9. Relationship management in construction

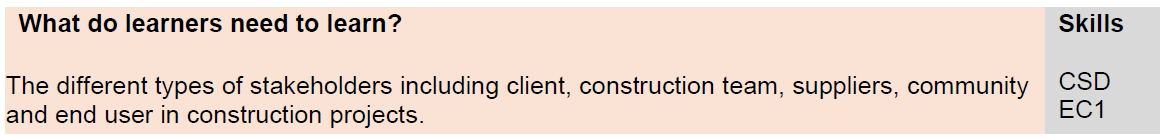
# Sample scheme of work

This sample scheme of work covers both classroom- and workshop-based learning for **Relationship management in construction**. It is based on 45 hours of learning over 9 sessions with time allocated for revision, practical and formative assessments. It is an example only of a possible scheme of work and is based on theory and practical within an FE centre but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners’ needs.

The technical qualification has been developed to include competency frameworks for T Levels, which demonstrate an array of competencies across maths, English and digital skills, as well as the core skills learners will need to use when they progress onwards from completing their T Level.

The Criteria column in the scheme of work identifies opportunities where these core skills can be developed and embedded into teaching and learning for each criterion. It is not expected that all criteria will develop core skills, but where these skills exist in the core content it has been referenced to support FE centres.

For more information on how the core skills can be evidenced, please refer to the Technical Qualification Specification (example below).

9.1 Stakeholders

You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.

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# Sample scheme of work

**Course/qualification:** T Level Technical Qualification in Construction: Onsite Construction (Level 3) **Tutor’s name:**

**Number of sessions**:10 **Delivery hours**: 45 **Venue**: **Group**:

|  |
| --- |
| Criteria  9.1 Stakeholders  9.2 Roles, expectations and interrelationships  9.3 Collaborative working to project delivery and reporting  9.4 Customer service principles  9.5 Teamwork to team and project performance  9.6 Team dynamics  9.7 Equality, diversity and representation  9.8 Negotiation techniques  9.9 Conflict management techniques  9.10 Methods and styles of communication  9.11 Employment rights and responsibilities  9.12 Ethics and ethical behaviour  9.13 Sources of information |

| Session | Criteria | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  5 hours | **9.1 Stakeholders**   * Types of stakeholder.   (Skills: CSD, EC1)  **9.2 Roles, expectations and interrelationships**   * Hierarchies of project management. * Promoting good relationships (CSR). * Cost controls. * Time management. * Handovers. * Follow-up and review.   (Skills: CSD, EC1) | Tutor to introduce unit  Activities   * Tutor to present **PowerPoint 1**: **Roles and responsibilities**. * Tutor to give overview of different types of stakeholder. * Learners to complete **Worksheet 1**: **Stakeholders**. * Tutor to provide overview of stakeholder management and corporate social responsibility (CSR). * Learners asked to discuss examples of corporate social responsibility. * Learners to complete **Worksheet 2**: **CSR**. * Learners to present their CSR pitches to the group. * Other learners are encouraged to ask questions at the end of each pitch. * Learners to complete **Worksheet 3**: **Roles and responsibilities**. * Tutor to reflect on criteria 9.1 and 9.2.   Resources   * **PowerPoint 1 Roles and responsibilities** * **Worksheet 1** * **Worksheet 2** * **Worksheet 3** | Classroom discussion  Peer Q&A  Presentation skills |
| 2  4 hours | 9.3 Collaborative working to project delivery and reporting   * Importance of a collaborative approach in delivery and practice.   (Skills: CSC, CSD, EC1, EC2, EC3, DC3) | Activities   * Tutor to present **PowerPoint 2**: **Collaborative working**. * Tutor to provide overview of the Latham Report 1994 and how this impacted the construction industry (tutor to promote group discussion). * Learners are asked to discuss the benefits of collaborative working practices for the successful delivery of a project. * Learners are asked to discuss in pairs the impact of poor collaborative working practices and jot down ideas to share in a group discussion. * Learners are asked to complete **Worksheet 4**: **BIM Level 2**, in which learners are given scenario and timings to create a presentation exploring how the adopting of BIM Level 2 has impacted the industry. * Learners to complete **Worksheet 5**: **Collaborative working**. * Tutor to reflect on criterion 9.3   Resources   * **PowerPoint 2 Collaborative working** * **Worksheet 4** * **Worksheet 5** | Group discussion  Independent research  Presentation skills  Group Q&A  Reflective practice |
| 3  4 hours | 9.4 Customer service principles   * Basic principles and benefits of good customer service.   (Skills: CSC, EC1, EC6) | Activities   * Tutor to present **PowerPoint 3**: **Customer service**. * Tutor to provide an overview of customer service principles. * Learners are asked to complete **Worksheet 6**: **Customer service poster** (on paper or electronically). * Learners are asked to showcase their work and tutor to promote group discussion. * Learners are asked to complete **Worksheet 7**: **Customer service**. * Tutor to lead reflection.   Resources   * **PowerPoint 3 Customer service** * **Worksheet 6** * **Worksheet 7** | Group discussion  Independent research  Presentation skills  Group Q&A  Reflective practice |
| 4  4 hours | 9.5 Teamwork to team and project performance   * Importance of good teamwork and impact of failings.   (Skills: EC2, EC6)  9.6 Team dynamics   * Qualities and characteristics of good team dynamics.   (Skills: EC2, EC6) | Activities   * Tutor to present **PowerPoint 4**: **Team dynamics**. * Learners are asked to complete **Worksheet 8**: **Team members** in allocated pairs. Tutor to promote discussion on hard and soft skills, personal attributes and behaviours. * Tutor to prompt learners to put examples of skills on the class whiteboard and discuss as a group. * Learners are asked to think of teamwork scenarios in the industry and discuss problem solving (tutor could embed case studies and examples here). * Tutor to further explore hard skills and soft skills and ask learners to scale themselves against a list of hard skills and soft skills provided by the tutor. This is a good opportunity for personal development and reflection. * Learners are asked to complete **Worksheet 9**: **Team dynamics**. * Learners are asked to explore the positive impact of effective teamwork, drawing from previous experiences and working scenarios.   Resources   * **PowerPoint 4 Team dynamics** * **Worksheet 8** * **Worksheet 9** * Tutor could incorporate a team-building exercise here | Group discussion  Independent research  Presentation skills  Group Q&A  Reflective practice |
| 5  3 hours | 9.7 Equality, diversity and representation   * Current equality and diversity legislation and the protected characteristics detailed under the Equality Act, Employment Rights Act, Human Rights Act, and trade unions, including its application in the workplace.  |  | | --- | |  | | Activities   * Tutor to present **PowerPoint 5**: **Equality and diversity**. * Tutor to provide overview of expectations and protected characteristics related to equality and diversity in the construction industry. * Learners are asked to consider how equality can be promoted during recruitment. * Learners are asked to complete **Worksheet 10**: **Equality and diversity**. * Tutor to explore types of discrimination and promote group discussion on examples from industry. * Tutor could include an equality and diversity strategy task here, and/or case studies   Resources   * **PowerPoint 5 Equality and diversity** * **Worksheet 10** * Case studies and statistical data from industry could be used here | Group discussion  Industry case studies  Statistics regarding equality and diversity in the construction sector  Group Q&A  Statistical analysis |
| 6  5 hours | 9.8 Negotiation techniques   * Methods of negotiation and how they are used within the construction industry.   (Skills: EC6)   |  | | --- | |  |   9.9 Conflict management techniques   * Preventative measures and common reasons for conflicts. * Conflict resolution. * BIM.   (Skills: CSD, EC6) | Activities   * Tutor to present **PowerPoint** **6**: **Negotiation and conflict management**. * Tutor to provide overviews of conflicts that may arise with clients, suppliers and trade workers. Learners to share thoughts, ideas and experiences * Tutor to discuss conflict management techniques * Learners are asked to explore the Three pillars of conflict resolution and conflict prevention * Tutor to explore conflict resolution strategies   Tutor could provide working scenarios here for learners to identify and explore strategies   * Learners are asked to explore conflict negotiation skills * Learners are asked to complete **Worksheet 11**: **Conflict management**. * Tutor could create and provide a working scenario here.   Resources   * **PowerPoint 6 Negotiation and conflict management** * **Worksheet 11** | Group discussion  Problem solving – conflict scenarios |
| 7  4 hours | **9.10 Methods and styles of communication**   * Methods and suitability of communication. * Digital project management.   (Skills: EC1, EC3, EC6, DC1, DC3) | Activities   * Tutor to present **PowerPoint** **7**: **Communication**. * Tutor to provide overview of communication forms and techniques. * Learners are asked to explore the consequences of poor communication in relation to the construction sector. * Learners are asked to complete **Worksheet 12**: **Communication leaflet**. * Learners are asked to complete **Worksheet 13**: **Communication**. * Tutor to reflect on criterion 9.10. * Practical role-play tasks could be incorporated here.   Resources   * **PowerPoint 7 Communication** * **Worksheet 12** * **Worksheet 13** | Group discussion  Practical role-play scenarios |
| 8  4 hours | **9.11 Employment rights and responsibilities**   * Current rights and responsibilities of employers and employees (eg minimum wage, harassment, discrimination, safety, welfare)   (Skills: EC5)  **9.12 Ethics and ethical behaviour**   * Honesty, integrity, loyalty, equality, fairness, respect, legality, reputation and accountability.     (Skills: CSD) | Activities   * Tutor to present **PowerPoint 8**: **Employment**. * Tutor to provide overview of responsibilities of employer to employee and employee to employer. * Tutor to provide overview of ethical behaviour with examples. * Learners are asked to complete **Worksheet 14**: **Employment contract**. * Learners to share ideas and examples of contracts. * Learners are asked to complete **Worksheet 15**: **Employment and ethics**. * Tutor to reflect on criteria 9.11 and 9.12.   Resources   * **PowerPoint 8 Employment** * **Worksheet 14** * **Worksheet 15** | Group discussion  Sharing ideas  Report writing |
| 9  4 hours | **9.13 Sources of information**   * How sources of information, including web-based sources and social networking contribute to the knowledge sharing/stakeholder experience.  |  | | --- | |  | | Activities   * Tutor to present **PowerPoint 9**: **Sources of information**. * Tutor to provide overview of advertising, sharing ideas and knowledge, customer reviews and feedback. * Learners are asked to discuss how social media can be used in the construction sector to increase reputation and business. * Learners are asked to complete **Worksheet 16**: **Social media**. * Learners are asked to complete **Worksheet 17**: **Sources of information**. * Tutor to reflect on criteria 9.13. * Appropriate Ted Talk could be shown here or industry speaker invited to talk about social media in the industry.   Resources   * **PowerPoint 9 Sources of information** * **Worksheet 16** * **Worksheet 17** | Group discussion  Sharing ideas  Social media examples/guest speaker  Report writing |
| 10  4 hours  4 hours |  | Activities   * Additional time has been allowed for in this scheme of work for tutor-led practical activities and for topic revision work * Formative assessment (four hours)   Resources   * PowerPoint 1–9 (as required to support learners’ revision activities) |  |