

# Unit 24: Planning Procedures in Construction

<b>Unit code:</b>	<b>T/600/0445</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The unit gives learners an opportunity to gain knowledge and understanding of the statutory frameworks and legislative requirements for the planning process in construction and to develop skills in producing and effectively communicating a planning application.

## ● Unit introduction

All building development in the UK is controlled by local authorities using the Town and Country Planning Act. All applications for developments are subjected to scrutiny by the local council and occasionally, in the event of an appeal, by the government office responsible. These applications are checked against the office's development plans. These plans represent a collection of targets and aims, based on relevant planning information, collected and analysed by town planners.

This unit provides a sound knowledge base for those following construction programmes, those employed in property, design and management and anyone considering a career in town planning or development.

The unit looks at the legal framework used to administer the planning process, including the various types of application and the requirements of an application, including Structure Plans, Local Plans, Unitary Development Plans (UDPs), General Development Orders and the Use Classes Order, Conditions, Appeals, Public Enquiries, Enforcement and Objections. It also considers important functional and aesthetic issues of developments, land use and landscape issues, and outlines the importance of environmental protection.

For successful planning, information must be collected and analysed. The unit considers the different data sets that are used, and the effective analytical methods that help the planner to make decisions regarding intended developments.

It is recommended that this unit is delivered at a later stage in any programme, when learners have completed the units *Sustainable Construction* and *Building Regulation and Control for Construction*.

The unit will also give learners a sound basis for learning how to manage the design process within planning constraints at Higher National and degree level.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the framework within which development control operates
- 2 Know the legislative, functional and aesthetic requirements of developments
- 3 Be able to evaluate the information needs of the planning process for development plans and control
- 4 Be able to communicate effectively.

# Unit content

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## 1 Understand the framework within which development control operates

*Development control:* as defined in the Town and Country Planning Acts, Development Orders and circulars

*Statutory framework:* planning applications; environmental protection; development plans; planning policy

*Planning applications:* role of the planning authority; conditions; objections; rights of appeal; enforcement of control

*Environmental protection:* National Parks; National Trust; English Heritage; Areas of Outstanding Natural Beauty

*Development plans:* Structure Plans; Local plans; Unitary Development Plans; General Development Order; Use Classes order; Planning Policy Guidelines (PPGs); programmes for housing, transportation and other regeneration initiatives; guidance notes at national and regional level

*Planning policy:* formulation; public consultation within the context of the statutory process for the adoption of plans at all levels

## 2 Know the legislative, functional and aesthetic requirements of developments

*Legislative requirements:* administrative processes; conservation areas; listed buildings; tree preservation areas; Environmental Impact Analysis

*Functional requirements:* of eg housing, industry, leisure, recreation and communications; within anthropometric and ergonomic principles

*Aesthetic requirements:* visual appearance of buildings with regard to eg form, shape, line, pattern, texture and colour; form and perception of the natural and built-up area; awareness of urban design concepts of scale and enclosure; appreciation while moving through an area eg serial vision, townscape notation

## 3 Be able to evaluate the information needs of the planning process for development plans and control

*Information:* data; support; applications

*Collecting and collating data:* information on eg physical site characteristics, land use, property condition, traffic and parking, socio-economic data; design of survey forms for collection of data; original sources; published sources; collation of all data used

*Support:* development control, environmental design and policy formulation

*Planning applications:* standard format; using information collected and collated above

## 4 Be able to communicate effectively

*Producing written reports:* for committee; technical assessments; public relations

*Producing graphic designs:* for technical reports; exhibition panels; electronic presentations

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain the statutory framework for controlling developments [IE1, IE2, IE4, CT5, SM3]	<b>M1</b> compare information from a wide variety of plans, programmes and guidance notes for the production of a proposed development	<b>D1</b> evaluate the quality of townscape and landscape in a specified local environment
<b>P2</b> discuss the context within which the statutory development framework operates. [IE1, IE2, IE4, CT5, SM3]		
<b>P3</b> identify the legislative requirements for approval of a proposed development [IE1, IE2, IE4, CT5, SM3]		
<b>P4</b> identify the functional requirements of a proposed development [IE1, IE2, IE4, CT5, SM3]	<b>M2</b> analyse functional requirements from anthropometric and ergonomic principles for a proposed development	
<b>P5</b> describe the visual components of a proposed urban and a proposed landscape design [IE1, IE2, IE4, CT5, SM3]		
<b>P6</b> collect data to support a planning application [IE1, IE2, IE4, CT5, SM3]	<b>M3</b> analyse the data from a survey that they have carried out in support of a planning application.	<b>D2</b> evaluate the merits of alternative proposals for a specified redevelopment.
<b>P7</b> collate the relevant data required to support a planning application. [IE1, IE2, IE4, CT5, SM3]		
<b>P8</b> complete the administrative requirements for a planning application [IE1, IE2, IE4, CT5, SM3]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P9</b> produce written reports for presentation at a professional level [IE1, IE2, IE4, CT5, SM3]		
<b>P10</b> produce professional graphic designs. [IE1, IE2, IE4, CT5, SM3]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

Tutors delivering this unit have opportunities to use a wide range of techniques. Lectures, discussions, seminar presentations, site visits, supervised practical activities, research using the internet and/or library resources and use of personal and/or industrial experience are all suitable. Delivery should stimulate, motivate, educate and enthuse learners. Visiting expert speakers could add to the relevance of the subject.

It is recommended that this unit be delivered at a later stage of any programme, when learners have completed the units *Construction and the Environment* and *Building Regulation and Control for Construction*.

Learners should be encouraged to read an appropriate range of documents and library/internet source material relating to the unit content. Overall delivery of the unit should be supported by the use of case studies and documents regarding the application of planning procedures.

The learning outcomes are linked and form a logical, consistent and progressive structure. Learning outcome 1 deals with the policies and plans issued by the various government authorities and the context within which these statutory instruments operate. Learners should develop a thorough understanding of the development control framework.

Learning outcomes 2, 3 and 4 are sequential and 3 and 4 are essentially practical. These give learners an opportunity to work on a realistic development project and produce high quality results. This could be achieved by taking a simulated scheme through all the relevant stages of the planning process. Learning outcome 2 deals with identification and description of the legal, functional and aesthetic requirement of a proposed development. Learners should be given real world examples and case studies and should carry out extensive research during the unit.

Learning outcome 3 deals with the collection and collation of the data to be used for planning approval. The majority of this work should be carried out in a practical context and the role of the tutor is to facilitate rather than to lead. Learners should be able to complete a planning application supported by relevant data.

Learning outcome 4 deals with producing reports for a varied audience and presenting them at a professional level.

Teaching and learning strategies designed to support delivery of the learning outcomes should take an integrated, learner-centred approach. This would involve learners collecting data, consulting policies, making decisions and suggesting alternatives. Study trips to large developments would help provide real examples of the processes in action.

Examples should be used continually to support the delivery process and should always reflect real -life and standard practices. For example, simulation exercises such as investigating the possibilities of placing a new development in a local open space require adherence to the Unitary Development Plan (UDP)/local plan and PPGs, an environmental impact analysis, various surveys and the resulting analysis. Alternative schemes should be considered and discussed through a simulated public enquiry. Reports will need to be compiled to support the work at various stages.

All the documents required for the planning process can now be accessed through the relevant local authority websites, along with planning guidance notes relevant to specific areas. Government policies can be found on the website for the Office of the Deputy Prime Minister [www.odpm.gov.uk](http://www.odpm.gov.uk)

Group activities are permissible, but tutors will need to ensure that individual learners have equal experiential and assessment opportunities.

Health, safety and welfare issues are paramount and should be reinforced through close supervision of all workshops and activity areas, and risk assessments must be undertaken before practical activities are taken. Centres are advised to read the *Delivery approach* section in the specification, and *Annexe H: Provision and Use of Work Equipment Regulations 1998 (PUWER)*.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
<p>Introduction</p> <p>Class discussion: what is development?</p> <p>Tutor explanation: types of development</p> <p>Didactic input: statutory framework – Town and Country Planning Acts, Development Orders, role of the planning authority</p> <p>Didactic input: development plans: Unitary Plans, General Development Order, Use Classes order, Planning Policy Guidelines (PPGs)</p> <p>Tutor explanation: planning policy, public consultations</p> <p>Tutor explanation: regeneration initiatives, stake holders</p> <p>Tutor explanation: role and responsibilities of town planners</p>
<p>Requirements of different types of developments</p> <p>Tutor explanation: legislative requirements: administrative processes, conservation areas, listed buildings, tree preservation areas, Environmental Impact Analysis</p> <p>Learner activity: research exercise followed by a presentation: identifying legislative requirements for a given brief</p> <p>Didactic input: functional requirements: ergonomic and anthropometric principles with real world examples</p> <p>Learner activity: research exercise followed by a presentation identifying requirements for a given development</p> <p>Class discussion: what is a visual design?</p> <p>Didactic input: visual design of buildings with case studies</p> <p>Tutor explanation: urban design concepts, form and perception of the natural and built-up areas</p> <p>Learner activity: visit to a development</p>
<p><b>Assignment 1: Development Control Framework and The Legal, Functional and Aesthetic Requirements of a Development</b></p>

## Topic and suggested assignments/activities and/assessment

Information needs for development plan and control

Class discussion: what information is needed and how it can be collected?

Tutor explanation: survey techniques – design of survey forms

Didactic input: information required and methods to collect it

Learner activity: formative assessment exercise – design a survey form suitable for the proposed development

Learner activity: formative assessment exercise – carry out survey to collect information such as physical site characteristics, land use, property condition, traffic and parking

Tutor explanation: collation and analysis of data from original and published sources

Tutor explanation: completing planning application, production of a report: essential features, target audience, design of presentation

### Assignment 2: Planning Application

Review of unit and assignment feedback

## Assessment

Evidence for this unit may be gathered from a variety of sources, including well-planned investigative assignments, case studies and reports of practical assignments.

There are many suitable forms of assessment that could be used, and centres are encouraged to consider and adopt these where appropriate. Some example assessment approaches are suggested below. However, these are not intended to be prescriptive or restrictive, and are provided as an illustration of the alternative forms of assessment evidence that would be acceptable.

Some criteria could be assessed directly by the tutor during practical activities. If this approach is used, suitable evidence would be observation records or witness statements.

Evidence for learning outcomes can be achieved through well-planned assignments and projects. These will usually be undertaken individually but it is possible to introduce elements of teamwork in the collection or collation of data or in simulations of the planning process such as public consultation or inquiry. Where available, evidence from the workplace can be incorporated provided that it is appropriate and authenticated as the learner's own work. Integrative assignments will help to link this unit with other units. The volume of evidence required for each assessment should take into account the number of assessments for this unit and the design of the overall teaching programme.

The structure of the unit suggests that the grading criteria could be addressed fully by using two assignments. The first assessment would cover P1, P2, P3, P4, M1, M2 and D1 and the second P5, P6, P7, P8, P9, P10, M3 and D2.

To achieve a pass grade learners must meet the nine pass criteria listed in the grading criteria grid.

For P1, learners must be able to explain the statutory framework for controlling developments. They must be able to explain the planning system currently in use, relevant legislation and structure plans. Reference should be made to the context within which this takes place and mention should be made of government guidance at national and local levels, the influence of the government's planning policy guidance, County Council Structure Plans and Unitary Development Plan (UDPs) through to local plans and Action Area plans and how these affect planning applications. Evidence could be provided in the form of a report.

For P2, learners must be able to discuss the context within which the statutory development framework operates. Evidence could be in the form of a written report.

For P3, learners must be able to identify the legislative requirements for approval of a proposed development. Learners should be given a simulated scenario or a case study and be able to identify the requirements specific to the given project. Evidence could be in the form of a report.

For P4, learners must be able to identify the functional requirements of a proposed development. Learners should be given a simulated scenario or a case study and be able to identify the requirements specific to the given project. Evidence could be in the form of a report.

For P5, learners must be able to describe the visual components of a proposed urban and a proposed landscape design. Learners should be given a simulated scenario or a case study and be able to describe the visual components of urban and landscape designs specific to the given projects. Evidence could be in the form of a report supported with illustrations.

For P6, learners must collect data to support a planning application. This will involve the design of a suitable survey/data collection technique to be used.

For P7, learners must collate the relevant data required to support a planning application. They must conduct the analysis through sampling, with the results presented using spreadsheet graphs and tables. Examples include a land use study or traffic volumes. The evidence could be in the form of a report supported by data and diagrams.

For P8, learners must complete the administrative requirements for a planning application. They must cover the correct areas involved and determine the correct fees payable. Evidence could be in the form of a report including planning forms and supporting data and calculations.

For P9, learners must be able to produce basic written reports suitable for presentation at committee meetings, public enquiries or other written representations. Evidence must be in the form of a report of a standard that could be used professionally.

For P10, learners must produce professional graphic designs for technical reports, exhibition panels and electronic presentations.

To achieve a merit grade learners must meet all of the pass grade criteria and the three merit grade criteria.

For M1, learners must compare information from a wide variety of plans, programmes and guidance notes. They must show an ability to abstract and interpret policies and site-specific proposals in relevant local plans and PPGs by abstracting the relevant clauses through application to their simulated development. Evidence could be in the same form as for P1 and P2.

For M2, learners must analyse functional requirements from anthropometric and ergonomic principles. These must be in relation to their proposed development. Evidence could be in the form of a report supported by data and diagrams.

For M3, learners must analyse the data from a survey and use this to collect data to support a planning application. This should follow on from P6.

To achieve a distinction grade learners must meet all of the pass and merit grade criteria and the two distinction grade criteria.

For D1, learners must evaluate townscape and landscape quality in a specified local environment. They must be able to explain why their scheme is suitable and give adequate reasons for rejecting alternative proposals. Evidence could be in the form of a report of a standard that could be used professionally.

For D2, learners must be able to evaluate the merits of alternative proposals for a specified redevelopment. These must be in line with the local plans and PPGs, explaining why their proposal is acceptable. Evidence could be in the same form as for D1.

## Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1	Development Control Framework and The Legal, Functional and Aesthetic Requirements of a Development	You are to assume the role of a junior planner within the local planning authority. You have been asked to prepare a report on the statutory framework of development control and the context within which it operates. This report will be given to trainee planners during their induction.  Also, you are to assume a different role as junior planner with a large developer. Your company is planning to start a new housing development. You are required to produce a report identifying legislative and functional requirements as well as describing the visual components of this proposed development.	A report containing an explanation of the statutory framework and a discussion of the context in which it operates.  A report containing an outline of legislative and functional requirements as well as description of visual components of the design. The report should be supported with relevant data and illustrations.
P5, P6, P7, P8, P9, P10, M3, D2	Planning Application	You are working as a junior planner with a large developer. Your company is planning to start a new housing development. You are asked to collect, collate and analyse the data required to submit a planning application. You will then complete a planning application for the project and produce a report.	A report containing an analysis of relevant data regarding the proposed development, a planning application and a written report of the project.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Construction and the Built Environment sector suite. This unit has particular links with the following unit titles in the Construction and the Built Environment suite:

Level 1	Level 2	Level 3
		Sustainable Construction
		Building Regulation and Control in Construction

Achievement of the learning outcomes of this unit will contribute towards the skills, knowledge and understanding of several units of the Edexcel Level 3 NVQ in Built Environment Design (BED3), particularly:

- Unit C02: Maintain professional relationships and practice
- Unit O07: Report on and prepare applications to secure consents
- Unit O09: Collate project information and prepare specifications.

## Essential resources

Resources should include access to PPGs, local and structure plans, Unitary Development Plans (UDPs) and application forms. As much of this information is available through local and national government websites, access to the internet is essential. A bank of photographs of examples of all aspects of development and style would be an advantage.

Equipment such as noise/environmental meters and tapes could be useful, but is not essential. Digital cameras are, however, essential. In general, instruments and items of equipment are available at a realistic cost and centres do not need to buy the best available equipment in order for learners to achieve the learning outcomes.

Spreadsheets will be useful in the teaching and learning strategies designed to address learning outcomes 3 and 4 and this implies the need for learner access to an ICT resource. The use of industry-recognised software would be advantageous where available, but is not essential.

Health, safety and welfare issues must be considered at all times and risk assessments should be undertaken for all site visits used in the delivery or assessment of the unit. Accessing suitable development sites may require permission from the owner, especially if learners need to visit the site for research.

## Employer engagement and vocational contexts

The use of vocational contexts is essential in the delivery and assessment of this unit. Much of the work can be set in the context of case studies of local employers. Links should be made with planning authorities and in particular the local council, as this will give learners an opportunity to relate to areas which they are familiar with, and to use this to inform their study of the design of the external environment. Learning outcome 3 lends well to investigating industrial practices.

Support to enable centres to initiate and establish links to industry, and to networks arranging visits to industry and from property practitioners are given below:

- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)
- National Education and Business Partnership Network – [www.nebpn.org](http://www.nebpn.org)
- The Royal Institution of Chartered Surveyors – [www.rics.org](http://www.rics.org)
- Work Experience/Workplace learning frameworks – Centre for Education and Industry (CEI University of Warwick) – [www.warwick.ac.uk/wie/cei/](http://www.warwick.ac.uk/wie/cei/)

## Indicative reading for learners

### Textbooks

Greed C – *Introducing Planning Continuum Studies in Geography* (Continuum International Publishing Group, 2004) ISBN 0826477526

Greed C – *Introducing Urban Design: Interventions and Responses* (Longman, 1998) ISBN 0582285348

Needham B – *Planning, Law and Economics* (RTPI) (Routledge, an imprint of Taylor and Francis Books Ltd, 2005) ISBN 0415343747

Roberts and Greed – *Approaching Urban Design: The Design Process* (Longman, 2001) ISBN 0582303001

Speer R, Dade M and Cheal M – *How to Get Planning Permission* (Stonepound Books, 2003) ISBN 095334892X

## Websites

<a href="http://www.aecportico.co.uk">www.aecportico.co.uk</a>	AEC Portico – links to architecture, engineering and construction books, journals, information sources, addresses and forthcoming events
<a href="http://www.ajplus.co.uk">www.ajplus.co.uk</a>	Architects' Journal – Publication online
<a href="http://www.bexley.gov.uk/service/planning/index.html">www.bexley.gov.uk/service/planning/index.html</a>	Bexley Council Planning Department
<a href="http://www.bexley.gov.uk/service/planning/udp_review.html">www.bexley.gov.uk/service/planning/udp_review.html</a>	Example of a Unitary Development Plan UDP (Bexley Council)
<a href="http://www.humphreys.co.uk/private_solicitors/planning_1.htm">www.humphreys.co.uk/private_solicitors/planning_1.htm</a>	Planning Law explained
<a href="http://www.lambeth.gov.uk/Services/HousingPlanning/Planning">www.lambeth.gov.uk/Services/HousingPlanning/Planning</a>	Lambeth Council Planning Department
<a href="http://www.newbuilder.co.uk">www.newbuilder.co.uk</a>	GreenPro Online – internet library and archive of eco-building products, case-studies and research
<a href="http://www.odpm.gov.uk">www.odpm.gov.uk</a>	Office of the Deputy Prime Minister
<a href="http://www.odpm.gov.uk/index.asp?id=1143104">www.odpm.gov.uk/index.asp?id=1143104</a>	Planning Policy Guidance
<a href="http://www.planningportal.gov.uk">www.planningportal.gov.uk</a>	Information about the Planning System
<a href="http://www.webdirectory.com">www.webdirectory.com</a>	Environmental Organisation Web Directory
<a href="http://www.wwf.org.uk/sustainablehomes">www.wwf.org.uk/sustainablehomes</a>	WWF Building Towards Sustainability, a campaign to build one million sustainable homes
<a href="http://www.wwf.org.uk/sustainablehomes/reports.asp">www.wwf.org.uk/sustainablehomes/reports.asp</a>	For performance and progress amongst the UK's leading house-builders

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	planning and carrying out research to synthesise information identifying questions to answer and problems to solve while identifying functional requirements evaluating townscape and landscape quality evaluating merits of alternative proposals
<b>Self-managers</b>	organising time and resources and prioritising actions when collecting and analysing data
<b>Creative thinkers</b>	trying out alternatives or new solutions and following ideas through when proposing remedial actions due to a mismatch between plan and progress.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	trying out alternatives or new solutions and following ideas through when working on the proposed development
<b>Team workers</b>	collecting data.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	explaining statutory requirements
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	synthesising information from a wide range of resources
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	preparing reports and presenting results of their research/analysis
Bring together information to suit content and purpose	analysing functional requirements
Present information in ways that are fit for purpose and audience	producing reports for presentation to a varied audience
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	analysing functional requirements using ergonomic and anthropometric data
Identify the situation or problem and the mathematical methods needed to tackle it	collating and analysing data
Select and apply a range of skills to find solutions	evaluating alternative solutions
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the context within which development control operates
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	synthesising information from a wide variety of resources
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a report of a professional standard.