

SAMPLE ASSIGNMENT BRIEF

UNIT 5 - VALUE AND USE THE BUILT ENVIRONMENT



Construction and the Built Environment Level 1 Unit 5 Value and use the built environment (CBE1U5)

Sample Assignment Brief (Approximately eight hours under controlled conditions)

Evidence requirements

You must produce evidence of achievement of the assessment criteria. Upon completion of this unit you should:

- 1 be able to assess the effect of the built environment on community well-being and welfare
- 2 understand the life-cycle of buildings and structures, and sustainability issues
- 3 know about career opportunities in the value and use of the built environment.

In order to attain a high mark in this unit, you must address all of the above. A table showing how the Assessment Criteria topics are weighted should be shown to learners in order that they understand how the final mark is determined.

You are required to complete three assessed tasks to achieve the assessment criteria which are set out in the marking grid for the unit.

Scenario

A large national developer has purchased a plot of land near to a primary and secondary school. Close to the development site are: residential housing, a large public park and sheltered housing for the elderly.

The area is served well with frequent public transport to and from the city centre. The developer is going to erect 155 dwellings; these will consist of detached, semi detached, town houses, apartment block and a small number of bungalows. Services to the site are in place (water, electricity, gas and drainage) and work has been completed to form an access road to and from the construction site. The proposed development site was previously home to an old factory (now demolished) and there are plans to build a small number of retail units and a pub/restaurant in the first phase of this project.

The development site has a number of trees with Tree Protection Orders (TPOs) on them.

These orders make it an offence to remove, prune or damage protected trees even if they are on private land. If you want to carry out work on a protected tree, you will need permission from the local authority.

The second phase is to convert a former local authority owned residential home into luxury apartments.

The residential home is a listed building and therefore any work that is done (completed) on this building is subject to strict conditions.

Listed building consent is required for any work which affects the special character or interest of a listed building so any proposed work must be carefully considered in the context of the building and of its history.

The third phase of this contract is to renovate the local housing stock. Part of the successful bid for this contract is to employ and train some of the local residents, source locally produced materials and resources, increase use of renewable materials and improve waste management techniques. The remodernisation programme will include some of the following: new energy saving features, improved security gates, lighting and fences.

Task 1

The effect of the built environment on community well-being and welfare

You can show this evidence by completing the following:

Identify and explain ways in which the proposed development site (see scenario on pages 1 and 2) will affect the local community. For example: the proposal includes different types of dwellings such as detached houses, apartment block and bungalows near to proposed retail units and a pub/ restaurant. Is this a good idea?

Whether you agree or disagree with the proposals give reasons for your opinion.

How will the proposed development impact on the local community:

- (a) visually
- (b) socially
- (c) economically

From your selected examples above explain how each of the above can impact upon people in the local community in terms of their general well-being, health, safety and welfare.

Consider the protected trees on the new development site and how they can be included in the plans.

What about the impact of increased traffic due to the number of dwellings being built? How can this be minimised?

Task 2

The life-cycle of buildings and structures, and sustainability issues

You can show this evidence by completing the following:

From the scenario (on page 1) the old factory has been demolished. Explain how the materials could have been recovered and re-used/ re-cycled in future construction projects.

In phase 2 (on page 2) there are plans to convert a listed building into luxury apartments. Describe some of the issues that the developer will need to address when carrying out any proposed work.

Task 3

Career opportunities in the value and use of the built environment

You can show this evidence by completing the following:

Recognise different career opportunities at different levels in the value and use of the built environment and how individuals work together.

Identify and describe the roles and responsibilities and progression opportunities.

Demonstrate how people work together; for example: bricklayer and maintenance managers have two different jobs that interact.

Weighting of assessment criteria topics

Assessment criteria topic	Weighting	Marks
1 The effect of the built environment on community well-being and welfare	37.5%	18
2 The life-cycle of buildings and structures, and sustainability issues	37.5%	18
3 Career opportunities in the value and use of the built environment	25%	12
Total	100%	48

Assessment grid

Assessment criteria topic	Band 1	Band 2	Band 3
	The learner has:		
1 The effect of the built environment on community well-being and welfare	<p>0 – 6 marks</p> <p>Demonstrated a basic understanding of the impact of the existing built environment by correctly identifying a limited number of the component parts of the built environment, briefly explaining the ways in which they impact on people.</p> <p>Briefly described the contribution made by the built environment to the local community in either social or economic terms.</p>	<p>7 – 12 marks</p> <p>Demonstrated a partial understanding of the impact of the existing built environment by correctly identifying many of the component parts of the built environment, clearly explaining the ways in which they impact on people.</p> <p>Clearly described in some detail the contribution made by the built environment to the local community in either social or economic terms.</p>	<p>13 – 18 marks</p> <p>Demonstrated a detailed understanding of the impact of the existing built environment by correctly identifying all or nearly all of the component parts of the built environment, fully explaining the ways in which they impact on people.</p> <p>Clearly identified in some detail the contribution made by the built environment to the local community in both social and economic terms.</p>
2 The life-cycle of buildings and structures, and sustainability issues	<p>0 – 6 marks</p> <p>Provided a basic explanation of the various stages of the life-cycle of buildings and other structures, a brief description of a limited number of sustainable maintenance methods, and a superficial explanation of how this all relates to a local landmark building or structure.</p>	<p>7 – 12 marks</p> <p>Provided a clear explanation of the various stages of the life-cycle of buildings and other structures, a clear description of many of the common sustainable maintenance methods, and an acceptable explanation of how this all relates to a local landmark building or structure.</p>	<p>13 – 18 marks</p> <p>Provided an in-depth explanation of the various stages of the life-cycle of buildings and other structures, a thorough description of sustainable maintenance methods and a detailed explanation of how this all relates to a local landmark building or structure.</p>
3 Career opportunities in the value and use of the built environment	<p>0 – 4 marks</p> <p>Correctly identified two careers at different levels in the maintenance sector, produced a brief description of the associated roles and responsibilities, and provided a superficial explanation of how the two job roles interact and how individuals may progress from one job role to the other.</p>	<p>5 – 8 marks</p> <p>Correctly identified two careers at different levels in the maintenance sector, produced a full description of the associated roles and responsibilities, and provided a clear explanation of how the two job roles interact and how individuals may progress from one job role to the other.</p>	<p>9 – 12 marks</p> <p>Correctly identified two careers at different levels in the maintenance sector, produced a complete and accurate description of the associated roles and responsibilities, and provided a detailed explanation of how the two job roles interact and how individuals may progress from one job role to the other.</p>

Suggested learning resources:

Teachers should ensure that learners can access a wide range of resources including textbooks, journals, industry literature, government and regulatory authority publications.

Electronic media resources in the form of CD-ROMs, DVDs, videos and suitable online internet applications should also be available.

Books

Creative Neighbourhoods
Published by: Aston Housing Consultancy, 2005
ISBN 0955011000
Beedham, Graeme

Managing the Building Design Process
Published by: Elsevier, 2000
ISBN 0750650699
Tunstall, G

The Handbook of Sustainable Building
Published by: James and James, 1996
ISBN 1873936389
Anink, David

Journals and magazines

Building
Construction News
Housebuilder
Property Week
Planning

Videos, CDs and DVDs

The Construction of Houses – eight in series, more on the way
University of West of England Video Project

Building History and Building Conservation – five in series
University of West of England Video Project

E-resources for construction
www.rsc-wales.ac.uk

Websites

- www.citb-constructionskills.co.uk
- www.ciob.org.uk
- www.environment-agency.gov.uk
- www.est.org.uk
- www.hse.gov.uk
- www.communities.gov.uk
- www.fmb.org.uk
- www.wrap.org.uk
- www.nhbc.co.uk
- www.cnplus.co.uk
- www.building.co.uk
- www.bmf.org.uk