Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management

Specification
NVQ/Competence-based qualification
For first registration August 2010
Issue 2
Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

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

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

ISBN 9781446957622

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

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

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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Key principles of quality assurance

Quality assurance processes

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What are the access arrangements and special considerations for the qualification in this specification?

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

Annexe D: Assessment Requirements/Strategy
Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

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

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

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.
As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

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

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

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

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

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

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

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

The qualification title and unit reference numbers will appear on the learners’ final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.
Key features of the Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management

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

What is the purpose of this qualification?

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

Who is this qualification for?

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

Pearson’s policy is that the qualification should:
- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

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

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

What are the potential job roles for those working towards this qualification?
- Construction supervisor
- Construction manager.
What progression opportunities are available to learners who achieve this qualification?

This qualification allows learners to demonstrate competence in construction senior management at a level required by the construction and the built environment industry. Learners can progress into senior job roles such as senior management.
What is the qualification structure for the Pearson Edexcel Level 7 NVQ Diploma in Construction Senior Management?

The Total Qualification Time (TQT) for this qualification is 1440 hours. The Guided Learning Hours (GLH) for this qualification is 410.

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

**A - Mandatory units**

Credit value required: minimum 59.

A/600/6828 - Manage teams in construction
T/600/6830 - Lead and participate in meetings in construction management
A/600/6831 - Provide ethical advice, judgement and service in construction management
J/600/6833 - Develop self and others in construction management

**B1 - Optional group for project development**

D/600/6837 - Prepare and agree a project brief and development programme in construction
H/600/6838 - Manage design development and processes in construction
K/600/6839 - Assess and evaluate the environmental impact of developments in construction management
D/600/6840 - Evaluate sustainable resources and requirements in construction management
F/600/6863 - Manage marketing and customer service in construction organisations
B2 - Optional group for procurement contracts and budgets
H/600/6841 - Establish project procurement arrangements in construction management
T/600/6844 - Implement strategic sourcing partnerships in construction management
F/600/6846 - Manage procurement processes in construction management
L/600/6848 - Prepare and submit estimates, bids and tenders in construction management
L/600/6851 - Ensure that contracts are prepared, negotiated and concluded in construction management
T/600/6861 - Control organisational and project income and expenditure in construction management

B3 - Option group for project control
R/600/8309 - Manage project risks and opportunities in construction
D/600/6854 - Manage project processes in construction
H/600/8296 - Manage project evaluation and feedback in construction
T/600/6858 - Control project outcomes in construction
A/600/6862 - Evaluate and progress the resolution of disputes in construction management
L/600/6865 - Manage project completion in construction
How is the qualification graded and assessed?

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

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Each unit in this specification contains the following sections.

<table>
<thead>
<tr>
<th><strong>Unit title:</strong></th>
<th>This is the formal title of the unit that will appear on the learner’s certificate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit reference number:</strong></td>
<td>This is the unit owner’s reference number for the specified unit.</td>
</tr>
<tr>
<td><strong>Level:</strong></td>
<td>All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Guided learning hours:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Unit summary:</strong></td>
<td>This provides a summary of the purpose of the unit.</td>
</tr>
<tr>
<td><strong>Assessment requirements/evidence requirements:</strong></td>
<td>The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.</td>
</tr>
<tr>
<td><strong>Assessment methodology:</strong></td>
<td>This provides a summary of the assessment methodology to be used for the unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcomes:</strong></th>
<th><strong>Assessment criteria:</strong></th>
<th><strong>Evidence type:</strong></th>
<th><strong>Portfolio reference:</strong></th>
<th><strong>Date:</strong></th>
</tr>
</thead>
</table>

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.

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.
Units
Unit 1: Manage teams in construction

Unit reference number: A/600/6828
Level: 7
Credit value: 16
Guided learning hours: 50

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

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

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

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

Assessment requirements/evidence requirements
The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:
1 Team resources:
management
technical staff
specialist sub-contractors
specialist services
workforce.
2 Significant factors:
location
cost
time
skills, experience and knowledge required and availability
training and development requirements
diversity.

3 Rules and formalities:
contractual
statutory
recognised industry processes
organisational processes
certification of competence.

Learning outcomes 3, 4, 5, 6, 7 and 8:
Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the element.

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

Learning outcome 1:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

Simulations are not considered to be acceptable for producing this evidence.
Process evidence: not applicable
Learning outcome 3:
Product evidence: not applicable
Process evidence: not applicable

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

Learning outcome 7:
Product evidence: not applicable
Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ the Qualification and Credit Framework title and SVQs’.

Assessment methodology

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Be able to select and form a project team</td>
<td>1.1 identify the team resources that are needed and where they can be obtained, and select those that meet agreed timescales and budget limits</td>
<td></td>
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<tr>
<td></td>
<td>1.2 identify any significant factors which will affect the number, type and availability of team resources</td>
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<td></td>
<td>1.3 evaluate the quality and potential reliability of team resources and circulate the results to decision makers</td>
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<tr>
<td></td>
<td>1.4 negotiate and agree proposals of contractual arrangements for team resources which are likely to produce an effective team and follow necessary rules and formalities</td>
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<td></td>
<td>1.5 follow the rules and formalities for obtaining team resources</td>
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<tr>
<td>Learning outcomes</td>
<td>Assessment criteria</td>
<td>Evidence type</td>
<td>Portfolio reference</td>
<td>Date</td>
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<tr>
<td>2</td>
<td>Understand how to select and form a project team</td>
<td></td>
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<tr>
<td></td>
<td>2.1 describe how to identify the team resources that are needed and where they can be obtained, and select those that meet agreed timescales and budget limits</td>
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<tr>
<td></td>
<td>2.2 describe how to identify any significant factors which will affect the number, type and availability of team resources</td>
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<tr>
<td></td>
<td>2.3 evaluate the quality and potential reliability of team resources and circulate the results to decision makers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2.4 propose how to negotiate and agree proposals of contractual arrangements for team resources which are likely to produce an effective team and follow necessary rules and formalities</td>
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<td></td>
<td>2.5 explain how to follow the rules and formalities for obtaining team resources</td>
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<td></td>
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<tr>
<td>Learning outcomes</td>
<td>Assessment criteria</td>
<td>Evidence type</td>
<td>Portfolio reference</td>
<td>Date</td>
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<tr>
<td>3. Be able to recruit, select and keep colleagues</td>
<td>3.1 talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving</td>
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<tr>
<td></td>
<td>3.2 identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicate others to the relevant people for consideration</td>
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<tr>
<td></td>
<td>3.3 review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience</td>
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<td></td>
<td>3.4 identify and review the options for addressing any identified shortfalls and decide on the best options to follow</td>
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<td></td>
<td>3.5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit</td>
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<td></td>
<td>3.6 consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved</td>
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<td></td>
<td>3.7 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants</td>
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<tr>
<td>Learning outcomes</td>
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<tr>
<td>3.8</td>
<td>seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues</td>
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<tr>
<td>3.9</td>
<td>participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective</td>
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<tr>
<td>3.10</td>
<td>make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues</td>
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<td>3.11</td>
<td>judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements</td>
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<tr>
<td>Learning outcomes</td>
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<tr>
<td>4</td>
<td>Understand how to recruit, select and keep colleagues</td>
<td>4.1 explain how to talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving</td>
<td>Portfolio reference</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 describe how to identify ways of addressing staff turnover problems, implement those which clearly fall within your authority and communicating others to the relevant people for consideration</td>
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<td>4.3 examine how to review, on a regular basis, the work required in your area of responsibility, identify any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience</td>
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<td>4.4 describe how to identify and review the options for addressing any identified shortfalls and decide on the best options to follow</td>
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<td>4.5 explain how to consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit</td>
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<td>4.6 explain how to consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved</td>
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<tr>
<td>4.7</td>
<td>explain how to ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants</td>
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<tr>
<td>4.8</td>
<td>explain how to seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues</td>
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<tr>
<td>4.9</td>
<td>explain how to participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective</td>
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<td>4.10</td>
<td>explain how to make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues</td>
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<td>4.11</td>
<td>evaluate how to judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements</td>
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<td>5</td>
<td>Be able to allocate and monitor the progress and quality of work in your area of responsibility</td>
<td>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</td>
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<td></td>
<td>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</td>
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<td>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</td>
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<td>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</td>
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<td>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</td>
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<td>5.7</td>
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<td>5.8</td>
<td>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</td>
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<td>recognise successful completion of significant pieces of work or work activities by individuals and/or teams</td>
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<td>5.12</td>
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<td>7.2</td>
<td>establish working relationships with relevant colleagues and stakeholders</td>
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<td>recognise and respecting the roles, responsibilities, interests and concerns of colleagues and stakeholders</td>
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<td>7.4</td>
<td>provide colleagues and stakeholders with appropriate information to enable them to perform effectively</td>
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<td>7.5</td>
<td>consult colleagues and stakeholders in relation to key decisions and activities and taking account of their views, including their priorities, expectations and attitudes to potential risks</td>
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<td>7.7</td>
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<td>7.8 identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved</td>
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<td>7.9 monitor and review the effectiveness of working relationships with colleagues and stakeholders, seek and provide feedback, in order to identify areas for improvement</td>
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<td>7.10 monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders</td>
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<td>8.1 describe how to identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation</td>
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<td>8.2 propose how to establish working relationships with relevant colleagues and stakeholders</td>
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Learner signature: ______________________  Date: ________________

Assessor signature: ______________________  Date: ________________

Internal verifier signature: ______________________  Date: ________________

(if sampled)
**Unit 2:** Lead and participate in meetings in construction management

**Unit reference number:** T/600/6830  
**Level:** 5  
**Credit value:** 12  
**Guided learning hours:** 30

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**Unit summary**

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

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

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

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

**Assessment requirements/evidence requirements**

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

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

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

**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.
<table>
<thead>
<tr>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>1 Be able to lead meetings</td>
<td>1.1 establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives</td>
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<tr>
<td>1</td>
<td>1.2 prepare carefully how you will lead the meeting and identify who needs to participate</td>
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<td>1.3 invite participants, give them sufficient notice to enable them to attend, and state the importance of the meeting, the role they will be expected to play, and the preparation they need to do</td>
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<td>1.4 circulate relevant information in advance and, if required, brief participants individually on the context and purpose of the meeting and their roles</td>
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<td>1.5 set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item</td>
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<td>1.6 state the purpose of the meeting at the start and check that all participants understand why they are present</td>
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<td>1.8 encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants</td>
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<td>1.9 discourage unhelpful comments and digressions and refocus attention on the objectives of the meeting</td>
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<td>1.10 manage time flexibly, give more time to particular agenda items, if necessary, whilst ensure key objectives are met and participants are kept informed of changes in the agenda</td>
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<td>1.11 summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item</td>
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<td>1.12 take decisions within the meeting's authority, remit or terms of reference</td>
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<td>1.13 observe any formal procedures or standing orders that apply to the meeting</td>
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<td>1.15 evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective</td>
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<td>3.1 brief yourself on the content of the meeting, identify relevant information and clarify your opinions on various agenda items</td>
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<td>3.2 consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions</td>
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<td>3.3 clarify your objectives from the meeting what you hope the meeting will achieve</td>
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<td>3.4 present relevant information to the meeting clearly and concisely</td>
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<td>3.5 present your opinions and the interests of those you are representing in a convincing way, provide evidence to support your case, if required</td>
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<td>3.6 articulate any issues and problems emerging from discussions and propose and evaluate possible solutions</td>
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<td>3.7 acknowledge and constructively discuss information and opinions provided by other people</td>
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<td>3.8 clarify decisions taken on the various agenda items, where necessary</td>
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<td>3.9 communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting</td>
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<td>4.7 explain how to acknowledge and constructively discuss information and opinions provided by other people</td>
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<td>4.8 explain how to clarify decisions taken on the various agenda items, where necessary</td>
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<td>4.9 explain how to communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting</td>
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</table>
## Unit 3: Provide ethical advice, judgement and service in construction management

**Unit reference number:** A/600/6831  
**Level:** 7  
**Credit value:** 20  
**Guided learning hours:** 60

### Unit summary

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

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

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

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

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

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

Learning outcomes 1 and 2:

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

2 Presenting:
orally
in writing
graphically
electronically.

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

4 Technical recommendations include:
realistic estimates of the implications of alternatives which have been considered
clear descriptions of the information sources consulted
the analysis techniques applied
the criteria used for making evaluations and reaching justifiable conclusions.
Learning outcomes 3 and 4:

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

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

Learning outcomes 5 and 6:

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

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

3 Systems:
indemnity insurance
guarantees
contract conditions
bonds.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.
**Performance evidence:**
There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

**Learning outcome 1:**

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

**Process evidence:**
1. Presenting technical information, advice recommendations and guidance (1.2, 1.3, 1.4, 1.6) [1.2, 1.3, 1.4].

**Learning outcome 3:**

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

**Process evidence:** not applicable

**Learning outcome 5:**

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

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and
Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

Assessment methodology

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Be able to exchange information and present advice on technical issues</td>
<td>1.1 obtain and evaluate information which is sufficiently detailed for the purpose</td>
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<td></td>
<td>1.2 present technical information and advice which is complete, summarised accurately and relevant to technical issues</td>
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<td>1.3 present technical recommendations which are clear, accurate and valid, and which represent the best advice possible, given the information and resources available</td>
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<td></td>
<td>1.4 give technical instructions and guidance which are likely to be understood by the people who will follow them</td>
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<td>1.5 present technical recommendations and advice use a style of communication which is appropriate to the people receiving information and advice</td>
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<td>1.6 adapt and modify technical recommendations where people have difficulties understanding them</td>
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<tr>
<td>2 Understand how to exchange information and present advice on technical issues</td>
<td>2.1 explain how to obtain and evaluate information which is sufficiently detailed for the purpose</td>
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<td>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</td>
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<td>2.4 propose how to give technical instructions and guidance which are likely to be understood by the people who will follow them</td>
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<tr>
<td>3 Be able to resolve complex, indeterminate situations</td>
<td>3.1 identify where complex, indeterminate situations exist, estimate their effects realistically and summarise the issues for the organisation</td>
<td>Portfolio reference</td>
<td>Date</td>
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<tr>
<td>3.2 assess the validity and completeness of the information available and identify any significant gaps</td>
<td>Portfolio reference</td>
<td>Date</td>
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<td>3.3 specify and obtain sufficient additional information to cover any gaps and to provide a valid starting point for the analysis of the situation</td>
<td>Portfolio reference</td>
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<td>3.4 analyse information and draw valid and justifiable conclusions</td>
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<td>3.5 apply decision making techniques which increase the reliability of the conclusions</td>
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<td>3.6 reflect on the conclusions and interpret them into detailed issues that enable known opportunities and solutions to be identified and utilised for establish policy</td>
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<td>4 Understand how to resolve complex, indeterminate situations</td>
<td>4.1 describe how to identify where complex, indeterminate situations exist, estimate their effects realistically and summarise the issues for the organisation</td>
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<tr>
<td>5 Be able to practice within an ethical framework</td>
<td>5.1 make judgements and offer advice which balance the needs of the client, the resources available and the needs of people in the community who are directly and indirectly affected</td>
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<td>5.2 take clear and unequivocal personal responsibility for personal decisions</td>
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<td>5.3 disclose information obtained from clients only to people who have a right to receive it</td>
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<td>5.4 communicate with stakeholders in a style and manner which maintains professional independence and maximises goodwill and trust</td>
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<td>5.5 define and agree the terms of reference and the expectations of the people involved in contracts</td>
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<td>5.8 set up and implement systems to protect individual, organisational and community interests</td>
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<td>6.8 propose how to set up and implement systems to protect individual, organisational and community interests</td>
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Unit 4: Develop self and others in construction management

Unit reference number: J/600/6833
Level: 6
Credit value: 11
Guided learning hours: 20

Unit summary

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

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

Assessment requirements/evidence requirements

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

**Learning outcomes 1 and 2:**

1 **Aims and objectives:**
preparation for career development
intellectual challenge
need for updating
need to provide evidence of vocational competence
compliance with employer and professional requirements
promotion or job change
awareness of development needs
developing personal networks.
2 Personal development:
- maintenance of competence
- emotional intelligence
- development of new competence
- commitment to vocational excellence.

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

4 Standards of competence:
- job descriptions
- professional institution requirements
- industry national occupational standards.

5 Development plan includes:
- priorities
- performance appraisals
- target dates
- development activities.

6 Development activities:
- formal courses
- research
- work experience
- personal study
- work shadowing/secondment.
Learning outcomes 3 and 4:

1 Opportunities and resources:
   paid time
   personal time
   office
   site, group and mutual collaboration
   on the job
   off the job.

2 People:
   colleagues
   junior colleagues
   trainees entering the industry
   potential entrants to the industry.

3 Knowledge and practice:
   lessons from own experience
   lessons from others experience
   published sources.

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

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

Performance evidence:
There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.
Learning outcome 1:

Product evidence:

1. Records of personal networks and contacts, feedback on performance including identified possible improvements on how you use your time (1.1, 1.2, 1.3, 1.4)

2. Record(s) of personal development aims and objectives which include sources of support and guidance and selected standards of competence and reviews and updating (1.6, 1.7, 1.8, 1.13) [1.1, 1.2, 1.3, 1.4]

3. Profile(s) of present competence identified against standards of competence (1.9) [1.4]

4. Record(s) of developed progress achievement and evidence of competence identified against standards of competence (1.5, 1.6, 1.7, 1.11, 1.13) [1.4, 1.6]

5. Personal development plan(s) which include identified development needs (1.4, 1.5, 1.9, 1.10) [1.5]

Process evidence: not applicable

Learning outcome 3:

Product evidence:

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

1. Information summarised for developing learning materials (3.2) [3.3]

2. Personal development plan(s) which include identified competence level needs, opportunity and resources for people to learn, reviewed progress and feedback (3.1, 3.7, 3.8) [3.1, 3.2]

3. Record(s) of advice and coaching given (3.3) [3.2]

4. Record(s) of presented information which includes selected learning techniques and methods, questions, clarification and advice (3.4, 3.5, 3.6) [3.2, 3.3, 3.4]

Process evidence:

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

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

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

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

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</table>
| 1 Be able to manage your own resources and undertake continuing personal development in the occupational practice area | 1.1 develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources  
1.2 check, on a regular basis, how you are using your time at work and identify possible improvements  
1.3 ensure that your performance consistently meets or goes beyond agreed requirements  
1.4 get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback  
1.5 discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes  
1.6 define the personal aims and objectives for undertaking personal development  
1.7 identify and contact sources of support and guidance for undertaking personal development |                                                                                                             |               |                     |      |
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<tr>
<td>1.8</td>
<td>identify and select relevant standards of competence against which personal development can be measured</td>
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<td>1.9</td>
<td>analyse the current personal level of performance against the identified standards of competence and record a profile of present competence and personal development needs</td>
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<td>1.10</td>
<td>prepare a development plan for achieving identified development needs</td>
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<td>1.11</td>
<td>undertake development activities aimed at achieving identified development needs, review and record progress and the effectiveness of the activities</td>
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<td>1.12</td>
<td>measure the achievement of identified development needs and record evidence of competence gained against the identified standards of competence</td>
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<tr>
<td>1.13</td>
<td>review the cycle of personal development aims and objectives and revise and update aims and objectives to suit changing circumstances</td>
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<tr>
<td>2 Understand how to manage your own resources and undertake continuing personal development in the occupational practice area</td>
<td>2.1 propose how to develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources</td>
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<tr>
<td>2.2 explain how to check, on a regular basis, how you are using your time at work and identify possible improvements</td>
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<td>2.3 explain how to ensure that your performance consistently meets or goes beyond agreed requirements</td>
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<td>2.4 explain how to get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback</td>
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<td>2.5 explain how to discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes</td>
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<td>2.6 evaluate how to define the personal aims and objectives for undertaking personal development</td>
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<tr>
<td>2.7 describe how to identify and contact sources of support and guidance for undertaking personal development</td>
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<td>2.8</td>
<td>describe how to identify and select relevant standards of competence against which personal development can be measured</td>
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<td>3</td>
<td>Be able to enable people to learn and benefit from your experience</td>
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<td>3.2 select and summarise relevant and up to date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials</td>
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<td>3.3 advise and coach people so that they can identify their current level of competence, their learning needs and targets</td>
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<td>3.4 select and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual</td>
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<td>3.5 present information to people use a pace, style and form which is appropriate to their needs</td>
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<td>3.6 encourage people to ask questions, seek clarification and advice when they need help and during learning activities</td>
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<td>3.7 review peoples' progress towards agreed objectives and give realistic and positive feedback on achievements</td>
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<td>3.8 identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan</td>
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<tr>
<td>4 Understand how to enable people to learn and benefit from your experience</td>
<td>4.1 describe how to identify and offer adequate and appropriate opportunities and resources for people to learn</td>
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<td>4.2 evaluate how to select and summarise relevant and up to date information about knowledge and practice in a format which is suitable for distribution and for developing learning materials</td>
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<td>4.3 propose how to advise and coach people so that they can identify their current level of competence, their learning needs and targets</td>
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<td>4.4 evaluate how to select and use appropriate learning techniques and methods which are suitable for the topic and the needs of the individual</td>
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<td>4.5 explain how to present information to people use a pace, style and form which is appropriate to their needs</td>
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<td>4.6 explain how to encourage people to ask questions, seek clarification and advice when they need help and during learning activities</td>
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<td></td>
<td>4.7 examine how to review peoples' progress towards agreed objectives and give realistic and positive feedback on achievements</td>
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<td>4.8 describe how to identify, through discussion with people, areas where they need help to achieve their agreed competence levels and use the information to produce an agreed personal development plan</td>
</tr>
</tbody>
</table>
Unit 5: Prepare and agree a project brief and development programme in construction

Unit reference number: D/600/6837
Level: 7
Credit value: 24
Guided learning hours: 90

Unit summary

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

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

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:

1 Stakeholders:
clients
representatives of users
statutory bodies
consultants
partners
community.

2 Framework - will include:
the client requirements
user requirements
community requirements
procurement requirements
resource requirements
construction requirements
regulatory requirements
cost requirements
business opportunities and objectives
risk factors
health, safety and welfare requirements
environmental requirements, benefits and sustainability
current and future needs
compliance with local, regional national development strategies.

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

4 Presenting:
oraly
in writing
graphically
electronically.

Learning outcomes 3 and 4:
1 Stakeholders:
clients
make sure your own actions reduce risks to health and safety Imported Standard based on ENTO HSS1)
representatives of users
statutory bodies
consultants
partners
community.
2 Development programme:
timetable
phasing
integration of data
interaction between design consultants
critical path
key project stages
interaction with design approval stages
interaction with construction programme.

Learning Outcomes 5 and 6:
1 Project stakeholders:
clients
representatives of users
statutory bodies
consultants
partners
community.

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

3 Presenting:
orally
in writing
graphically
electronically.

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

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

**Learning outcome 1:**

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

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

**Process evidence:**

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

**Learning outcome 3:**

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

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

**Process evidence:**

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

**Learning outcome 5:**

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

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

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

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

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

Assessment methodology

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
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</thead>
<tbody>
<tr>
<td>1 Be able to prepare proposal for a project brief</td>
<td>1.1 identify and agree the stakeholders' requirements, opinions and aspirations and prepare a framework for a proposed project</td>
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<td></td>
<td>1.2 select data which is relevant and valid, analyse it and qualify its status</td>
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<td>1.3 estimate and confirm the cost and timescale of the project</td>
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<td></td>
<td>1.4 review the cost implications of adopting alternative design, construction, services, financing and using strategies and agree them with stakeholders</td>
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<td></td>
<td>1.5 prepare a draft brief clearly, accurately, unambiguously and within the time agreed, and present the brief to stakeholders</td>
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<td>1.6 explain and discuss any significant constraints, framework opportunities and areas of uncertainty</td>
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<td>1.7 modify the draft to reflect the discussion and relevant points which have been raised</td>
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<td>1.8 negotiate a clear and mutually acceptable agreement on the brief which is in sufficient detail to allow work to start on the next stage of the project</td>
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<td>Understand how to prepare proposal for a project brief</td>
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<td>2.2 evaluate how to select data which is relevant and valid, analyse it and qualify its status</td>
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<td>2.3 examine how to estimate and confirm the cost and timescale of the project</td>
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<tr>
<td>3</td>
<td>Be able to develop a programme which meets the requirements of the project brief</td>
<td>3.1 review the requirements of the brief and check and clarify initial assumptions about the project development programme with stakeholders</td>
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<td>3.2 develop a realistic outline development programme which takes account of identified constraints</td>
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<td>3.3 discuss the outline development programme with stakeholders and agree any necessary modifications to the brief, outline development programme, or constraints</td>
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<td></td>
<td>3.4 prepare, present and agree a development programme which meets the requirements of the brief and the expectations of stakeholders</td>
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<tr>
<td>4. Understand how to develop a programme which meets the requirements of the project brief</td>
<td>4.1 examine how to review the requirements of the brief and check and clarify initial assumptions about the project development programme with stakeholders</td>
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<tr>
<td>5</td>
<td>Be able to identify, assess and agree project requirements and stakeholder preferences</td>
<td>5.1 clarify the project stakeholders' understanding of project processes and the roles of those who need to be involved</td>
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<td>5.2 identify and agree with project stakeholders what their goals and priorities are both now and for the future</td>
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<td>5.3 clarify the project stakeholders' circumstances and requirements, the options available and the constraints and risks which might apply to the project</td>
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<td>5.4 summarise and present the project requirements and stakeholders' preferences</td>
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<td>6</td>
<td>Understand how to identify, assess and agree project requirements and stakeholder preferences</td>
<td>6.1 explain how to clarify the project stakeholders' understanding of project processes and the roles of those who need to be involved</td>
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<td>6.2 describe how to identify and agree with project stakeholders what their goals and priorities are both now and for the future</td>
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<td>6.4 explain how to summarise and present the project requirements and stakeholders' preferences</td>
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</table>
Unit 6: Manage design development and processes in construction

Unit reference number: H/600/6838
Level: 7
Credit value: 22
Guided learning hours: 110

Unit summary

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

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

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

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

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:

1 Clients:
customers
owners
users
occupiers.
2 Relevant health and safety regulations and legal framework:
CDM regulations and Approved Codes of Practice
current health, safety and welfare regulations
construction and building regulations
international law, standards and practice
civil law and criminal law
code and standards
duty of care
competence and resources
legal enforcement
insurance (liability and indemnity)
contract and procurement.

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

4 Operations and individual activities:
site establishment
constructing (infrastructure, structure, building fabric, prefabrication, finishes, services and equipment, landscape, temporary works)
temporary works
use and operating
cleaning
maintaining
altering
demolition
commissioning and decommissioning
refurbishing
existing services and obstructions.
5 Hazards:
falls from height
slips, trips and falls (same height)
hit by falling or moving objects
manual handling
health issues
power sources
hazardous substances
trapped by something collapsing or overturning
confined spaces
fire
obstructions
moving vehicles
water
lack of security/ breaches
sector or context specific.

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

7 Assessing:
likelihood of occurrence
severity of harm incurred.

8 Risks:
high
medium
low.
Learning outcomes 3 and 4:

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

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

3 Designs:
- infrastructure
- structure
- building fabric
- prefabrication
- finishes
- services and equipment
landscape
temporary works.

4 Risks:
high
medium
low.

5 Measures:
control at sources
cumulative protection
manage residual risks.

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

7 Design documentation:
drawings
specifications
models
calculations
health and safety plans and files.

8 Other involved people:
contractors
cleaners
maintainers
owners
users.
Learning outcomes 5 and 6:

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

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

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.
Performance evidence:
There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:

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

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

Process evidence: not applicable

Learning outcome 3:

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

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

Process Evidence: not applicable

Learning outcome 5:

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

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

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

Process evidence: not applicable
This unit must be assessed in a work environment and in accordance with the:

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

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
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<tbody>
<tr>
<td>1  Be able to identify and assess hazards, and identify risks</td>
<td>1.1 check that clients are made aware of the relevant health and safety regulations and legal framework and their obligations in relation to them and advantages in complying with them</td>
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<td>1.2 collaborate with interested parties to ensure the compliance of designs with relevant health and safety regulations and legal framework</td>
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<td>1.3 identify operations and individual activities that may give rise to hazards</td>
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<td>1.4 identify and prioritise the hazards arising from operations and individual activities</td>
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<td>1.5 obtain accurate information on any potential factors resulting from the hazards</td>
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<td>1.6 assess the hazards to identify risks on an iterative basis throughout the development process</td>
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<td>2</td>
<td>Understand how to identify and assess hazards, and identify risks</td>
<td>2.1 explain how to check that clients are made aware of the relevant health and safety regulations and legal framework their obligations in relation to them and advantages in complying with them</td>
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| 3 Be able to make design choices to reduce health and safety risks | 3.1 eliminate identified hazards whilst developing and modify designs and taking into account conflicting demands  
3.2 reduce identified risks arising from hazards that are not eliminated when developing and modifying designs  
3.3 give collective measures priority over individual measures when reducing risks  
3.4 verify that the risk reduction measures comply with relevant health and safety regulations and guidelines  
3.5 record in design documentation any information needed by other involved people, so that they can comply with their duties under relevant health and safety regulations  
3.6 use opportunities to promote the implementation of the risk reduction measures with other involved people  
3.7 encourage a culture of health, safety and welfare in design processes and decision making |
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<td>4.3 examine how to give collective measures priority over individual measures when reducing risks</td>
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<td>4.4 examine how to verify that the risk reduction measures comply with relevant health and safety regulations and guidelines</td>
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<td>4.5 explain how to record in design documentation any information needed by other involved people, so that they can comply with their duties under relevant health and safety regulations</td>
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<td>4.6 explain how to use opportunities to promote the implementation of the risk reduction measures with other involved people</td>
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<td>4.7 explain how to encourage a culture of health, safety and welfare in design processes and decision making</td>
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<td>5 Be able to manage the design process</td>
<td>5.1 review the findings of investigations and identify significant factors which may influence existing and anticipated development and design</td>
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<td></td>
<td>5.2 analyse the information available with the project team and produce realistic design parameters which recognise the significant factors</td>
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<td></td>
<td>5.3 assess the design parameters, circulate the assessment to the people responsible for project design, plan and scheduling</td>
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<td>5.4 identify the parts of the project design which interact with each other, and agree suitable ways to maintain coherence and consistency between all significant factors influencing the design</td>
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<td>5.5 set up procedures which will maintain coherence and consistency between the design solutions and the overall development concept</td>
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<td>5.6 confirm techniques which are suitable for investigating, calculating, testing, developing and specifying design solutions</td>
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<td>6. <strong>Understand how to manage the design process</strong></td>
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<td>6.5 propose how to set up procedures which will maintain coherence and consistency between the design solutions and the overall development concept</td>
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<td>6.6 explain how to confirm techniques which are suitable for investigating, calculating, testing, developing and specifying design solutions</td>
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Unit 7: Assess and evaluate the environmental impact of developments in construction management

Unit reference number: K/600/6839
Level: 7
Credit value: 20
Guided learning hours: 80

Unit summary

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

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

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

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:

1 Information sources:
desk research of published literature
commissioned research
consultation with appropriate authorities
colleagues.
2 Factors:
nature
location
continued availability
energy use/demand
climate change.

3 Utilisation:
historic use
current use
anticipated future use.

4 Environmental implications:
social
cultural
technical
economic
visual
political
legal.

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

Learning Outcomes 3 and 4:
1 Goals and priorities:
quantity
quality (including design]
cost
time
development
improvement
use
whole life costs
environmental impact and sustainability
security
health and safety
logistics
maintenance.

2 Investigating:
use of benchmarking tools
research
consultancy advice
regulatory authorities.

3 Alternatives:
development
adaptation
alteration
refurbishment
relocation
innovation.

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

5 Environmental and ecological factors:
natural resources
emissions (air, land, water)
waste and recycling
access to environmentally sensitive areas
effects of climate change
contamination
protect archaeological and historically valuable resources.
6 Social views:
client
funders/investors
workforce
suppliers
users
community.

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

Learning outcomes 5 and 6:
1 Requirements:
social and community obligations
legal obligations
current codes of practice
feasibility
conditions to be applied to the proposal
considering significant environmental issues and effects
examining alternatives
proposing appropriate mitigation measures.

2 Proposals:
individual projects
strategic policies, plans and proposals.

3 Factors:
social (community use and adaptability)
ecological (including resource use)
conservation
technical (noise, insulation and fire)
programme.
sustainability
accessibility
waste and recycling
regulatory
health and safety
emissions (air, land, water)
land use
protecting valuable archaeological & historical resources
logistics.

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

5 Relevant data:
project baseline information
survey information
relevant standards
relevant legal, regulatory and policy requirements
historical.

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

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.
Performance evidence:
There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning outcome 1:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.
1 Summaries and assessments of information indicating the factors which impact on the utilisation and sustainability of finite and renewable resources (1.1, 1.2, 1.3) [1.1, 1.2, 1.3]
2 Records of assessments of and strategies for developing potential alternative resources (1.3, 1.4, 1.5) [1.4, 1.5].

Process evidence: not applicable

Learning outcome 3:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.
1 Records of goals and priorities identified, investigations conducted and evaluations made (ALL) [ALL]
2 Present development strategies to relevant stakeholders (3.6).

Process evidence: not applicable

Learning outcome 5:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.
1 Report(s) which include collated data, selected factors and criteria, a review of alternative solutions and a forecast and assessment of the environmental impact (ALL) [ALL].

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

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs’.

**Assessment methodology**

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

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<tr>
<th>Learning outcomes</th>
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<th>Date</th>
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<tbody>
<tr>
<td>1 Be able to identify and evaluate sustainable resources</td>
<td>1.1 investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources</td>
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<td></td>
<td>1.2 assess accurately the costs and implications of the management and replacement of renewable resources</td>
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<td></td>
<td>1.3 identify and summarise appropriate and valid information sources and identify potential alternative resources</td>
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<td></td>
<td>1.4 compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances</td>
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<td>1.5 investigate, assess and recommend suitable strategies for developing alternative resources, which indicate positive technical and environmental advantages</td>
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<td>2</td>
<td>Understand how to identify and evaluate sustainable resources</td>
<td>2.1 examine how to investigate, from appropriate information sources, the factors which impact on the utilisation and sustainability of finite and renewable resources</td>
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<td></td>
<td>2.2 examine how to assess accurately the costs and implications of the management and replacement of renewable resources</td>
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<td></td>
<td>2.3 describe how to identify and summarise appropriate and valid information sources and identify potential alternative resources</td>
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<td>2.4 propose how to compare the technical performance and environmental implications of alternative resources with the performance of existing finite resources with a similar function and calculate any variances</td>
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<td>3. Be able to investigate, evaluate and present sustainable requirements</td>
<td>3.1 identify goals and priorities for potential development, both currently and in the future</td>
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<td>3.2 investigate whether there is a justifiable need to undertake development and considering alternatives</td>
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<td>3.3 investigate and identify the design, function and performance requirements of the potential project</td>
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<td>3.4 investigate economic factors and resources, environmental and ecological factors, and social views that affect the future asset value and sustainability of potential development</td>
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<td>3.5 evaluate the best balance between the potential asset value and sustainability and project design, function, performance and return on investment</td>
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<td>3.6 present development strategies in a suitable format and justify them to decision makers</td>
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<td>4</td>
<td>Understand how to investigate, evaluate and present sustainable requirements</td>
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<td>4.1 describe how to identify goals and priorities for potential development, both currently and in the future</td>
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<td>4.2 examine how to investigate whether there is a justifiable need to undertake development and consider alternatives</td>
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<td>4.3 examine how to investigate and identify the design, function and performance requirements of the potential project</td>
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<td>4.4 examine how to investigate economic factors and resources, environmental and ecological factors, and social views that affect the future asset value and sustainability of potential development</td>
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| 5                 | Be able to assess the environmental impact of development proposals | 5.1 investigate the requirements for assessing the environmental impact of proposals by examining policy documents, consulting stakeholders and consulting experts  
5.2 select the factors which will be included in the assessment and the criteria to be used for assessing the impact  
5.3 collate relevant data and examine the proposal in its context  
5.4 identify and review alternative solutions which will improve environmental quality and increase sustainability  
5.5 analyse and forecast the environmental impact of the selected factors, both individually and in combination  
5.6 assess, quantify and report on the significance of each factor and suggest measures which will reduce the environmental impact |               |                    |      |
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<td>6  Understand how to assess the environmental impact of development proposals</td>
<td>6.1 examine how to investigate the requirements for assessing the environmental impact of proposals by examining policy documents, consulting stakeholders and consulting experts</td>
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<td>6.3 explain how to collate relevant data and examine the proposal in its context</td>
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<td>6.4 describe how to identify and review alternative solutions which will improve environmental quality and increase sustainability</td>
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Unit 8: Evaluate sustainable resources and requirements in construction management

Unit reference number: D/600/6840
Level: 6
Credit value: 17
Guided learning hours: 80

Unit summary

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

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

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

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

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:
1 Development teams:
plan
project management
design
CDM Co-ordination
quantity surveying
contracting
sub-contracting
supply.
2 Criteria:
performance on similar projects
management of health, safety and environmental issues
adoption of best practice guidance
compatibility with stakeholder groups
competence.

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

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

5 Best practice:
low energy consumption
carbon dioxide emission reduction
landfill waste reduction
depletion of finite resources
reducing landscape impact
access
health, safety and environmental practice.
6 Sustainability policies:
land use
integration with surrounding architecture and infrastructure
transport access
meeting user needs
impact on community (economic, environmental and social)
insulating
efficient building services systems
efficient resource use
waste recycling and disposal
use of prefabricated components
use of alternative and recycled materials
encouraging biodiversity
use of sustainable energy
utilities demand
protection of archaeological and historically valuable resources.

Learning Outcomes 3 and 4:
1 Criteria:
carbon dioxide emissions
efficiency of construction
efficiency of systems.

2 Development:
new development
existing development
condition survey
energy measurement and assessment tools.

3 Gathering and record:
design proposals
measured survey
condition survey
energy measurement and assessment tools.
Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.

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

**Learning outcome 1:**
**Product evidence:**
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

**Process evidence:** not applicable

**Learning outcome 3:**
**Product evidence:**
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

**Process evidence:** not applicable
This unit must be assessed in a work environment and in accordance with the:

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

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
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</table>
| 1 Be able to establish arrangements for sustainable development                    | 1.1 select and appoint development teams using sound criteria  
1.2 identify and allocate project environment and sustainability responsibilities  
1.3 select contractors by considering their adoption of sustainability policies and management  
1.4 identify, minimise and manage project risks by assessing best practice and adopting sustainability policies  
1.5 confirm the design, function and performance requirements of the potential project by accounting for identified project risks in order to achieve sustainable development |                |                    |                   |      |
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<tr>
<td>2  Understand how to establish arrangements for sustainable development</td>
<td>2.1 evaluate how to select and appoint development teams using sound criteria</td>
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<td>2.2 describe how to identify and allocate project environment and sustainability responsibilities</td>
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<td>2.3 evaluate how to select contractors by considering their adoption of sustainability policies and management</td>
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<td>2.5 explain how to confirm the design, function and performance requirements of the potential project by accounting for identified project risks in order to achieve sustainable development</td>
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| 3 Be able to assess and provide for the conservation of energy use | 3.1 review legislative requirements in order to identify the energy use and control criteria relevant to the type of development  
3.2 ensure that the information on the development necessary to assess energy use is gathered and recorded  
3.3 ensure that solutions which meet the criteria for the type of development are reviewed, calculated and specified  
3.4 prescribe commissioning procedures and certification necessary for development  
3.5 identify and define any consequent improvements that may be required to meet energy use and control criteria relevant to the type of development  
3.6 provide operating and maintenance instructions to users to enable developments to be operated in an energy efficient manner |
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<td>Understand how to assess and provide for the conservation of energy use</td>
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<td>4.1 examine how to review legislative requirements in order to identify the energy use and control criteria relevant to the type of development</td>
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<td>4.2 explain how to ensure that the information on the development necessary to assess energy use is gathered and recorded</td>
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<td>4.3 explain how to ensure that solutions which meet the criteria for the type of development are reviewed, calculated and specified</td>
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<td>4.4 evaluate how to prescribe commissioning procedures and certification necessary for development</td>
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<td>4.5 describe how to identify and define any consequent improvements that may be required to meet energy use and control criteria relevant to the type of development</td>
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<td></td>
<td>4.6 explain how to provide operating and maintenance instructions to users to enable developments to be operated in an energy efficient manner</td>
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</table>
Unit 9: Manage marketing and customer service in construction organisations

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

Unit summary

This unit is about establishing and managing the marketing and customer service process to meet organisational and business objectives.

You will need to develop and implement a marketing process that helps promote new business and opportunities to improve branding, corporate image and market share.

You will also need to demonstrate how you have contributed to the identification of new products or services and how these have been established to meet market needs and business objectives.

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

Assessment requirements/evidence requirements

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, products and processes (benefits and features)
customer requirements
communications with potential customers and partners
legal requirements and statutory legislation
past and future negotiations
specifications
pricing strategy
record systems
time schedules
quality
identification of competitors
target markets
training.

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

3 **analyse - methods:**
feasibility studies
SWOT (strengths, weaknesses, opportunities and threats) analyses.

4 **Products and services:**
Design
Finance
Build
Operate
research, development and innovation
technological consultation
advisory
project management.
5 Resources:
people (knowledge, training, competence)
plant and equipment
material
sub-contractors and suppliers
partners
external services
financial resources
accommodation.

Learning outcomes 3 and 4:
1 Present image and reputation of the organisation:
market share
scope of products and services
availability of resources
working practices
productivity
profitability and cost factors
corporate values
environmental impact
socio-econometric factors.

2 Information gathering system:
organisation sources
external sources
customer feedback
specialists
market research

3 Marketing and promotion:
branding/corporate image
corporate image
sponsorship
publications
samples
relation with press and media
advertising policies
direct and indirect client and customer relations
presentations
e-commerce
delivery.

4 Potential new business opportunities:
products and services
developments and projects
customers and markets.

5 Monitor:
market share
levels of resource allocation
profitability
reputation
image.

Learning outcomes 5 and 6:
1 Clients and customers:
individuals
external organisations
departments or teams.

2 Client and customer service:
quality
timescales
cost
communication and involvement in decision making
conduct
pre-contract
post-contract
after care.

3 Policy:
relationships with clients
statutory rights and the organisational response
operational expectations and performance
policy regarding adherence to current norms of business ethics and practice environmental concerns.

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

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

**Learning outcome 1:**
**Product evidence:**
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

**Process evidence:** not applicable

**Learning outcome 3:**
**Product evidence:**
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of evaluation(s) of the image and reputation of the organisation (3.1) [3.1]
2. Record(s) of information gathering system(s) which include new business opportunities and factors which will influence the target audience (3.2, 3.3) [3.2, 3.3, 3.4]
3. Marketing and promotional strategy(ies) which include evaluated options, chosen methods, media and techniques, programme and budget (3.4, 3.5, 3.6) [3.3]
4 Review(s) of the impact of the marketing and promotion strategy including modifications (3.7) [3.3, 3.5]

**Process evidence:** not applicable

**Learning outcome 5:**

**Product evidence:**

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

1. Developed client and customer service policy which include an analysis of market research (5.1, 5.2, 5.3, 5.4) [ALL]

2. Record(s) of the operation of client and customer service systems which include summaries of feedback, responses to complaints and recommendations for future action circulated (5.5, 5.6, 5.7, 5.8) [5.1, 5.2]

**Process evidence:** not applicable

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

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

**Assessment methodology**

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

<table>
<thead>
<tr>
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<th>Evidence type</th>
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</table>
| 1 | Be able to identify and resource the development of new products and 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 products and services within the identified market areas  
1.4 identify opportunities to use new technologies, materials and techniques to meet identified market needs  
1.5 ensure that the resources needed are calculated accurately and that sufficient resources are allocated for the development of new products and services  
1.6 negotiate additional resources in cases where existing resources are insufficient to meet development costs  
1.7 select new and innovative products and services for development which are based on an accurate evaluation of the organisation's business policy | | | |
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</table>
| 2  Understand how to identify and resource the development of new products and services to meet market needs | 2.1 examine how to review the organisation's operations and evaluate its strengths and weaknesses to compete in potential markets  
2.2 describe how to identify appropriate and realistic market areas for the organisation and summarise the information accurately  
2.3 examine how to analyse the demand for and type of new products and services within the identified market areas  
2.4 explain how to identify opportunities to use new technologies, materials and techniques to meet identified market needs  
2.5 explain how to ensure that the resources needed are calculated accurately and that sufficient resources are allocated for the development of new products and services  
2.6 propose how to negotiate additional resources in cases where existing resources are insufficient to meet development costs  
2.7 evaluate how to select new and innovative products and services for development which are based on an accurate evaluation of the organisation's business policy |               |                    |       |
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<tr>
<td>3 Be able to develop and implement a marketing strategy</td>
<td>3.1 evaluate the present image and reputation of the organisation with the target audience and identify the potential client base</td>
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<td></td>
<td>3.2 develop an information gathering system to support the development of marketing and promotion strategies</td>
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<td>3.3 identify and agree potential new business opportunities</td>
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<td></td>
<td>3.4 evaluate marketing and promotion options and develop a clear and relevant strategy which is capable of making a significant impact on the target audience</td>
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<td></td>
<td>3.5 choose methods, media and techniques for the marketing and promotion of the organisation which are consistent with the corporate image</td>
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<td>3.6 negotiate, agree and implement a programme and budget to deliver the agreed marketing and promotion strategy</td>
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<td>3.7 monitor the marketing and promotion strategy regularly, review the impact and make modifications which will improve market presence and penetration</td>
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<td>4 Understand how to develop and implement a marketing strategy</td>
<td>4.1 evaluate the present image and reputation of the organisation with the target audience and identify the potential client base</td>
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<td>4.2 propose how to develop an information gathering system to support the development of marketing and promotion strategies</td>
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<td>4.3 describe how to identify and agree potential new business opportunities</td>
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<td>4.6 propose how to negotiate, agree and implement a programme and budget to deliver the agreed marketing and promotion strategy</td>
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<td>5</td>
<td>Be able to develop and maintain a policy to maximise client and customer satisfaction</td>
<td>5.1 summarise and analyse appropriate market research and assess realistically the type and quality of services clients and customers will need</td>
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<td>5.2 develop a clear and realistic client and customer service policy, justify it and agree it with decision makers</td>
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<td>5.3 develop a policy for client and customer service which summarises the organisation's agreed policy and circulate it to all the workforce</td>
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<td>5.4 develop and introduce an appropriate client and customer service system, which will meet the service needs</td>
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<td>5.5 develop and introduce systems for obtaining client and customer feedback and monitor them regularly for both positive and negative feedback</td>
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<td>5.6 summarise positive client and customer feedback and circulate it to decision makers</td>
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<td>5.7 summarise and investigate negative client and customer feedback, responding to individual complaints promptly and resolving cases</td>
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<td>5.8 produce regular summaries of client and customer complaints, the action taken and recommendations for future action and circulate the summaries to decision makers</td>
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</table>
Unit 10: Establish project procurement arrangements in construction management

Unit reference number: H/600/6841  
Level: 7  
Credit value: 18  
Guided learning hours: 60

Unit summary

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

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

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

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

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

Assessment requirements/evidence requirements

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

**Learning outcomes 1 and 2:**

1 **Procurement methods:**

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

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

3 Stakeholder constraints:
mandatory
advisory.

4 Legal and statutory requirements:
common law
contract law
EU directives on procurement
codes of practice and procedures.

5 Implementation procedures:
tendering process
tender evaluation
award recommendation
contract award.

Learning outcomes 3 and 4:
1 Type of project work:
design
construction
services
maintenance
decommissioning.

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

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

4 Stakeholders:
internal
external.

5 Partners:
client
client adviser
consultants
contractors
subcontractors
suppliers.

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

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

Learning outcomes 5 and 6:
1 Stakeholders:
internal
external.

2 Form of contract:
standard
non standard.

3 Criteria for selecting:
client’s needs and requirements
form of procurement
degree of risk
technical complexity
project partnering
sector practice.
4 Type of project work:
design
construction
services
maintenance
decommissioning.

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

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

Learning outcome 1:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

Process evidence: not applicable

Learning outcome 3:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of confirmed types of project work and objectives for partnering working (3.1) [3.1, 3.2, 3.3, 3.4]
2. Record(s) of selection panels and identified selection criteria for potential partners (3.2) [3.1, 3.5, 3.6]
3. Record(s) of evaluated and selected project partners (3.3, 3.4, 3.5, 3.6) [3.1, 3.5, 3.6, 3.7]
4. Agreement(s) and contract(s) with project partners (3.7) [3.5]
5 Record(s) of project partner workshops and agreements on project objectives (3.8) [3.3, 3.4, 3.5]

**Process evidence:** not applicable

**Learning outcome 5:**

**Product evidence:**

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

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

**Process evidence:**

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

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

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

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
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<tr>
<td>1 Be able to select and agree procurement strategies</td>
<td>1.1 identify and agree feasible and realistic procurement objectives and criteria</td>
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<td>1.2 identify procurement methods which are capable of meeting the procurement objectives and evaluate them against selected criteria</td>
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<td>1.3 select and recommend the most effective procurement methods which meet stakeholder constraints and relevant legal and statutory requirements</td>
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<td>1.4 agree and record the selected procurement method and appropriate implementation procedures</td>
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<td>2</td>
<td>Understand how to select and agree procurement strategies</td>
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<td></td>
<td>2.1 describe how to identify and agree feasible and realistic procurement objectives and criteria</td>
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<td>2.2 describe how to identify procurement methods which are capable of meeting the procurement objectives and evaluate them against selected criteria</td>
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<td>2.3 evaluate how to select and recommend the most effective procurement methods which meet stakeholder constraints and relevant legal and statutory requirements</td>
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<td>2.4 evaluate how to agree and record the selected procurement method and appropriate implementation procedures</td>
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<tr>
<td>3 Be able to establish project team partnering</td>
<td>3.1 identify and confirm with the stakeholders, the type of project work and objectives for project team partnering</td>
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<td>3.2 form a selection panel of stakeholders to assess potential partners and identify selection criteria</td>
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<td>3.3 provide information to potential partners and invite them to submit a statement of their capabilities</td>
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<td>3.4 evaluate the potential partners use the selection criteria and agree the short-listed potential partners</td>
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<td>3.5 interview and hold discussions with the short-listed potential partners to assess their suitability and commitment to the project</td>
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<td>3.6 select and confirm the project partners with the stakeholders</td>
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<td>3.7 negotiate agreements and contracts with project partners</td>
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<td></td>
<td>3.8 conduct workshops for project partners to facilitate co-operative partnering and agree individual and mutual project objectives</td>
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<tr>
<td>4  Understand how to establish project team partnering</td>
<td>4.1 describe how to identify and confirm with the stakeholders, the type of project work and objectives for project team partnering</td>
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<td>4.7 propose how to negotiate agreements and contracts with project partners</td>
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<tr>
<td>5  Be able to recommend and agree a form of contract</td>
<td>5.1 identify clearly the stakeholders and the purpose of the contract</td>
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<td></td>
<td>5.2 identify with the stakeholders significant criteria for selecting the form of contract</td>
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<td>5.3 select and recommend a form of contract which is appropriate to the type of project work</td>
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<td>5.4 give clear and accurate information and advice and provide clients the opportunities to comment and ask for clarification</td>
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<td></td>
<td>5.5 agree a form of contract which is capable of being put into effect</td>
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<tr>
<td>6  Understand how to recommend and agree a form of contract</td>
<td>6.1 describe how to identify clearly the stakeholders and the purpose of the contract</td>
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<td>6.2 describe how to identify with the stakeholders significant criteria for selecting the form of contract</td>
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<td>6.3 evaluate how to select and recommend a form of contract which is appropriate to the type of project work</td>
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<td>6.5 evaluate how to agree a form of contract which is capable of being put into effect</td>
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Unit 11: Implement strategic sourcing partnerships in construction management

Unit reference number: T/600/6844
Level: 7
Credit value: 17
Guided learning hours: 50

Unit summary

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

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

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

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

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:

1 Partners:
contractors
subcontractors
suppliers
consultants
clients/end users.

2 Systems:
manual
electronic
TQM systems
design
commercial
health and safety
Key Performance Indicators
time management.

3 Stakeholders:
internal
external.

Learning outcomes 3 and 4:

1 Partners:
contractors
sub contractors
suppliers
consultants
clients/end users.

2 Monitor - methods:
in-house reporting
consultant
computer
manual.

3 Those who are affected:
suppliers
users.

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

Performance evidence:
There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.
Learning outcome 1:

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

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

Process evidence: not applicable

Learning outcome 3:

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

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

Process evidence: not applicable

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

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

Assessment methodology

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</thead>
</table>
| 1 Be able to agree and implement systems with partners | 1.1 specify and agree with partners the ways in which systems will be managed and aligned  
1.2 identify and agree, with all stakeholders, the changes to systems which are necessary to meet technical and quality requirements  
1.3 develop and implement systems, identify any problems and make appropriate modifications  
1.4 negotiate and agree formal contractual arrangements that set out the requirements for the implementation and operation of strategic sourcing partnerships | | | |
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<tbody>
<tr>
<td>2 Understand how to agree and implement systems with partners</td>
<td>2.1 evaluate how to specify and agree with partners the ways in which systems will be managed and aligned</td>
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<td></td>
<td>2.2 describe how to identify and agree, with all stakeholders, the changes to systems which are necessary to meet technical and quality requirements</td>
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<td>2.3 propose how to develop and implement systems, identify any problems and make appropriate modifications</td>
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<tr>
<td>3 Be able to monitor and control arrangements for strategic sourcing</td>
<td>3.1 review the terms of contract regularly, and assess whether there are continued benefits to the partners</td>
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<td>3.2 monitor the performance of suppliers against agreed standards and quantify any variations in performance</td>
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<td>3.3 inform suppliers about variations in performance from contract terms, and provide them with advice and information about the changes needed and the time allowed to make the changes</td>
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<td>3.4 investigate persistent variations and major problems, identify likely causes and inform all those who are affected</td>
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<td>3.5 assess existing sourcing arrangements against alternative supply options regularly and estimate the relative benefits and advantages</td>
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<td>4</td>
<td>Understand how to monitor and control arrangements for strategic sourcing</td>
<td>4.1 examine how to review the terms of contract regularly, and assess whether there are continued benefits to the partners</td>
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Unit 12: Manage procurement processes in construction management

Unit reference number: F/600/6846
Level: 7
Credit value: 17
Guided learning hours: 50

Unit summary

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

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

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

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

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:

1 Tenderers:
    - contractors
    - sub/works/trade contractors
    - suppliers
    - consultants.
2 Regulatory requirements:
compulsory competitive tendering
international (including European Union)
in house
national
local.

3 Evidence:
documentary
references
interview
workplace evidence.

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

Learning outcomes 3 and 4:
1 Procurement documents:
invitation to tender
form of tender
returns procedure
surveys
specifications
drawings and schedules
bills of quantities
health, safety and environmental plans
scope of services
terms and conditions
schedules of rates
evaluation criteria and procedures.

2 Tenderers:
contractors
sub/work/trade contractors
suppliers
consultants.

3 Queries:
errors
omissions
ambiguities.

Learning outcomes 5 and 6:

1 Regulatory requirements:
statutes
regulations, including EU regulations
codes of practice and procedure.

2 Criteria:
quality of deliverables
technical
timescale
resources
cost
loading and cash flow
alternative solutions which offer added value
comparative criteria (e.g., price indices, databases, trade journals, pretender estimates)
organisational policies
regulatory requirements
competence of people.
3 Tenderers:
contractors
sub/works/trade contractors
suppliers
consultants.

4 Variations, adjustments and corrections:
price
quantity
quality
standards
logistics
completion
maintenance
after sales service
scope of service
terms and conditions.

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

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

Learning outcome 1:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

Process evidence: not applicable
Learning outcome 3:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.
1  Procurement documents drafted (3.1) [3.1, 3.2]
2  Record(s) of procurement documents issued including queries (3.2, 3.3) [ALL]

Process evidence: not applicable

Learning outcome 5:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.
1  Evaluation(s) of selected tenders, amendments and checks that the successful tenderer and the client can meet the obligations of the contract (5.1, 5.2, 5.3, 5.4, 5.5) [5.1, 5.2, 5.3]
2  Record(s) of negotiations including variations, adjustments and corrections made (5.6) [5.4]
3  Record(s) of notifications to tenderers (5.7) [5.1]
4  Record(s) showing repeated procurement processes (5.8) [5.1]

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs’.

Assessment methodology

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<tbody>
<tr>
<td>1 Be able to evaluate potential tenderers</td>
<td>1.1 decide which potential tenderers could meet the contract specification to fulfil the selected type of procurement process</td>
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<td></td>
<td>1.2 decide how many tenderers to invite, taking into account the value and size of the contract</td>
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<td></td>
<td>1.3 send enquiries to potential tenderers, in accordance with regulatory requirements, and require them to provide evidence about their experience and capability</td>
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<td></td>
<td>1.4 choose selection criteria which are suitable to weight and rate performance for the type of work described in the tender</td>
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<td></td>
<td>1.5 evaluate potential tenderers who respond to the invitation against the selection criteria, place them in rank order and choose the number needed</td>
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<td>1.6 offer advice and information to decision makers about potential tenderers and the selection criteria and modify the tender list to reflect any changes which are agreed</td>
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<td>1.7 confirm that the selected tenderers are willing to tender</td>
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<td>1.8 add more potential tenderers from the evaluation list which meet the selection criteria if those contacted are not willing to tender</td>
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<td>2</td>
<td>Understand how to evaluate potential tenderers</td>
<td>2.1 evaluate how to decide which potential tenderers could meet the contract specification to fulfil the selected type of procurement process</td>
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<td>2.2 evaluate how to decide how many tenderers to invite, taking into account the value and size of the contract</td>
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<td>2.3 explain how to send enquiries to potential tenderers, in accordance with regulatory requirements, and require them to provide evidence about their experience and capability</td>
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<tr>
<td>3 Be able to obtain bids and tenders</td>
<td>3.1 ensure that procurement documents are drafted which meet statutory regulations, codes of practice and the organisation's policies</td>
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<td>3.2 ensure that procurement documents are issued to all the tenderers on the agreed list, following the agreed procedures</td>
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<td>3.3 respond to queries from tenderers promptly and pass on any additional information which they need</td>
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<td>3.4 ensure that accurate records are kept of procurement documents issued, feedback, queries and information from tenderers</td>
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<td>3.5 ensure that required action is implemented when tenderers withdraw from the process</td>
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<tr>
<td>5</td>
<td>Be able to analyse and select successful bids and tenders and negotiate changes</td>
<td>5.1 ensure that the tenders received are stored in a secure place and open them on the closing date in line with the organisation's procedures and regulatory requirements</td>
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<td>5.2 select for evaluation those tenders which meet the criteria and reject those that do not</td>
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<td>5.3 check with tenderers if any discrepancies, omissions and errors are found in the tenders, and make any amendments to which tenderers agree</td>
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<td>5.4 analyse the tenders which are selected against the agreed criteria and choose the tender which best meets the criteria</td>
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<td>5.5 check that the successful tenderer and the client can meet the obligations of the contract and recommend a preferred tender to the client</td>
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<td>5.6 negotiate and agree any variations, adjustments and corrections with the successful tenderer and confirm them in writing, subject to contract</td>
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<td>5.7 accept the successful tender formally and politely notify tenderers who have been unsuccessful, about the result</td>
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<td>5.8 modify and repeat the procurement processes if too few tenders are received to show that there has been adequate competition</td>
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<td>6.7 evaluate how to accept the successful tender formally and politely notify tenderers who have been unsuccessful, about the result</td>
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<td></td>
<td>6.8 explain how to modify and repeat the procurement processes if too few tenders are received to show that there has been adequate competition</td>
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</tbody>
</table>
**Unit 13:** Prepare and submit estimates, bids and tenders in construction management

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

**Level:** 6

**Credit value:** 14

**Guided learning hours:** 40

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**Unit summary**

This unit is about the technical content of the tendering process. You will need to demonstrate that you have administered the tender process from its fundamentals. You will have successfully understood the tender process to the point of submission.

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

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

**Assessment requirements/evidence requirements**

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

**Learning outcomes 1 and 2:**

1. **Tender:**
   - contractor
   - sub/work/trade contractor
   - supply
   - consultants.

2. **Tender requirements:**
   - construction
   - installation and maintenance work
   - supply of goods and materials
   - consultancy services.
3 Decision makers:
clients and their agents
colleagues
line managers and directors
specialists - internal or external to organisation.

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

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

6 Agreed criteria:
financial
viability of tendering information
current workload
type of work
competence of people
timescale
social policies
environmental impact
location
potential completion.

**7 Legal issues:**
plan
health and safety
environmental
ownership
common law rights
European Union requirements.

**Learning outcomes 3 and 4:**

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

**2 Available sources:**
client brief
tender enquiry documentation
site measurements/visits
survey reports
scaled drawings
schedules
method statements
programmes
suppliers.
3 **Resources:**
people (in-house, external)
plant and equipment
materials
finance
time
supply options.

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

5 **Calculating cost:**
manual
electronic.

6 **External factors:**
variations over time
location
statutory and contractual requirements
special working conditions and methods
resourcing conditions
competition.

**Learning outcomes 5 and 6:**

1 **Risks and opportunities:**
environmental and sustainability
financial and market
political
technical
health and safety
reputation
competence of people.
2 Tender offer:
contractor
sub/work/trade contractor
supply
consultancy
purchase.

3 Alternatives and qualifications:
specifications and materials
methods of construction
services
time-scales
supply options
price offer options.

4 Tender requirements:
construction
installation and maintenance work
supply of goods and materials
consultancy services
delivery.

5 Presenting:
orally
in writing
graphically
electronically.

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

Performance evidence:
There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.
Learning outcome 1:

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

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

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

Process evidence: not applicable

Learning outcome 3:

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

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

Process evidence: not applicable

Learning outcome 5:

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

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

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

Process evidence:

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

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

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Be able to evaluate estimate, bid and tender enquiry documentation</td>
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<tr>
<td></td>
<td>1.1 check the tender details and tender requirements and confirm them with decision makers</td>
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<td></td>
<td>1.2 summarise the tender requirements accurately and pass them on for comment to decision makers</td>
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<td></td>
<td>1.3 identify any points of concern in the tender documents and refer them to decision makers for them to clarify and resolve</td>
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<td></td>
<td>1.4 evaluate the tender documents against the agreed criteria and assess whether the organisation is capable of meeting the tender requirements and has enough resources to do so</td>
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<td></td>
<td>1.5 identify and assess any contractual and legal issues which might affect the project</td>
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<td>1.6 investigate the tender documents within budgets and tender time limits</td>
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<td>1.7 draw accurate conclusions about tender requirements within the limits of the tender information which is available, and which provide an objective basis for making a decision on whether to make a bid</td>
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<td>1.8 keep information about tender enquiries in confidence and only pass it on to people who have the authority to receive it</td>
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<tr>
<td>2 Understand how to evaluate estimate, bid and tender enquiry documentation</td>
<td>2.1 explain how to check the tender details and tender requirements and confirm them with decision makers</td>
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<td></td>
<td>2.2 explain how to summarise the tender requirements accurately and pass them on for comment to decision makers</td>
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<td></td>
<td>2.3 describe how to identify any points of concern in the tender documents and refer them to decision makers for them to clarify and resolve</td>
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<td>3</td>
<td>Be able to assess the resource requirements and costs within an estimate, bid and tender</td>
<td>3.1 develop a proposed method statement and draft programme which meet the tender requirements</td>
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<td></td>
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<td>3.2 calculate, accurately, from available sources, what resources will be needed, investigate whether the resources will be available and present the information so that the requirements can be costed and planned</td>
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<td>3.3 estimate resource costs by calculating an accurate cost for each item which is required</td>
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<td>3.4 modify the cost to take into account any external factors which may affect the cost projections</td>
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<td>3.5 produce the overall estimate of costs and check that it is complete, accurate and in a form which is suitable for a judgement to be made</td>
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<td>3.6 explain and clarify the projected costs to support the calculations</td>
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<td>3.7 recommend payment schedules which will meet known cash flow requirements</td>
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<tr>
<td>4</td>
<td>Understand how to assess the resource requirements and costs within an estimate, bid and tender</td>
<td>4.1 propose how to develop a proposed method statement and draft programme which meet the tender requirements</td>
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<td>4.2 explain how to calculate, accurately, from available sources, what resources will be needed, investigate whether the resources will be available and present the information so that the requirements can be costed and planned</td>
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<td>5 Be able to finalise and submit an estimate, bid and tender offer</td>
<td>5.1 identify and evaluate, realistically, the risks and opportunities involved in a successful tender offer</td>
<td>Portfolio reference</td>
<td>Date</td>
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<td></td>
<td>5.2 identify and specify any alternatives and qualifications to the original tender requirements which may improve the organisation's ability to carry out the work</td>
<td>Portfolio reference</td>
<td>Date</td>
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<td></td>
<td>5.3 apply a profit margin and payment schedule which meets the objectives and strategy of the organisation</td>
<td>Portfolio reference</td>
<td>Date</td>
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<td></td>
<td>5.4 check that the tender offer is complete and accurate and conforms to house style, and make any necessary modifications</td>
<td>Portfolio reference</td>
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<td></td>
<td>5.5 present and support the tender offer in a manner which maximises its acceptability</td>
<td>Portfolio reference</td>
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<td></td>
<td>5.6 collate, arrange and submit tender offer information in accordance with procurement requirements</td>
<td>Portfolio reference</td>
<td>Date</td>
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<td>5.7 collect together all the tender offer information, record it, store it securely and only pass it on to people who have the authority to receive it</td>
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<td>6 Understand how to finalise and submit an estimate, bid and tender offer</td>
<td>6.1 describe how to identify and evaluate, realistically, the risks and opportunities involved in a successful tender offer</td>
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<td>6.3 explain how to apply a profit margin and payment schedule which meets the objectives and strategy of the organisation</td>
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Unit 14: Ensure that contracts are prepared, negotiated and concluded in construction management

Unit reference number: L/600/6851
Level: 7
Credit value: 18
Guided learning hours: 60

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

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

Assessment requirements/evidence requirements
The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:
1 Forms of contract:
standard
non-standard.

2 Form of procurement:
competitive tender
non-competitive.

3 Drafted:
allocation of risks and responsibilities
structure of contract
key instructions
legal factors
business standing orders.

**Learning outcomes 3 and 4:**

1 **Obligations:** 
   insurances
   bonds
   warranties
   statutory
   financial guarantees
   competence of people
   deliverables.

2 **Contracts - type:**
   standard
   non-standard.

3 **Amendments:**
   allocation of risks and responsibilities
   structure of contract
   key instructions
   legal factors.

4 **Legal requirements:**
   statutes
   regulations, including European Union regulations
   codes of practice and procedure
   common law.

5 **Contract documents:**
   invitation to tender
   forms of tender
   specifications
   survey reports
   drawings and schedules
   bills of quantities/schedules of rates
   health and safety plans
scope of services

terms and conditions.

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

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

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

**Process evidence:** not applicable

**Learning outcome 3:**
**Product evidence:**
1. Record(s) of contract negotiations (3.2, 3.3, 3.4) [3.1, 3.2, 3.3, 3.4, 3.5]
2. Contract document(s) (3.4, 3.5) [3.2, 3.3, 3.5]
3. Written proof of ability of parties to meet contract obligations (3.1) [3.1, 3.2, 3.5]

**Process Evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.
Assessment methodology

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

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<th>Evidence type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1 Be able to ensure that forms of contract are prepared</td>
<td>1.1 select forms of contract, contract clauses and documents for the form of procurement proposed</td>
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<td></td>
<td>1.2 ensure that standard forms of contract are amended so that the clauses and documents are suitable for the form of procurement proposed</td>
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<td></td>
<td>1.3 ensure that particulars and preliminaries are drafted which accurately describe the needs of all the stakeholders in the form of contract</td>
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<td>1.4 ensure that contract clauses are checked and that appendices and amendments meet statutory requirements</td>
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<td>1.5 ensure that non-standard forms of contract, clauses and documents are drafted, which have legal precedent, where standard forms of contract or modified standard forms are not suitable</td>
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<td>1.6 obtain legal advice on the implications of drafting non-standard clauses and forms of contract and explain why this is necessary to the stakeholders in the contract</td>
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<td>1.7 obtain necessary checks and approvals for the draft forms of contract</td>
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<tr>
<td>2 Understand how to ensure that forms of contract are prepared</td>
<td>2.1 explain how to select forms of contract, contract clauses and documents for the form of procurement proposed</td>
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<td></td>
<td>2.2 explain how to ensure that standard forms of contract are amended so that the clauses and documents are suitable for the form of procurement proposed</td>
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<td>2.3 explain how to ensure that particulars and preliminaries are drafted which accurately describe the needs of all the stakeholders in the form of contract</td>
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<td>3  Be able to ensure that the contract is negotiated and concluded</td>
<td>3.1 ensure that the obligations of the parties to the contract are identified and obtain valid, written proof that they are able to meet the obligations</td>
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<td>3.2 negotiate contracts use a style and manner which maintains good long term relationships with all the stakeholders</td>
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<td>3.3 negotiate and agree optimum contract terms, conditions and amendments</td>
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<td>3.4 record the results of negotiations accurately and pass the information on, promptly and in accordance with legal requirements, to all the stakeholders</td>
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<td></td>
<td>3.5 ensure that accurate copies of the final contract documents are prepared and checked to meet legal requirements and arrange for them to be signed</td>
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<tr>
<td>4 Understand how to ensure that the contract is negotiated and concluded</td>
<td>4.1 explain how to ensure that the obligations of the parties to the contract are identified and obtain valid, written proof that they are able to meet the obligations</td>
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<td></td>
<td>4.2 propose how to negotiate contracts use a style and manner which maintains good long term relationships with all the stakeholders</td>
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<td>4.3 propose how to negotiate and agree optimum contract terms, conditions and amendments</td>
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<td>4.4 explain how to record the results of negotiations accurately and pass the information on, promptly and in accordance with legal requirements, to all the stakeholders</td>
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</table>
Unit 15: Control organisational and project income and expenditure in construction management

Unit reference number: T/600/6861
Level: 7
Credit value: 11
Guided learning hours: 30

Unit summary

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

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

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

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

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

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

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

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:
1 Budget headings:
earned income
employment costs
capital plant and equipment
materials
liabilities
subcontract costs
consumables.

2 Financial plans:
forecasts
budgets
cash flow.

3 Cash flow calculations:
income receivable
expenditure.

4 Contingencies:
delays in receivables
project and contract delays
interruptions
risk.

5 Variances:
overspend
underspend.

Learning outcomes 3 and 4:
1 Claims - resulting from:
measurement
valuation of variations
liability for costs
loss and expense arising from breaches of contract
extensions of time
damages arising from extra-contractual consideration.

2 Expert:
legal
technical.

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

4 Costs:
re-work
additional work
programme implications
increased complexity
logistical implications.

5 analyse:
claimants analysis
respondents analysis.

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

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

Learning outcome 1:
Product evidence:
1 Guidance document(s) which include(s) responsibilities for budgetary control and allocations and methods for maintaining overall control of the budget and formats for presentation (1.1, 1.2, 1.3) [1.1, 1.2]
2 Record(s) of budget allocation(s) issued and cash flow calculations and reporting requirements (1.4) [1.1, 1.3, 1.4]
3 Record(s) showing the authorisation of expenditure and changes to budgets (1.5) [1.1]
4 Record(s) of method(s) and timescales agreed for reporting contingencies and variances (1.6) [1.4, 1.5]
5 Record(s) showing queries and discrepancies resolved (1.7) [1.1, 1.5].
Process evidence: not applicable
Learning outcome 3:

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

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

Process evidence:
1. Presentation (3.3, 3.4, 3.5, 3.6) [3.1, 3.2, 3.4]

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

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

Assessment methodology

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

<table>
<thead>
<tr>
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</thead>
</table>
| 1  Be able to allocate organisational budgets | 1.1 identify responsibilities for budgetary control and allocations under the budget headings of financial plans  
1.2 identify an appropriate method of maintaining overall control of the budget, produce guidance documents and circulate the information to those responsible  
1.3 identify appropriate methods for presenting, in a suitable format, financial information to responsible personnel  
1.4 issue allocations under budget headings, cash flow calculations and report requirements to those with financial responsibilities  
1.5 authorise expenditure and changes to budgets and issue the information to those responsible  
1.6 identify and agree appropriate methods and timescales for reporting contingencies and variances  
1.7 resolve queries and discrepancies over allocated budgets | | | |
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<tr>
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<tbody>
<tr>
<td>2 Understand how to allocate organisational budgets</td>
<td>2.1 describe how to identify responsibilities for budgetary control and allocations under the budget headings of financial plans</td>
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<td></td>
<td>2.2 describe how to identify an appropriate method of maintaining overall control of the budget, produce guidance documents and circulate the information to those responsible</td>
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<td>2.3 describe how to identify appropriate methods for presenting, in a suitable format, financial information to responsible personnel</td>
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<td></td>
<td>2.4 explain how to issue allocations under budget heads, cash flow calculations and report requirements to those with financial responsibilities</td>
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<td>2.5 evaluate how to authorise expenditure and changes to budgets and issue the information to those responsible</td>
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<td></td>
<td>2.6 describe how to identify and agree appropriate methods and timescales for reporting contingencies and variances</td>
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<td></td>
<td>2.7 propose how to resolve queries and discrepancies over allocated budgets</td>
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</table>
| 3  Be able to prepare and agree reimbursement for loss and expense | 3.1 assess the basis of claims and criteria for recovery against the contract and relevant expert opinion, and progress and structure valid claims which can be substantiated  
3.2 calculate claims accurately from relevant and verified information sources  
3.3 identify the liability for the cost and inform the people involved in the contract  
3.4 analyse the opposing grounds for the claims, structure the claims clearly and present them  
3.5 negotiate and agree amendments to the claim with the people involved in the contract  
3.6 conduct negotiations with the people involved in the contract in a professional manner  
3.7 record documents, back-up information and calculations accurately, reference them clearly and store them so that they can be easily referred to for audit and reference |               |                    |                   |      |
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<td>4</td>
<td>Understand how to prepare and agree reimbursement for loss and expense</td>
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Unit 16: **Manage project risks and opportunities in construction**

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

**Level:** 7

**Credit value:** 9

**Guided learning hours:** 20

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**Unit summary**

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

**Assessment requirements/evidence requirements**

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

**Learning outcomes 1 and 2:**

**1 Project information:**

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

**2 Risks:**

- health, safety and welfare
- site environment
- management and workforce experience
- complexity and scope
- consents
- team composition
- project costs.
impact on business
technical considerations
programme
contract form
availability of resources
maintenance and communication of information
innovation
quality
impact on natural and built environment
impact of users; public and third parties.

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

4 Risk management methods and procedures:
risk identification and assessment
eliminate/minimise risks
control risks at source
cumulative protection
mitigate
allocation of responsibility
maximise opportunities
contingency plan
risk register.

5 Resources:
people
materials, plant and equipment
finance
time
specialist services
utility services
information.

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

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

**Learning outcome 1:**
**Product evidence:**
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

**Process evidence:** not applicable

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs’.
**Assessment methodology**

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

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<tbody>
<tr>
<td>1. Be able to assess and manage project risks and opportunities</td>
<td>1.1 identify and review project information and processes relating to risks and opportunities</td>
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<td>1.2 identify and assess the significance and ownership of the risks and opportunities</td>
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<td>1.3 select the most effective risk management methods and procedures to manage residual risks that comply with all relevant regulations and guidelines</td>
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<td>1.4 identify the activities and resources required to implement the risk management methods</td>
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<td>1.5 specify clearly the procedures for implement the risk management methods and procedures</td>
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<td>1.6 implement and maintain the risk management methods and procedures and modify them to meet changed circumstances</td>
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<tr>
<td>2 Understand how to assess and manage project risks and opportunities</td>
<td>2.1 describe how to identify and review project information and processes relating to risks and opportunities</td>
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<td></td>
<td>2.2 describe how to identify and assess the significance and ownership of the risks and opportunities</td>
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<td>2.3 evaluate how to select the most effective risk management methods and procedures to manage residual risks that comply with all relevant regulations and guidelines</td>
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<td>2.5 evaluate how to specify clearly the procedures for implement the risk management methods and procedures</td>
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<td>2.6 explain how to implement and maintain the risk management methods and procedures and modify them to meet changed circumstances</td>
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Unit 17: **Manage project processes in construction**

**Unit reference number:** D/600/6854  
**Level:** 7  
**Credit value:** 12  
**Guided learning hours:** 50

**Unit summary**

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

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

**Assessment requirements/evidence requirements**

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

**Learning outcomes 1 and 2:**

1 **Organisation and statutory requirements:**
   - construction specific health, safety and welfare regulations
   - general health, safety and welfare legislation
   - recognised industry codes of practice
   - organisational procedures
   - safety audit
   - health and safety plans.

2 **Equipment and resources:**
   - protective clothing
   - protective equipment
   - first aid facilities
   - welfare facilities
   - storage and security of materials and equipment
   - accident and incident reporting
fire fighting equipment
provision of health, safety and welfare training
hazard warnings.

3 Specific project requirements:
contract
organisational policy
site, construction, induction and installation operations
risk assessments
demolition
control of nuisance (e.g., noise, dust transport)
language
first-aid arrangements
statutory notices.

Learning Outcomes 3 and 4:
1 Project team:
client
consultants
potential contractors
potential subcontractors and suppliers
partners in the programme.

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

3 Requirements of the brief and schedule:
key decision stages
plan and programming
design approval
production of project documentation
statutory approvals
team meetings
procurement
construction phase.

4 Arrangements to achieve effective communication:
oral
correspondence
reports and presentations
organisation and minuting of team meetings and actioning outcomes
key liaison personnel
electronic data transfer
contingency arrangements.

5 Methods for project development, evaluation, modification, monitor and updating:
responsibilities
format
content
indexing
distribution
review
resolving conflicts
revising
quality control/assurance
storage
security
retrieval
integration of data.

6 Development investigation:
documentary search
investigative research
site investigation
consultation with stakeholders
physical models.
Learning Outcomes 5 and 6:
1 Organisational and communication needs:
- site management
- site/head office interface
- contract administration
- health, safety, welfare and environment
- team working
- design information
- centralised communication/project database.

2 Information about people’s roles and responsibilities:
- individual job descriptions, responsibilities and competence
- organisation charts
- contractual arrangements
- team.

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

4 Methods of communicating, reporting, record and retrieving:
- oral
- written
- graphic
- electronic.

3 Resources:
- people
- plant and equipment
materials and components
sub-contractors
project information
work area and facilities.

**Learning outcome 1:**

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

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

**Process evidence:** not applicable

**Learning outcome 3:**

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

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

**Process evidence:**
1. Team meeting(s) and feedback session(s) (3.5, 3.7, 3.8, 3.9) [3.1, 3.2, 3.3, 3.4, 3.5]

**Learning outcome 5:**

**Product evidence:**
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.
1 Record(s) of project organisation and communication systems which have been implemented (5.1, 5.2) [5.1]

2 Information about people’s roles and responsibilities and the organisational structure which has been circulated (5.3) [5.2, 5.3]

3 Record(s) of communicating, reporting, record and retrieving information which include investigations into breakdowns in communication and the actions taken to resolve them (5.4, 5.5) [5.4]

4 System(s) for record and provide feedback on the allocation and use of resources (5.5, 5.6) [5.5]

5 Records of audits of health, safety and welfare systems including any non compliance with regulations (5.7) [5.1]

**Process evidence:** not applicable

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

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

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
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<tbody>
<tr>
<td>1</td>
<td>Be able to develop and maintain systems for manage health, safety and welfare</td>
<td>1.1 encourage a culture of health, safety and welfare on the project and identify and recommend opportunities for improving the health and safety of the work environment</td>
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<td></td>
<td></td>
<td>1.2 develop and maintain adequate health, safety and welfare policies and systems which meet organisational and statutory requirements</td>
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<td></td>
<td>1.3 allocate health, safety and welfare responsibilities, equipment and resources to people which are consistent with organisational and statutory requirements, and the specific project requirements</td>
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<td>1.4 develop and implement systems which meet statutory requirements for identifying and reducing hazards and report accidents and emergencies and preventing recurrence</td>
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<td>1.5 ensure that health, safety and welfare systems are checked regularly, in accordance with organisational and statutory requirements, and identify and record any special site conditions and situations which do not comply with regulations</td>
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<td>2. Understand how to develop and maintain systems for manage health, safety and welfare</td>
<td>2.1 explain how to encourage a culture of health, safety and welfare on the project and identify and recommend opportunities for improving the health and safety of the work environment</td>
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<td>2.2 propose how to develop and maintain adequate health, safety and welfare policies and systems which meet organisational and statutory requirements</td>
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<td>2.3 explain how to allocate health, safety and welfare responsibilities, equipment and resources to people which are consistent with organisational and statutory requirements, and the specific project requirements</td>
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<td>3</td>
<td>Be able to establish and manage project team activities</td>
<td>3.1 prepare a strategy for the project which makes the best use of the capabilities of all project team members</td>
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<td>3.2 examine stakeholder needs and intentions from the brief, discuss them with stakeholders, clarify them and resolve any issues</td>
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<td>3.3 develop clear parameters which will enable the project to meet the requirements of the brief and schedules</td>
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<td>3.4 set up arrangements to achieve effective communication and trust between stakeholders</td>
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<td>3.5 set up and agree, with the project team members, appropriate and realistic methods for project development, evaluation, modification, monitoring and updating</td>
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<td>3.6 identify potential areas needing investigation and agree a realistic timescale and costs with the project team</td>
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<td>3.7 motivate, coach and involve project team members to maximise and integrate their contributions to the project development</td>
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<tr>
<td>Learning outcomes</td>
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<tr>
<td>3.8</td>
<td>monitor the progress of the project team and provide project team members with feedback on timing, task completion and team processes</td>
<td>3.9</td>
<td>coordinate feedback sessions in a manner which is suitable for the needs and capabilities of the project team and which allows each team member enough time to express their views</td>
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<tr>
<td>4</td>
<td>Understand how to establish and manage project team activities</td>
<td>4.1</td>
<td>propose how to prepare a strategy for the project which makes the best use of the capabilities of all project team members</td>
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<tr>
<td>5 Be able to implement project organisation and communication systems</td>
<td>5.1 identify the organisational and communication needs for the project</td>
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<td></td>
<td>5.2 implement systems which are compatible with those used by the client and supply chain and which enable clear and effective management, and administrative and operational controls</td>
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<td></td>
<td>5.3 produce information about people's roles and responsibilities, the project, and the organisational structure, and circulate the information to stakeholders</td>
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<td></td>
<td>5.4 introduce methods of communicating, reporting, recording and retrieving information between stakeholders which are appropriate to the needs of the project and monitor the methods regularly for effectiveness</td>
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<td>5.5 identify and investigate breakdowns in communication, and take action to restore effective communication</td>
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<td>5.6 set up systems for recording and providing feedback on the ways in which resources are allocated and used</td>
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<td>5.7 audit health, safety and welfare systems regularly, in accordance with organisational and statutory requirements, and identify and record any special site conditions and situations which do not comply with regulations</td>
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<tr>
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<tr>
<td>6 Understand how to implement project organisation and communication systems</td>
<td>6.1 describe how to identify the organisational and communication needs for the project</td>
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<td>6.2 explain how to implement systems which are compatible with those used by the client and supply chain and which enable clear and effective management, and administrative and operational controls</td>
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<td>6.4 propose how to introduce methods of communicating, reporting, recording and retrieving information between stakeholders which are appropriate to the needs of the project and monitor the methods regularly for effectiveness</td>
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Unit 18: Manage project evaluation and feedback in construction

Unit reference number: H/600/8296
Level: 7
Credit value: 8
Guided learning hours: 20

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

Assessment requirements/evidence requirements
The following ranges apply to the assessment criteria given in this unit:

Learning outcomes 1 and 2:
1 Improvements from feedback:
management procedures
client, design and construction team performance
working arrangements
formal and informal communications
quality control
design and technical appraisal
operational appraisal
performance in use
benchmarking
post-project review.

2 Those involved with the project:
the design team
specialist consultants
the client
contractors
site inspectorate
users
manage agents
stakeholders.

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

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

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

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.
Performance evidence:
There must be workplace evidence against each assessment criteria. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant assessment criteria.

Learning Outcome 1:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

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

Process evidence: not applicable

This unit must be assessed in a work environment and in accordance with the:
- additional requirements for qualifications using the title NVQs in QCF
- ConstructionSkills Consolidated Assessment Strategy for Construction and the Built Environment Craft, Supervisory, Technical, Managerial and Professional units and qualifications with NVQ in the Qualification and Credit Framework title and SVQs'.

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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1  Be able to obtain and evaluate project feedback information and make improvements</td>
<td>1.1 promote the value of making improvements from feedback and encourage all those involved in the project to cooperate and obtain feedback information</td>
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<td></td>
<td>1.2 identify and agree the areas to focus on for making improvements from feedback</td>
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<td></td>
<td>1.3 identify and agree valid and reliable methods and sources for obtaining feedback information on projects and for assessing and recommending improvements from feedback</td>
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<td></td>
<td>1.4 obtain, investigate and assess feedback information from all relevant methods and sources</td>
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<td>1.5 review the feedback information, match it against the original requirements and objectives and summarise both positive and negative factors</td>
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<td></td>
<td>1.6 recommend improvements from feedback received and justify the recommendations to decision makers</td>
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<td>1.7 classify improvements from feedback which have been agreed and incorporate the improvements accurately into updated procedures and databases</td>
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<tr>
<td>2  Understand how to obtain and evaluate project feedback information and make improvements</td>
<td>2.1 propose how to promote the value of making improvements from feedback and encourage all those involved in the project to cooperate and obtain feedback information</td>
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<td></td>
<td>2.2 describe how to identify and agree the areas to focus on for making improvements from feedback</td>
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<td>2.3 describe how to identify and agree valid and reliable methods and sources for obtaining feedback information on projects and for assessing and recommending improvements from feedback</td>
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<td>2.8 explain how to summarise changes and improvements from feedback which have been agreed and promote them for adoption and use</td>
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**Unit 19:** Control project outcomes in construction

<table>
<thead>
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<th>Unit reference number:</th>
<th>T/600/6858</th>
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<tr>
<td>Level:</td>
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<tr>
<td>Credit value:</td>
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<td>Guided learning hours:</td>
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**Unit summary**

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

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

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

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

**Assessment requirements/evidence requirements**

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

**Learning outcomes 1 and 2:**

1. Quality standards:
   - statutory requirements
   - project specifications
   - British Standards
   - International Standards
Codes of Practice
organisation standards
trade advisory guidance and best practice benchmarks.

2 Project team:
client
consultants
contractors
subcontractors and suppliers
partners in the programme.

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

Learning outcomes 3 and 4:
1 Legal and statutory:
plan approvals
Building Control
Environmental Health
health, safety and welfare
environment (e.g. noise, dust, transport, emissions, waste management)
fire
utilities
highways
heritage and ecology
employment practice
bylaws
insurance and warranties.
2 Project team:
client
consultants
contractors
subcontractors and suppliers
partners in the programme.

3 monitor systems:
ingestion and test plans
implement corrective action
records
site meetings
contractors’ reports
audits.

4 Corrective action:
restore compliance
agree waiver.

Learning outcomes 5 and 6:
1 Information:
visual inspection
resource records
site inspection reports
contractors’ reports
certified payments
written, graphical and electronic records of actual work against programmed work
photographs
site meetings
organisational procedures
management reports
benchmarks
comparison with project requirements
programmes
schedule of deliverables.
2 Resources:
people
plant and equipment
materials and components
finance
time
specialist services
public utility services
information.

3 Project team:
client
consultants
contractors
subcontractors and suppliers
partners in the programme.

4 Quantifying:
method study
work study
production analysis.

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

6 Corrective action:
restore progress in accordance with agreed programme
agree new completion dates
secure additional resources
alter planned work.

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

Learning outcomes 7 and 8:
1 Project cost control systems:
contractual procedures and meetings
operational procedures and meetings
risk register.

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

3 Corrective action:
regulate expenditure to conform with budgets
agree additional costs
make a contract claim
mitigation strategy.

4 Project team:
client
consultants
contractors
subcontractors and suppliers
partners in the programme.

5 Opportunities for cost saving:
waste reduction and management
resource management and logistics
applications of new technologies and materials
recyclable materials
alternative sources and types of materials
plant and labour which meet project requirements
variations in quality
standardisation
value engineering
lean construction principles.

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

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

Learning outcome 1:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1. Record(s) of identified quality standards (1.1, 1.2) [1.1, 1.2]
2. Record(s) of systems for inspection and control which include quality checks, corrective action taken by people responsible (1.2, 1.3) [ALL]
3 Record(s) of information referred to others which include(s) correcting unacceptable quality standards, notifications to the project team about non-compliance, variations in quality standards, programme and safety implications, recommended improvements from feedback, amendments to contract quality requirements and specifications (1.3, 1.4, 1.5) [1.1]

**Process evidence:** not applicable

**Learning outcome 3:**

**Product Evidence:**

1 Record(s) of implemented monitor systems which include legal and statutory requirements identified from collected information, non-complying situations, investigations and corrective action, identified and referred new legal and statutory requirements (3.1, 3.2, 3.4, 3.5, 3.6) [3.1, 3.2, 3.4, 3.5, 3.6]

2 Record(s) of briefing(s) provided to the project team (3.3) [3.4, 3.5]

3 Record(s) of statutory returns which have been completed (3.7) [3.1, 3.3]

**Process evidence:** not applicable

**Learning outcome 5:**

**Product evidence:**

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

1 Progress monitor and record system(s) including record(s) which include collected and summarised information (5.1, 5.2) [5.1, 5.2]

2 Record(s) of identified and quantified deviation(s) which include investigated inadequate and inappropriate specified resources, specified alternatives and agreed corrective action (5.3, 5.4, 5.5) [5.2, 5.3, 5.4, 5.5, 5.6, 5.7]

3 Record(s) of information and recommendations about progress passed to project team which include options likely to minimise increases in time, changes, resource needs, suggested decisions and improvements from feedback (5.6, 5.7, 5.8) [5.3, 5.6, 5.7]

**Process evidence:** not applicable

**Learning outcome 7:**

**Product evidence:**

The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.
1 Contract cost control system(s) which include records of quantities and
cost data collection, calculations of work values and cost data (7.1, 7.2,
7.3, 7.4, 7.5) [7.1, 7.2]

2 Record(s) of corrective action to restore costs and expenditure to
budget which include identified and investigated variations and trends in
quantities, value and cost data (7.5, 7.6) [7.2, 7.3, 7.4]

3 Record(s) of system(s) and process(es) for identify opportunities for
cost-savings which have been developed, implemented, costed and
recommended (7.7, 7.8) [7.4, 7.5]

Process evidence: not applicable

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

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

Assessment methodology

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Alternatively, centre documentation should be used to record this
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<td>1. Be able to control projects against quality standards</td>
<td>1.1 identify and interpret quality standards from available information and pass them to the project team for their implementation, before they start work</td>
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<tr>
<td>1. Be able to control projects against quality standards</td>
<td>1.2 set up systems for inspecting, controlling and recording the quality of work against specified quality standards</td>
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<tr>
<td>1. Be able to control projects against quality standards</td>
<td>1.3 require unacceptable quality standards to be corrected and notify the project team if this is not done within a reasonable time</td>
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<tr>
<td>1. Be able to control projects against quality standards</td>
<td>1.4 inform the project team regularly about significant variations in quality standards, programme and safety implications, and suggest the decisions which they need to make and actions they need to take</td>
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<td>2</td>
<td>Understand how to control projects against quality standards</td>
<td>2.1 describe how to identify and interpret quality standards from available information and pass them to the project team for their implementation, before they start work</td>
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<td>2.2 propose how to set up systems for inspecting, controlling and recording the quality of work against specified quality standards</td>
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<td>2.5 describe how to identify improvements from feedback received and recommend them to the project team and agree amendments to the contract quality requirements and specifications and record them</td>
<td>Portfolio reference</td>
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<td>3</td>
<td>Be able to ensure project compliance with legal and statutory requirements</td>
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<td></td>
<td>3.1 identify and interpret legal and statutory requirements from available information and clarify them where there is uncertainty</td>
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<td></td>
<td>3.2 ensure that required legal and statutory consents are obtained</td>
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<td></td>
<td>3.3 brief the project team about their legal and statutory responsibilities to those responsible for implement them before they start work on the contract</td>
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<td></td>
<td>3.4 develop and implement monitoring systems, collect information regularly and summarise it</td>
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<td>3.5 identify situations which do not comply with legal and statutory requirements, investigate the circumstances thoroughly and take appropriate corrective action</td>
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<td>3.6 identify any changes in legal and statutory requirements which may have an impact on the project, summarise the important details and pass this on to the project team</td>
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<td>3.7 complete statutory submissions accurately and on time</td>
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<td>5</td>
<td>Be able to control project progress against agreed programme</td>
<td>5.1 develop and implement systems to monitor and record information on the progress of the project against the agreed programme</td>
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<td>5.2 collect information regularly and summarise it accurately</td>
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<td></td>
<td>5.3 identify inadequately and inappropriately specified resources, inform project team and specify and obtain alternative resources</td>
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<td>5.4 ensure that any deviations are identified and quantified from planned progress which have occurred, or which may occur, and which could affect the programme</td>
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<td>5.5 investigate the circumstances of any deviations thoroughly and agree and implement appropriate corrective action</td>
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<td>5.6 options which are most likely to minimise increases in time and help the project progress, and pass these on to the project team</td>
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<td>5.7 regularly inform the project team and stakeholders about progress, changes to the programme, resource needs, and suggest the decisions and actions that need to be taken</td>
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<td>5.8 identify improvements from feedback received and recommend them to project team and stakeholders</td>
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<td>6</td>
<td>Understand how to control project progress against agreed programme</td>
<td>6.1 propose how to develop and implement systems to monitor and record information on the progress of the project against the agreed programme</td>
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<td>7  Be able to control project value and costs</td>
<td>7.1 ensure that appropriate project cost control systems are developed and implemented which are able to provide early warning of problems</td>
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<td>7.2 ensure that value and cost data is collected regularly, recorded correctly and passed on to the people who need it in time for them to be able to use it</td>
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<td>7.3 ensure that the correct work value and cost data are calculated from measurement of work quantity and payment rates</td>
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<td>7.4 ensure that accurate value and cost data is prepared and present it in a format which will help people to make decisions</td>
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<td>7.5 ensure that variations and trends in value and cost data are identified and quantify and cost them</td>
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<td>7.6 ensure that any variations are investigated thoroughly and appropriate corrective action is agreed and implemented with the project team which will restore costs and expenditure to budget</td>
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<td>7.7 ensure that systems and processes are developed and implemented for identifying opportunities for cost savings and recommend them to the project team</td>
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<td>7.8</td>
<td>ensure that realistic opportunities for cost savings are identified and costed correctly and recommend them to the project team</td>
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<td>8. Understand how to control project value and costs</td>
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Unit 20: Evaluate and progress the resolution of disputes in construction management

Unit reference number: A/600/6862
Level: 7
Credit value: 18
Guided learning hours: 60

Unit summary

This unit is about having the experience and ability to assess the background and basis of a dispute as well as its merits in terms of its contractual context. In this process you will need to identify the strengths and weaknesses of the case being made.

You will need to assess and evaluate the documentation and supporting evidence in a logical and methodical manner which can be recorded and interpreted by others.

You will need to assess your own limitations and recommend, as necessary the support and guidance from legal advisors.

You will need to identify and quantify the potential outcomes along with the potential risks in both the long and short term.

You should be familiar with the various options available and be able to make a considered judgement on the correct course of action, taking all contingencies into account.

You will need to be able to supervise the preparation of the necessary submission documentation in a clear and concise manner with no ambiguities or anomalies. In doing this you should check the robustness of the arguments being tabled to check if they will stand up to scrutiny.

You will need to be able to produce contractual binding correspondence and keep all relevant parties advised of the progress and outcome on the dispute.

Assessment requirements/evidence requirements

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

Learning Outcomes 1 and 2:
1 Dispute - types:
land
property
2 Information which is relevant to the dispute:
contract documents
 correspondence
instructions
contract records
technical reports
witness testimony
other evidential material
experts.

3 Expertise and support in:
legal
technical.

4 Options and processes for settling the dispute:
re-negotiation
negotiations at higher levels of authority
conciliation and arbitration services
formal dispute resolution
legal action.

Learning outcomes 3 and 4:
1 Dispute - types:
land
property
construction
contracts
agreements
third party claims.

2 Options and processes for settling the dispute:
re-negotiation
negotiations at higher levels of authority
mediation, adjudication and arbitration
formal dispute resolution
legal action.

3 Reactions and proposals:
positive
negative.

4 Responses:
accepting
rejecting
clarify
provide additional information.

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

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

Learning outcome 1:
Product evidence:
The learner must produce documentary evidence from the workplace covering the following item(s) that are considered to be common and key/critical to demonstrating competence.

1 Assessment(s) of the type and nature and the strengths and weaknesses of the case, the expert support needed and the implications of proceeding (1.1, 1.2, 1.3, 1.4, 1.7) [1.1, 1.2]
2 Records of assessments of options for settling disputes (1.5, 1.6, 1.8) [1.3]
3 Records of recommendations and assessment of the arguments and the advice received from experts (1.5, 1.6, 1.7) [ALL]
4 Recommendations and specifications for the process of settling disputes (1.7, 1.8, 1.9, 1.10, 1.11) [1.1, 1.3]

Process evidence: not applicable
Learning outcome 3:

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

1. Document(s) about the dispute which have been prepared (3.1) [3.1]
2. Record(s) of contacts which include proposed options and processes for settling the dispute, reactions and proposals, recommended responses, questions and summaries, and recommendation(s) for acceptance of offers (3.2, 3.3, 3.4, 3.5, 3.6) [ALL]
3. Formal acceptance letters (3.7) [3.4]
4. Record(s) of suggestions for options and processes for settling the dispute (3.8) [3.2, 3.3, 3.4]

Process evidence: not applicable

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

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

Assessment methodology

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

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<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
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<tbody>
<tr>
<td>1 Be able to evaluate potential implications for the resolution of disputes</td>
<td>1.1 summarise the type and nature of the dispute and its legal context</td>
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<td></td>
<td>1.2 assess the strengths and weaknesses of the case and make a judgement about the potential outcomes</td>
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<td></td>
<td>1.3 evaluate all the information which is relevant to the dispute, identify information which will support the case and summarise and justify it in a reasoned argument</td>
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<td></td>
<td>1.4 identify what expertise and support will be needed at different stages of the dispute</td>
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<td>1.5 consult with experts, and provide them with a clear, valid and accurate summary, in cases where expert interpretation and judgement is required</td>
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<td>1.6 assess the arguments and the advice received from experts, produce justifiable conclusions and recommendations for further action and pass these to the people involved in the dispute</td>
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<td>1.7 assess the implications of proceeding with the case</td>
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<td>1.8</td>
<td>identify potential options for settling the dispute which are based on relevant information and accurate assessments</td>
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<td>1.9</td>
<td>identify potential responses to the options for settling the dispute and assess the risk involved</td>
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<td>1.10</td>
<td>recommend a process for settling the dispute which is likely to be most acceptable to all the people involved and which meets legal requirements</td>
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<td>1.11</td>
<td>specify, clearly, the process for settling the dispute which has been agreed and prepare written terms and conditions</td>
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<td>1.12</td>
<td>advise against proceeding where the dispute is neither valid nor credible, and offer realistic advice on alternative approaches</td>
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<td>2</td>
<td>Understand how to evaluate potential implications for the resolution of disputes</td>
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<td>2.1</td>
<td>explain how to summarise the type and nature of the dispute and its legal context</td>
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<td>2.2</td>
<td>examine how to assess the strengths and weaknesses of the case and make a judgement about the potential outcomes</td>
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<td>credible, and offer realistic advice on alternative approaches</td>
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<td>3</td>
<td>Be able to negotiate and progress the resolution of disputes</td>
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<td>3.1</td>
<td>prepare documents about the dispute which have a clear rationale, and which</td>
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<td>include valid supporting information</td>
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<td>keep regular contact with the people involved in the dispute and investigate and</td>
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<td>propose options and processes for settling the dispute, which are likely to be</td>
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<td>acceptable to them</td>
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<td>review reactions and proposals from opposite parties and recommend a response</td>
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<td>3.4</td>
<td>ask questions to test the consistency and resilience of the opposite party's</td>
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<td></td>
<td>position and to probe for possible movement</td>
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<tr>
<td>3.5</td>
<td>summarise and record points of agreement and disagreement</td>
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<td>3.6</td>
<td>recommend acceptance of offers which are judged to be the best available</td>
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<td>3.7</td>
<td>draft formal acceptance letters accurately and in a suitable style, and send them</td>
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<td></td>
<td>promptly to all parties</td>
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<td>Learning outcomes</td>
<td>Assessment criteria</td>
<td>Evidence type</td>
<td>Portfolio reference</td>
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<tr>
<td>3.8</td>
<td>suggest realistic options and processes for settling the dispute when offers are not acceptable and assess the advantages and disadvantages of each alternative</td>
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<td>4</td>
<td>Understand how to negotiate and progress the resolution of disputes</td>
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<tr>
<td>4.1</td>
<td>explain how to prepare documents about the dispute which have a clear rationale, and which include valid supporting information</td>
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<tr>
<td>4.2</td>
<td>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</td>
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<td>4.3</td>
<td>examine how to review reactions and proposals from opposite parties and recommend a response</td>
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<tr>
<td>4.4</td>
<td>explain how to ask questions to test the consistency and resilience of the opposite party's position and to probe for possible movement</td>
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<tr>
<td>4.5</td>
<td>explain how to summarise and record points of agreement and disagreement</td>
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<tr>
<td>4.6</td>
<td>propose how to recommend acceptance of offers which are judged to be the best available</td>
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<tr>
<td>4.7</td>
<td>explain how to draft formal acceptance letters accurately and in a suitable style, and send them promptly to all parties</td>
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<tr>
<td>4.8</td>
<td>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</td>
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</tbody>
</table>
Unit 21: Manage project completion in construction

Unit reference number: L/600/6865
Level: 6
Credit value: 13
Guided learning hours: 50

Unit summary

This unit is about the recognition of what constitutes a handover package for the people receiving and working with the completed project.

You will need to identify the relevant documentation and be involved in the preparation of the package itself.

You will need to have an understanding and knowledge of the process and the working of the project in order to provide the correct guidance for the operation, maintenance and decommissioning of the project.

You will need to appreciate that the information being provided may be used by personnel outside your own discipline who are possibly less informed than yourself.

The format will have to be easily understood and in a format that will be durable in all conditions.

You will need to identify and organise for any handover criteria, testing or operational commissioning.

Assessment requirements/evidence requirements

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

Learning outcomes 1 and 2:
1 Information:
record drawings
schedules
specifications
contract records
photographs
trade literature
statutory consents
commissioning and test certificates
operating instructions and performance ratings
guarantees
warranties
health and safety file.

2 Guidance:
the design approach
construction and installation details
key references
statutory and other limitations on use
health and safety aspects
operating installations
maintenance guidance
sources of replacement materials, components and equipment
spare parts
environmental and sustainability aspects
future demolition and decommissioning.

3 Information - produced by:
consultants
contractors
sub-contractors
suppliers and manufacturers.

4 Documentation:
owner’s manuals
log books
maintenance schedules.

Learning outcomes 3 and 4:
1 Project requirements:
time
quality
cost
health and safety
regulations
environmental and sustainability
defects liability period.
2 Stakeholders:
clients
users
consultants
contractors
regulatory and controlling authorities.

3 Responsibilities:
insurances
security
operations
health and safety
utility supply
environmental sustainability.

4 Information and documentation:
record drawings
schedules
specifications
contract records
photographs
trade literature
statutory consents
commissioning and test certificates
operating instructions and performance ratings
guarantees
warranties
health and safety file
owner's manuals
log books
maintenance schedules.

Taken as a whole, the evidence must show that the learner consistently meets all the assessment criteria, across the ranges for the Element.
Performance evidence:
There must be workplace evidence against each assessment criteria. Where
the workplace evidence does not cover a whole range, knowledge evidence
must be provided to cover the remaining items of range for each relevant
assessment criteria.

Learning outcome 1:
Product evidence:
1 Specification(s) for the information and guidance needed (1.1) [1.1,
   1.2, 1.3]
2 Information and guidance prepared (1.2, 1.3, 1.4) [ALL]

Process Evidence: not applicable

Learning outcome 3:
Product evidence:
1 Commissioning programmes (3.1) [3.1, 3.2]
2 Record(s) of checks on project requirements, certification requirements,
   and completion of outstanding work and defects (3.2, 3.3, 3.4)
   [3.1, 3.2]
3 Record(s) of handover which include inspections, confirmed concerns
   and actions, adopted responsibilities, information and documentation
   (3.5, 3.6, 3.7, 3.8) [3.2, 3.3, 3.4]

Process evidence:
1 Handover inspection (3.5) [3.2]
2 Demonstration(s) to, and training of clients and users (3.8)
   [3.1, 3.2, 3.3]

This unit must be assessed in a work environment and in accordance with
the:
• additional requirements for qualifications using the title NVQs in QCF
• ConstructionSkills Consolidated Assessment Strategy for Construction
   and the Built Environment Craft, Supervisory, Technical, Managerial and
   Professional units and qualifications with NVQ in the Qualification and
   Credit Framework title and SVQs’.

Assessment methodology
Learners can enter the types of evidence they are presenting for
assessment and the submission date against each assessment criterion.
Alternatively, centre documentation should be used to record this
information.
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Be able to prepare information for project handover</td>
<td>1.1 specify what information and guidance will be needed by the people who will use the works and installations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>1.2 record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance</td>
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<tr>
<td>1</td>
<td>1.3 prepare documentation on operation and maintenance which is logically structured, in a durable format and capable of interpretation by an informed lay user</td>
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<tr>
<td>1</td>
<td>1.4 prepare information in the guidance which helps the client and users to identify limitations and to operate and maintain equipment, systems and services efficiently and without risk to health and safety</td>
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<tr>
<td>Learning outcomes</td>
<td>Assessment criteria</td>
<td>Evidence type</td>
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<tr>
<td>2 Understand how to prepare information for project handover</td>
<td>2.1 evaluate how to specify what information and guidance will be needed by the people who will use the works and installations</td>
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<tr>
<td></td>
<td>2.2 explain how to record the most recent information produced during design, construction and installation, which can be used for guidance about operation and maintenance</td>
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<td></td>
<td>2.3 explain how to prepare documentation on operation and maintenance which is logically structured, in a durable format and capable of interpretation by an informed lay user</td>
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<td></td>
<td>2.4 explain how to prepare information in the guidance which helps the client and users to identify limitations and to operate and maintain equipment, systems and services efficiently and without risk to health and safety</td>
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<td>Assessment criteria</td>
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<td>3</td>
<td><strong>Be able to manage project handover</strong></td>
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<tr>
<td>3.1</td>
<td>confirm project requirements, consult with stakeholders and develop and agree a commissioning programme</td>
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<tr>
<td>3.2</td>
<td>check that project requirements have been met and record outstanding work and defects</td>
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<tr>
<td>3.3</td>
<td>carry out commissioning inspections and tests that require certification and ensure that they are witnessed by stakeholders as required</td>
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<td>3.4</td>
<td>identify and arrange for the satisfactory completion of any outstanding work</td>
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<tr>
<td>3.5</td>
<td>arrange a handover inspection involve all relevant stakeholders, confirm any stakeholder concerns that need to be addressed, and record and agree any required actions</td>
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<td>3.6</td>
<td>check that stakeholders' respective responsibilities are adopted</td>
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<tr>
<td>3.7</td>
<td>assemble and hand over information and documentation in accordance with the contract</td>
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<tr>
<td>3.8</td>
<td>hand over equipment and services, demonstrate to and training of clients and users to operate them efficiently and safely</td>
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<td>Learning outcomes</td>
<td>Assessment criteria</td>
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<td>4</td>
<td>Understand how to manage project handover</td>
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<tr>
<td></td>
<td>4.1 explain how to confirm project requirements, consult with stakeholders and develop and agree a commissioning programme</td>
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<td></td>
<td>4.2 explain how to check that project requirements have been met and record outstanding work and defects</td>
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<td></td>
<td>4.3 explain how to carry out commissioning inspections and tests that require certification and ensure that they are witnessed by stakeholders as required</td>
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<td></td>
<td>4.4 describe how to identify and arrange for the satisfactory completion of any outstanding work</td>
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<td>4.5 explain how to arrange a handover inspection involving all relevant stakeholders, confirm any stakeholder concerns that need to be addressed, and record and agree any required actions</td>
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<td>4.8 explain how to hand over equipment and services, demonstrate to and train clients and users to operate them efficiently and safely</td>
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</tbody>
</table>
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: call.centre@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 student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.
Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.
The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer

- annual visits by occupationallly 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 QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

**What are the access arrangements and special considerations for the qualification in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant’s potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson’s policy on learners with particular requirements.

Pearson’s policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com.
Annexe C: Additional requirements for qualifications that use the title NVQ within the QCF

Contents

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Purpose of document

1 The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.

2 When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.

3 The aims of these additional requirements are to

   - ensure that all competence based qualifications that use the title NVQ within the QCF are assessed consistently
   - quality assured consistently
   - maintain the integrity of qualifications that use the title NVQ within the QCF
   - establish the NVQ brand within the QCF
   - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.
Background

4 “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.

5 NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.

6 Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.

7 The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

8 When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.

9 The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

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Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

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

Assessment Requirements

11 When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

12 Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

13 Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

14 When a learner cannot complete a real work activity, simulation is allowed.

15 Simulation is allowed when

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
- the safety of a learner, other individuals and/or resources will be put at risk.

16 When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
17 Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

18 Learners must be assessed by assessors
   - who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
   - who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
   - must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

19 All assessors must carry out assessment to the standards specified in the A units.

20 All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

21 Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

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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 within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

23 Qualifications that use the title NVQ within the QCF, must be verified
- internally by an internal verifier, who is accountable to the assessment centre
- externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

24 With reference to internal verification, internal verifiers must
- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the awarding organisation’s quality assurance systems and requirements for this qualification.

25 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

26 With reference to external verification, external verifiers must
- hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
- have no connections with the assessment centre, in order to maintain objectivity
- have sufficient and relevant technical/occupational understanding in the unit(s) being verified
- be fully conversant with the standards and performance criteria in the units to be assessed
- understand the awarding organisation’s quality assurance systems for this qualification.

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.
Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

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.

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.