



Regulated Qualifications Unit and Assessment Specification

Unit title	Chair Meetings and Take Decisions in Construction Contracting Operations Management
Regulator unit code	K/616/7126
SQA unit code	H812 84
SSC Ref	COSCCOMO03

History of changes

Publication date: August 2014

Version: 02 (July 2017)

Version number	Date	Description	Authorised by
02	July 2017	Unit Specification updated to reflect current Ofqual terminology	Qualifications Officer

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Regulated Qualifications Unit specification

Title	Chair Meetings and Take Decisions in Construction Contracting Operations Management	
Level	6	
Credit value	8	
Learning Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1 Be able to chair meetings.	1.1	Give people, appropriate to the purpose of the meeting, sufficient notice and information to allow them to contribute effectively.
	1.2	Ensure that everyone attending agrees the objective of the meeting at the start.
	1.3	Allocate discussion time to topics consistently with their importance, urgency and complexity.
	1.4	Manage the meeting in a way which helps attendees to make useful contributions and discourages digressions.
	1.5	Present information and provide summaries clearly at appropriate points during the meeting.
	1.6	Ensure that meetings achieve their objectives within the allocated time.
	1.7	Ensure that agreed decisions and recommendations fall within the group's authority.
	1.8	Give clear, accurate and concise information about decisions and recommendations to those who need it.
	1.9	Seek feedback from those attending and use this to improve the effectiveness of future meetings.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>2 Understand how to chair meetings.</p>	<p>2.1 Explain how to give people, appropriate to the purpose of the meeting, sufficient notice and information to allow them to contribute effectively.</p> <p>2.2 Explain how to ensure that everyone attending agrees the objective of the meeting at the start.</p> <p>2.3 Explain how to allocate discussion time to topics consistently with their importance, urgency and complexity.</p> <p>2.4 Evaluate how to manage the meeting in a way which helps attendees to make useful contributions and discourages digressions.</p> <p>2.5 Explain how to present information and provide summaries clearly at appropriate points during the meeting.</p> <p>2.6 Explain how to ensure that meetings achieve their objectives within the allocated time.</p> <p>2.7 Explain how to ensure that agreed decisions and recommendations fall within the group's authority.</p> <p>2.8 Explain how to give clear, accurate and concise information about decisions and recommendations to those who need it.</p> <p>2.9 Explain how to seek feedback from those attending and use this to improve the effectiveness of future meetings.</p>
<p>3 Be able to analyse information for decision making.</p>	<p>3.1 Identify objectives for your analysis which are clear and consistent with the decisions you need to make.</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	<p>3.2 Select information which is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions.</p> <p>3.3 Use methods of analysis which are suitable to achieve the objectives.</p> <p>3.4 Analyse the information to identify patterns and trends significant to the decisions you need to take.</p> <p>3.5 Develop clear conclusions which you support with reasoned arguments and appropriate evidence.</p> <p>3.6 Present the results of your analysis, differentiating clearly between fact and opinion.</p> <p>3.7 Maintain records of your analysis which are sufficient to show the assumptions and decisions made at each stage.</p>
<p>4 Understand how to analyse information for decision making.</p>	<p>4.1 Describe what to identify as objectives for your analysis which are clear and consistent with the decisions you need to make.</p> <p>4.2 Evaluate how to select information which is accurate, relevant to the objectives, and sufficient to arrive at reliable decisions.</p> <p>4.3 Explain how to use methods of analysis which are suitable to achieve the objectives.</p> <p>4.4 Examine how to analyse the information to identify patterns and trends significant to the decisions you need to take.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>4.5 Propose how to develop clear conclusions which you support with reasoned arguments and appropriate evidence.</p> <p>4.6 Explain how to present the results of your analysis, differentiating clearly between fact and opinion.</p> <p>4.7 Explain how to maintain records of your analysis which are sufficient to show the assumptions and decisions made at each stage.</p>

Additional information about the unit
Unit purpose and aim(s)
<p>This unit is about chairing meetings and analysing information and making decisions based on the conclusions from the analysis. You will need to give sufficient notice of the meeting and information prior to the meeting to allow people to contribute effectively. You will also need to ensure that those attending the meeting agree the meeting objectives.</p> <p>You will need to allocate time for discussion, and keep within it, ensure that contributions are useful, clearly summarising them at appropriate times, confirm decisions and recommendations and seek feedback to improve future meetings.</p> <p>You will need to select and analyse information, based on identified objectives, using suitable methods and develop clear conclusions. You will need to present your results and record the analysis to show the assumptions and decisions made at each stage.</p>
Unit start date
01 August 2014
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
The unit sets out the competence and knowledge specification for COSCCOM03 in Construction Contracting Operations Management.
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
<p>The following ranges apply:</p> <p>Learning Outcomes 1 and 2</p> <ul style="list-style-type: none"> ◆ Purpose: <ul style="list-style-type: none"> — information giving — consultation — decision making ◆ Meeting: <ul style="list-style-type: none"> — people internal to your organisation — people external to your organisation

Additional information about the unit (cont)
Assessment requirements specified by a sector or regulatory body (if appropriate) (cont)
<p>Learning Outcomes 3 and 4</p> <ul style="list-style-type: none"> ◆ Analysis: <ul style="list-style-type: none"> — formal and planned — informal and ad hoc ◆ Decisions: <ul style="list-style-type: none"> — affecting operational performance — affecting organisational policy ◆ Information: <ul style="list-style-type: none"> — qualitative — quantitative <p>This Unit must be assessed in a work environment, in accordance with:</p> <ul style="list-style-type: none"> ◆ the Additional Requirements for Qualifications using the title NVQ in QCF ◆ the Construction Skills' Consolidated Assessment Strategy for Construction and the Built Environment. <p>Assessors for this Unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Endorsement of the unit by a sector or other appropriate body (if required)
CITB
Location of the unit within the subject/sector classification system
4.1 Engineering, 5.2 Building and Construction
Name of the organisation submitting the unit
CITB
Guided Learning Hours
30

Regulated Qualifications Assessment specification

Assessment (evidence) requirements

The evidence requirements for this unit are shown in the main body of the unit under the section titled 'assessment requirements or guidance specified by a sector or regulatory body'.

Guidance on methods/instruments of assessment

Occupational skills (OS) unit

This unit is designed to assess the skills of learners in the workplace. Observation of learner performance can only be carried out on-the-job and should always be the primary and preferred source of evidence of competent performance.

Collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may arise in situations where evidence from direct observation of the learners on-the-job is deemed insufficient to fully meet the required standards. Supplementary evidence may include:

- ◆ witness testimony
- ◆ questioning
- ◆ professional discussion
- ◆ product and photographic evidence
- ◆ relevant active documentation, reports, presentations
- ◆ other valid evidence which relates directly to learner performance on-the-job

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website www.sqa.org.uk.