

Course Specification

A. Course Information											
Final award title(s)	BSc (Hons) Design and Construction Management Degree Apprenticeship										
Intermediate exit award title(s)	N/A										
UCAS Code		Course Code(s)	Part-time: 4951								
	London South Bank University										
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS										
Division	The Built Environment										
Course Director	Jennifer Hardi										
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>3 years + EPA</td> <td>September</td> <td>July</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	3 years + EPA	September	July
	Mode	Length years	Start - month	Finish - month							
Part time	3 years + EPA	September	July								
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.										
Approval dates:	Course(s) validated	June 2020									
	Course specification last updated and signed off	August 2022									
Professional, Statutory & Regulatory Body accreditation	Chartered Institute of Architectural Technologists (CIAT); Chartered Institute of Building (CIOB)										
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	https://www.instituteforapprenticeships.org/apprenticeship-standards/design-and-construction-management-degree-v1-0										
Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations									
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications									

		Architectural Technology QAA Subject Benchmark Statement 2019 CIAT Professional Standards Framework 2015 PSRB Office for Students (OfS) Guidance Competitions and Markets Authority SEEC Level Descriptors 2021
B. Course Aims and Features		
Distinctive features of course	<p>Architectural Technologists are specialists enlisted on architectural projects to translate a designer's intentions into feasible development proposals. They are specialists in analysing the requirements and challenges of a construction project and applying the best fit technology, materials and processes. A fully qualified Chartered Architectural Technologist is qualified to manage construction projects from design through to build.</p> <p>This course prepares students with design, technical and management skills, and teaches them to apply scientific principles and practical knowledge in constructing buildings to meet building performance criteria. Students gain a sound understanding of advanced computer technology in 3D Computer Aided Design and visualisation in the production of design details, and knowledge of administering contracts and projects in fulfilling client and current regulation needs.</p> <p>Students will have the opportunity to learn and work with students from other disciplines, and to develop team-working skills as well as working as a practitioner.</p>	
Course Aims	<p>The BSc (Hons) Architectural Technology aims to:</p> <ol style="list-style-type: none"> 1. Produce graduates who are committed to a career in architectural technology. 2. Produce graduates equipped to take up responsible professional employment in the architectural design industry and become lifelong learners with an appreciation of the value to society of an education in architectural technology. 3. Produce graduates who have a breadth and depth of knowledge and understanding of the key aspects of the scientific, technological and organisational principles of technical design problems in architecture. 4. Allow graduates to acquire and develop analytical and problem-solving skills, and subject-specific skills. To acquire and develop the ability to evaluate evidence, arguments, and assumptions, to reach sound judgements, and communicate effectively. 5. To develop graduates who approach design problems creatively and who have the technical skills to see their ideas through to realisation. 6. Provide an opportunity to those in full-time employment to study towards a degree in Architectural Technology on a part-time basis. 7. To create a unique educational environment that seeks to benefit from the practical experience of mature and part-time students. 8. Provide an education centred within the Built Environment that recognises the important roles of other professions in the development of the Built Environment and cultivates interaction and teamwork with these other professionals. 	

<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The technology and science of building design, production and performance.</p> <p>A2 Regulatory and legal requirements affecting buildability, sustainability and performance of buildings.</p> <p>A3 Detailed design and production information including analysis, selection, calculations and production drawings.</p> <p>A4 Design methods and processes including the presentation of design proposals to other parties.</p> <p>A5 Business and management skills relevant to the construction industry.</p> <p>A6 Information Technology relevant to the Architectural Technologist.</p> <p>A7 The procurement process and contract administration.</p> <p>A8 The role of the Architectural Technologist in the built environment and in society in general.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Demonstrate knowledge and understanding of facts, concepts, principles and theories.</p> <p>B2 Develop creative and innovative solutions.</p> <p>B3 Make informed judgements based upon evidence.</p> <p>B4 Apply knowledge and understanding in solving qualitative and quantitative problems.</p> <p>B5 Evaluate and interpret technological information.</p> <p>B6 Undertake research and obtain and evaluate data.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Use Information Technology to support intellectual skills.</p> <p>C2 Produce quality design presentations through various media.</p> <p>C3 Prepare technical drawings, reports and specifications.</p> <p>C4 Use the library, the Internet, and other information sources effectively.</p> <p>C5 Manage projects efficiently.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Effectively communicate in oral presentations, reports and drawing.</p> <p>D2 Apply mathematical skills.</p> <p>D3 Use Information Technology.</p> <p>D4 Work effectively as a member of a team.</p> <p>D5 Manage time and work to deadlines.</p> <p>D6 Evaluate and improve their own learning and performance.</p> <p>D7 Use a variety of skills in problem solving.</p>
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C. Teaching and Learning Strategy

Acquisition of A1, A3 and A8 is through a combination of lectures, seminars, tutorials, practical classes, coursework and project work at Levels 5 and 6. Acquisition of A2 is through lectures, tutorials, coursework, and project work at Levels 5 and 6. Acquisition of A4 is through lectures, tutorials, peer reviewed presentations, and project work at Levels 5 and 6. Acquisition of A5 is through lectures, tutorials and coursework at Level 6. Acquisition of A6 is through lectures, computer laboratory classes and coursework at Levels 5 and 6. Acquisition of A7 is through lectures, tutorials, coursework, and project work at Levels 5 and 6. Throughout the course students have module guides relevant to each topic of study, giving additional reading material which students are encouraged to use for private study to consolidate the formal learning process, and both broaden and deepen their knowledge and understanding in the subject area. All students are encouraged to become student members of the CIAT, use their libraries and resources, and attend meetings.

Intellectual skills are developed through the teaching and learning course. Analysis and problem-solving skills are further developed through regular seminars and tutorials. Experimental, research, and design skills are further developed through coursework exercises, practical laboratory work, design projects and research projects.

Practical skills are developed through the teaching and learning course. C1 is developed through lectures and practical computer laboratory sessions. C2 and C3 are developed through the design studio and technology studio project work. C4 and C5 are developed through project work and research projects.

Transferable skills are developed through the teaching and learning course. D1 is developed in design and technology studio presentations. D2 is developed in the structures and environmental science modules at Levels 4 and 5. D3 is developed within the CAD modules at Level 5. D4 and D6 are developed through peer-reviewed group project work at Levels 5 and 6. D5 is developed through setting assessment deadlines. D7 is developed through lectures, tutorials and practical experiments. Although not explicitly taught, other skills are nurtured and developed throughout the course which is structured and delivered in such a way as to promote this.

D. Assessment

Testing of the knowledge base is through a combination of unseen written examinations, problem-solving exercises, essays, oral presentations, seminars, design exercises, laboratory reports, poster displays, and individual and group projects. Analysis and problem-solving skills are assessed through unseen written examinations and coursework exercises. Experimental, research, and design skills are assessed through laboratory reports, coursework exercises, project presentations, poster displays, and oral presentations. Practical skills are assessed through, coursework exercises, project reports and presentations and research projects. D1 is assessed through coursework, laboratory work and presentations. D2 is assessed through unseen written examinations and coursework. D3 is assessed through coursework. D4 is assessed in group project coursework and presentations. D5 is assessed by applying penalties for the late submission of coursework. D7 is assessed through unseen written examinations, coursework exercises and project work. The other skills are not formally assessed.

Gateway Preparation Module

The Gateway is the entry point to End-Point Assessment (EPA). It is the point at which the apprentice has completed their learning, met the requirements of the standard, off-the-job (OJT) training (6 hours per week), and that they, alongside their employer and LSBU agree that they are ready to enter their EPA.

The Gateway Preparation module is a pass / fail, zero credit module designed to support apprentices to identify and work towards meeting the Gateway criteria from an early stage in their apprenticeship,

particularly those that sit outside of an academic qualification. The module will be completed each year throughout the duration of the apprenticeship up to passing the Gateway. A minimum record of 8% of OJT, contributing towards the final total of 6 hours per week is required to pass the module in each year.

IMPORTANT: Evidence of meeting the ALL knowledge, skills and behaviour detailed in the IfATE Standard Assessment Plan, must be covered in the e-portfolio prior to the final Gateway review i.e. apprentices must address each KSB on their respective apprenticeship standard with appropriate workplace evidence.

End-Point Assessment (EPA) (Completion) Module

End-point assessment (EPA) is the final stage of an apprenticeship and must be completed after the apprentice successfully passes through Gateway. It is an assessment of whether the apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard.

The End Point Assessment (Confirmation) module is a pass/fail, zero-credit module that facilitates achievement and progress of the non-integrated End Point Assessment. It is assessed and confirmed by the End Point Assessment Organisation (EPAO) as set out in the assessment plan for the standard. The grade is confirmed by the EPOA.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

F. Entry Requirements

HNC in related subject with merit grade
Level 4 Apprenticeship in relevant subject or:
Equivalent level 4 qualification
Applicants must hold 5 GCSEs A-C including Maths and English or equivalent

On application we will also ask applicants to complete a skills scan against the knowledge, skills and behaviours in the apprenticeship standard to assess eligibility for funding.

G. Course structure(s)

Course overview

- The course is delivered on a semester pattern at LSBU, each semester being 15 weeks in duration. Students study six modules at each Level.
- Three years, part-time, taught one day per week over six semesters, two or three modules being taught in each semester.

BSc (Hons) Architectural Technology – **Part time**

Year 1	EBB_5_110 Measurement Cost Planning & Tender Process for Arch & Building surveying	20	EBB_5_020 Theory of Arch. Design & Conservation	20
	EBB_5_080 Construction Contract Law	20	EBB_5_040 Property Inspection, Repair & Maintenance	20
	Gateway Preparation (0 Credit)			
Year 2	EBB_6_060 Contract Administration	20	EBB_5_170 Architectural Design Procedures	20
	EBB_6_140 Architectural Design & Tech. 2	20	EBB_5_160 3D CAD & Building Information Modelling	20
	Gateway Preparation (0 Credit)			
Year 3	EBB_6_070 Sustainable Construction & the Environment	20	EBB_6_150 Architectural Practice Management	20
	EBB_6_010 Research Project	20	EBB_6_080 Architectural Design Project	20
	Gateway Preparation (0 Credit)			
End Point Assessment (0 Credit)				

Link to Apprenticeship Standard:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/design-and-construction-management-degree/>

Link to Apprenticeship Assessment Plan:

https://www.instituteforapprenticeships.org/media/3448/st0044_design-and-construction-management-degree-16-ap_for_publication_13092019.pdf

As part of the assessment plan all apprentices must complete the following additional qualifications prior to reaching gateway;

Site Safety Plus Site Managers Safety Training Scheme
Site Environmental Awareness Training Scheme

The School will make arrangements for all apprentices on the course to complete these qualifications following the completion of year 2 of the academic course. This will ensure that

should anyone need to retake there is sufficient time prior to reaching gateway. The School will arrange for a suitable training provider to undertake these assessments.

Placements information

All students will be employed in relevant employment related to the apprenticeship standard for the duration of the course.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB_5_020	Theory of Architectural, Design and Conservation	5	2	20	Presentation and essay
EBB_5_040	Property Inspection, Repair and Maintenance	5	2	20	Individual report
BEA_5_537	Construction and Property Law	5	1	20	Assignment and multiple choice test
EBB_5_110	Measurement, Cost Planning and Tender Process	5	1	20	Project and in class timed assessment
EBB_5_160	3D CAD and Building Information Modelling	5	1	20	2 x individual courseworks
EBB_5_170	Architectural Design Procedures	5	2	20	Presentation and design project
CPS_5_GW1	Gateway Preparation	5	1 & 2	0	N/A
CPS_5_GW2	Gateway Preparation	5	1 & 2	0	N/A
EBB_6_010	Research Project	6	1 & 2	20	An independent research project
EBB_6_060	Contract Administration (non QS)	6	1	20	Individual and group coursework
EBB_6_070	Sustainable Construction and the Environment	6	1	20	Group project and end of module examination
EBB_6_080	Architectural Design Project	6	2	20	Presentation and design project
EBB_6_140	Architectural Design and Technology 2	6	1	20	Presentation and design project

EBB_6_150	Architectural Practice Management	6	2	20	Group assignment presentation and report
CPS_6_GW3	Gateway Preparation	6	1 & 2	0	N/A
CPS_6_EPA	End Point Assessment	6		0	N/A

I. Timetable information

Confirmed timetables are normally available one month prior to the start of the course. Part time study will be for one day/week.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link:

<http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding> or

<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>

<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:

<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Terminology

Appendix C: Mapping of Course against Apprenticeship Standard

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																										
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4	D 5	D 6	D 7	
5	Theory of Architectural, Design and Conservation	EBB-5-020	T D A								T D										D		D			D A	D	D	
5	Property Inspection, Repair and Maintenance	EBB-5-040	T D								T D A										D		D				D	D	
5	Construction and Property Law	BEA_5_537		T D A																	D		D				D	D	
5	Measurement, Cost Planning and Tender Process	EBB-5-110					T D A		T D A	T D											D	D A	D	D			D	D	
5	3D CAD and Building Information Modelling	EBB-5-160						T D A			T D	T D				T D		T D A		T D A	D		D		T D A		D	D	
5	Architectural Design Procedures	EBB-5-170		T D A	T D A	T D A	T D A			T D		T D									D	D A	D				D	D	
6	Research Project	EBB-6-010										T D A	D A	T D A		T D A					D		D				D	D	D A
6	Contract Administration (non QS)	EBB-6-060					T D A		T D A	T D	T D										D	D A	D				D	D	

6	Sustainable Construction and the Environment	EBB-6-070	T D A	T D A				D			T D A		T D			T D A	D			D		D	D		D A	D	D	
6	Architectural Design Project	EBB-6-080	T D A			T D A			D		T D A	T D	T D	T D A		D A	T D A	D	D		D		D		D	D	D	D A
6	Architectural Design and Technology	EBB-6-140	T D A			T D A		D		D		T D A	T D A	T D A		T D A	D A	T D A	D	D		D		D		D	D	D A
6	Architectural Practice Management	EBB-6-150		T D A			T D A		T D A	T D	T D									D	T D A	D			D A	D	D	

Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

Appendix C: Mapping of Knowledge, Skills and Behaviours against Apprenticeship Standard for Design and Construction Management Degree Apprenticeship

		BSc Architectural Technology												
		Work based Log Book	Theory of Architectural, Design and	Property Inspection, Repair and Maintenance	Construction Contract Law	Measurement, Cost Planning and Tender Process	3D CAD and Building Information Modelling	Architectural Design Procedures	Research Project	Contract Administration (non QS)	Sustainable Construction and the Environment	Architectural Design Project	Architectural Design and	Architectural Practice Management
Knowledge	What is Required													
Design Procedures	Know how to identify, assess and challenge client requirements and user factors, evaluate resources and assess environmental impact	X	X			X		X					X	
Health and Safety	Know how to identify, control and mitigate hazards and risks and incorporate health and safety considerations into design at an early stage and ensure compliance with associated regulations.	X		X				X						
Regulations	Know how to assess and advise on regulatory and legal requirements and constraints, including Construction Design and Management (CDM) Regulations and Building Regulations.	X			X	X		X			X			
Project Brief	Know how to prepare, present and agree proposals for client briefs and develop design programmes to meet the requirements of the brief	X		X			X	X	X			X		
Project Management	Know how to select and form a design team and agree responsibilities and processes prior to construction and monitor design team's working methods during construction, including the preparation of design and construction programmes	X				X	X			X		X		X

Teamwork	Understand the importance of working in teams and how to lead others towards common goals. Know how to develop and maintain relationships with other stakeholders	X									x			x
Design Documentation	Know how to create and manage design information and the control of documentation associated with design	X	X				X	X				X	X	
Construction Technology	Know how to evaluate and select materials, components and systems. To be able to generate design solutions and plan associated construction activities	X	X				X				X	X	X	
Procurement	Know how to select from various procurement methods and contracts, understanding their relative merits	X								X				
Value Management	Understand and be a practitioner of value management including value engineering so that the project's value for money is maximised	X						X		X		X		X
Risk Management	Understand the nature of risk and its effect on the management of a project	X						X						X
Skills														
Client and User Requirements	Be able to identify and assess client and user requirements and conduct feasibility studies so that the design reflects client needs	X		X				X				X		
Sustainability	Be able to identify, assess and manage sustainable solutions to client requirements and minimise environmental impact of project over building lifecycle	X	X	X							X	X	X	
Health and Safety	Be able to identify, assess and manage hazards and risks throughout the project lifecycle.	X											X	
Project Management	Be able to select, form and manage the project team and agree responsibilities and processes	X								X				X

Regulations	Be able to assess, advise and meet statutory regulations and legal constraints	X			X					X	X			
Design Development	Be able to prepare, present and agree proposals for project briefs, make recommendations, develop programmes and develop detailed designs for construction	X	X					X				X	X	
Specifications and Information Management	Be able to identify and prepare detailed designs and manage the project model (BIM), including integrating, evaluating and recommending changes	X						X				X	X	
Tenders and Contracts	Be able to select and evaluate tenders, choose and agree appropriate specialist contractors and control contractual compliance during construction	X				X				X				
Value Management	Be able to work with the project team to enhance value and/or reduce costs while meeting the project brief	X												
Risk Management	Be able to identify, assess and manage threats and hazards while optimising project opportunities.	X												
Project Handover	Be able to manage project handover and completion and assemble operations and Maintenance Manuals for the building's end users	X												X
Behaviours														
Exercise Professional Judgement	Be able to work within own level of competence and know when to seek advice from others and when to be able to advise clients	X	X	X					X			X	X	
Demonstrate Commitment to Code of Ethics	Work within the Chartered Institute of Architectural Technology's, Chartered Institute of Building (CIOB) or equivalent professional body's code of conduct and demonstrate integrity and professionalism in all activities	X							X					X

Innovation	Focus on areas for process improvement and learn from innovative solutions. Challenge current practice and be open minded about how to improve and implement a new way of working.	X					X		X			X		
Collaboration	Understand the existence of team dynamics and application of personal strengths and weaknesses in group situations. Awareness of collaborative frameworks and contract / organisational level of collaboration	X					X							X
Teamworking and communication	Be able to work with others towards common goals and understand different techniques for communication and negotiation	X					X				x			X
Client care	Demonstrate knowledge and ability to manage expectations and identify improvements	X							X	X				X
Maintain CPD	Identify own development needs and take appropriate action to meet those needs. Use own knowledge and expertise for the benefit of others	X							X					