

Unit 53: Personal and Professional Development in the Built Environment

Unit code:	D/600/0360
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit will give learners the opportunity to understand the skills and attributes necessary for employment, the need for professional ethics and professional development, and current issues that impact on professional practice. Learners will also develop their own career plan within the construction and built environment sector.

● Unit introduction

A broad range of different careers is available across the built environment, a major employment sector in the UK. This unit provides learners with the opportunity to explore the wide variety of careers that are available in the industry, the need for professional development and the issues that impact on professional development.

Learners will identify the skills, attributes and behaviours that employers require, including the presentation of technical information. Each learner will choose a career that is of particular interest to them and produce a development plan that will enable them to embark on that career and progress along their preferred pathway within that career.

Employees in the sector need to achieve professional status. Learners will identify the codes of ethics that govern the principles of professionalism and explore the processes that are stipulated by a professional body for initial professional development. Learners will investigate how to plan for their own continuing professional development (CPD) as their career progresses.

A variety of issues, for example new techniques and legislation, drive the requirements for professional development. Learners will have the opportunity to consider these issues and explore how they impact on their own discipline and the industry in general.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the skills and attributes necessary for employment
- 2 Be able to plan for career development
- 3 Understand the need for professional ethics and professional development
- 4 Understand current issues that impact on professional practice.

Unit content

1 Understand the skills and attributes necessary for employment

Skills, attributes and behaviours: eg time management, objectives, action planning, delegation, decision making, problem solving, value awareness, conflict management, giving and receiving feedback, influencing skills, self-confidence, positive thinking, communication, presentation, team building; facilitation, learning styles; attitude; self-presentation; commitment; appropriate dress; timekeeping; body language; personal hygiene; working relationships (those you report to, other professional colleagues, those affected by your work)

Technical information: orally; written; graphical; electronic; importance of accuracy; importance of clarity

2 Be able to plan for career development

Career: skills, sector disciplines, sector qualifications and pathways eg technical, practical, supervisory; personal skills eg responsibility, adaptability; aspirations, openings/opportunities

Development plan: career development; personal development; current performance; future needs; short-term (12-18 months) and long-term (5-10 years) career goals; matching plans to personal goals; selecting/evaluating preferred progression route(s); supporting resources; schedule for plan

Sources of information and guidance: career advice services; professional institutions; computer accessed information, websites; published information eg newspaper articles, job advertisements, journal articles, company career packs, university and college prospectuses; qualification information eg Higher Nationals, foundation degrees, degrees, National Vocational Qualifications (NVQ); Vocationally Related Qualifications (VRQ); methods of learning; on-the-job training; off-the-job training

3 Understand the need for professional ethics and professional development

Code of ethics: appreciation and application of applicable codes of conduct; appreciation of special requirements and personal responsibilities relating to own job function

Initial professional development: professional body membership structures; academic and experience criteria; application and assessment processes

Continuing professional development (CPD): maintenance of existing competence; improvements to existing competence; development of new competence; commitment to professional excellence

CPD planning: competence targets eg employer requirements, professional institution requirements, industry national occupational standards; priorities; target dates; development activities eg formal courses/ events, research, work experience, personal study; recording achievements

4 Understand current issues that impact on professional practice

Issues: new techniques; new procedures; new legislation; organisational changes; technological changes; health, safety and welfare; environment and sustainability issues

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:
P1 identify employability skills, attributes and expected behaviours in employment [IE2, SM2, SM3, TW1]	M1 describe the employability skills, attributes and expected behaviours in employment	D1 compare the employability skills, attributes and expected behaviours of two different professional roles
P2 identify their own abilities and development needs [RL5]		
P3 explain the importance of the presentation of technical information [IE2, SM2, SM3]	M2 evaluate a presentation of technical information for clarity, accuracy and style	
P4 identify the range of career opportunities in the built environment sector [IE2, SM2, SM3, TW1]		
P5 produce a career development plan to include experiences, qualifications and training and development [RL5]	M3 evaluate their career development plan in terms of own abilities, development need and career opportunities	
P6 explain what is meant by professional ethics as expressed in codes required for professional practice [RL5, TW1]		
P7 explain the principles of duty of care [IE2, SM2, SM3, TW1]		
P8 identify the limits of working within individual expertise [IE2, SM2, SM3, TW1]	M4 compare the professional development requirements of two different professional bodies	D2 analyse the need for professional development

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:
P9 explain the requirements of initial professional development of a relevant professional body [IE2, SM2, SM3, TW1]		
P10 explain the need for continuing professional development [IE2, SM2, SM3, TW1]		
P11 explain how continuing professional development can be planned		
P12 discuss issues of concern that affect organisations and industry [IE2, SM2, SM3, TW1]		
P13 explain the potential impact of selected issues on their discipline and the industry generally. [IE2, SM2, SM3, TW1]	M5 analyse the potential impact of selected issues on their discipline and the industry generally.	D3 evaluate the potential impact of selected issues on their discipline and the industry generally.

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.

Key	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

Delivery

Tutors delivering this unit have opportunities to use a wide range of techniques, although the main techniques should involve learner-centred approaches. Lectures, discussions, seminar presentations, guest speakers, 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.

Wherever possible, links should be made with relevant employers who will be able to use their own experiences to enhance the subject material.

Overall delivery of the unit could be supported by the use of case studies and visual media where appropriate.

Learners could work in groups to investigate the skills, attributes and behaviours that employers in the construction sector expect. Groups could prepare a questionnaire they could use with employers on site visits and then they could report their findings to the rest of the class.

Learners could also work in groups to investigate the range of careers that are available within the built environment sector. Ideally, learners with similar career interests should work together in the same group. Learners could cut and paste job adverts from trade journals to form a display and analyse these adverts in terms of the qualifications, skills and experience required. Learners should also visit a careers library to obtain detailed information about a career of interest to them. This should then inform their individual career plans.

Learners are expected to present technical information relating to a career they are interested in.

A member of a professional body could deliver a presentation on professional development. Learners could use the internet and/or write to different professional bodies to find out about their requirements for initial professional development and continual professional development. A guest speaker who works in the industry as a human resources officer in a large company or is the owner of a smaller business in the sector could discuss recent issues that have affected professional development.

Tutors will need to ensure that individual learners have equal experiential and assessment opportunities where group activities are used, and that learners produce individual evidence for assessment purposes.

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 to unit</p> <p>Tutor explanation</p> <p>Class discussion</p>
<p>Skills, attributes and behaviours expected in employment</p> <p>Talk by local employer</p> <p>Group research</p> <p>Verbal report from each group</p>
<p>Assignment 1: Skills and Attributes for the Built Environment Sector</p>
<p>Careers in the construction industry</p> <p>Group research – internet, trade journals, magazines</p> <p>Visit to careers office</p> <p>Visit to construction site</p> <p>Production of a display to illustrate available careers</p>
<p>Assessment 2: Development of Career Plan</p>
<p>Presentation of technical information</p> <p>Group research – case studies on communicating technical information</p> <p>Group discussion – best practice for presenting technical information</p>
<p>Assignment 3: Presentation of Technical Information</p>
<p>Codes of ethics and professional duty of care</p> <p>Talk by member of a professional body</p> <p>Group research</p> <p>Class discussion</p>
<p>Professional development</p> <p>Talks by members of professional bodies</p> <p>Group research into initial professional development</p> <p>Presentation of findings by each group</p> <p>Group research into continuing professional development</p> <p>Presentation of findings by each group</p>
<p>Assignment 4: Professional Development Plan</p>
<p>Issues impinging on professional development</p> <p>Talk by guest speaker</p> <p>Group research</p> <p>Group feedback to class</p>
<p>Assignment 5: Impact of Issues on Professional Development</p>
<p>Unit review and assessment feedback</p>

Assessment

Evidence for this unit may be gathered from a variety of sources, including well-planned investigative assignments, case studies or reports of practical assignments. There are many suitable forms of assessment that could be used, and tutors 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.

The structure of the unit suggests that the grading criteria could be addressed fully by using five assignments. The first of these would cover P1, M1 and D1, the second would cover P2, P4, P5, and M3, the third would cover P3 and M2, the fourth would cover P6, P7, P8, P9, P10, P11, M4 and D2 and the fifth P12 and P13.

To achieve a pass grade learners must meet the 13 pass criteria.

For P1, learners must identify the skills, attributes and behaviours that are expected by employers in the built environment sector. They should relate these to their own abilities to help them identify their own development needs in order to achieve P2.

For P3, learners must explain the importance of the presentation of technical information. They should refer to the clarity, accuracy and style of the presentation and consideration of the intended audience.

For P4, learners must identify the different career opportunities that are available in the built environment sector. They should not just focus around their own sphere of interest.

For P5, learners must produce a career development plan. This plan must be realistic and, therefore, they should review their own personal attributes, circumstances and career aspirations in order to produce their plan. Learners will need to consult sources of information and obtain guidance, perhaps from a careers officer, but also by discussing job roles with employers in the sector if possible.

For P6, learners must explain what is meant by professional ethics as expressed in codes required for professional practice. They could base their explanation on a current code of practice that has been produced by one professional body.

For P7, learners must explain the principles of duty of care. This links to P8 where learners must identify the limits of working within individual expertise.

For P9, learners must explain the requirements of initial professional development of a relevant professional body. The professional body should relate to their chosen career pathway. This leads on to P10 where learners should give reasons for the need for continuing professional development (CPD), including the need to maintain, improve and develop competencies. This links to P11 where learners must show how this can be planned for their own chosen career pathway. This should include the setting of targets for development programmes.

For P12, learners must discuss recent issues of concern that affect organisations and industry. New techniques, new technology, new procedures and new legislation should be discussed. They should extend this for P13 to explain the potential impact of these issues on their own discipline and the industry in general. Evidence could be in the form of a written report.

To achieve a merit, learners must achieve all the pass criteria discussed above and achieve all five merit criteria.

For M1, learners must describe the employability skills, attributes and behaviours expected in employment that they identified in P1, including the main factors that each of these entail.

For M2, learners must evaluate a presentation of technical information for clarity, accuracy and style. They should review the skills used in the presentation and discuss their strengths and weaknesses, including supporting evidence for their views. The presentation could be one delivered by a group of learners to meet the assessment requirements of another unit.

For M3, learners must evaluate their development plan in terms of their own abilities, development needs and career opportunities. They should consider their own strengths and weaknesses in relation to the career plan that they produced for P5.

For M4, learners must compare the professional development requirements of two different professional bodies. Both similarities and differences should be considered.

For M5, learners must analyse the potential impact of the issues identified for P13 on their discipline and the industry generally. They should discuss the separate factors involved, explain how they are related and discuss how each one contributes to the overall impact on both the learner and the construction and built environment sector.

To achieve a distinction, learners must achieve the all pass criteria and merit criteria discussed above and achieve all three distinction criteria.

For D1, learners must compare the employability skills, attributes and expected behaviours of two different professional roles. They could explain their importance for employers, colleagues and clients.

For D2, learners must analyse the need for professional development. This could include a consideration of the impact on businesses and the individual of not undergoing continual professional development.

For D3, learners must evaluate the potential impact of selected issues on their discipline and the industry generally. This is an extension of M5.

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, M1, D1	Skills and Attributes for the Built Environment Sector	A local careers office commissions you to produce a small booklet on the skills, attitudes and behaviours that are needed for employees in the construction industry.	Booklet.
P2, P4, P5, M3	Development of Career Plan	As a learner who is interested in a career in the sector, you should produce a career development plan for yourself.	Written plan.
P3, M2	Presentation of Technical Information	As a technical writer, you are asked to produce a guide for your industry on the presentation of technical information.	Guide on the presentation of technical information.
P6, P7, P8, P9, P10, P11, M4, D2	Professional Development Plan	As an aspiring professional, produce your own professional development plan.	Report.

Criteria covered	Assignment title	Scenario	Assessment method
PI2, PI3, M5, D3	Impact of Issues on Professional Development	You have been commissioned by a trade magazine to produce an article that explores how recent issues have impacted on initial and continuing professional development in the construction sector.	Magazine article.

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
		Employment Framework in the Built Environment

This unit links with the Edexcel Level 3 NVQ in Technical Design (Construction Environment), the Edexcel Level 4 NVQ in Site Inspection and the Edexcel Level 4 NVQ in Construction, Plant and Equipment Management. It also links to the following National Occupational Standards at Level 3:

- BE Design
- BE Development and Control
- Construction Contracting Operations
- Construction Plant and Equipment Supervision
- Construction Site Supervision
- Spatial Data Management
- Surveying, Property and Maintenance
- Transportation.

Employer engagement and vocational contexts

Delivery will be enhanced if a local employer could give a presentation on the skills, attributes and behaviours that they require of their employees. A visit to one or more construction sites to demonstrate the range of different careers available within the sector would be beneficial. A presentation by a member of a professional body on professional development and the relevant code of ethics is desirable

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

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

Indicative reading for learners

Textbooks

Moon J – *Reflection in Learning and Professional Development: Theory and Practice* (Routledge Page, 2000)
074943452X

Websites

www.cibse.org	Chartered Institution of Building Services Engineers
www.ciob.org.uk	Chartered Institute of Building
www.cstt.org.uk	Chartered Surveyors Training Trust
www.ice.org.uk	Institution of Civil Engineers
www.ices.org.uk	Institution of Civil Engineering Surveyors
www.ihie.org.uk	Institute of Highway Incorporated Engineers
www.rics.org	Royal Institution of Chartered Surveyors

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 ...
Independent enquirers	researching the skills, attributes and behaviour required by employers researching careers researching codes of ethics researching professional development
Reflective learners	appraising their own abilities and development needs reviewing their own personal attributes, circumstances and career aspirations considering alternative careers in the construction industry
Team workers	investigating the skills, attributes and behaviour required by employers investigating careers investigating codes of ethics investigating professional development
Self-managers	planning work schedules.

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 ...
Creative thinkers	producing a magazine article on issues that affect professional development
Effective participators	participating in group work eg when researching professional development.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing a magazine article on issues that affect professional development
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	researching information eg for selecting a career in the construction industry
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet to research eg, careers, codes of ethics and requirements for professional development
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using the internet to research eg, careers, codes of ethics and requirements for professional development
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing a magazine article on issues that affect professional development producing a career plan producing a booklet for a careers centre
Bring together information to suit content and purpose	producing a magazine article on issues that affect professional development producing a booklet for a careers centre
Present information in ways that are fit for purpose and audience	producing a magazine article on issues that affect professional development producing a presentation that uses technical information producing a booklet for a careers centre
Evaluate the selection and use of ICT tools and facilities used to present information	producing a magazine article on issues that affect professional development producing a presentation that uses technical 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 ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find 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	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting technical information
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the skills, attributes and behaviour required by employers researching careers researching codes of ethics researching professional development
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a magazine article on issues that affect professional development producing a booklet for a careers centre.