



**ABBE LEVEL 3 NVQ DIPLOMA IN TOWN  
PLANNING TECHNICAL SUPPORT**

**SPATIAL PLANNING (QCF)  
DEVELOPMENT MANAGEMENT (QCF)  
PLANNING ENFORCEMENT (QCF)  
(600/7031/6)**

**ABBE LEVEL 3 NVQ DIPLOMA IN CONSERVATION  
TECHNICAL SUPPORT (QCF)**

**(600/7027/4)**

**ABBE LEVEL 3 NVQ DIPLOMA IN BUILDING  
CONTROL TECHNICAL SUPPORT (QCF)**

**(600/7026/2)**

**QUALIFICATION HANDBOOK**

**October 2014**

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## PART 1 Introduction

This guide is for prospective and existing ABBE approved assessment centres that wish to offer the following ABBE qualifications:

ABBE reference	Qualification Title	Ofqual reference
DipTPTSL312	ABBE Level 3 NVQ Diploma in Town Planning Technical Support (QCF)	600/7031/6
DipCTSL312	ABBE Level 3 NVQ Diploma in Conservation Technical Support (QCF)	600/7027/4
DipBCTSL312	ABBE Level 3 NVQ Diploma in Building Control Technical Support (QCF)	600/7026/2

This handbook should be used in conjunction with the ABBE Centre Operations Guide, available from the ABBE website [www.abbeqa.co.uk](http://www.abbeqa.co.uk), or by telephone from the ABBE office on 0121 331 5174.

### 1.1 About the Awarding Body for the Built Environment (ABBE)

ABBE is an Awarding Organisation regulated by Ofqual (The Office of Qualifications and Examinations Regulation) for the delivery of a range of qualifications that form part of the Qualifications and Credit Framework. ABBE has developed considerable expertise in overseeing high quality assessment for the higher level qualifications in the Property and Construction sectors of industry. Since its inception late 1997, ABBE has grown steadily and currently offers a suite of qualifications to industry through its nationwide network of approved assessment centres.

For further information please contact

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Website: [www.abbeqa.co.uk](http://www.abbeqa.co.uk)

### 1.2 Ofqual Qualification Data

Operational Start Date: 1 November 2012  
Review Date: 30 October 2016  
Offered In: England, Wales, Northern Ireland  
Age ranges the qualification is approved for use with: 16+

### 1.3 Purpose and aims of the qualification

These qualifications have been designed for people working in the fields of:

**Planning** (Including spatial planning, development management and enforcement activities) in a variety of support roles.

This may involve dealing with a variety of tasks whether submitting or assessing applications, or advising and or organising projects. They may be working for local authorities and other public organisations, or as approved inspectors or working in private sector consultancies. These qualifications provide a means of recognising the competence of members of the practitioner in general and are aimed primarily at support staff.

**Conservation** (in a variety of support roles)

This may involve dealing with a variety of tasks whether submitting or assessing applications, or advising and or organising projects. They may be working for local authorities and other public organisations, or as approved inspectors or working in private sector consultancies. This provides a means of recognising the competence of members of the practitioner in general and is aimed primarily at support staff.

**Building Control** (in a variety of support roles)

This may involve dealing with a variety of tasks whether submitting or assessing applications, or advising and or organising projects. They may be working for local authorities and other public organisations, or as approved inspectors or working in private sector consultancies. This qualification provides a means of recognising the competence of members of the practitioner in general and is aimed primarily at support staff.

These qualifications can be found on the Register of Regulated Qualifications at <http://register.ofqual.gov.uk>.

### 1.4 Progression

This qualification has been designed to encourage participation in education and training in other related areas by:

- Encouraging individuals to develop skills and enhance development and promotion prospects
- Enabling existing individuals who work in the field of built environment development and control to gain a recognised qualification and enhance their depth and breadth of knowledge
- Providing a route for new entrants into the industry to develop a discipline focused qualification which can provide the foundation for enhanced learning and development
- Attracting learners from outside the industry
- Allowing individuals with qualifications in other fields to retrain in this discipline

## PART 2 General Qualification Guidance

### 2.1 The Qualifications and Credit Framework

The Qualifications and Credit Framework (QCF) is a structure for recognising qualifications in the UK. It enables the recognition of smaller sections of learning which can be gained in a flexible manner. Qualifications are made up of individual units which each have their own credit value. One credit represents 10 hours of learning. It is the accumulation of this credit which builds to form the qualification.

The size of a qualification is now indicated as follows:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above)

The terms Award, Certificate and Diploma then reflect the size of the qualification rather than its difficulty. The qualification levels indicate the complexity of the qualification. The levels range from Entry to Level 8.

Individual units can be shared between multiple qualifications to enable learners to move smoothly between qualifications without repetition of learning. This will be tracked through unique learner numbers (ULNs) assigned to all learners completing QCF units to enable them to transfer their credit through the QCF. Learners can choose to take individual units but in order to gain a qualification they must complete the set Rule of Combination (RoC) for a qualification. This is a structure which can be comprised of mandatory and optional units and defines what comprises the complete qualification.

For more information on the QCF visit <http://www.ofqual.gov.uk/qualifications-assessments/89-articles/145-explaining-the-qualifications-and-credit-framework>.

### 2.2 Unit structure

Each unit of the qualification is structured in the same way as follows:

**Unit title:** states the 'task/activity' to be undertaken.

**Level:** represents the complexity of the unit and the degree to which autonomous and co-operative working competencies are required successfully to carry out and complete the unit, ranging from entry level to level 8.

**Credit value:** identifies the number of credits for which the unit qualifies.

**Learning Outcomes:** outline what learners must do to meet the requirements of the unit. The statements:

- set out what learners are expected to know, understand or be able to do as the result of the learning process.
- are capable of assessment and, in conjunction with the assessment criteria related to that outcome, set a clear assessment standard for the unit.

**Assessment Criteria:** outline what learners must demonstrate in order to satisfy the learning outcome of the unit. The statements:

- specify the standard learners are expected to meet to demonstrate that the learning outcomes of that unit have been achieved.
- are sufficiently detailed to support reliable, valid and consistent judgements that a learning outcome has been achieved, without creating an undue assessment burden for learners or assessors.
- do not include any explicit references to the methods or instruments of assessment to be used.

## 2.3 Learning time

Learning time is a guide to how long it would take the average learner with no prior experience to complete a unit. This is intended as a guide only and the actual amounts of time will vary according to the existing skill and knowledge of the individual learner.

Learning time is divided into Guided Learning Hours (GLH) and Private Study. GLH refers to the amount of study undertaken by learners under the direction of their tutors. This could include tutorials, seminars, workshops, directed research, project or assignment work and assessment.

## 2.4 Resources

Centres must ensure that learners have access to resources of industry standard to support the delivery and assessment of this programme. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to demonstrate how learners will access any specialist resource requirements when they seek approval from ABBE.

All staff involved in the assessment and verification of this qualification must have the necessary occupational skills and experience required. See **Occupational competence of assessors and internal verifiers** (Part 3 of this Handbook) for further details.

## 2.5 Delivery

It is important that centres develop an approach to teaching and learning that supports the assessment of the specialist vocational nature of the qualification. The specifications contain a balance of practical skill and knowledge requirements, some of which can be theoretical in nature.

Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector, and to generate workplace evidence for their portfolio.

## 2.6 Recruitment and access

ABBE's policy regarding access to its qualifications is that, wherever possible:

- the qualifications should be available to everyone who is capable of reaching the required standards and has access to appropriate work to generate evidence.
- the qualifications should be free from any barriers that restrict access and progression.
- there must be equality of opportunity for all wishing to access the qualifications.

Centres should ensure that they recruit learners to this qualification with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that it will meet their needs and expectations.

Before accepting learners onto this qualification, Centres must assess each applicant's potential and make a professional judgment about their ability to successfully complete the programme of study, where applicable, and achieve the qualification. This assessment will need to take account of the support available to learners within the centre during their programme of study and any specific support that might be necessary to allow them to access the assessment for the qualification.

Further information on equal opportunities and access to fair assessment can be found in the ABBE Centre Operations Guide available on the ABBE website at [www.abbega.co.uk](http://www.abbega.co.uk) or by telephone on 0121 331 5174.

## 2.7 Learners with particular assessment requirements

ABBE recognises that some learners have difficulty with the demands of a course or find the standard arrangements for the assessment of their vocational competence presents a challenge. This may apply to learners with known and long-standing learning difficulties and/or physical or other impairments.

Centres must take steps to ensure that any particular assessment requirements are identified as early in the programme as possible, preferably at initial assessment stage, and appropriate arrangements are put in place to support learners.

Further information on equal opportunities and access to assessment can be found in the ABBE Centre Operations Guide available on the ABBE website at [www.abbega.co.uk](http://www.abbega.co.uk) or by telephone from 0121 331 5174.

## 2.8 Role of learners

Learners with the support of the assessor and employer will be:

- identifying sources of evidence;
- generating and collecting the evidence to demonstrate their competence to the requirements of the qualification;
- numbering and cross referencing evidence;
- checking whether further supporting evidence is needed;
- presenting evidence to the assessor;
- obtaining feedback from the assessor;
- carrying out any necessary follow-up action;
- arranging for simulations or other evidence gathering/assessment techniques needed to cover gaps in work experience and/or evidence

### Portfolio organisation

Learners must collect their evidence of competence together into a 'portfolio'. This could be held in hard copy or electronically.

Responsibility for developing the portfolio (and ownership of it) stays firmly with the learners, but it is very important that they receive continuous help and support. This help can come from a range of people, including line managers and colleagues, mentors, advisers, tutors, as well as the assessor. When an assessor is giving help and support, they must distinguish this from the work they do as part of the assessment process.

The quality and presentation of portfolios are central to the success of the learners' submissions. Each item must be clearly identified and accurately recorded. It should be easy to identify the competencies the learners are claiming with the evidence presented in their portfolios.

### The importance of selection

The task of generating and collecting evidence for a portfolio is a new experience for many learners and there is a temptation to include everything that might seem to be of value. However, if an item does not show how a learner performed it may not be relevant at all.

Learners should always ask the question 'What does this prove?' and try to select evidence which they are proud of and which shows that they have done well. This will ensure good evidence, covering significant performance. The best portfolios are not necessarily the heaviest.

## **Confidentiality**

There are some circumstances where learners (or their organisation) might have good reasons for not wishing original evidence to be viewed by others, (e.g. by assessors from a competitor organisation or disclosure of confidential information). The assessor should work with learners to respect these areas (e.g. by advising learners to remove confidential information from reports before submitting them).

## **2.9 Role of mentors and advisors**

Centres may wish to allocate mentors or advisors to learners to provide support during the assessment process. They can provide encouragement, reassurance and support to learners, and act as advocates if need be. Mentors may come from within the employer organisation or from the approved assessment centre. They do not have a formal role or responsibility in assessment, but can act as an objective source of comment or guidance. They can help the learners to reflect on their activities and suggest solutions to problems. They can support them through the process of portfolio building, help them to identify possible sources of evidence, and where appropriate supply witness testimony.

## **2.10 Role of the assessor**

The role of the assessor is to:

- Carry out initial assessments of learners to identify their current level of skills, knowledge and understanding and any training or development needs.
- Draw up assessment plans, identifying opportunities for evidence collection.
- Review the evidence presented against the requirements of the qualification, to make a judgement on the overall competence of learners.
- Provide feedback to learners on their performance and progress. This feedback needs to give learners a clear idea of how their portfolios are progressing to date and where further evidence is required and how best to obtain this. It should also enable learners to plan for those units where they currently have little experience or knowledge.

## **2.11 Role of the internal verifier**

An internal verifier must be appointed to ensure the quality and consistency of assessments within the centre. Each assessor's work must be checked and confirmed by an internal verifier. The internal verifier checks and standardises the assessment decisions made by the assessors in the centre.

The internal verifier must observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of documentation and interpretation of the qualification requirements.

Further information on the role of the internal verifier is available in the ABBE Guide for Assessors and Internal Verifiers.

## **2.12 Role of the external verifier**

The external verifier checks the assessment and internal verification process and decisions made in the centre and authorises claims for certificates. The external verifier is appointed by ABBE.

Further information on the role of the external verifier is available in the ABBE Guide for Assessors and Internal Verifiers.

## 2.13 Assessment methods

Where ABBE has stipulated that a particular assessment method is to be used it **MUST** be followed. However, where the qualification units do not specify the use of a particular assessment method, then assessors can use other assessment methods to assess the evidence produced by their learners, such as:

- Direct observation of learners carrying out tasks or activities;
- Examination of work products produced by learners (e.g. diary notes, site notes, completed reports);
- Examination of witness testimonies from people, other than the assessor, who are prepared to provide statements detailing specific details of learners' performance;
- Review of records of 'question and answer' sessions covering specific aspects of the knowledge and understanding and scope;
- Structured Professional Interviews (SPIs);
- Learning and achievements that have not been certificated can be assessed and validated through recognition of prior learning (RPL) process. (see sections 2.15 and 3.4 on RPL).

Further information on these assessment methods can be found in the ABBE Guide for Assessors and Internal Verifiers.

When assessing learners' evidence, assessors must take the following into account:

- **Authenticity** – was this work produced by the individual learner? Does it reflect the learner's own performance?

It is essential to ensure that learners have generated the evidence provided. The evidence must be presented in a way that allows learners' contributions to be identified, and must relate to their own competence.

The assessor must ensure that evidence is authenticated by means of an endorsement by learners' line managers or colleagues, or by observing learners, or by questioning them. In some situations, a learner's role and responsibility may need to be described precisely to confirm the authenticity of the evidence. This description must be signed by the appropriate parties (e.g. line manager or supervisor).

- **Sufficiency** – does the evidence presented cover all the learning outcomes and assessment criteria required by the QCF units?

Taken as a whole, the evidence must match the whole set of outcomes and enable assessors to judge that learners are consistently competent across all of the requirements of the qualification.

- **Currency** – does the evidence reflect a learner's current level of competence?

The assessor has to determine that learners are competent now and will continue to be so in the foreseeable future. To show this, evidence must be *current*. It should be as recent as possible, though this will depend on the nature of the evidence. One way learners can show how recent it is to (wherever possible) ensure that all pieces of evidence in the portfolio bear the date of their origination. The recognition of previous achievements raises particular issues of currency. If, for instance, legislation has changed since this activity, this item of evidence would have to be supported by evidence of their awareness of present legislation and how it would affect current practice at work.

- **Validity** – is this appropriate evidence for the competence being assessed?

The evidence learners present must be relevant to the unit they are undertaking and must satisfy the relevant learning outcome and assessment criterion. However, it is worth noting that one piece of evidence in a portfolio can be used to prove competence against more than one learning outcome or assessment criteria.

- **Reliability** – would this evidence produce the same assessment judgement if assessed by someone else?

Assessor must be confident in the quality of the evidence that has been presented. They need to consider whether they would make the same judgement on this evidence if they assessed it again in, perhaps, a month's time and so whether another assessor would make the same judgement if they assessed it.

## 2.14 Assessment records

The recording of assessment activity, including assessment decisions, and access to evidence is essential for verification purposes. The assessor **must** keep the following records and make them available for internal and external verification purposes:

- assessment plans for each learner;
- records of assessment activity undertaken including observation of learners where appropriate;
- records of assessment judgements made on learner evidence;
- records of feedback to learners.

Further information is available in the ABBE Guide for Assessors and Internal Verifiers.

## 2.15 Credits and recognising prior learning

There are two types of credit available: QCF credit and non QCF credit.

### QCF Credits

The QCF allows for units to be used in more than one qualification as well as for similar units to be recognised.

Where the **same unit** is used more than once then learners need to achieve that unit only once and do not have to do that unit again if they do another qualification where that unit also features. Assessors must record in their assessment records that learners have already achieved this unit.

If a qualification has a unit that is on the QCF with very similar content and credit value to that used elsewhere but it is not exactly the same then the Awarding Organisation can declare this as an **equivalent unit** to the unit in question. This means that while there are some small differences it will be accepted in place of the unit which would otherwise normally be taken by learners. Under these circumstances, learners can achieve this qualification but will not be accredited with the new qualification unit because it has been achieved elsewhere and credit already granted.

### Non QCF credit – Recognition of Prior Learning and Exemptions

On occasion, learners may bring forward evidence of prior experience, learning or qualifications which can be recognised towards ABBE units and qualifications. This evidence can be categorised in the following ways:

- **Recognition of Prior Learning (RPL)** – includes experience gained by learners through work or training activities for which they do not have formal certification. Employer organisations or training providers can apply to ABBE to have their training or academic programmes that are outside the QCF recognised formally as covering parts of qualifications (see separate Recognition of Prior Learning guide).
- **Exemptions** – covers units or qualifications held by learners that do not have a predetermined credit value on the QCF, e.g. membership of a professional body, certified CPD training or NQF qualifications.

Centres must review any prior learning or achievements brought forward by learners to determine their suitability as evidence.

To be entitled to credits, learners must provide their assessment centre with proof of their achievements, e.g. certificates for Equivalent QCF units, details of training courses or membership of a professional body, and these must be included in their portfolio. Assessors must justify and record the basis of any exemptions or credits given.

As it is the responsibility of assessment centres to declare learners as competent or not, it will need to check and validate all credit claims made by learners.

Note: Learners who knowingly submit false information will have their ABBE certification withdrawn.

### **Guidance on how to handle learner claims for RPL or exemptions**

It is a condition of approval that once an assessment centre has registered a learner that it must honour the RPL or exemptions that ABBE has authorised from any of the accredited providers. As it is the responsibility of assessment centres to declare learners as competent or not, they will need to check and validate all claims made by learners before formally granting credit or exemptions. Refusal to allocate the expected claim can only happen if there are strong reasons for doing so. Should this occur, then centres must advise ABBE in writing immediately for ABBE to consider the matter before any further action is taken.

## **2.16 Enquiries and appeals**

### **Verified units**

If learners are in disagreement with their assessors concerning evidence assessments, they have the right to refer the matter to:

- The internal verifier within their centre;
- The centre manager, if the matter is still unresolved;
- The ABBE external verifier who may be consulted at the next visit. At this stage learners should provide the EV with records of the activity that has already been undertaken.

In extreme circumstances, if the external verifier is unable to bring the matter to a satisfactory conclusion, then learners can appeal directly to ABBE.

ABBE will only accept an appeal from learners if the above steps have already been taken. Further details on appeals can be found in the ABBE Centre Operations Guide.

## **2.17 Registering learners**

Full details of how to register learners for this qualification and make claims for certificates can be found in the ABBE Centre Operations Guide on the website at [www.abbeqa.co.uk](http://www.abbeqa.co.uk).

Details of the fees for learner registration and external verification can be found in the ABBE Fees List.

## PART 3 ABBE Level 3 NVQ Diplomas in Town Planning, Conservation and Building Control Technical Support

### 3.1 Qualification summary

This suite is made up of five separate qualifications as shown in the table below:

#### Qualification Structure (Rules of Combination)

QCF Unit reference	Unit	Title	Credit	QCF Level	Learning time		Town Planning Technical Support (Spatial Planning)	Town Planning Technical Support (Development Management)	Town Planning Technical Support (Planning Enforcement)	Conservation Technical Support	Building Control Technical Support
					Guided learning (hours)	Private study (hours)					
Y/504/4718	1	Organise consultation and community engagement in planning or conservation	8	3	20	60	M	O	O	O	
A/504/4548	2	Provide technical support in planning, conservation or building control	12	3	30	90	O	M	O	O	M
J/504/4519	3	Process applications to secure grant and other funding in planning or conservation	8	3	20	60	O	O	O	O	
A/504/4520	4	Prepare applications grant and other funding in planning or conservation	9	4	20	70	O	O	O	O	
F/504/4521	5	Process and consult on applications to reflect statutory and policy requirements in planning, conservation or building control	14	3	50	90	O	M	O	O	O
D/504/4719	6	Identify and monitor compliance of developments in planning, conservation or building control	14	3	50	90	O	O	M	O	O
R/504/4524	7	Work in a team in planning, conservation or building control	10	3	40	60	M	M	M	M	M
Y/504/4721	8	Carry out measured survey in planning, conservation or building control	15	3	50	100	O	O	O	O	O
A/504/4534	9	Carry out an environmental survey in planning, conservation or building control	15	3	50	100	M	O	O	O	O
J/504/4567	10	Compile and present survey data in planning or building control	12	3	30	90	O	O	O		O
L/504/4568	11	Monitor and record test data in conservation or building control	10	3	30	70				O	O
R/504/4569	12	Investigate and assess contextual and resource factors affecting potential project developments in conservation	11	3	20	90				O	
J/504/4570	13	Investigate and assess regulatory factors affecting potential developments in planning, conservation or building control	12	3	40	80	O	O	O	O	O
L/504/4571	14	Prepare graphical information in planning, conservation or building control	11	3	40	70	O	O	O	O	O
R/504/4572	15	Process information relevant to breaches of regulation in planning, conservation or building control	10	3	30	70	O	O	M	O	O
Y/504/4573	16	Control contracts in conservation	17	3	60	110				O	
D/504/4574	17	Monitor operating budgets in conservation or building control	8	3	20	60				O	O
F/504/4566	18	Prepare applications and appeals to secure approvals and statutory consent in planning or conservation	12	3	50	70	O	O	O	O	
A/504/4565	19	Survey and report on the condition of property in building control	17	3	40	130					O
T/504/4564	20	Assess the energy performance of buildings in conservation or building control	16	3	40	120				O	O
M/504/4563	21	Identify low carbon energy sources in planning, conservation or building control	14	3	50	90	O	O	O	O	O

QCF Unit reference	Unit	Title	Credit	QCF Level	Learning time		Town Planning Technical Support (Spatial Planning)	Town Planning Technical Support (Development Management)	Town Planning Technical Support (Planning Enforcement)	Conservation Technical Support	Building Control Technical Support
K/504/4562	22	Operate technical information systems in planning, conservation or building control	10	3	30	70	M	M	M	M	M
H/504/4561	23	Operate in a professional manner in planning, conservation or building control	10	3	20	80	M	M	M	M	M
D/504/4560	24	Prepare for and participate in meetings in planning, conservation or building control	10	3	20	80	O	O	O	M	O
H/504/4558	25	Prepare technical specifications in conservation	13	3	30	100				O	
R/504/4555	26	Implement tender processes in conservation	12	3	20	100				O	
F/504/4552	27	Inspect and report on the condition of assets in conservation	17	3	50	120				M	
F/504/4549	28	Plan and programme appropriate work activities to existing assets in conservation	11	3	30	80				O	

<b>M</b>	<b>This indicates that the unit is Mandatory in the pathway and must be achieved by the learner in order to achieve the full qualification</b>
<b>O</b>	<b>This indicates that the unit is Optional in the pathway. Learners can choose which Optional units they complete within each pathway, as long as they achieve the minimum credit required for the qualification</b>

To achieve the Town Planning Technical Support (Spatial Planning) qualification, learners must complete all five mandatory units and a minimum of two Optional units to a minimum total qualification credit value of 70 credits.

To achieve the Town Planning Technical Support (Development Management) qualification, learners must complete all five mandatory units and a minimum of two Optional units to a minimum total qualification credit value of 72 credits.

To achieve the Town Planning Technical Support (Planning Enforcement) qualification, learners must complete all five mandatory units and a minimum of two Optional units to a minimum total qualification credit value of 70 credits.

To achieve the Conservation Technical Support qualification, learners must complete all five mandatory units and a minimum of two Optional units to a minimum total qualification credit value of 73 credits.

To achieve the Building Control Technical Support qualification, learners must complete four mandatory units and a minimum of three Optional units to a minimum total qualification credit value of 70 credits.

### 3.2 Qualification evidence requirements summary

The detailed evidence requirements which learners will be required to produce is set out in each of the units later in this document. Learners will be required to compile a portfolio of evidence that is well organised, clear and appropriately structured.

*Please note that it is the responsibility of assessment centres to confirm that all work that is submitted is valid, and the original and un-aided work of learners. Centres should assess them fully to establish that they meet the qualification requirements to the extent that ABBE has specified in this handbook.*

### 3.3 Assisting learners to find suitable evidence

As far as possible, all evidence produced for this qualification must come from real work activities. On occasion, simulation may be acceptable for producing evidence for activities that are considered to be rare or infrequently occurring, but key/critical to determining competence. Each unit will state whether simulation is allowed.

Where it is used, the following realistic working environment and context must be adopted for the simulation:

Appropriate: tools, equipment and instruments; materials; types of contingencies; standards and quality specifications; real timescales; quantities of work; physical conditions; relationships with people; types of interaction; communication methods and media; information and data.

Whilst computerised case studies are acceptable for training purposes, they are not generally acceptable for assessment purposes.

***Please note that any task or activity used as the basis for a training activity cannot subsequently be submitted by the learner as evidence for this qualification.***

### 3.4 Occupational competence of assessors and internal verifiers

#### Assessors

In order to assess learners working towards these qualifications, assessors must:

- Have appropriate occupational expertise relevant to the units they will be assessing.
- Attend training that relates specifically to a nationally recognised Assessor award (eg Learning and Development Unit A1) and apply this standard to their work throughout the process. (Note: it is not a requirement for assessors of this qualification to hold a qualification, however ABBE would recommend it as good practice).
- Occupational expertise can be practitioner based or academic for those involved in training and teaching. However for the academic basis to apply, the Assessor must work for an appropriate academic institution, or have significant experience in creating programmes of study in relevant subject areas.
- Attend training events which contribute to their continuing professional development (CPD) covering aspects such as:
  - standardisation of assessment practice and decision-making linked to interpretation of current guidance.

#### Internal verifiers

In order to internally verify the assessment of learners working towards these qualifications, internal verifiers must:

- Have appropriate occupational expertise relevant to the units they are internally verifying
- Occupational expertise can be practitioner based or academic for those involved in training and teaching. However for the academic basis to apply, the Assessor must work for an appropriate academic institution, or have significant experience in creating programmes of study in relevant subject areas
- Attend training that relates specifically to a nationally recognised Internal Verifier award (eg Learning and Development Unit V1) and apply this standard to their work throughout the process. (Note: it is not a requirement for internal verifiers of this award to hold a qualification, however ABBE would recommend it as good practice)
- Attend training events which contribute to their continuing professional development (CPD) covering aspects such as:
  - standardisation of IV practice and decision-making linked to interpretation of current guidance

#### Centre Assessor and IV training requirements:

ABBE centres are required to conduct their own internal training and standardisation meetings on a regular basis as a condition of approval. Internal staff training programmes should be discussed with the ABBE EV prior to commencement. On occasion, ABBE may wish to attend. These events should be geared to the roles and responsibilities of their assessors and internal verifiers.

## PART 4 Qualification Units

### Unit 1: Organise consultation and community engagement in planning or conservation

<b>Level</b>	3
<b>Credit Value</b>	8
<b>Unit purpose and aims</b>	
<p>This unit is about designing, carrying out, recording and presenting the results of engagement and consultation exercises with stakeholders and community groups in order to inform the development of policy and decision making. You will need to be familiar with best practice consultation and engagement techniques, have good organisational skills as well as effective recording and reporting abilities.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to organise consultation and community engagement	<p>1.1 Identify and prioritise the outcomes to be achieved by the proposed <b>consultation</b>, ensuring that these are in line with organisational requirements</p> <p>1.2 Identify the <b>stakeholders and community groups</b> who are likely to be involved in and affected by the proposed <b>consultation</b></p> <p>1.3 <b>Plan and set up methods of consultation</b> which will ensure that all relevant <b>stakeholders and community groups</b> are engaged</p> <p>1.4 <b>Present</b> the <b>consultation</b> proposals to people and groups who are interested and informed, and summarise their feedback</p> <p>1.5 Record and analyse the feedback against relevant <b>criteria</b>, identify the conflicting needs of different groups and users, the level of support and opposition, and describe how these needs might affect the <b>consultation</b></p> <p>1.6 Summarise the results of the <b>consultations</b>, and <b>present</b> the results to relevant decision-makers, <b>stakeholders and community groups</b></p>
2. Understand how to organise consultation and community engagement	<p>2.1 Describe how to identify and prioritise the outcomes to be achieved by the proposed <b>consultation</b>, ensuring that these are in line with organisational requirements</p> <p>2.2 Describe how to identify the <b>stakeholders and community groups</b> who are likely to be involved in and affected by the proposed <b>consultation</b></p> <p>2.3 Propose how to <b>plan and set up methods of consultation</b> which will ensure that all relevant <b>stakeholders and community groups</b> are engaged</p> <p>2.4 Explain how to <b>present</b> the <b>consultation</b> proposals to people and groups who are interested and informed, and summarise their feedback</p> <p>2.5 Explain how to record and analyse the feedback against relevant <b>criteria</b>, identify the conflicting needs of different groups and users, the level of support and opposition, and describe how these needs might affect the <b>consultation</b></p> <p>2.6 Explain how to <b>summarise the results of the consultations</b>, and <b>present</b> the results to relevant decision-makers, <b>stakeholders and community groups</b></p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Consultation:</b>	Exhibitions; conferences; educational activities; consultation; launches
<b>Stakeholders and community groups:</b>	Land and property owners; occupiers; funders/investors; developers; elected representatives; professional advisors; pressure groups; specialist interest groups; the general public; statutory bodies; local authorities
<b>Plan and set up:</b>	Venues; equipment and materials; personnel; catering; contact list for invitations; suppliers
<b>Methods of consultation:</b>	Formal; informal; within the organisation; outside the organisation
<b>Present:</b>	Orally; in writing; graphically; electronically

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Records of identified outcomes and stakeholder groups, consultation methods for consultation proposals (1.1, 1.2, 1.3)
2. Presentation of consultation proposals (1.4, 1.5)
3. Summaries of analyses and assessments (1.5, 1.6)
4. Presentation(s) of strategy options and the results of the consultation (1.6)

**Unit 2: Provide technical support in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	12
<b>Unit purpose and aims</b>	
<p>This unit is about providing technical advice to the public either upon reception, by phone or through written communication and the checking and initial processing of applications. You will need to have a good understanding of the range of application types, what they should comprise and be able to advise the public on a range of technical issues associated with your field.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to respond to requests for information about proposals, processes and requirements	<p>1.1 Identify the main areas of <b>legislation, regulations, procedures and values</b> applicable to the area of work</p> <p>1.2 Ensure that reliable and up-to-date sources of relevant <b>information</b> are readily available for reference and guidance</p> <p>1.3 Interpret accurately the nature of <b>proposals, processes and requirements</b> from available <b>information</b></p> <p>1.4 Notify the people involved and seek competent advice where there is uncertainty about the correct interpretation of <b>proposals, processes and requirements</b></p> <p>1.5 Respond promptly to requests for <b>information</b> related to <b>proposals, processes and requirements</b></p> <p>1.6 Collect all relevant available required <b>information</b> about <b>proposals, processes and requirements</b></p> <p>1.7 Carry out the relevant research where the necessary <b>information</b> is not immediately available</p> <p>1.8 Provide the requested <b>information</b> accurately and <b>appropriately</b> to the needs of the enquirers involved and the situation</p>
2. Understand how to respond to requests for information about proposals, processes and requirements	<p>2.1 Describe how to identify the main areas of <b>legislation, regulations, procedures and values</b> applicable to the area of work</p> <p>2.2 Explain how to ensure that reliable and up-to-date sources of relevant <b>information</b> are readily available for reference and guidance</p> <p>2.3 Examine how to interpret accurately the nature of <b>proposals, processes and requirements</b> from available <b>information</b></p> <p>2.4 Explain how to notify the people involved and seek competent advice where there is uncertainty about the correct interpretation of <b>proposals, processes and requirements</b></p> <p>2.5 Explain how to respond promptly to requests for <b>information</b> related to <b>proposals, processes and requirements</b></p> <p>2.6 Explain how to collect all relevant available required <b>information</b> about <b>proposals, processes and requirements</b></p> <p>2.7 Examine how to carry out the relevant research where the necessary <b>information</b> is not immediately available</p> <p>2.8 Explain how to provide the requested <b>information</b> accurately and <b>appropriately</b> to the needs of the enquirers involved and the situation</p>

<p>3. Be able to administer statutory processes</p>	<p>3.1 Check <b>application documentation</b> for completeness</p> <p>3.2 Take agreed procedural action in response to missing <b>application documentation</b> or insufficiency of information</p> <p>3.3 Examine and identify proposals and procedures that may not conform to relevant legislation or organisational requirements</p> <p>3.4 Categorise <b>applications</b> based on all available information</p> <p>3.5 Add information to files and systems in line with agreed procedures</p> <p>3.6 Pass <b>applications</b> to the next stage of the process</p>
<p>4. Understand how to administer statutory processes</p>	<p>4.1 Explain how to check <b>application documentation</b> for completeness</p> <p>4.2 Explain how to take agreed procedural action in response to missing <b>application documentation</b> or insufficiency of information</p> <p>4.3 Examine and identify proposals and procedures that may not conform to relevant legislation or organisational requirements</p> <p>4.4 Explain how to categorise <b>applications</b> based on all available information</p> <p>4.5 Explain how to add information to files and systems in line with agreed procedures</p> <p>4.6 Explain how to pass <b>applications</b> to the next stage of the process</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Legislation and regulations</b>	Application documents; the development and use of land; structures/buildings; conservation and heritage; environmental impact; energy and carbon use; advertisement; tree/ hedgerows
<b>Procedures and values:</b>	Organisational; regulatory; ethical
<b>Information:</b>	Legislation; policy; technical reference; project; best practice; advice
<b>Proposals, processes and requirements:</b>	Applications; policy; advice
<b>Appropriately:</b>	Confidentiality; data protection; freedom of information; commercial interest; openness; political neutrality
<b>Applications</b>	The development and use of land; structures/buildings; conservation and heritage; environmental impact; energy and carbon use; advertisement; trees/hedgerows
<b>Documentation:</b>	Application documentation; plans, drawings, calculations; technical/support information; fees/charges

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Relevant areas of legislation, regulations, procedures and values and up to date information (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)
2. Records of requested information (1.7, 1.8)
3. Checked and categorised application documents with non-conforming proposals and procedures identified, examined and passed to the next stage (3.1, 3.2, 3.3, 3.4, 3.6)
4. Information added to files and systems (3.5)

**Unit 3: Process applications to secure grant and other funding in planning or conservation**

<b>Level</b>	3
<b>Credit Value</b>	8
<b>Unit purpose and aims</b>	
This unit is about the receiving, validating and processing of applications for grants and other sources of funding from your organisation. You will need to be aware of the procedures involved in processing applications, what the criteria are for decision making and how to prepare the application for the decision maker.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to process applications to secure grant and other funding	1.1 Acknowledge <b>applications</b> for grants promptly and check them against <b>statutory and policy requirements</b> 1.2 Identify inconsistent and incomplete <b>information in applications</b> and ask applicants for more <b>information</b> , clarification and proof 1.3 Check <b>applications</b> against the relevant technical regulations, policy and decision criteria and process those which are likely to meet the criteria for approval by decision makers 1.4 Refer <b>applications</b> which fail the assessment process and which are unlikely to meet the evaluation criteria following revision to decision makers, and prepare a justified rejection to send to unsuccessful applicants 1.5 Issue and record decisions clearly, draft the conditions in an agreed format and pass it on to the applicant 1.6 Check that applicants are complying with the conditions applying to grants, identify those who are not and advise them on what they need to do to comply with the conditions 1.7 Complete the administration of the decision making process within the time allowed to meet <b>statutory and policy requirements</b>
2. Understand how to process applications to secure grant and other funding	2.1 Explain how to acknowledge <b>applications</b> for grants promptly and check them against <b>statutory and policy requirements</b> 2.2 Describe how to identify inconsistent and incomplete <b>information in applications</b> and ask applicants for more <b>information</b> , clarification and proof 2.3 Explain how to check <b>applications</b> against the relevant technical regulations, policy and decision criteria and process those which are likely to meet the criteria for approval by decision makers 2.4 Explain how to refer <b>applications</b> which fail the assessment process and which are unlikely to meet the evaluation criteria following revision to decision makers, and prepare a justified rejection to send to unsuccessful applicants 2.5 Explain how to issue and record decisions clearly, draft the conditions in an agreed format and pass it on to the applicant 2.6 Explain how to check that applicants are complying with the conditions applying to grants, identify those who are not and advise them on what they need to do to comply with the conditions 2.7 Explain how to complete the administration of the decision making process within the time allowed to meet <b>statutory and policy requirements</b>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Applications - relevant to:</b>	Development and use of land; structures; buildings; plant and equipment
<b>Statutory and policy requirements:</b>	Local; national; international
<b>Information - type:</b>	Plans, drawings, calculations; technical information; financial information; test data; national and international standards and Codes of Practice
<b>Information - from:</b>	Property owners and occupiers; developers; consultants; agents; contractors; other affected parties; documentary sources; surveys

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Checked application(s) which include requests for clarification and proof (1.1, 1.2, 1.3) [ALL]
2. Processed application(s) (1.3)
3. Referred application(s) (1.4)
4. Record(s) showing that conditions have been checked and advice given on compliance (1.5, 1.6)
5. Records showing the time taken for the application to be processed (1.7)
6. Request(s) for information (1.2)

**Unit 4: Prepare applications grant and other funding in planning or conservation**

<b>Level</b>	4
<b>Credit Value</b>	9
<b>Unit purpose and aims</b>	
This unit is about the process of making applications to government, the European Union, the National Lottery and other organisations for grants to enable your organisation to fund projects. You will need to understand the range of grants available, the criteria and timescales involved and their suitability for your organisation's purposes.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to prepare applications to secure funding	1.1 Calculate the level of funding needed, identify the funding bodies available and whether there are any time constraints 1.2 Identify which aspects of a project satisfy the eligibility criteria for <b>incentive schemes</b> 1.3 Check and confirm with the <b>approving body</b> the requirements, current procedures and likely timescale 1.4 Forecast how long the submission and approval of an application for incentives will take and how this will fit in with the project schedule 1.5 Identify the implications of delays, failure to apply for and achieve approval and circulating the information to the <b>stakeholders</b> 1.6 Prepare and assemble the information that will be needed for the application 1.7 Prepare and submit a clear and valid application for the incentives 1.8 Provide the <b>approving bodies</b> with additional clear, relevant and accurate information when it is requested 1.9 Negotiate with <b>approving bodies</b> to secure incentives
2. Understand how to prepare applications to secure funding	2.1 Explain how to calculate the level of funding needed, identify the funding bodies available and whether there are any time constraints 2.2 Describe how to identify which aspects of a project satisfy the eligibility criteria for <b>incentive schemes</b> 2.3 <b>Explain how to check and confirm with the approving body</b> the requirements, current procedures and likely timescale 2.4 Examine how to forecast how long the submission and approval of an application for incentives will take and how this will fit in with the project schedule 2.5 Describe how to identify the implications of delays, failure to apply for and achieve approval and circulating the information to the <b>stakeholders</b> 2.6 Explain how to prepare and assemble the information that will be needed for the application 2.7 Describe how to prepare and submit a clear and valid application for the incentives 2.8 Describe how to provide the <b>approving bodies</b> with additional clear, relevant and accurate information when it is requested 2.9 Propose how to negotiate with <b>approving bodies</b> to secure incentives

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Incentive schemes:</b>	Grants; loans; subsidies
<b>Approving bodies:</b>	Local authorities; central government; heritage bodies; other sponsors; European; national lottery
<b>Stakeholders:</b>	Internal; external

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Calculations of the levels of funding needed, time constraints and potential funding bodies (1.1)
2. Record(s) which identify(ies) which aspects of project(s) satisfy the eligibility criteria (1.2)
3. Record(s) of checks made with approving bodies about the requirements, current procedures and likely timescale (1.3)
4. Record(s) of information circulated to stakeholders which contains a forecast of the time needed for the submission and approval of applications for incentives and the implications of delays, failure to apply for and achieve approval (1.4, 1.5)
5. Application(s) for incentives, including information and negotiations (1.6, 1.7, 1.8, 1.9)

**Unit 5: Process and consult on applications to reflect statutory and policy requirements in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	14
<b>Unit purpose and aims</b>	
This unit is about the receipt, checking, validation and process of applications, including, where relevant, the carrying out of the consultation, publicity and notification. You will need to have a good understanding of the range of application types, what they should comprise, who will need to be consulted and the procedures involved in their processing.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to process and consult on applications to reflect statutory and policy requirements	1.1 Process applications promptly and check them against statutory and policy requirements 1.2 Identify inconsistent and incomplete information in applications and ask applicants for more information 1.3 Check applications in detail against the relevant technical policy and evaluation criteria 1.4 Identify appropriate consultees and other interested parties on their application in relation to statutory and policy requirements 1.5 Initiate consultation with interested parties and monitor process 1.6 Collect information and refer checked applications to decision makers within the time allowed and to meet legal requirements 1.7 Collate responses to the consultation and refer them to decision makers within the time allowed and to meet legal requirements 1.8 Prepare, check, issue and record decisions and inform applicants and other parties in an appropriate form
2. Understand how to process and consult on applications to reflect statutory and policy requirements	2.1 Explain how to process <b>applications</b> promptly and check them against <b>statutory and policy requirements</b> 2.2 Describe how to identify inconsistent and incomplete <b>information</b> in <b>applications</b> and ask applicants for more <b>information</b> 2.3 Explain how to check <b>applications</b> in detail against the relevant technical policy and evaluation criteria 2.4 Describe how to identify appropriate consultees and other <b>interested parties</b> on their <b>application</b> in relation to statutory and policy requirements 2.5 Propose how to initiate <b>consultation</b> with <b>interested parties</b> and monitor process 2.6 Explain how to collect <b>information</b> and refer checked <b>applications</b> to decision makers within the time allowed and to meet legal requirements 2.7 Explain how to collate responses to the <b>consultation</b> and refer them to decision makers within the time allowed and to meet legal requirements 2.8 Explain how to prepare, check, issue and record decisions and inform applicants and other parties in an appropriate form

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Applications</b>	Development and use of land; structures/buildings; environmental impact; conservation and heritage; energy and carbon use; advertisement; trees/hedgerows
<b>Statutory and policy requirements - scope:</b>	Local; regional; national; organisational
<b>Information - type:</b>	Application documents; plans, drawings, calculations; technical information; test data; consultations/notifications
<b>Consultation:</b>	Statutory and non-statutory consultees; publicity (advertisements/site notices); notification to potentially affected parties
<b>Interested parties:</b>	Those with an interest in the application; other regulators; utilities

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Processed application(s) which include(s) detailed evaluations and conditions (ALL)
2. Record(s) of consultation(s) (1.4, 1.5,1.7)
3. Consultation(s) (1.4, 1.5) [1.4]

**Unit 6: Identify and monitor compliance of developments in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	14
<b>Unit purpose and aims</b>	
<p>This unit is about the investigation, analysis and progression of complaints about potential breaches of regulatory control. You will need to be able to understand the range of application types and how they would apply to existing developments so that potential breaches of control can be correctly identified and appropriate action taken.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to monitor compliance of authorised works	<p>1.1 Identify and interpret legal and statutory requirements from available information and clarify them where there is uncertainty</p> <p>1.2 Advise on legal and statutory responsibilities to those responsible for implementing them before they start the <b>development</b></p> <p>1.3 Follow an agreed control system, collect <b>information</b> and record it accurately</p> <p>1.4 Identify situations which do not comply with legal and statutory requirements, investigate and report the circumstances thoroughly to enable the appropriate <b>corrective action</b> to be taken</p> <p>1.5 Identify any new legal and statutory requirements which may have an impact on the <b>development</b>, summarise the important details and pass these on to <b>people who have an interest</b></p>
2. Understand how to monitor compliance of authorised works	<p>2.1 Describe how to identify and interpret legal and statutory requirements from available information and clarify them where there is uncertainty</p> <p>2.2 Propose how to advise on legal and statutory responsibilities to those responsible for implementing them before they start the <b>development</b></p> <p>2.3 Explain how to follow an agreed control system, collect <b>information</b> and record it accurately</p> <p>2.4 Describe how to identify situations which do not comply with legal and statutory requirements, investigate and report the circumstances thoroughly to enable the appropriate <b>corrective action</b> to be taken</p> <p>2.5 Describe how to identify any new legal and statutory requirements which may have an impact on the <b>development</b>, summarise the important details and pass these on to <b>people who have an interest</b></p>
3. Be able to identify and monitor unauthorised developments	<p>3.1 Identify and check unauthorised development against statutory and policy regulations and record them accurately</p> <p>3.2 Record and summarise information about breaches in compliance and circulate the information to the people responsible for maintaining compliance</p> <p>3.3 Notify the people responsible for the breach of the possible consequences and steps needed to restore compliance</p> <p>3.4 Issue standard warnings of possible enforcement action to the people responsible, for breaches in compliance which are not corrected within a realistic time limit</p> <p>3.5 Recommend follow up action in cases of breach of compliance</p> <p>3.6 Prepare and submit clear and accurate evidence of breaches to decision makers</p>

<p>4. Understand how to identify and monitor unauthorised developments</p>	<p>4.1 Describe how to identify and check unauthorised development against statutory and policy regulations and record them accurately</p> <p>4.2 Explain how to record and summarise information about breaches in compliance and circulate the information to the people responsible for maintaining compliance</p> <p>4.3 Explain how to notify the people responsible for the breach of the possible consequences and steps needed to restore compliance</p> <p>4.4 Explain how to issue standard warnings of possible enforcement action to the people responsible, for breaches in compliance which are not corrected within a realistic time limit</p> <p>4.5 Propose how to recommend follow up action in cases of breach of compliance</p> <p>4.6 Explain how to prepare and submit clear and accurate evidence of breaches to decision makers</p>
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Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Development</b>	Development and use of land; structures/buildings; environmental impact; conservation/heritage; energy and carbon use; advertisement; trees/hedgerow
<b>Information:</b>	Visual inspection; comparison with design requirements; comparison with standard Documentation; checking manufacturers' documentation; sampling; testing; site inspection reports; contractors' reports; site meetings
<b>Corrective action:</b>	Instigate contingency action and restore; compliance; notify those responsible; refer to decision makers
<b>People who have an interest:</b>	The client/applicant or their agent; contractors; consultants
<b>Identify and check:</b>	Inspections; documentary sources; information from the public; the media
<b>Unauthorised development:</b>	Works/alterations; structures; uses
<b>Statutory and policy regulations</b>	The development and use of land; structures/buildings; environmental impact; conservation/heritage; energy and carbon use; advertisement; trees/hedgerow
<b>People responsible:</b>	Land and property owners; occupiers; contractors; professional advisers
<b>Follow up action:</b>	Serving legal notices; prosecution; legal action; direct action

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Records of control systems which include legal and statutory requirements identified from collected information, non-complying situations, investigations and corrective action, identified and referred new legal and statutory requirements (1.1, 1.3, 1.4, 1.5)
2. Records of advice on legal and statutory responsibilities (1.2)
3. Summary(ies) of unauthorised works and breaches in compliance (3.1, 3.2)
4. Record(s) of notification given (3.3)
5. Standard warning(s) of possible enforcement action issued (3.4)
6. Record(s) of recommended follow up action and any breaches (3.5, 3.6)
7. Inspection(s) of sites to check compliance with legal requirements (3.1)

## Unit 7: Work in a team in planning, conservation or building control

<b>Level</b>	3
<b>Credit Value</b>	10
<b>Unit purpose and aims</b>	
<p>This unit is about establishing good working relationships within a team, being mutually supportive of your colleagues and handling conflicts in a constructive manner. A team could be a collaboration of various parties from both within and external to your organisation. You will need to understand the dynamics of team working, have good interpersonal skills and be an effective communicator with customers.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to maintain relationships with people who are affected by your work	<p>1.1 Maintain working relationships and communicate clearly with people to promote goodwill, trust and understanding</p> <p>1.2 Inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency</p> <p>1.3 Offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments</p> <p>1.4 Present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved</p> <p>1.5 Clarify with people objections to proposals and suggest alternative proposals</p> <p>1.6 Deal with conflicts and differences of opinion in ways which minimise offence, and which promote goodwill, trust and understanding</p>
2. Understand how to maintain relationships with people who are affected by your work	<p>2.1 Explain how to maintain working relationships and communicate clearly with people to promote goodwill, trust and understanding</p> <p>2.2 Explain how to inform people about work activities in an appropriate level of detail and with an appropriate degree of urgency</p> <p>2.3 Propose how to offer advice and help to people about work activities with sensitivity and encourage questions, requests for clarification and comments</p> <p>2.4 Explain how to present proposals for action clearly to people at an appropriate time and with the right level of detail for the circumstances, expenditure and risk involved</p> <p>2.5 Explain how to clarify with people objections to proposals and suggest alternative proposals</p> <p>2.6 Explain how to deal with conflicts and differences of opinion in ways which minimise offence, and which promote goodwill, trust and understanding</p>
3. Be able to work in a team	<p>3.1 Confirm the team <b>work plan</b> and responsibilities and <b>methods</b> by which activity will be monitored</p> <p>3.2 Confirm the clear parameters which will enable the team to meet the requirements of the <b>work plan</b></p> <p>3.3 Co-operate with <b>arrangements to achieve effective communication</b> within the team and with stakeholders</p> <p>3.4 Accept personal responsibilities needed and agree a realistic timescale and resources with the team</p> <p>3.5 Report to team leader on timing, task completion and team processes</p>

4. Understand how to work in a team	4.1 Explain how to confirm the team <b>work plan</b> and responsibilities and <b>methods</b> by which activity will be monitored
	4.2 Explain how to confirm the clear parameters which will enable the team to meet the requirements of the <b>work plan</b>
	4.3 Explain how to co-operate with <b>arrangements to achieve effective communication</b> within the team and with stakeholders
	4.4 Evaluate how to accept personal responsibilities needed and agree a realistic timescale and resources with the team
	4.5 Explain how to report to team leader on timing, task completion and team processes

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Working relationships:</b>	Formal (contractual and statutory); informal
<b>Communicate, inform, offer advice, present and clarify:</b>	Orally; in writing; graphically; electronically
<b>People:</b>	Internal to the organisation; external to the organisation
<b>Promote goodwill, trust and understanding:</b>	Demonstrating a duty of care; ethical relationships; professional independence; honouring promises and undertakings; honest and constructive relationships; equal opportunities; meeting statutory and organisational requirements; customer service; effective negotiation
<b>Work plan:</b>	Objectives and targets; key decision stages; scheduling and timetabling; delivery of documentation; statutory deadline; team meetings
<b>Methods:</b>	Exchanging and coordinating information; checks and approvals; meetings
<b>Arrangements to achieve effective communication:</b>	Reporting; oral; written; minutes and actions from meetings; key contacts; electronic data transfer; contingency arrangements

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Information and advice provided about work activities (1.1, 1.2, 1.3, 1.6)
2. Proposal(s) presented, including clarification and alternatives offered (1.1, 1.4, 1.5, 1.6)
3. Information, advice and presentations (ALL)
4. Confirmed team work plan, responsibilities, monitoring methods, confirmed parameters to meet the requirements of the work plan and arrangements to achieve effective communication (3.1, 3.2, 3.3, 3.4, 3.5)
5. Team meeting(s) and feedback session(s) (3.1, 3.3, 3.4, 3.5)

**Unit 8: Carry out measured survey in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	15
<b>Unit purpose and aims</b>	
This unit is concerned with conducting a measured survey on land or buildings. You will need to be able to collect, check and verify survey data. You will need to check your results, and present them in a way that helps the user.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to prepare for survey operations	1.1 Identify what <b>survey information</b> is needed, how accurate the <b>information</b> needs to be and what <b>information</b> outputs are required from the <b>survey</b> 1.2 Analyse and assess how accurate, up to date and complete the <b>existing information</b> is, and decide what additional information is needed 1.3 Confirm with the people who will be affected that the <b>survey method</b> statement is accurate before starting the work 1.4 Check and confirm that a risk assessment is relevant and in place 1.5 Arrange for suitable <b>equipment</b> , and enough spares for maintenance, to be available and kept safely and securely 1.6 Check and confirm, before starting work, that people who will be affected have given their <b>permission</b> 1.7 Brief the people who will be involved in the <b>survey</b> about the <b>survey arrangements</b> and the <b>safety arrangements</b> 1.8 Contact people and organisations who will be affected by the <b>survey</b> , provide them with clear and accurate information and ask for their cooperation 1.9 Check and confirm that signs, <b>arrangements</b> for <b>safety, equipment</b> and site access conform to good practice, legislation and regulation
2. Understand how to prepare for survey operations	2.1 Describe how to identify what <b>survey information</b> is needed, how accurate the <b>information</b> needs to be and what <b>information</b> outputs are required from the <b>survey</b> 2.2 Examine how to analyse and assess how accurate, up to date and complete the <b>existing information</b> is, and decide what additional information is needed 2.3 Explain how to confirm with the people who will be affected that the <b>survey method</b> statement is accurate before starting the work 2.4 Explain how to check and confirm that a risk assessment is relevant and in place 2.5 Explain how to arrange for suitable <b>equipment</b> , and enough spares for maintenance, to be available and kept safely and securely 2.6 Explain how to check and confirm, before starting work, that people who will be affected have given their <b>permission</b> 2.7 Explain how to brief the people who will be involved in the <b>survey</b> about the <b>survey arrangements</b> and the <b>safety arrangements</b> 2.8 Explain how to contact people and organisations who will be affected by the <b>survey</b> , provide them with clear and accurate information and ask for their cooperation 2.9 Explain how to check and confirm that signs, <b>arrangements</b> for <b>safety, equipment</b> and site access conform to good practice, legislation and regulation

<p>3. Be able to conduct measured surveys</p>	<p>3.1 Conduct the <b>survey</b> in a way which maintains the level of accuracy required, balances content and cost and keeps disruption to a minimum</p> <p>3.2 Conform to <b>safe working practices</b></p> <p>3.3 Consult with experts when specialist information is needed which is relevant to the <b>survey</b></p> <p>3.4 Take accurate observations and measurements using valid methods</p> <p>3.5 Change work procedures and practices to allow for different <b>circumstances and conditions</b></p> <p>3.6 Record <b>survey</b> data clearly and accurately and store it securely for later analysis</p> <p>3.7 Keep a clear and accurate record of the time spent on the <b>survey</b> and of any problems that come up which may affect cost or accuracy</p> <p>3.8 Maintain the <b>equipment</b> in operating condition and store it securely</p>
<p>4. Understand how to conduct measured surveys</p>	<p>4.1 Explain how to conduct the <b>survey</b> in a way which maintains the level of accuracy required, balances content and cost and keeps disruption to a minimum</p> <p>4.2 Explain how to conform to <b>safe working practices</b></p> <p>4.3 Explain how to consult with experts when specialist information is needed which is relevant to the <b>survey</b></p> <p>4.4 Explain how to take accurate observations and measurements using valid methods</p> <p>4.5 Explain how to change work procedures and practices to allow for different <b>circumstances and conditions</b></p> <p>4.6 Explain how to record <b>survey</b> data clearly and accurately and store it securely for later analysis</p> <p>4.7 Explain how to keep a clear and accurate record of the time spent on the <b>survey</b> and of any problems that come up which may affect cost or accuracy</p> <p>4.8 Explain how to maintain the <b>equipment</b> in operating condition and store it securely</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Survey - type:</b>	Land; building
<b>Survey - method:</b>	Approximate; detailed measurement
<b>Existing information:</b>	Photographs (including aerial photographs); maps; charts; drawings; digital data; archive records; legal documents
<b>Permission from:</b>	Client; site owner and occupiers; adjoining owners and occupiers; notifiable authorities
<b>Equipment:</b>	Mechanical; optical; electronic
<b>Survey arrangements:</b>	Survey responsibilities; details of the survey method; the site; the equipment; calibration certificates
<b>Safety arrangements:</b>	Personal safety; equipment and clothing; safe use of access equipment; health and safety practice and regulations; industry codes of practice; regulations applying to the survey site
<b>Safe working practices:</b>	Personal safety; equipment and clothing; safe use of access equipment; health and safety practice and regulations; industry Codes of Practice; regulations applying to the survey site
<b>Circumstances and conditions:</b>	Topography; water; obstacles; climatic variation; live conditions (eg buildings and sites in use, roads, railways, runways); <input type="checkbox"/> planned circumstances; emergency circumstances

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Record(s) of a preliminary investigation which identifies the information requirements and an assessment of existing information and needs (1.1, 1.2, 1.3)
2. Record(s) of pre-work checks and confirmation of: the survey method statement; permissions; equipment (1.3, 1.6, 1.8)
3. Record(s) of equipment checks and risk assessment (1.4, 1.5)
4. Record(s) of briefings and requests for co-operation (1.7)
5. Records of site checks (1.9)
6. Survey records and reports including: observations and measurements; survey data; the time taken; problems; changes in work practices; (3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8)
7. Records of consultations with experts (3.3)
8. Equipment maintenance record(s) (3.8)
9. Conducted surveys including: level of accuracy; safe working practices; taking observations and measurements; changing work procedures and practices (3.1, 3.2, 3.4, 3.5, 3.6)

**Unit 9: Carry out an environmental survey in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	15
<b>Unit purpose and aims</b>	
<p>This unit is about the preparation, carrying out, recording analysing and presentations of all kinds of surveys. You will need to understand the purpose of the survey, so that the best methods and techniques are used to provide the information that is necessary to achieve the results that the organisation needs.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to prepare for an environmental survey	1.1 Confirm the <b>purpose</b> of the survey and <b>significant factors</b> affecting it 1.2 Check and confirm that a risk assessment is relevant and in place 1.3 Confirm any <b>permission(s)</b> that will be needed to carry out the <b>survey</b> and confirm that they are valid before the survey starts 1.4 Contact people and organisations who will be affected by the <b>survey</b> , provide them with clear and accurate information and ask for their cooperation 1.5 Confirm <b>methods and techniques for the survey</b> which are valid, reliable, consistent with legal requirements and which recognise concerns raised by the public 1.6 Check and confirm that signs, <b>arrangements</b> for personal <b>safety, equipment</b> and site access conform to good practice, legislation and regulation
2. Understand how to prepare for an environmental survey	2.1 Explain how to confirm the <b>purpose</b> of the survey and <b>significant factors</b> affecting it 2.2 Explain how to check and confirm that a risk assessment is relevant and in place 2.3 Explain how to confirm any <b>permission(s)</b> that will be needed to carry out the <b>survey</b> and confirm that they are valid before the survey starts 2.4 Explain how to contact people and organisations who will be affected by the <b>survey</b> , provide them with clear and accurate information and ask for their cooperation 2.5 Explain how to confirm <b>methods and techniques for the survey</b> which are valid, reliable, consistent with legal requirements and which recognise concerns raised by the public 2.6 Explain how to check and confirm that signs, <b>arrangements</b> for personal <b>safety, equipment</b> and site access conform to good practice, legislation and regulation

<p>3. Be able to conduct environmental surveys</p>	<p>3.1 Identify survey sources and collect and collate relevant <b>data</b> following safe working practices</p> <p>3.2 Accurately analyse the <b>data</b> which has been collected about all of the significant <b>factors</b> related to the <b>purpose</b> of the survey</p> <p>3.3 Consult with experts on specific problems which are relevant to the investigation by providing them with an accurate summary of the problems</p> <p>3.4 <b>Record</b> accurate findings which are unambiguous, which clearly describe all the important <b>factors</b> in a format which is suitable for circulation and discussion with <b>stakeholders</b></p> <p>3.5 State clearly the authority for assumptions and projections</p> <p>3.6 Assemble any supporting <b>data</b> which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference</p>
<p>4. Understand how to conduct environmental surveys</p>	<p>4.1 Describe how to identify survey sources and collect and collate relevant <b>data</b> following safe working practices</p> <p>4.2 Examine how to accurately analyse the <b>data</b> which has been collected about all of the significant <b>factors</b> related to the <b>purpose</b> of the survey</p> <p>4.3 Explain how to consult with experts on specific problems which are relevant to the investigation by providing them with an accurate summary of the problems</p> <p>4.4 Explain how to <b>record</b> accurate findings which are unambiguous, which clearly describe all the important <b>factors</b> in a format which is suitable for circulation and discussion with <b>stakeholders</b></p> <p>4.5 Explain how to state clearly the authority for assumptions and projections</p> <p>4.6 Explain how to assemble any supporting <b>data</b> which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<p><b>Purpose:</b></p>	<p>Planning policies; development plans; conservation; project developments</p>
<p><b>Significant factors:</b></p>	<p>Historical; conservation; social; visual and spatial; ecological and environmental; construction</p>
<p><b>Permission(s) from:</b></p>	<p>Client(s); owner(s) and occupier(s); notifiable authorities</p>
<p><b>Methods and techniques for the survey:</b></p>	<p>Documentary and record search; investigative research; field research</p>
<p><b>Equipment:</b></p>	<p>Mechanical; optical; electronic</p>
<p><b>Safety arrangements:</b></p>	<p>Personal safety; equipment and clothing; safe use of access equipment; health and safety practice and regulations; industry Codes of Practice; regulations applying to the survey site</p>

<b>Data:</b>	Photographs; maps; chart; drawings; archive records; legal documents; surveys
<b>Purpose:</b>	Planning policies; development plans; conservation; project developments
<b>Record:</b>	In writing; graphically; electronically
<b>Stakeholders:</b>	Client; owners; occupiers; community and special interest groups; regulatory authorities

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Survey purpose including significant factors; (1.1, 1.2)
2. Record(s) of permissions and their validity (1.3)
3. Record(s) of survey contacts (1.4)
4. Method and techniques (1.5)
5. Record(s) of equipment checks and risk assessment (1.6)
6. Records of site checks (1.6)
7. Analyses of data (3.1, 3.2)
8. Summary(ies) of problems directed to experts (3.3)
9. Findings from surveys which include: factors and purpose for each proposal; supporting data (3.4, 3.5, 3.6)

**Unit 10: Compile and present survey data in planning or building control**

<b>Level</b>	3
<b>Credit Value</b>	12
<b>Unit purpose and aims</b>	
This unit is concerned with presenting the results of a survey of any kind of land or buildings. You will need to be able to collect, check and verify survey data. You will need to check your results, and present them in a way that helps the user.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to compile survey data	1.1 Confirm that the survey data is appropriate for the intended purpose 1.2 Check data selected from all the specified sources and reject invalid data 1.3 Conform to data security and quality assurance requirements 1.4 Confirm terms for permission to use data, including copyright 1.5 Confirm the requirements for <b>compilation material</b> and maintain complete and accurate compilation records and histories throughout the project 1.6 Extract, compile and compute data accurately and in a suitable form for analysing and presentation
2. Understand how to compile survey data	2.1 Explain how to confirm that the survey data is appropriate for the intended purpose 2.2 Explain how to check data selected from all the specified sources and reject invalid data 2.3 Explain how to conform to data security and quality assurance requirements 2.4 Explain how to confirm terms for permission to use data, including copyright 2.5 Explain how to confirm the requirements for <b>compilation material</b> and maintain complete and accurate compilation records and histories throughout the project 2.6 Explain how to extract, compile and compute data accurately and in a suitable form for analysing and presentation
3. Be able to analyse and present survey results	3.1 Collect together enough <b>survey</b> data to allow an accurate analysis to be made 3.2 Verify the <b>survey</b> data and adjust the data to maintain accuracy and integrity 3.3 Analyse the <b>survey</b> data accurately 3.4 <b>Present</b> the results of the <b>survey information</b> , the commentary and any support information accurately, clearly and in a format which is suitable for those who need to use it
4. Understand how to analyse and present survey results	4.1 Explain how to collect together enough <b>survey</b> data to allow an accurate analysis to be made 4.2 Examine how to verify the <b>survey</b> data and adjust the data to maintain accuracy and integrity 4.3 Examine how to analyse the <b>survey</b> data accurately 4.4 Explain how to <b>present</b> the results of the <b>survey information</b> , the commentary and any support information accurately, clearly and in a format which is suitable for those who need to use it

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Compilation material:</b>	Photographs; digital information; maps, charts, plans, drawings and archive records; legal documents
<b>Survey:</b>	Approximate; detailed measurement
<b>Present:</b>	Drawings; plans; maps; charts; photographic; project documentation; written reports; electronic
<b>Survey information:</b>	Key references/benchmarks; relationships between data; results and outcomes

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Survey data confirmed, extracted, compiled, computed, analysed and presented (1.1, 1.2, 1.6)
2. Records of actions taken to check data and to reject invalid data (1.2)
3. Record(s) of actions taken to conform to data security and quality assurance requirements (1.3)
4. Records of confirmed permissions to use data and of requirements for compilation material (1.4, 1.5)
5. Compilation records and histories (1.5)
6. Analysis(es) of survey data (3.1-3.4)
7. Presentations on how to interpret survey information (3.4)
8. Presentation(s) of the survey information, commentary and support information (3.4)

## Unit 11: Monitor and record test data in conservation or building control

<b>Level</b>	3
<b>Credit Value</b>	10
<b>Unit purpose and aims</b>	
This unit is about monitoring and recording tests to ensure that accuracy is maintained, equipment is calibrated and samples are statistically sound. You will also need to ensure that data is communicated to those who need it.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to monitor and record test data	1.1 Monitor <b>tests</b> and recommend modifications to maintain compliance with <b>test requirements</b> 1.2 Ensure that physical <b>tests</b> are conducted in a way which optimises accuracy and keeps disruption to a minimum 1.3 Ensure that testing is carried out by appropriate accredited personnel 1.4 Ensure that only calibrated equipment is used to maintain accuracy 1.5 Ensure that sample sizes are sufficient to <b>test</b> the required properties and maintain their integrity to meet recognised statistical principles 1.6 Ensure that <b>test</b> data is recorded clearly and accurately communicated to those who need to use it and stored securely for later analysis
2. Understand how to monitor and record test data	2.1 Examine how to monitor <b>tests</b> and recommend modifications to maintain compliance with <b>test requirements</b> 2.2 Explain how to ensure that physical <b>tests</b> are conducted in a way which optimises accuracy and keeps disruption to a minimum 2.3 Explain how to ensure that testing is carried out by appropriate accredited personnel 2.4 Explain how to ensure that only calibrated equipment is used to maintain accuracy 2.5 Explain how to ensure that sample sizes are sufficient to <b>test</b> the required properties and maintain their integrity to meet recognised statistical principles 2.6 Explain how to ensure that <b>test</b> data is recorded clearly and accurately communicated to those who need to use it and stored securely for later analysis

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Tests:</b>	Structure and fabric; materials; environment; services and systems
<b>Test Requirements:</b>	Physical; condition; performance

## **Assessment**

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Record(s) and report(s) of tests including: conduct; samples taken; time; problems (1.2, 1.3, 1.4, 1.5, 1.6)
2. Record(s) of test monitoring and recommended modifications (1.1)
3. Records of checks that equipment is calibrated (1.4)

**Unit 12: Investigate and assess contextual and resource factors affecting potential project developments in conservation**

<b>Level</b>	3
<b>Credit Value</b>	11
<b>Unit purpose and aims</b>	
<p>This unit is about identifying and investigating factors which may impact on a planned development. It also involves analysing and evaluating the investigation data and identifying the opportunities and constraints for each option and solution. You will need to present your findings in a report.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to confirm investigation requirements	<p>1.1 Identify the <b>factors</b> for investigation that may be significant for the planned development by examining documents, setting up and facilitating discussions and meetings</p> <p>1.2 Select the critical aspects of both the site and the surrounding areas which require investigation and prioritise them</p> <p>1.3 Agree the priorities for investigation, an accurate estimate of the time and costs involved, and summarise both the priorities and estimates in an investigation brief</p> <p>1.4 Confirm that necessary permissions and insurance for the investigation have been obtained</p> <p>1.5 Contact people and organisations who will be affected by the investigation, provide them with clear and accurate information and ask for their cooperation</p> <p>1.6 Confirm the results of the investigation and recommend an appropriate course of action</p>
2. Understand how to confirm investigation requirements	<p>2.1 Describe how to identify the <b>factors</b> for investigation that may be significant for the planned development by examining documents, setting up and facilitating discussions and meetings</p> <p>2.2 Evaluate how to select the critical aspects of both the site and the surrounding areas which require investigation and prioritise them</p> <p>2.3 Evaluate how to agree the priorities for investigation, an accurate estimate of the time and costs involved, and summarise both the priorities and estimates in an investigation brief</p> <p>2.4 Explain how to confirm that necessary permissions and insurance for the investigation have been obtained</p> <p>2.5 Explain how to contact people and organisations who will be affected by the investigation, provide them with clear and accurate information and ask for their cooperation</p> <p>2.6 Explain how to confirm the results of the investigation and recommend an appropriate course of action</p>

<p>3. Be able to describe how to investigate and confirm development factors, likely problems and potential solutions</p>	<p>3.1 Choose <b>methods and techniques for the investigation</b> which are valid, reliable, consistent with legal requirements and which recognise concerns raised by the public</p> <p>3.2 Identify <b>investigation sources</b> and collect and collate relevant <b>data</b></p> <p>3.3 Analyse and evaluate the investigation <b>data</b> which has been collected about all of the significant trends and <b>factors</b> affecting the project development</p> <p>3.4 Obtain advice from experts on specific problems which are relevant to the investigation by providing them with an accurate summary of the problems</p> <p>3.5 Identify and accurately record the <b>opportunities and constraints</b> for project development options</p> <p>3.6 Identify and assess previous solutions which are similar to the current circumstances to see whether they are relevant and useful</p>
<p>4. Understand how to describe how to investigate and confirm development factors, likely problems and potential solutions</p>	<p>4.1 Evaluate how to choose <b>methods and techniques for the investigation</b> which are valid, reliable, consistent with legal requirements and which recognise concerns raised by the public</p> <p>4.2 Describe how to identify <b>investigation sources</b> and collect and collate relevant <b>data</b></p> <p>4.3 Examine how to <b>analyse and evaluate the investigation data</b> which has been collected about all of the significant trends and <b>factors</b> affecting the project development</p> <p>4.4 Explain how to obtain advice from experts on specific problems which are relevant to the investigation by providing them with an accurate summary of the problems</p> <p>4.5 Describe how to identify and accurately record the <b>opportunities and constraints</b> for project development options</p> <p>4.6 Describe how to identify and assess previous solutions which are similar to the current circumstances to see whether they are relevant and useful</p>
<p>5. Be able to present findings relating to development factors, likely problems and potential solutions</p>	<p>5.1 <b>Present</b> accurate findings which are unambiguous, which clearly describe all the important <b>factors</b>, and which detail the implications for each development option, and in a format which is suitable for circulation and discussion with <b>stakeholders</b></p> <p>5.2 State clearly the authority for assumptions and projections used in the report</p> <p>5.3 Assemble any supporting <b>data</b> which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference</p> <p>5.4 Assess the results of the investigation and recommend on an appropriate course of action</p>

6. Understand how to present findings relating to development factors, likely problems and potential solutions	6.1	Explain how to <b>present</b> accurate findings which are unambiguous, which clearly describe all the important <b>factors</b> , and which detail the implications for each development option, and in a format which is suitable for circulation and discussion with <b>stakeholders</b>
	6.2	Explain how to state clearly the authority for assumptions and projections used in the report
	6.3	Explain how to assemble any supporting <b>data</b> which is relevant to the study, but which is not included in the report, store it safely and index it clearly for future reference
	6.4	Examine how to assess the results of the investigation and recommend on an appropriate course of action

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Factors:</b>	Historical; conservation; social; visual and spatial; ecological and environmental; construction; measured survey; physical testing
<b>Methods and techniques for the investigation:</b>	Documentary and record search; field research
<b>Investigation sources:</b>	Client and occupiers; searches; survey data; industry standards; industry legislation; published technical data; contractors and suppliers; experts including experienced; craftspeople
<b>Data:</b>	Photographs; maps; charts; drawings; archive records; legal documents; surveys
<b>Factors:</b>	Historical; conservation; social; visual and spatial; ecological and environmental; construction
<b>Opportunities and constraints:</b>	Project type, purpose, location; occupancy; significance/status; legal and regulatory constraints; physical and technical constraints; health and safety; time, cost and finance; environmental quality and sustainability; community benefits; energy resources management; renewable energies technologies; waste management
<b>Present:</b>	Orally; in writing; graphically
<b>Stakeholders:</b>	The client; owners; occupiers; community and special interest groups (including statutory consultees); regulatory authorities (eg heritage bodies)

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Investigation brief(s) including significant factors; critical aspects of site and surroundings; priorities; time and costs (1.1, 1.2, 1.3)
2. Record(s) of permissions and insurance (1.4)
3. Record(s) of commissioning investigations (1.5, 1.6)
4. Discussion(s) and meeting(s) (1.1)
5. Evaluation(s) of investigation data (3.1, 3.2, 3.3)
6. Summary(ies) of expert advice (3.4)
7. Findings from investigations which include: opportunities and constraints for project development options; previous solutions (3.5, 3.6)
8. Findings from investigations which include: factors; implications for each development option; supporting data (5.1, 5.2, 5.3, 5.4)
9. Presentation of findings (5.1)

**Unit 13: Investigate and assess regulatory factors affecting potential developments in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	12
<b>Unit purpose and aims</b>	
<p>This unit is about demonstrating your ability to investigate the requirements of the planning and other regulatory authorities, reporting the valid options and obtaining the required statutory consents for developments. You will need to investigate the requirements of the planning and regulatory authorities which apply to the development. You will also be required to produce a report which identifies the options available and the legal implications and which includes providing supporting data and giving advice on the implications of the report.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to identify regulatory requirements and constraints	<p>1.1 Identify the requirements of planning and other regulatory bodies which have an interest in <b>key factors</b> of the development</p> <p>1.2 Identify and assess the relative importance of existing and anticipated <b>regulations</b></p> <p>1.3 Identify and review opportunities and constraints which could result from both existing and anticipated <b>regulations</b></p> <p>1.4 Summarise any regulatory constraints which might affect the viability of the development</p>
2. Understand how to identify regulatory requirements and constraints	<p>2.1 Describe how to identify the requirements of planning and other regulatory bodies which have an interest in <b>key factors</b> of the development</p> <p>2.2 Describe how to identify and assess the relative importance of existing and anticipated <b>regulations</b></p> <p>2.3 Describe how to identify and review opportunities and constraints which could result from both existing and anticipated <b>regulations</b></p> <p>2.4 Explain how to summarise any regulatory constraints which might affect the viability of the development</p>
3. Be able to report and advise on potential developments	<p>3.1 Identify and assess existing solutions which are similar to the regulatory constraints which may apply to the development</p> <p>3.2 Investigate and test the <b>requirements and preferences</b> of planning and other regulatory bodies which have an interest in key development factors and report valid options and objections to the <b>stakeholders</b></p> <p>3.3 Match findings which have legal implications to relevant legislation and related guidance</p> <p>3.4 Produce an accurate and unambiguous report based on the investigation findings which clearly identifies the options available</p> <p>3.5 Assemble any supporting data which is relevant to the investigation, but which is not included in the report, store it safely and index it clearly for future reference</p> <p>3.6 Provide clear and accurate <b>advice</b> on the findings and implications of the investigation, to <b>stakeholders</b></p>

4. Understand how to report and advise on potential developments	4.1	Describe how to identify and assess existing solutions which are similar to the regulatory constraints which may apply to the development
	4.2	Examine how to investigate and test the <b>requirements and preferences</b> of planning and other regulatory bodies which have an interest in key development factors and report valid options and objections to the <b>stakeholders</b>
	4.3	Propose how to match findings which have legal implications to relevant legislation and related guidance
	4.4	Explain how to produce an accurate and unambiguous report based on the investigation findings which clearly identifies the options available
	4.5	Explain how to assemble any supporting data which is relevant to the investigation, but which is not included in the report, store it safely and index it clearly for future reference
	4.6	Propose how to provide clear and accurate <b>advice</b> on the findings and implications of the investigation, to <b>stakeholders</b>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Key factors:</b>	Infrastructure issues; land use; physical development; environmental considerations; timetable; financing; community benefits; sustainability; conservation
<b>Regulations about:</b>	Planning and development; construction; health and safety; environment; conservation and heritage; end use; security; energy use and efficiency; conservation of fuel and power; advertisement; trees/hedgerows
<b>Requirements and preferences for:</b>	Infrastructure issues; land use; physical development; environmental considerations; timetable; financing; community benefits; sustainability; conservation
<b>Stakeholders:</b>	The client; owners; occupiers; community and special interest groups (including statutory consultees); regulatory authorities (eg heritage bodies)
<b>Advice provided:</b>	Orally; in writing; using graphics; using photographs; using physical models

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Summary(ies) of regulatory requirements, opportunities and constraints which include preferred options; relative importance of existing and anticipated regulations (1.1 – 1.4)
2. Report(s) of the investigation findings which identifies the options available and include existing solutions; requirements and preferences; valid options and objections; matching to legislation and guidance; advice (3.1, 3.2, 3.3, 3.4, 3.6)
3. Supporting data indexed (3.5)
4. Advice provided on the findings and implications of the investigation (3.6)

## Unit 14: Prepare graphical information in planning, conservation or building control

<b>Level</b>	3
<b>Credit Value</b>	11
<b>Unit purpose and aims</b>	
This unit requires you to be able to complete drawings and graphics that are accurate and fit for purpose. In a planning context this unit concerns the production of drawings and graphics to illustrate or present a particular planning scheme (including development proposals, plans, strategies and planning options) and a particular conservation or building regulation scheme.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to produce graphical information	<p>1.1 Agree with the project team and the decision makers the <b>purpose</b> of the presentation and the presentation materials which will be used</p> <p>1.2 Select <b>methods and media</b> which are suitable for the <b>graphics</b> required, and which can be produced with the resources and time available</p> <p>1.3 Use standard drawing conventions and identify and justify any deviations from them</p> <p>1.4 Produce <b>graphics</b> which are complete, accurate, and comply with the design information and which are suitable for the <b>purpose</b></p> <p>1.5 Clarify any information to be included which is incomplete and inconsistent and make accurate amendments</p> <p>1.6 Keep <b>registers and records</b> of <b>graphics</b> which are complete, accurate and up-to-date</p> <p>1.7 Obtain necessary checks and approvals for the content and presentation of <b>graphics</b></p> <p>1.8 Use <b>methods</b> for production and record keeping which are consistent with quality assurance procedures</p>
2. Understand how to produce graphical information	<p>2.1 Evaluate how to agree with the project team and the decision makers the <b>purpose</b> of the presentation and the presentation materials which will be used</p> <p>2.2 Evaluate how to select <b>methods and media</b> which are suitable for the <b>graphics</b> required, and which can be produced with the resources and time available</p> <p>2.3 Explain how to use standard drawing conventions and identify and justify any deviations from them</p> <p>2.4 Explain how to produce <b>graphics</b> which are complete, accurate, and comply with the design information and which are suitable for the <b>purpose</b></p> <p>2.5 Explain how to clarify any information to be included which is incomplete and inconsistent and make accurate amendments</p> <p>2.6 Explain how to keep <b>registers and records</b> of <b>graphics</b> which are complete, accurate and up- to-date</p> <p>2.7 Explain how to obtain necessary checks and approvals for the content and presentation of <b>graphics</b></p> <p>2.8 Explain how to use <b>methods</b> for production and record keeping which are consistent with quality assurance procedures</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Purpose:</b>	Consult; inform and advise; instruct
<b>Methods and media:</b>	Manual; electronic
<b>Graphics:</b>	Sketches; working drawings; presentation materials
<b>Registers and records:</b>	Incoming and outgoing drawing and document registers; records of document approval and revision

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Graphics which include selected methods and media, use of conventions which are justified and checks and approvals obtained (1.2, 1.3, 1.4, 1.7, 1.8)
2. Presented design ideas (1.1)
3. Record(s) of clarification(s) and amendment(s) made (1.5)
4. Register(s) and record(s) (1.6)

**Unit 15: Process information relevant to breaches of regulation in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	10
<b>Unit purpose and aims</b>	
<p>The unit is about the investigation, analysis and progression of complaints about potential breaches of regulatory control. You will need to be able to understand the range of application types and how they would apply to existing developments so that potential breaches of control can be correctly identified and the appropriate action taken. You will also be responsible for preparing briefing material for decision makers and drafting formal responses.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to gather information relevant to a case	<p>1.1 Identify and collate <b>information</b> which is relevant to the <b>potential breach of regulation</b>, within the time limits, identify potentially inaccurate <b>information</b> and clarify it with the people who produced it</p> <p>1.2 Obtain <b>information</b> about similar <b>cases</b>, identifying key points and common features and produce an accurate summary</p> <p>1.3 Identify and evaluate the <b>information</b> which will support the <b>case</b> and summarise and justify it in a reasoned argument</p> <p>1.4 Consult with interested parties, and provide them with a clear, valid and accurate summary, in <b>cases</b> where expert interpretation and judgement is required</p> <p>1.5 Disclose <b>information</b> which is relevant to the case only to those who have a right to see it</p> <p>1.6 Pass the <b>case</b> to the relevant decision makers within agreed timescales</p>
2. Understand how to gather information relevant to a case	<p>2.1 Describe how to identify and collate <b>information</b> which is relevant to the <b>potential breach of regulation</b>, within the time limits, identify potentially inaccurate <b>information</b> and clarify it with the people who produced it</p> <p>2.2 Explain how to obtain <b>information</b> about similar <b>cases</b>, identifying key points and common features and produce an accurate summary</p> <p>2.3 Describe how to identify and evaluate the <b>information</b> which will support the <b>case</b> and summarise and justify it in a reasoned argument</p> <p>2.4 Explain how to consult with interested parties, and provide them with a clear, valid and accurate summary, in <b>cases</b> where expert interpretation and judgement is required</p> <p>2.5 Explain how to disclose <b>information</b> which is relevant to the case only to those who have a right to see it</p> <p>2.6 Explain how to pass the <b>case</b> to the relevant decision makers within agreed timescales</p>

<p>3. Be able to progress the resolution of the case</p>	<p>3.1 Prepare documents about the <b>potential breach of regulations</b> which have a clear rationale, and which include valid supporting information</p> <p>3.2 Keep regular contact with the people involved in order to progress the case</p> <p>3.3 Summarise and record points of agreement and disagreement and refer them to decision makers</p> <p>3.4 Draft agreed formal responses accurately and in a suitable style</p>
<p>4. Understand how to progress the resolution of the case</p>	<p>4.1 Explain how to prepare documents about the <b>potential breach of regulations</b> which have a clear rationale, and which include valid supporting information</p> <p>4.2 Explain how to keep regular contact with the people involved in order to progress the case</p> <p>4.3 Explain how to summarise and record points of agreement and disagreement and refer them to decision makers</p> <p>4.4 Explain how to draft agreed formal responses accurately and in a suitable style</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<p><b>Information:</b></p>	<p>Case evidence; regulations; policy documents</p>
<p><b>Potential breach of regulations:</b></p>	<p>Appeals/determinations; breach of condition; lack of permission</p>
<p><b>Cases:</b></p>	<p>Development; adverts; trees/hedgerows; listed buildings; heritage assets (including use of indigenous materials where appropriate)</p>

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Summaries of evaluations of the information about the potential breach of regulation which include clarifications and comparisons with similar cases (1.1, 1.2, 1.3, 1.4)
2. Records of the advice received from interested parties (1.4)
3. Records of information and disclosures relevant to the case (1.5, 1.6)
4. Document(s) about the potential breach of regulation which have been prepared (3.1)
5. Record(s) of contacts, summaries, decisions and responses (3.2, 3.3, 3.4)
6. Formal responses (3.4)

## Unit 16: Control contracts in conservation

<b>Level</b>	3
<b>Credit Value</b>	17
<b>Unit purpose and aims</b>	
<p>This unit is about controlling the quality of work to existing assets in line with organisational and legislative requirements. You will need to identify and interpret appropriate quality standards and ensure that the contract is carried out in accordance with them. You will need to monitor and record the progress of the contract, inform decision makers about any significant variation in quality standards or conflict with legal requirements. You will also need to make suggestions for any action that may need to be taken. Any amendments to the contract quality standards and specification will need to be agreed and recorded.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to control contract(s) against agreed quality standards	1.1 Confirm the <b>objectives and approach</b> for work to be carried out to existing assets 1.2 Identify and interpret <b>quality standards</b> from available information and pass them to <b>people responsible</b> for their implementation, before they start work 1.3 Specify, clearly and unambiguously, the responsibilities which individuals have for maintaining <b>quality standards</b> 1.4 Set up <b>systems</b> for inspecting and controlling the quality of <b>work</b> and record the outcomes 1.5 Check, regularly, that <b>work</b> conforms to the design requirements and the specified <b>quality standards</b> 1.6 Identify <b>work</b> which fails to meet the requirements and specified <b>quality standards</b> and implement corrective action 1.7 Ask for unacceptable <b>quality standards</b> to be corrected and notify decision makers if this is not done within a reasonable time 1.8 Inform decision makers regularly about significant variations in <b>quality standards</b> , programme and safety implications, and suggest the decisions which they need to make and actions they need to take 1.9 Identify specifications which conflict with statutory and legal requirements and refer them to decision makers for modification 1.10 Identify improvements from feedback received and recommend them to decision makers 1.11 Agree amendments to the contract quality requirements and specifications and record them accurately

<p>2. Understand how to control contract(s) against agreed quality standards</p>	<p>2.1 Explain how to confirm the <b>objectives and approach</b> for work to be carried out to existing assets</p> <p>2.2 Describe how to identify and interpret <b>quality standards</b> from available information and pass them to <b>people responsible</b> for their implementation, before they start work</p> <p>2.3 Evaluate how to specify, clearly and unambiguously, the responsibilities which individuals have for maintaining <b>quality standards</b></p> <p>2.4 Propose how to set up <b>systems</b> for inspecting and controlling the quality of <b>work</b> and record the outcomes</p> <p>2.5 Explain how to check, regularly, that <b>work</b> conforms to the design requirements and the specified <b>quality standards</b></p> <p>2.6 Describe how to identify <b>work</b> which fails to meet the requirements and specified <b>quality standards</b> and implement corrective action</p> <p>2.7 Explain how to ask for unacceptable <b>quality standards</b> to be corrected and notify decision makers if this is not done within a reasonable time</p> <p>2.8 Explain how to inform decision makers regularly about significant variations in <b>quality standards</b>, programme and safety implications, and suggest the decisions which they need to make and actions they need to take</p> <p>2.9 Describe how to identify specifications which conflict with statutory and legal requirements and refer them to decision makers for modification</p> <p>2.10 Describe how to identify improvements from feedback received and recommend them to decision makers</p> <p>2.11 Evaluate how to agree amendments to the contract quality requirements and specifications and record them accurately</p>
<p>3. Be able to control contract(s) progress against agreed programmes</p>	<p>3.1 Implement <b>systems to monitor and record</b> the progress of the contract against the agreed <b>programmes</b></p> <p>3.2 Collect information regularly and summarise it accurately</p> <p>3.3 Identify inadequately and inappropriately specified <b>resources</b>, inform <b>decision makers</b> and specify and obtain alternative <b>resources</b></p> <p>3.4 Identify and <b>quantify</b> any <b>deviations</b> from planned progress which have occurred, or which may occur, and which could disrupt the <b>programme</b></p> <p>3.5 Investigate the circumstances of any <b>deviations</b> thoroughly and agree and implement appropriate <b>corrective action</b></p> <p>3.6 Recommend options which are most likely to minimise increases in cost and time and help the contract progress, and passing these on to <b>decision makers</b></p> <p>3.7 Regularly inform <b>decision makers</b> about progress, changes to the operational programme, <b>resource</b> needs, and suggest the decisions and actions that need to be taken</p> <p>3.8 Identify improvements from feedback received and recommend them to <b>decision makers</b></p>

4. Understand how to control contract(s) progress against agreed programmes	4.1	Explain how to implement <b>systems to monitor and record</b> the progress of the contract against the agreed <b>programmes</b>
	4.2	Explain how to collect information regularly and summarise it accurately
	4.3	Describe how to identify inadequately and inappropriately specified <b>resources</b> , inform <b>decision makers</b> and specify and obtain alternative <b>resources</b>
	4.4	Describe how to identify and <b>quantify</b> any <b>deviations</b> from planned progress which have occurred, or which may occur, and which could disrupt the <b>programme</b>
	4.5	Examine how to investigate the circumstances of any <b>deviations</b> thoroughly and agree and implement appropriate <b>corrective action</b>
	4.6	Propose how to recommend options which are most likely to minimise increases in cost and time and help the contract progress, and pass these on to <b>decision makers</b>
	4.7	Explain how to regularly inform <b>decision makers</b> about progress, changes to the operational programme, <b>resource</b> needs, and suggest the decisions and actions that need to be taken
	4.8	Describe how to identify improvements from feedback received and recommend them to <b>decision makers</b>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Objectives and approach:</b>	Conservation; restoration; preservation; refurbishment; maintenance work; consolidation (prevention of deterioration); protective measures (temporary and permanent); reparation; repair; retrofit/eco upgrade; scheduled preventative; unscheduled corrective; emergency maintenance; disaster planning
<b>Quality standards:</b>	Statutory requirements; project specifications; British Standards; International Standards; Codes of Practice; organisation standards; trade advisory guidance and best practice benchmarks
<b>People responsible:</b>	The client; contractors; consultants; sub-contractors; suppliers; workforce
<b>Systems:</b>	Visual inspection; comparison with design requirements; comparison with standard documentation; checking manufacturers' documentation; checking delivery notes; sampling and mock-ups; testing; site inspection reports; contractors reports; site meetings
<b>Work:</b>	Materials and components and their use; methods of construction
<b>Systems to monitor and record:</b>	Visual inspection; resource records; site inspection reports; contractors' reports; certified payments; written, graphical and electronic records of actual work against programmed work; site meetings; organisational procedures; management reports; benchmarks; comparison with project requirements
<b>Programmes:</b>	Bar charts; network analysis; critical path; line of balance; action lists; method statements; project expenditure forecasts
<b>Resources:</b>	People; plant and equipment; materials and components; finance; time; specialist services; public utility services; information

<b>Quantify:</b>	Method study; work study; production analysis
<b>Deviations:</b>	Resource shortages; design problems and constraints; industrial disputes; lack of essential construction; information; construction errors; inclement weather; physical (site) constraints; legal; social; environmental
<b>Corrective action:</b>	Restore progress in accordance with agreed programme; agree new completion dates; initiate contract claim; securing additional resources; altering planned work
<b>Decision makers:</b>	The client; contractors; consultants; sub-consultants; suppliers

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Objectives and approach for work to be carried out to existing assets (1.1)
2. Record(s) of identified quality standards and specified responsibilities (1.2, 1.3)
3. Records of systems for inspection and control which include checks, work failing requirements and corrective action (1.4, 1.5, 1.6, 1.7)
4. Record(s) of information referred to others which include(s) correcting unacceptable quality standards, notifications to decision makers about non-compliance, variations in quality standards, programme and safety implications, specifications which conflict with statutory and legal requirements, recommended improvements from feedback, amendments to contract quality requirements and specifications (1.7, 1.8, 1.9, 1.10, 1.11)
5. Progress monitor and record system(s) including record(s) which include collected and summarised information (3.1, 3.2)
6. Record(s) of identified and quantified deviations which include identified inadequate and inappropriate specified resources, specified alternatives and agreed corrective action (3.3, 3.4, 3.5)
7. Record(s) of information and recommendations about progress passed to decision makers which include options likely to minimise increases in cost and time, changes, resource needs, suggested decisions and improvements from feedback (3.2, 3.4, 3.5, 3.6, 3.7, 3.8)

## Unit 17: Monitor operating budgets in conservation or building control

<b>Level</b>	3
<b>Credit Value</b>	8
<b>Unit purpose and aims</b>	
<p>This unit is about collecting, calculating and preparing cost data. You will also need to identify, quantify and cost variances and trends, and implement appropriate corrective action. You will need to monitor and audit budgets, estimate actual income and expenditure and identify ways of dealing with variations and contingencies in a way that helps decision makers.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to monitor operating budgets in conservation or building control	1.1 Collect <b>cost data</b> regularly, record it correctly and pass it on to the people who need it in time for them to be able to use it 1.2 Calculate the correct work values and <b>cost data</b> from the estimates of work quantity and payment rates 1.3 Prepare accurate <b>cost data</b> and present it in a format which will help people to make decisions 1.4 Identify <b>variances</b> and trends in <b>cost data</b> and quantify and cost them 1.5 Monitor and audit allocated <b>budgets</b> and accurately calculate fluctuations in financial performance 1.6 Estimate actual income and expenditure 1.7 Identify ways of dealing with <b>variances</b> and <b>contingencies</b> in a way which enables decisions to be made
2. Understand how to monitor operating budgets in conservation or building control	2.1 Explain how to collect <b>cost data</b> regularly, record it correctly and pass it on to the people who need it in time for them to be able to use it 2.2 Explain how to calculate the correct work values and <b>cost data</b> from the estimates of work quantity and payment rates 2.3 Explain how to prepare accurate <b>cost data</b> and present it in a format which will help people to make decisions 2.4 Describe how to identify <b>variances</b> and trends in <b>cost data</b> and quantify and cost them 2.5 Examine how to monitor and audit allocated <b>budgets</b> and accurately calculate fluctuations in financial performance 2.6 Examine how to estimate actual income and expenditure 2.7 Describe how to identify ways of dealing with <b>variances</b> and <b>contingencies</b> in a way which enables decisions to be made

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Cost data:</b>	Time; overheads; expenses
<b>Budgets:</b>	Time; overheads; expenses
<b>Variances:</b>	Overspend; underspend; changes in value of the work
<b>Contingencies:</b>	Delays in receivables; delays in progress; interruptions

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Records of cost data collection, calculations of work values, quantities and cost data (1.1, 1.2, 1.3)
2. Record(s) of identified variations and trends in cost data (1.4)
3. Record(s) of monitored and audited budgets, which include calculated fluctuations, cash flow projections (1.5, 1.6)
4. Records of identified ways of dealing with variances and contingencies (1.7)

**Unit 18: Prepare applications and appeals to secure approvals and statutory consent in planning or conservation**

<b>Level</b>	3
<b>Credit Value</b>	12
<b>Unit purpose and aims</b>	
<p>This unit is concerned with preparing applications to secure approvals and consents. You will need to check and confirm with approving bodies the requirements, procedures and likely timescales for the approval of incentives. You will also need to prepare and submit the applications.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to prepare and submit applications to secure approvals and consents	<p>1.1 Identify which aspects of the project are subject to statutory controls and will need <b>consents</b></p> <p>1.2 Check and confirm with the relevant authorities the requirements, current procedures and likely timescale for statutory approvals and other <b>consents</b></p> <p>1.3 Forecast how long the submission and approval of applications for <b>consent</b> will take and how this will fit in with the project schedule</p> <p>1.4 Identify the implications of delays, failure to apply for and achieve <b>consent</b> and circulate the information to the <b>stakeholders</b></p> <p>1.5 Prepare and assemble the information that will be needed for the application</p> <p>1.6 Prepare and <b>submit</b> a clear and valid application for the <b>consent</b></p> <p>1.7 Provide the <b>consent</b> authorities with additional clear, relevant and accurate information when it is requested</p> <p>1.8 Manage negotiations with <b>consent</b> authorities to secure <b>consents</b></p> <p>1.9 Plan and agree <b>alternatives</b> with the client in anticipation of approval being refused</p>
2. Understand how to prepare and submit applications to secure approvals and consents	<p>2.1 Describe how to identify which aspects of the project are subject to statutory controls and will need <b>consents</b></p> <p>2.2 Explain how to check and confirm with the relevant authorities the requirements, current procedures and likely timescale for statutory approvals and other <b>consents</b></p> <p>2.3 Examine how to forecast how long the submission and approval of applications for <b>consent</b> will take and how this will fit in with the project schedule</p> <p>2.4 Describe how to identify the implications of delays, failure to apply for and achieve <b>consent</b> and circulate the information to the <b>stakeholders</b></p> <p>2.5 Explain how to prepare and assemble the information that will be needed for the application</p> <p>2.6 Explain how to prepare and <b>submit</b> a clear and valid application for the <b>consent</b></p> <p>2.7 Explain how to provide the <b>consent</b> authorities with additional clear, relevant and accurate information when it is requested</p> <p>2.8 Evaluate how to manage negotiations with <b>consent</b> authorities to secure <b>consents</b></p> <p>2.9 Propose how to plan and agree <b>alternatives</b> with the client in anticipation of approval being refused</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Consents:</b>	Development and use of land; structures/buildings; environmental impact; conservation/heritage; energy and carbon use; advertisement; trees/hedgerows
<b>Stakeholders:</b>	Internal; external
<b>Submit:</b>	Physical; on-line
<b>Alternatives:</b>	Amending the brief; amending the proposal; appealing; withdrawing the application

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Record(s) which identify(ies) which aspects of project(s) are subject to statutory controls and will need consents (1.1)
2. Record(s) of checks made with authorities about the requirements, current procedures and likely timescale for statutory approvals and other consents (1.2)
3. Record(s) of information circulated to stakeholders which contains a forecast of the time needed for the submission and approval of applications for consent and the implications of delays, failure to apply for and achieve consent (1.3, 1.4)
4. Application(s) for consent, including information provided on request and negotiations (1.5, 1.6, 1.7, 1.8)
5. Record(s) of alternatives agreed in anticipation of approval being refused (1.9)

## Unit 19: Survey and report on the condition of property in building control

<b>Level</b>	3
<b>Credit Value</b>	17
<b>Unit purpose and aims</b>	
<p>This unit concerns the carrying-out of surveys of the condition of land or buildings. It covers the preparation phase, the completion of the survey and recording the results. You will need to observe, measure, check and record the key features of the selected property. You will need to be able to summarise the findings of a property condition survey and make recommendations based upon it.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to inspect property for compliance	<p>1.1 Evaluate existing available <b>data</b>, identify the purpose of the inspection, identify <b>significant factors</b> and obtain the equipment and resources and specialist advice that will be needed</p> <p>1.2 Check and confirm, before starting the inspection, that people who will be affected have given their permission</p> <p>1.3 Check and confirm that the submitted risk assessment is relevant</p> <p>1.4 Conform to <b>safe working practices</b></p> <p>1.5 Take accurate observations and measurements which are necessary for the inspection and <b>record</b> them clearly, accurately and completely using agreed formats and conventions</p> <p>1.6 Identify gaps in information and obtain and evaluate additional <b>data</b> needed about the property and its use</p> <p>1.7 Make further investigations when observations are inconsistent with existing <b>data</b> and expected findings, and accurately identify the cause(s) of inconsistencies</p> <p>1.8 Examine actual and potential causes of failure and deterioration</p> <p>1.9 Check that the property conforms to applicable statutory requirements and identify and <b>record</b> parts that do not including circulating the findings to people who have an interest</p>
2. Understand how to inspect property for compliance	<p>2.1 Evaluate existing available <b>data</b>, identify the purpose of the inspection, identify <b>significant factors</b> and obtain the equipment and resources and specialist advice that will be needed</p> <p>2.2 Explain how to check and confirm, before starting the inspection, that people who will be affected have given their permission</p> <p>2.3 Explain how to check and confirm that the submitted risk assessment is relevant</p> <p>2.4 Explain how to conform to <b>safe working practices</b></p> <p>2.5 Explain how to take accurate observations and measurements which are necessary for the inspection and <b>record</b> them clearly, accurately and completely using agreed formats and conventions</p> <p>2.6 Describe how to identify gaps in information and obtain and evaluate additional <b>data</b> needed about the property and its use</p> <p>2.7 Examine how to make further investigations when observations are inconsistent with existing <b>data</b> and expected findings, and accurately identify the causes of inconsistencies</p>

	<p>2.8 Examine actual and potential causes of failure and deterioration</p> <p>2.9 Explain how to check that the property conforms to applicable statutory requirements and identify and <b>record</b> parts that do not including circulating the findings to people who have an interest</p>
<p>3. Be able to prepare condition survey reports and records</p>	<p>3.1 Assemble and collate <b>information</b> on the condition survey</p> <p>3.2 Select evidence from the assessment of condition against agreed criteria, which is accurate, complete and relevant to the requirements of the condition survey process</p> <p>3.3 Analyse all relevant evidence and <b>information</b> using agreed methods and techniques and make a realistic assessment of condition</p> <p>3.4 Identify causes of failure and deterioration</p> <p>3.5 <b>Prepare</b> a condition survey report which is accurate, complete, meets relevant codes of practice and standards, clearly specifies the level of condition, recommends any <b>necessary remedial work</b>, and is qualified by any <b>relevant factors</b></p> <p>3.6 Explain clearly where and why accurate inspection and measurement has not been possible</p> <p>3.7 Answer the clients' questions about the condition survey and give appropriate clarification</p> <p>3.8 Maintain internal records which are clear, accurate and complete</p>
<p>4. Understand how to prepare condition survey reports and records</p>	<p>4.1 Explain how to assemble and collate <b>information</b> on the condition survey</p> <p>4.2 Evaluate how to select evidence from the assessment of condition against agreed criteria, which is accurate, complete and relevant to the requirements of the condition survey process</p> <p>4.3 Examine how to analyse all relevant evidence and <b>information</b> using agreed methods and techniques and make a realistic assessment of condition</p> <p>4.4 Describe how to identify causes of failure and deterioration</p> <p>4.5 Explain how to <b>prepare</b> a condition survey report which is accurate, complete, meets relevant codes of practice and standards, clearly specifies the level of condition, recommends any <b>necessary remedial work</b>, and is qualified by any <b>relevant factors</b></p> <p>4.6 Explain clearly where and why accurate inspection and measurement has not been possible</p> <p>4.7 Explain how to answer the clients' questions about the condition survey and give appropriate clarification</p> <p>4.8 Explain how to maintain internal records which are clear, accurate and complete</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Data - sources:</b>	Client and occupiers; searches; survey data; industry standards and legislation; published technical data
<b>Significant factors:</b>	The development and use of land; structures; elements of buildings; plant and equipment
<b>Safe working practices:</b>	Personal safety; equipment and clothing; safe use of access equipment; health and safety practice and regulations; industry Codes of Practice; regulations applying to the survey site
<b>Record:</b>	In writing; graphically; electronically; industry standard; industry conventions
<b>Information - sources:</b>	Survey data; industry standards and legislation; published technical data
<b>Prepare:</b>	Written; graphical; photographic; electronic
<b>Necessary remedial work due to:</b>	Susceptibility to damage; safety requirements; need to inhibit deterioration; meeting statutory requirements
<b>Relevant factors:</b>	Client and occupiers; searches; costs; specialist reports

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Evaluation(s) of available and additional data and significant factors (1.1, 1.6)
2. Record(s) of inspection(s) which include equipment, resources and advice obtained, permissions, observations and measurements, agreed formats and conventions (1.1, 1.2, 1.3, 1.4, 1.5)
3. Record(s) of further investigation(s) to identify the cause(s) of inconsistencies and actual and potential causes of failure and deterioration (1.7, 1.8)
4. Record(s) of parts of the property that do not conform to applicable statutory requirements (1.9)
5. Condition survey which includes evaluations of collated information using appropriate methods and techniques, analysed evidence, identified causes of failure and deterioration, specified level of condition, recommended remedial work, qualifications and explanations (3.1 - 3.8)
6. Record(s) of responses to client's questions (3.7)
7. Internal record(s) (3.8)
8. Response(s) and clarification given to client's (3.7)

**Unit 20: Assess the energy performance of buildings in conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	16
<b>Unit purpose and aims</b>	
This unit is about preparing an Energy Performance Certificate of a property on behalf of a client. You will need to determine the energy efficiency of a property and provide advice and recommendations to the client.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to agree and confirm instructions to undertake energy assessments	1.1 <b>Respond</b> promptly to requests to undertake energy assessments 1.2 Clarify and confirm the requirements and expectations of the client, taking into account any <b>circumstances</b> that prevent you from undertaking an energy assessment, and explain the reasons to the client politely and clearly 1.3 Explain to the client that an Energy Performance Certificate is a legally required document in certain circumstances, that its form and content is prescribed, and that it has to be accompanied by cost-effective recommendations 1.4 Explain to the client the terms and conditions under which you will undertake an energy assessment 1.5 Explain to the client the limitations and constraints of the planned energy assessment 1.6 Write to the client to confirm the instructions and the terms, conditions and arrangements that have been agreed 1.7 Confirm with the client or other occupiers the date and time of the on-site inspection 1.8 Confirm with the client or other occupiers any <b>specific arrangements</b> that apply to the energy assessment
2. Understand how to agree and confirm instructions to undertake energy assessments	2.1 Explain how to <b>respond</b> promptly to requests to undertake energy assessments 2.2 Explain how to clarify and confirm the requirements and expectations of the client, taking into account any <b>circumstances</b> that prevent you from undertaking an energy assessment, and explain the reasons to the client politely and clearly 2.3 Explain to the client that an Energy Performance Certificate is a legally required document in certain circumstances, that its form and content is prescribed, and that it has to be accompanied by cost-effective recommendations 2.4 Explain to the client the terms and conditions under which you will undertake an energy assessment 2.5 Explain to the client the limitations and constraints of the planned energy assessment 2.6 Explain how to write to the client to confirm the instructions and the terms, conditions and arrangements that have been agreed

	<p>2.7 Explain how to confirm with the client or other occupiers the date and time of the on-site inspection</p> <p>2.8 Explain how to confirm with the client or other occupiers any <b>specific arrangements</b> that apply to the energy assessment</p>
3. Be able to obtain and process information for the assessment of energy efficiency	<p>3.1 Obtain and collate <b>information</b> for the assessment of the energy efficiency of the <b>property</b></p> <p>3.2 Follow the correct procedures for collecting <b>information</b> to enable the energy efficiency of the <b>property</b> to be determined</p> <p>3.3 Keep your notes and records legible, complete and accurate</p> <p>3.4 Process the collated <b>information</b> to determine the energy efficiency rating of the <b>property</b></p> <p>3.5 Provide practical advice based on the ratings and recommendations of the energy efficiency report</p> <p>3.6 Prepare an Energy Performance Certificate that meets relevant codes of practice and standards</p>
4. Understand how to obtain and process information for the assessment of energy efficiency	<p>4.1 Explain how to obtain and collate <b>information</b> for the assessment of the energy efficiency of the <b>property</b></p> <p>4.2 Explain how to follow the correct procedures for collecting <b>information</b> to enable the energy efficiency of the <b>property</b> to be determined</p> <p>4.3 Explain how to keep your notes and records legible, complete and accurate</p> <p>4.4 Explain how to process the collated <b>information</b> to determine the energy efficiency rating of the <b>property</b></p> <p>4.5 Propose how to provide practical advice based on the ratings and recommendations of the energy efficiency report</p> <p>4.6 Explain how to prepare an Energy Performance Certificate that meets relevant codes of practice and standards</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Respond:</b>	face to face; in writing; by telephone; by email
<b>Specific arrangements:</b>	access to the property; those present at the property at the time of on-site inspection; health and safety issues
<b>Circumstances:</b>	properties beyond your current level of competence; your own diary pressures; difficulties in gaining access; conflicts of interests
<b>Information:</b>	levels of thermal insulation; types of efficiency of the heating system; ventilation; types and efficiency of energy sources
<b>Property:</b>	Age; type; construction; size; heritage status

## **Assessment**

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Report on assessment and evaluations of energy efficiency of property including ratings, recommendations and advice including Energy Performance Certificate (3.1 – 3.6)

**Unit 21: Identify low carbon energy sources in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	14
<b>Unit purpose and aims</b>	
This unit is about reviewing the benefits of using low carbon energy sources on a project within the context of current legislative and policy frameworks. This may involve using standardised toolkits. You will need to present and discuss your recommendations with stakeholders.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to identify low carbon energy sources	1.1 Identify the range of <b>low carbon energy sources</b> required in the context of current <b>legislative and policy frameworks</b> 1.2 Gather information about the scope for using <b>low carbon energy sources</b> 1.3 Review and identify the range of <b>low carbon energy sources</b> and the implications for the project 1.4 Identify which <b>low carbon energy sources</b> are likely to provide the best outcome for the project 1.5 Present and discuss recommendations with stakeholders
2. Understand how to identify low carbon energy sources	2.1 Describe how to identify the range of <b>low carbon energy sources</b> required in the context of current <b>legislative and policy frameworks</b> 2.2 Explain how to gather information about the scope for using <b>low carbon energy sources</b> 2.3 Examine how to review and identify the range of <b>low carbon energy sources</b> and the implications for the project 2.4 Describe how to identify which <b>low carbon energy sources</b> are likely to provide the best outcome for the project 2.5 Explain how to present and discuss recommendations with Stakeholders

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Low carbon energy sources:</b>	Biomass; solar photovoltaic; solar thermal; hydro, wave and tidal wind; ground source heat pump; air source heat pumps; combined heat and cooling power systems; district heating
<b>Legislative and policy framework:</b>	Statutory instruments; building regulations; planning and conservation policy; government and industry advice and guidance; grants and incentives; grid connection

**Assessment**

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Identified and researched range of low carbon energy sources which will deliver the best outcome for the project (1.1, 1.2, 1.3, 1.4)
2. Presentations and discussions of recommendations with stakeholders (1.5)

**Unit 22: Operate technical information systems in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	10
<b>Unit purpose and aims</b>	
<p>This unit is about how you prepare, store and retrieve information. You will need to be able to plan the contents of each document and complete it to the required standard in a timely manner. You will need to be aware of confidentiality considerations. You will need to be able to collate, store and retrieve information in a variety of different ways and keep it up-to-date.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to operate information systems in planning, conservation and building control technical support	1.1 Obtain <b>information</b> and organise it into a suitable form for display and use 1.2 Store <b>information</b> using agreed organisational procedures 1.3 Advise and offer guidance to people who are unable to find the <b>information</b> they need and suggest alternative sources 1.4 Operate the <b>information</b> system by following agreed procedures so that the <b>information</b> system remains reliable and secure 1.5 Record, update, archive and remove <b>information</b> following agreed procedures 1.6 Identify and retrieve <b>information</b> which might be of use to others
2. Understand how to operate information systems in planning, conservation and building control technical support	2.1 Explain how to obtain <b>information</b> and organise it into a suitable form for display and use 2.2 Explain how to store <b>information</b> using agreed organisational procedures 2.3 Explain how to advise and offer guidance to people who are unable to find the <b>information</b> they need and suggest alternative sources 3.4 Explain how to operate the <b>information</b> system by following agreed procedures so that the <b>information</b> system remains reliable and secure 2.5 Explain how to record, update, archive and remove <b>information</b> following agreed procedures 2.6 Describe how to identify and retrieve <b>information</b> which might be of use to others
3. Be able to prepare documents to meet specified requirements	3.1 Accurately establishing the <b>purpose</b> of the <b>documents</b> 3.2 Complete <b>documents</b> which meet specified requirements 3.3 Ensure that layout, spelling, grammar and punctuation are correct, consistent and in accordance with organisational requirements 3.4 Ensure that the content of <b>documents</b> is comprehensive and accurate and is presented in a logical sequence 3.5 Ensure that recommendations, when required, are succinct and provide sufficient guidance to decision makers 3.6 Ensure that sources of information, upon which <b>documents</b> are based, are verified as accurate and valid 3.7 Ensure that work practices are in accordance with legal and regulatory requirements and organisational procedures

	<p>3.8 Record promptly and accurately reasons where work is not achievable within specified deadlines</p> <p>3.9 Provide completed <b>documents</b> within agreed deadlines</p> <p>3.10 Maintain security and confidentiality of information</p>
4. Understand how to prepare documents to meet specified requirements	<p>4.1 Explain how to accurately establishing the <b>purpose</b> of the <b>documents</b></p> <p>4.2 Explain how to complete <b>documents</b> which meet specified requirements</p> <p>4.3 Explain how to ensure that layout, spelling, grammar and punctuation are correct, consistent and in accordance with organisational requirements</p> <p>4.4 Explain how to ensure that the content of <b>documents</b> is comprehensive and accurate and is presented in a logical sequence</p> <p>4.5 Explain how to ensure that recommendations, when required, are succinct and provide sufficient guidance to decision makers</p> <p>4.6 Explain how to ensure that sources of information, upon which <b>documents</b> are based, are verified as accurate and valid</p> <p>4.7 Explain how to ensure that work practices are in accordance with legal and regulatory requirements and organisational procedures</p> <p>4.8 Explain how to record promptly and accurately reasons where work is not achievable within specified deadlines</p> <p>4.9 Explain how to provide completed <b>documents</b> within agreed deadlines</p> <p>4.10 Explain how to maintain security and confidentiality of information</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Information:</b>	Paper based (eg manual files, technical library); electronic (eg computer database, CD ROM, on-line); building material samples
<b>Purpose:</b>	Raising awareness; promoting organisational services, products and cultural values; encouraging debate; explaining issues and procedures; following policies and procedures; records of meetings and consultations
<b>Documents:</b>	Reports; minutes; forms; guidance information; correspondence; emails

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Record(s) of information which has been obtained and stored (1.1, 1.2)
2. Record(s) of advice and guidance offered (1.3)
3. Record(s) of agreed procedures used for operating using the information systems (1.4)
4. Record(s) of information (1.5, 1.6)
5. Documents (3.1 – 3.10)
6. Record(s) of checks made (3.6, 3.7)

**Unit 23: Operate in a professional manner in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	10
<b>Unit purpose and aims</b>	
<p>The unit is about the process of acting in an appropriate professional manner and taking responsibility for your personal development. You will need to carry out your work in line with accepted standards and good practice, taking personal responsibility for your actions, have a clear view of your personal development needs and systematically addressing those needs in a proactive manner.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to work in an ethical manner	<p>1.1 Operate in accordance with legal requirements, ethical standards and <b>recognised good practice</b></p> <p>1.2 Make judgements and offer advice which balance the needs of the stakeholder, the resources available and the needs of people in the community who are directly and indirectly affected</p> <p>1.3 Take clear and unequivocal personal responsibility for own decisions</p> <p>1.4 Disclose information only to those who have a statutory right to receive it</p> <p>1.5 Communicate with stakeholders in a style and manner which maintains professional independence and maximises goodwill and trust</p>
2. Understand how to work in an ethical manner	<p>2.1 Explain how to operate in accordance with legal requirements, ethical standards and <b>recognised good practice</b></p> <p>2.2 Evaluate how to make judgements and offer advice which balance the needs of the stakeholder, the resources available and the needs of people in the community who are directly and indirectly affected</p> <p>2.3 Evaluate how to take clear and unequivocal personal responsibility for own decisions</p> <p>2.4 Explain how to disclose information only to those who have a statutory right to receive it</p> <p>2.5 Explain how to communicate with stakeholders in a style and manner which maintains professional independence and maximises goodwill and trust</p>
3. Be able to undertake personal development	<p>3.1 Define the personal aims and objectives for undertaking personal development</p> <p>3.2 Identify and agree sources of support and guidance for undertaking personal development</p> <p>3.3 Analyse the current personal level of performance against the prescribed standards of competence and record a profile of present competence and personal development needs</p> <p>3.4 Agree a development plan for achieving identified development needs</p> <p>3.5 Undertake development activities aimed at achieving identified development needs, reviewing and record progress and the effectiveness of the activities</p> <p>3.6 Record evidence of competence gained against the identified standards of competence and review progress against aims and objectives</p>

4. Understand how to undertake personal development	4.1	Evaluate how to define the personal <b>aims and objectives</b> for undertaking <b>personal development</b>
	4.2	Describe how to identify and agree <b>sources of support and guidance</b> for undertaking <b>personal development</b>
	4.3	Examine how to analyse the current personal level of performance against the prescribed <b>standards of competence</b> and record a profile of present competence and <b>personal development</b> needs
	4.4	Evaluate how to agree a <b>development plan</b> for achieving identified development needs
	4.5	Evaluate how to undertake <b>development activities</b> aimed at achieving identified development needs, reviewing and record progress and the effectiveness of the activities
	4.6	Explain how to record evidence of competence gained against the identified <b>standards of competence</b> and review progress against <b>aims and objectives</b>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Recognised good practice:</b>	Ethical codes of practice within the occupation, discipline or organisation; statute law; duty of care; avoiding conflicts of interest (eg offers which may result in adverse conditions to other individuals or the community, offers which involve the financial interest of the practitioner, giving unfair advantage to the practitioner's family or friends)
<b>Aims and objectives:</b>	Preparation for new tasks; need for updating; meeting with employer and professional requirements; promotion or job change; awareness of shortcomings
<b>Personal development:</b>	Maintenance of existing competence; improvements to existing competence; development of new competence; commitment to professional excellence
<b>Sources of support and guidance:</b>	National/industry bodies; professional institutions; education and training providers; in house
<b>Standards of competence:</b>	Job descriptions and person specific professional institution requirements; industry national occupational standards
<b>Development plan includes:</b>	Priorities; target dates; development activities
<b>Development activities:</b>	Formal courses; research; work experience; personal study

## Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

## **Minimum Evidence Requirements**

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Record(s) of terms of reference, ethical standards and recognised good practice (1.1, 1.4, 1.5)
2. Record(s) of balanced judgements, advice and own decisions (1.2, 1.3, 1.4)
3. Record(s) of personal development aims and objectives which include sources of support for undertaking personal development (3.1, 3.2)
4. Profile(s) of present competence identified against standards of competence (3.3)
5. Personal development plan(s) which include identified development needs (3.4)
6. Record(s) of developed progress achievement and evidence of competence identified against standards of competence (3.5, 3.6)

**Unit 24: Prepare for and participate in meetings in planning, conservation or building control**

<b>Level</b>	3
<b>Credit Value</b>	10
<b>Unit purpose and aims</b>	
<p>This unit is about organising and participating in meetings. You will need to ensure that the venue and facilities are organised. You will also need to prepare and circulate the agenda and papers. You will also need to produce and circulate a record of the meeting. You need to prepare for meetings, participate effectively in them and ensure that any follow up actions are taken.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to prepare for meetings	<p>1.1 Ensure that the venue and <b>facilities</b> required for the meeting are prepared</p> <p>1.2 Agree with <b>relevant people</b> the purpose of the meeting, its agenda, <b>those who are required to attend</b> and the required supporting documentation</p> <p>1.3 Prepare and agree the agenda for the meeting that is consistent with its purpose and the organisation's requirements</p> <p>1.4 Collate and issue papers for the meeting within agreed timescales to <b>those required to attend</b></p> <p>1.5 Make a full and accurate <b>record</b> of the meeting</p> <p>1.6 Deal promptly and effectively with any unforeseen occurrences, within the limits of your competence and authority, and making alternate arrangements as appropriate</p> <p>1.7 Exchange information with <b>relevant people</b> to ensure that the key participants are fully briefed on the agenda and the main discussion items</p>
2. Understand how to prepare for meetings	<p>2.1 Explain how to ensure that the venue and <b>facilities</b> required for the meeting are prepared</p> <p>2.2 Evaluate how to agree with <b>relevant people</b> the purpose of the meeting, its agenda, <b>those who are required to attend</b> and the required supporting documentation</p> <p>2.3 Explain how to prepare and agree the agenda for the meeting that is consistent with its purpose and the organisation's requirements</p> <p>2.4 Explain how to collate and issue papers for the meeting within agreed timescales to <b>those required to attend</b></p> <p>2.5 Explain how to make a full and accurate <b>record</b> of the meeting</p> <p>2.6 Explain how to deal promptly and effectively with any unforeseen occurrences, within the limits of your competence and authority, and making alternate arrangements as appropriate</p> <p>2.7 Explain how to exchange information with <b>relevant people</b> to ensure that the key participants are fully briefed on the agenda and the main discussion items</p>

<p>3. Be able to participate in meetings</p>	<p>3.1 Brief yourself on the content of the <b>meeting</b>, identify relevant information and clarify your opinions on various agenda items</p> <p>3.2 Consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions</p> <p>3.3 Clarify your objectives from the meeting and what you hope the <b>meeting</b> will achieve</p> <p>3.4 Present relevant information to the <b>meeting</b> clearly and concisely</p> <p>3.5 Present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, if required</p> <p>3.6 Articulate any issues and problems emerging from discussions and propose and evaluate possible solutions</p> <p>3.7 Acknowledge and constructively discuss information and opinions provided by other <b>people</b></p> <p>3.8 Clarify decisions taken on the various agenda items, where necessary</p> <p>3.9 Communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the <b>meeting</b></p>
<p>4. Understand how to participate in meetings</p>	<p>4.1 Explain how to brief yourself on the content of the <b>meeting</b>, identify relevant information and clarify your opinions on various agenda items</p> <p>4.2 Explain how to consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions</p> <p>4.3 Explain how to clarify your objectives from the meeting and what you hope the <b>meeting</b> will achieve</p> <p>4.4 Explain how to present relevant information to the <b>meeting</b> clearly and concisely</p> <p>4.5 Explain how to present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, if required</p> <p>4.6 Explain how to articulate any issues and problems emerging from discussions and propose and evaluate possible solutions</p> <p>4.7 Explain how to acknowledge and constructively discuss information and opinions provided by other <b>people</b></p> <p>4.8 Explain how to clarify decisions taken on the various agenda items, where necessary</p> <p>4.9 Explain how to communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the <b>meeting</b></p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Facilities:</b>	Accommodation; refreshments; equipment
<b>Relevant people:</b>	Person chairing the meeting; other contributors to the meeting; other people who can provide required information
<b>Those who are required to attend:</b>	Internal to your organisation; external to your organisation
<b>Records:</b>	Attendance; apologies; minutes; action points; next meeting
<b>Meetings:</b>	Involving people from within your organisation; involving people outside your organisation
<b>People:</b>	Individuals; groups

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Agreed agendas and supporting documentation (1.2, 1.3, 1.4)
2. Records of arrangements for the meeting, including venue, facilities, attendance, apologies and briefing (1.1, 1.5, 1.6, 1.7)

## Unit 25: Prepare technical specifications in conservation

<b>Level</b>	3
<b>Credit Value</b>	13
<b>Unit purpose and aims</b>	
<p>This unit is about producing a specification that is appropriate to circumstances and requirements. It must be consistent with and be based upon applicable current source information. You will need to select technical clauses from standard sources which define the quality, type and standard of the materials, components and workmanship required. You will need to structure the specification so that it is concise, referenced and cross-referenced accurately and obtain the necessary approvals. You will also need to ensure that the specification covers conservation requirements.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to prepare technical specifications in conservation	<p>1.1 Produce a <b>specification</b> for the <b>purpose</b> which is based on identified, applicable, current <b>source information</b></p> <p>1.2 Confirm that the current <b>source information</b> is <b>valid</b> and obtain accurate, supplementary information</p> <p>1.3 Collate the sections in the <b>specification</b> so that they are based upon elements of a type appropriate to the circumstances and requirements</p> <p>1.4 Select, draft and amend technical clauses from relevant sources, which define the quality, type and standard of the materials, components and finished work</p> <p>1.5 Check that the <b>specification</b> is consistent with the other documentation, and update it promptly and accurately when the circumstances change</p> <p>1.6 Obtain necessary checks and approvals to ensure that the content and presentation of <b>specifications</b> is valid</p>
2. Understand how to prepare technical specifications in conservation	<p>2.1 Explain how to produce a <b>specification</b> for the <b>purpose</b> which is based on identified, applicable, current <b>source information</b></p> <p>2.2 Explain how to confirm that the current <b>source information</b> is <b>valid</b> and obtain accurate, supplementary information</p> <p>2.3 Explain how to collate the sections in the <b>specification</b> so that they are based upon elements of a type appropriate to the circumstances and requirements</p> <p>2.4 Evaluate how to select, draft and amend technical clauses from relevant sources, which define the quality, type and standard of the materials, components and finished work</p> <p>2.5 Explain how to check that the <b>specification</b> is consistent with the other documentation, and update it promptly and accurately when the circumstances change</p> <p>2.6 Explain how to obtain necessary checks and approvals to ensure that the content and presentation of <b>specifications</b> is valid</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Specification:</b>	Survey; conservation; repair; maintenance
<b>Purpose:</b>	To obtain consents and permissions; procurement; contract production
<b>Source information:</b>	Design information; statutory regulations; British Standards; codes of practice; technical literature; charters and conventions
<b>Valid:</b>	Format; presentation; accuracy; technical content; completeness; referencing; cross-referencing and correlation with associated documents; status; being out of date

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Prescriptive specification(s) which includes: purpose; consistency checks; collated sections; identified source information; technical clauses (1.1 – 1.6)

## Unit 26: Implement tender processes in conservation

<b>Level</b>	3
<b>Credit Value</b>	12
<b>Unit purpose and aims</b>	
<p>This unit is about identifying and implementing an appropriate procurement process to ensure that suppliers meet the contract requirements. You will need to show you have developed a supplier procurement programme in an appropriate format. You will demonstrate that you made a decision as to how many suppliers to invite in relation to the value and size of the contract. You will show that you have sent enquiries to potential suppliers and evaluated those who responded to the invitation against the agreed selection criteria. You will also need to issue procurement documents to all the tenderers following the agreed procedures. You will need to evaluate the selected tenders and recommend the tender which best meets the evaluation criteria.</p>	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to consider and review potential tenderers	<p>1.1 Send enquiries to identified <b>tenderers</b>, in accordance with organisational requirements, and require them to provide <b>evidence</b> about their experience and capability</p> <p>1.2 Consider potential <b>tenderers</b> who respond to the invitation against the agreed <b>selection criteria</b>, place them in rank order and choose the number needed</p> <p>1.3 Offer advice and information to decision makers about potential <b>tenderers</b> and the <b>selection criteria</b> and modify the <b>tender</b> list to reflect any changes which are agreed</p> <p>1.4 Confirm that the selected <b>tenderers</b> are willing to tender</p> <p>1.5 Propose more potential <b>tenderers</b> from the evaluation list which meet the <b>selection criteria</b> if those contacted are not willing to tender</p>
2. Understand how to consider and review potential tenderers	<p>2.1 Explain how to send enquiries to identified <b>tenderers</b>, in accordance with organisational requirements, and require them to provide <b>evidence</b> about their experience and capability</p> <p>2.2 Explain how to consider potential <b>tenderers</b> who respond to the invitation against the agreed <b>selection criteria</b>, place them in rank order and choose the number needed</p> <p>2.3 Propose how to offer advice and information to decision makers about potential <b>tenderers</b> and the <b>selection criteria</b> and modify the <b>tender</b> list to reflect any changes which are agreed</p> <p>2.4 Explain how to confirm that the selected <b>tenderers</b> are willing to tender</p> <p>2.5 Propose more potential <b>tenderers</b> from the evaluation list which meet the <b>selection criteria</b> if those contacted are not willing to tender</p>
3. Be able to obtain, assess and report on tenders	<p>3.1 Collate and issue <b>procurement documents</b> to all the <b>tenderers</b> on the agreed list, following the agreed procedures</p> <p>3.2 Respond to queries from <b>tenderers</b> promptly and pass on any supplementary <b>information</b> to all <b>tenderers</b></p> <p>3.3 Keep accurate records of <b>procurement documents</b> issued, feedback, queries and information from <b>tenderers</b></p> <p>3.4 Store the tenders received in a secure place, opening them on the closing date in line with the organisation's procedures</p>

	<p>3.5 Select for evaluation those tenders which meet the <b>criteria</b> and reject those that do not</p> <p>3.6 Check with <b>tenderers</b> if any discrepancies, omissions and errors are found in the tenders, and make any amendments which <b>tenderers</b> authorise</p> <p>3.7 Evaluate the tenders which are selected against the agreed <b>criteria</b> and choose the tender which best meets the <b>criteria</b></p> <p>3.8 Check that the successful <b>tenderer</b> and the client can meet the obligations of the contract and recommend a preferred tender to the client</p> <p>3.9 Summarise the results of the tender evaluation and produce a tender report</p>
<p>4. Understand how to obtain, assess and report on tenders</p>	<p>4.1 Explain how to collate and issue <b>procurement documents</b> to all the <b>tenderers</b> on the agreed list, following the agreed procedures</p> <p>4.2 Explain how to respond to queries from <b>tenderers</b> promptly and pass on any supplementary <b>information</b> to all <b>tenderers</b></p> <p>4.3 Explain how to keep accurate records of <b>procurement documents</b> issued, feedback, queries and information from <b>tenderers</b></p> <p>4.4 Explain how to store the tenders received in a secure place, opening them on the closing date in line with the organisation's procedures</p> <p>4.5 Evaluate how to select for evaluation those tenders which meet the <b>criteria</b> and reject those that do not</p> <p>4.6 Explain how to check with <b>tenderers</b> if any discrepancies, omissions and errors are found in the tenders, and make any amendments which <b>tenderers</b> authorise</p> <p>4.7 Evaluate the tenders which are selected against the agreed <b>criteria</b> and choose the tender which best meets the <b>criteria</b></p> <p>4.8 Explain how to check that the successful <b>tenderer</b> and the client can meet the obligations of the contract and recommend a preferred tender to the client</p> <p>4.9 Explain how to summarise the results of the tender evaluation and produce a tender report</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Tenderers:</b>	Contractors; sub/works/trade contractors; suppliers; consultants; specialist conservators
<b>Evidence:</b>	Documentary; references; interview; workplace evidence
<b>Selection criteria:</b>	Quality and delivery record; added value (including past performance); acceptability of known sub-contracting arrangements; acceptability to client; financial resources; references from previous clients and bankers; health and safety; competence of people; resources (human, materials, facilities, knowledge); insurance; environmental policy and management; capability and specialism
<b>Procurement documents:</b>	Invitation to tender; form of tender; returns procedure; surveys; specifications; drawings; schedules; bills of quantities; health, safety and environmental plans; scope of services; terms and conditions; schedules of rates
<b>Criteria:</b>	Quality; technical viability; timescale; cost (budgets, rates); policies

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Record(s) of tender enquiries sent to potential tenderers (1.1, 1.2)
2. Evaluation(s) of tenderers including advice and information provided (1.3, 1.4, 1.5)
3. Record(s) of procurement documents issued and received including amendments, queries (3.1, 3.2, 3.3)
4. Evaluation(s) of selected tenders, amendments and checks that the successful tenderer and the client can meet the obligations of the contract (3.4, 3.5, 3.6, 3.7, 3.8)

## Unit 27: Inspect and report on the condition of assets in conservation

<b>Level</b>	3
<b>Credit Value</b>	17
<b>Unit purpose and aims</b>	
This unit is about implementing inspections of assets and recording observations and measurements clearly. You will also need to show that you have managed any identified health and safety risks. Using appropriate methods and techniques you will need to prepare a condition survey report.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to inspect assets for condition	1.1 Identify and confirm the <b>asset</b> which requires to be inspected 1.2 Confirm the <b>objectives, purpose and approach</b> of the inspection 1.3 Evaluate existing available <b>data</b> , identify the purpose of the inspection and obtain the equipment and resources and specialist <b>advice</b> that will be needed 1.4 Carry out risk assessment to determine <b>safe working practices</b> 1.5 Take accurate <b>observations and measurements</b> of <b>aspects of the asset</b> which are necessary for the inspection 1.6 Examine actual and potential <b>causes of failure, deterioration and decay</b> and assess condition 1.7 Identify gaps in information and obtain and evaluate additional <b>data</b> needed about the <b>asset</b> and its use 1.8 Suggest further investigations when observations are inconsistent with existing <b>data</b> and expected findings, and accurately identify the cause of inconsistencies 1.9 Identify where specialist advice on <b>complex issues</b> is required 1.10 <b>Record observations and measurements</b> clearly, accurately and completely using agreed conservation charters, guidance and standards
2. Understand how to inspect assets for condition	2.1 Describe how to identify and confirm the <b>asset</b> which requires to be inspected 2.2 Explain how to confirm the <b>objectives, purpose and approach</b> of the inspection 2.3 Evaluate existing available <b>data</b> , identify the purpose of the inspection and obtain the equipment and resources and specialist <b>advice</b> that will be needed 2.4 Explain how to carry out risk assessment to determine <b>safe working practices</b> 2.5 Explain how to take accurate <b>observations and measurements</b> of <b>aspects of the asset</b> which are necessary for the inspection 2.6 Examine actual and potential <b>causes of failure, deterioration and decay</b> and assess condition 2.7 Describe how to identify gaps in information and obtain and evaluate additional <b>data</b> needed about the <b>asset</b> and its use 2.8 Propose how to suggest further investigations when observations are inconsistent with existing <b>data</b> and expected findings, and accurately identify the cause of inconsistencies 2.9 Describe how to identify where specialist advice on <b>complex issues</b> is required

	<p>2.10 Explain how to <b>record observations and measurements</b> clearly, accurately and completely using agreed conservation charters, guidance and standards</p>
<p>3. Be able to prepare and present asset condition survey reports</p>	<p>3.1 Assemble and collate <b>information</b> relating to the condition survey</p> <p>3.2 Confirm the <b>methods and techniques</b> for preparing the report which are appropriate to the type of asset and which meet the required <b>purpose</b></p> <p>3.3 Select evidence for the assessment of condition which is accurate, complete and relevant to the requirements of the condition survey report</p> <p>3.4 Analyse all relevant evidence and <b>information</b> using appropriate <b>methods and techniques</b> and make a realistic assessment of condition</p> <p>3.5 <b>Prepare</b> and submit a condition survey report which is accurate, contains all relevant <b>information</b> and describes <b>aspects of the asset</b></p> <p>3.6 Present findings and conclusions in formats that are suitable for circulation and discussion by non-specialists</p> <p>3.7 Maintain internal records which are clear, accurate and complete and conform to accepted professional and statutory requirements</p> <p>3.8 State clearly the authority for assumptions and projections used in the report and indicate any instances where and why accurate inspection and measurement has not been possible</p>
<p>4. Understand how to prepare and present asset condition survey reports</p>	<p>4.1 Explain how to assemble and collate <b>information</b> relating to the condition survey</p> <p>4.2 Explain how to confirm the <b>methods and techniques</b> for preparing the report which are appropriate to the type of asset and which meet the required <b>purpose</b></p> <p>4.3 Evaluate how to select evidence for the assessment of condition which is accurate, complete and relevant to the requirements of the condition survey report</p> <p>4.4 Examine how to analyse all relevant evidence and <b>information</b> using appropriate <b>methods and techniques</b> and make a realistic assessment of condition</p> <p>4.5 Explain how to <b>prepare</b> and submit a condition survey report which is accurate, contains all relevant <b>information</b> and describes <b>aspects of the asset</b></p> <p>4.6 Explain how to present findings and conclusions in formats that are suitable for circulation and discussion by non-specialists</p> <p>4.7 Explain how to maintain internal records which are clear, accurate and complete and conform to accepted professional and statutory requirements</p> <p>4.8 Explain how to state clearly the authority for assumptions and projections used in the report and indicate any instances where and why accurate inspection and measurement has not been possible</p>

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Assets:</b>	Individual buildings; group of structures; ensemble (eg linear feature, canal/ railway); garden, designed or other cultural landscape (eg battlefield); Conservation Area; list of Scheduled property; fabric; materials; furnishings; fittings; refurbishments and furnishes; system and service installation; archaeology; evidential, historical, aesthetic, communal locations (including intangible assets); mechanical and electrical heating, ventilation, power and light; telecommunications, special services and equipment; utilities (gas, water, electric, drainage and district heating); movement of goods and people; settings & surroundings (archaeology, external works, landscaping); access (public, private and emergency); highways (dual carriageway, single carriageway, carriageway with footway); traffic control
<b>Objectives, purpose and approach</b>	Conservation; restoration; preservation; refurbishment; maintenance work; consolidation (prevention of deterioration, protective measures (temporary and permanent); reparation; repair retrofit/ eco-upgrade; scheduled preventative maintenance; unscheduled corrective maintenance; emergency maintenance; disaster planning
<b>Data:</b>	Land registry; local search; statutory identification; local authorities; existing surveys; legal documents; historical/archival records; graphical information; consultations; field research; forensic research; standard report format
<b>Advice:</b>	Line manager; specialist conservators
<b>Safe working practices:</b>	Personal safety; equipment and clothing; safe use of access equipment; health and safety practice and regulations; industry Codes of Practice; regulations applying to the survey site
<b>Observations and measurements:</b>	Visual; photographic; using surveying equipment
<b>Aspects of the asset:</b>	Age; type; location; natural built environment; features and characteristics; character; sources of materials; service installation; embodied energy and use (thermal insulation, heating ventilation); effects of previous repairs and maintenance; condition rating; emotional, cultural and use significance
<b>Causes of failures, deterioration and decay:</b>	Building defects and failures; rising damp, penetrating damp and condensation problems; dry rot, wet rot and timber decay; infestation; physical, chemical and environmental processes; sick building syndrome including indoor air quality; lack of use, total or partial, or use insufficient to justify investment in repair; structural (including ground conditions); interaction of materials; poor workmanship; inappropriate materials; wear and tear; fire; theft; vandalism; flora and fauna; weathering; flooding; thermal expansion
<b>Complex issues:</b>	Technical; historic and heritage - status and value
<b>Record:</b>	Written; graphical; photographic; electronic
<b>Information:</b>	Inspection observations and measurements; investigation and research findings; industry standard and legislation; published technical data
<b>Methods and techniques:</b>	Comparison; quantitative; qualitative; risk assessment of the asset; building pathology
<b>Purpose:</b>	Historical; conservation; social; cultural; political; aesthetic; environmental; repair; maintenance; visual and spatial; ecological and environmental; construction; technological; architectural; archaeological
<b>Prepare:</b>	Written; graphical; photographic; electronic

<b>Aspects of the asset:</b>	Age; type; location; natural built environment; features and characteristics; character; evidential, historic, aesthetic, communal; location; use factors (transport economic, social); structure – construction methods and techniques and technologies; fabric - building materials and their properties and interactions; sources of materials; service installation; embodied energy and use (thermal insulation, heating ventilation); effects of previous repairs and maintenance; condition rating; emotional, cultural and use significance; safety requirements; meet minimum legal standards; suspected concealed defects
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### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Evaluation(s) of available and additional data (1.3, 1.7)
2. Records of objectives, purpose and approach of the inspection of the asset (1.1, 1.2)
3. Record(s) of inspection(s) which include equipment, resources and advice obtained, observations and measurements, agreed conservation charters, guidance and standards (1.2, 1.3, 1.4, 1.5, 1.7, 1.10)
4. Record(s) of further investigation(s) to identify the cause of inconsistencies and actual and potential causes of failure, deterioration and decay (1.6, 1.8)
5. Record(s) of specialist advice on complex issues (1.9)
6. Condition survey report in suitable formats which includes evaluations of collated information using appropriate methods and techniques, analysed evidence, authority for assumptions and projects (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8)
7. Internal record(s) (3.7)

## Unit 28: Plan and programme appropriate work activities to existing assets in conservation

<b>Level</b>	3
<b>Credit Value</b>	11
<b>Unit purpose and aims</b>	
This unit is about planning and programming work to existing assets. Your approach to the work will be informed by your organisational objectives, influencing factors and guidance material. You will need to prepare plans and programmes of work activities and negotiate them with stakeholders.	
<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>Learners will:</b>	<b>Learners can:</b>
1. Be able to plan and programme appropriate work activities to existing assets	1.1 Confirm organisational <b>objectives and approach</b> for the work to be carried out to existing assets 1.2 Identify, consult on and review <b>influencing factors</b> and guidance material about the <b>approach</b> to work activities 1.3 Confirm priorities for work activities by assessing and accounting for all the <b>influencing factors and approach</b> 1.4 Amend priorities to take account of <b>changing circumstances</b> whilst retaining consistency with the <b>influencing factors and approach</b> 1.5 Prepare plans and <b>programmes</b> of work activities and negotiate and agree them with decision makers
2. Understand how to plan and programme appropriate work activities to existing assets	2.1 Explain how to confirm organisational <b>objectives and approach</b> for the work to be carried out to existing assets 2.2 Describe how to identify, consult on and review <b>influencing factors</b> and guidance material about the <b>approach</b> to work activities 2.3 Explain how to confirm priorities for work activities by assessing and accounting for all the <b>influencing factors and approach</b> 2.4 Explain how to amend priorities to take account of <b>changing circumstances</b> whilst retaining consistency with the <b>influencing factors and approach</b> 2.5 Explain how to prepare plans and <b>programmes</b> of work activities and negotiate and agree them with decision makers

Typical examples of the range of aspects that could be covered to meet the terms highlighted in bold within the assessment criteria are as follows. It is not expected that learners cover every example provided below; learners should ensure that their evidence covers those examples that are relevant to their work role.

<b>Objectives and approach:</b>	Conservation; restoration; preservation; refurbishment; maintenance work consolidation (prevention of deterioration); protective measures (temporary and permanent); reparation; repair; retrofit/eco upgrade; scheduled preventative; unscheduled corrective; emergency maintenance; disaster planning
<b>Influencing factors:</b>	Client, user and community requirements; physical state; archaeology; organisational requirements; contractual requirements; statutory requirements; resource requirements; costs and availability of replacement parts; materials identification and sourcing; costs and availability of labour and skills - ease with which trades could undertake repairs/alterations, or the need to employ manufacturer-approved/specialist contractors; working requirements; environmental considerations (including low carbon, energy efficiency, water use, climate change); cultural value; impact of modern technologies and repair methods on traditional buildings, structures, elements and materials; incompatibility of materials and their use; health, safety and welfare requirements
<b>Changing circumstances:</b>	Susceptibility to damage; safety requirements; need to inhibit and respond to deterioration; compromised operational effectiveness; weather conditions; use/change of use; meeting current legislation; resources; fire; theft; vandalism; pollution; economic, planning and social pressures; seasonal maintenance; flood repairs; emergency repairs
<b>Programmes:</b>	Bar charts; network analysis; critical path; line of balance; action lists; method statements; project expenditure forecasts

### Assessment

The evidence presented for this unit must be assessed and internally verified by the assessment centre.

### Minimum Evidence Requirements

Evidence from the workplace must be presented to show that the learner consistently meets all the assessment criteria for the Unit and must include the following key items of evidence:

1. Agreed plans and programmes of work activities which include confirmed organisational objectives and approach for the work activities, reviews and assessments of influencing factors, guidance material, priorities, amendments to priorities (1.1 – 1.5)