information and appraisals (1.1, 1.2, 1.3, 1.7) [1.1, 1.2, 1.3]
- 2 Presentation and explanations of appraisal process (1.6) [1.2]
- 3 Assessments of the status and validity of opinions and judgements made by other people and formal evidence and information (1.5, 1.6) [1.1, 1.2]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

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

- 1 Evaluation(s) of work methods which include assessments of project data, information from alternative services, identified work methods, technical and project criteria (3.1, 3.2, 3.3, 3.4) [3.1, 3.2, 3.3, 3.4, 3.5, 3.6]
- 2 Record(s) of recommended work methods (3.5) [3.2]

Process evidence: not applicable

Learning outcome 5:

Product evidence:

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

- 1 Agreed plan(s) and schedule(s) of maintenance activities which include confirmed organisational objectives for use and maintenance, reviews and assessments of influencing factors, guidance material, priorities, amendments to priorities (ALL) [ALL]

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

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
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification 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 and appraise property | 1.1 identify and clarify the objectives and purpose and the information needed for the appraisal 1.2 select and apply evaluation methods and techniques which are appropriate to the type of property and which meet the requirements of professional standards and codes of practice 1.3 identify the levels and types of professional support needed for the appraisal and provide advisers with clear and accurate summaries of the information available 1.4 assess the status and validity of opinions and judgements made by other people 1.5 analyse all the relevant evidence and information, and make an appraisal of the property which can be used to make sound and justifiable judgements and to provide advice 1.6 present and explain an appraisal including the provision of conclusions and advice 1.7 keep internal records which are clear, accurate and complete, and which conform to accepted professional and statutory requirements | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Understand how to evaluate and appraise property | <p>2.1 describe how to identify and clarify the objectives and purpose and the information needed for the appraisal</p> <p>2.2 evaluate how to select and apply evaluation methods and techniques which are appropriate to the type of property and which meet the requirements of professional standards and codes of practice</p> <p>2.3 describe how to identify the levels and types of professional support needed for the appraisal and provide advisers with clear and accurate summaries of the information available</p> <p>2.4 examine how to assess the status and validity of opinions and judgements made by other people</p> <p>2.5 examine how to analyse all the relevant evidence and information, and make an appraisal of the property which can be used to make sound and justifiable judgements and to provide advice</p> <p>2.6 explain how to present and explain an appraisal including the provision of conclusions and advice</p> <p>2.7 explain how to keep internal records which are clear, accurate and complete, and which conform to accepted professional and statutory requirements</p> | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to evaluate and advise on work methods for existing properties | 3.1 assess the available project data accurately and summarise it to enable design decisions on construction, installation and work methods to be made 3.2 obtain more information from alternative sources in cases where the available project data is insufficient 3.3 identify work methods which will make the best use of resources and which meet project, statutory and contractual requirements 3.4 evaluate the methods against relevant technical and project criteria and select the one which best meets the criteria 3.5 advise on and recommend the selected method to clients and encourage them to adopt it 3.6 analyse the method which has been selected for its activity content and quantify it accurately 3.7 prepare a method statement which is accurate, clear, concise and acceptable to all the people involved | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Understand how to evaluate and advise on work methods for existing properties | 4.1 examine how to assess the available project data accurately and summarise it to enable design decisions on construction, installation and work methods to be made 4.2 explain how to obtain more information from alternative sources in cases where the available project data is insufficient 4.3 describe how to identify work methods which will make the best use of resources and which meet project, statutory and contractual requirements 4.4 evaluate the methods against relevant technical and project criteria and select the one which best meets the criteria 4.5 propose how to advise on and recommend the selected method to clients and encourage them to adopt it 4.6 examine how to analyse the method which has been selected for its activity content and quantify it accurately 4.7 explain how to prepare a method statement which is accurate, clear, concise and acceptable to all the people involved | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Be able to advise on the maintenance of property | 5.1 confirm objectives for the use, maintenance and conservation of property 5.2 consult upon and review influencing factors and guidance material about the maintenance of property 5.3 prioritise maintenance activities by assessing and accounting for all the influencing factors 5.4 amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors 5.5 advise upon plans and schedules of maintenance activities and negotiate and agree them with clients | | | |
| 6 Understand how to advise on the maintenance of property | 6.1 explain how to confirm objectives for the use, maintenance and conservation of property 6.2 explain how to consult upon and review influencing factors and guidance material about the maintenance of property 6.3 examine how to prioritise maintenance activities by assessing and accounting for all the influencing factors 6.4 explain how to amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors 6.5 propose how to advise upon plans and schedules of maintenance activities and negotiate and agree them with clients | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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
- books, software and online resources for UK schools and colleges:
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

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: callcentre@cskills.org

Professional development and training

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 learner-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). You can request customised training through the website or by contacting one of our advisers in the Training from the 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

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an 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 processes 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 an 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

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson 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.

Annexe C: Additional requirements for qualifications that use the title NVQ

| | |
|--|------------|
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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.
- 2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification, 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 are
 - assessed consistently
 - quality assured consistently
 - maintain the integrity of qualifications that use the title NVQ
 - establish the NVQ brand
 - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ to a minimum.

Background

- 4 ¹ “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 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, if it uses the same rules of combination as a qualification that does use the title NVQ.
- 7 The Qualification Framework offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title 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, are not a preferred method for assessing occupational competence and all accredited qualifications have equal status.
- 8 When developing a qualification, including qualifications that use the title NVQ, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications 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 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, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

¹ NCVQ's NVQ Criteria and Guidance 1995.

Additional requirements for qualifications that use the title NVQ

Introduction

- 10 Qualifications that use the title NVQ must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

- 11 When a qualification uses the title NVQ, 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. 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.

² 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, 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, 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:
- ³hold 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:
- ⁴hold 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.
- 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.

³ Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications.

⁴ Currently an external verifier needs to hold unit V2. Or from the past unit D35.

- 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

The ConstructionSkills Assessment Strategy will be available on the Pearson website, along side the full specification on the Construction NVQ/Competence page.

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