Ministry of Education

Male’, Maldives

**TOR for Construction BTEC Diploma Course Consultants**

**Background**

The Ministry of Education aims to bridge the gap between student ambition and employment opportunities by providing skill-based learning opportunities. We have identified a need for an international level construction course for students to advance in the field.

We are offering a BTEC Level 2 Diploma (MQA L3 certificate) in Construction for interested students to be completed in a 6 month period in Maldives Polytechnic. This diploma will be useful for them as it will enable them to advance in any field they want to in the future, since BTECs are accepted internationally. Those who are already working in the industry without any qualifications will also have a chance to join and have their skills be recognized at an international level.

We require a consultancy with field experts to ensure that this course is as hands-on as possible and will provide trade specific skills.

**Required Tasks**

1. Create a syllabus for completion within 6 months
	1. Include field trip days, practicals, theory, etc. based on the units and learning outcomes outlined in Annex. The BTEC L2 Diploma in Construction specification available on Pearson website also outlines the guided learning hours. The syllabus must meet these guidelines.
2. Identify competent assessors for delivery of all units. Assessors must have a background in the units they teach, and their CVs must be submitted outlining their competencies.
3. Internship component - Identify workplaces for an internship and ensure all students are placed in a work environment. Please provide a list of workplaces including contacts.
4. Internal verification and monitoring
	1. Attend a BTEC training of 1 day to understand verification process
	2. Verify assignment briefs and assessment decisions of assessors as per BTEC regulations (2 forms to be filled out by taking a sample of the cohort). Please allocate 10 hours per unit for this activity.
	3. Monitor delivery of each lecturer and unit to ensure that learning outcomes are being met - provide a monthly report.
5. Meet with MOE team consistently throughout the duration for reporting and planning tasks

**Duration of project**

6 months

**Required Competencies**

* Individuals within team must hold a minimum of Bachelor’s Degree in related field
* Must have minimum 3 years of work experience ideally within the construction/civil field and some experience within the education field
* Familiarity with BTEC qualifications will be a strong plus but is not mandatory
* Must be able to work on a tight schedule and work closely with MOE team

**Application and Selection Procedures**

The content of the bid proposal must include the following

* A summary of relevant experience (include CVs)
* A proposal of how you plan to undertake the task including work plan and deliverables
* Proposed charges (please state the bid amount in MVR for undertaking the course with breakdown)

**Bid point system breakdown**

1. Technical evaluation (50%)
2. Bid financial evaluation (50%)

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| **Technical Evaluation (50%) - All bidders must achieve a minimum of 35% in technical evaluation to be considered for financial evaluation.** |
| Area | Assessment | Assessment Detail | Marks | Maximum achievable (%)  |
| Educational Background | Certificates received | MNQF L7 & L8 | 6 | 25 |
| MNQF L9 | 9 |
| MNQF L10 | 10 |
| Work experience | Civil/Construction Sector experience | For each team member with minimum 2 years of experience in civil/construction field | 3 | 15 |
| Education sector experience | For every education project such as syllabus creation, lectures, etc  | 1 | 5 |
| Work plan | Ability to work on a tight schedule | Work plan with timeline rated on a scale of 1-5, 5 being the most efficient timeline.  | 1-5 | 5 |

**Annex**

**Units and learning outcomes of construction course (Total 60 credits)**

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| **Unit** | **Unit Title** | **Unit Value** | **Unit Learning Outcomes** |
| 1 | Structure of the construction industry | 5 | 1. Understand the diversity and complexity of the construction industry
2. Know the contribution the construction industry makes to our social and economicWellbeing
3. Know about human resources in the construction industry
4. Know about careers in the construction industry.
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| 2 | Exploring health, safety and welfare in construction industry | 5 | 1. Know the importance of health, safety and welfare in the construction and built environment sector
2. Be able to carry out risk assessments
3. Understand the importance of control measures in risk assessment.
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| 3 | Sustainability in construction industry  | 5 | 1. Understand the concept of sustainability as it applies to the construction and built environment sector
2. Know the issues affecting the development of a sustainable built environment
3. Know how sustainability can benefit the built environment both locally and nationally
4. Know how sustainable design and construction techniques are used to address environmental issues.
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| 5 | Construction process and operations for a low-rise domestic building | 5 | 1. Know the stages of a construction project and the importance of good planning andsequencing of construction work
2. Know the traditional and modern construction processes and operations used in low-rise domestic construction
3. Understand the properties and uses of natural, processed and manufactured construction materials.
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| 7 | Construction drawing techniques | 5 | 1. Know the different types of drawings used in the construction industry
2. Know the drawing equipment and materials used to produce construction sketches and drawings
3. Be able to apply construction drawing standards and conventions to produce sketchesand working drawings.
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| 8 | Exploring carpentry and joinery | 5 | 1. Know the hand tools and materials commonly used to perform carpentry and joinery tasks
2. Understand the important health, safety and welfare issues associated with carpentry and joinery tasks
3. Be able to apply safe working practices to mark out and form joints for a timber frame to a given specification.
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| 10 | Performing carpentry operations | 5 | 1. Know the hand tools and materials commonly used to perform carpentry tasks
2. Understand the important health, safety and welfare issues associated with carpentry tasks
3. Be able to apply safe working practices to perform carpentry tasks.
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| 12 | Performing blockwork operations | 5 | 1. Know the hand tools and materials commonly used to perform blockwork tasks
2. Understand the important health, safety and welfare issues associated with blockwork tasks
3. Be able to apply safe working practices to the setting out and construction of corners and junctions in solid block walling to given specifications.
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| 18 | Performing plumbing operations | 5 | 1. Know the hand tools and portable power tools commonly used to perform plumbing and heating and ventilating tasks
2. Understand the important health, safety and welfare issues associated with plumbing and heating and ventilating tasks
3. Be able to apply safe working practices to form pipe joints and install pipework systems to given specifications.
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| 19 | Performing electrical operations | 5 | 1. 1 Know the hand tools and materials used in carrying out electrical installation tasks
2. Understand the important health, safety and welfare issues associated with performing electrical installation operations
3. Be able to apply safe working practices to electrical installations.
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| 21 | Exploring roofing operations | 5 | 1. Know the hand tools and materials commonly used to perform roofing tasks
2. Understand the important health, safety and welfare issues associated with given roofing tasks
3. Be able to use safe working practices to fix plain roof tiles to a sloping roof surface.
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| 22 | Exploring wall and floor tiling  | 5 | 1. Know the hand tools, portable power tools and materials commonly used to perform wall- and floor-tiling tasks
2. Understand the important health and safety issues associated with wall- and floor-tiling tasks
3. Be able to apply safe working practices to prepare, set out, and perform tiling tasks.
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