

Unit 86: Personal and Professional Development in the Built Environment

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

Unit aim

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.

Learning outcomes and assessment 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 determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Understand the skills and attributes necessary for employment	1.1 identify employability skills, attributes and expected behaviours in employment
	1.2 identify their own abilities and development needs
	1.3 explain the importance of the presentation of technical information
2. Be able to plan for career development	2.1 identify the range of career opportunities in the built environment sector
	2.2 produce a career development plan to include experiences, qualifications

	and training and development
3. Understand the need for professional ethics and professional development	3.1 explain what is meant by professional ethics as expressed in codes required for professional practice
	3.2 explain the principles of duty of care
	3.3 identify the limits of working within individual expertise
	3.4 explain the requirements of initial professional development of a relevant professional body
	3.5 explain the need for continuing professional development
	3.6 explain how continuing professional development can be planned
4. Understand current issues that impact on professional practice	4.1 discuss issues of concern that affect organisations and industry
	4.2 explain the potential impact of selected issues on their discipline and the industry generally

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 (NVO); 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

DRAFT

THIS IS AN ACCREDITED SPECIFICATION AND CAN BE USED FOR TEACHING AND ASSESSMENT