

CONSTRUCTION AND THE BUILT ENVIRONMENT

Unit 6: Value and use of the built environment: adding value to the wider community



Construction and the Built Environment

Level 3 Unit 6: Value and use of the built environment: adding value to the wider community

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, or you can adapt it to meet your own delivery needs. You may wish to consider the provision of extra learning workshop time for those learners who need additional learning time.

This unit is assessed through an internally designed, set and marked assignment. This will be subject to external moderation. Guidance on assessment, evidence requirements and assignment structure is available in the unit specification.

This unit also contains sections entitled 'Guidance for Delivery', 'Opportunities for applied learning' and 'What activities might be involved in this unit?' This scheme of work is designed to support the information therein.

Total GLH	90 (72 for delivery and 18 for assessment)
Aim	<p>This topic provides learners with an opportunity to explore the role of stakeholders and the community in the development of the built environment. They will investigate the social, economic and commercial contributions of the built environment to the community, the importance of balancing the different needs of the different stakeholders and communities, the primary factors that affect the planning process and how these factors relate to design. They will also examine career opportunities in community development and compare and contrast such opportunities in terms of career progression.</p> <p>When they have achieved this unit learners will:</p> <ul style="list-style-type: none"> • understand how individuals, organisations and communities can contribute to development decisions • understand how the built environment can be designed in a way that adds value to the wider community • understand how planned built environments contribute to the well-being of individuals, economic activity, the prosperity of areas, sustainability, and social cohesion • know about the planning process and the factors that influence it • know about job roles within community development and how the different roles interact, as well as the qualifications and experience they require.

<p>Notes</p>	<p>The scheme of work presented here uses a case-study, task-based approach to teaching and learning, with applied learning being integrated as and when appropriate. Several different assessment criteria may be integrated within a single activity.</p> <p>Key for Functional Skills (FS)</p> <p>There are, at present, no Level 3 Functional Skills. Learners following the Advanced Diploma will need to achieve Level 2 Functional Skills, if they have not already achieved these prior to commencement of the Advanced Diploma.</p> <p>There are three Level 2 FS. These are broken down as follows:</p> <p>English: speaking and listening (S&L E); reading (Read E); writing (Write E); or E (all) for all three</p> <p>Mathematics: representing situations using mathematics (RS M); analysing and processing using mathematics (A&P M); interpreting and presenting results (I&P M); or M (all) for all three</p> <p>Information and Communication Technology: use ICT systems (Use ICT); find and select information (F&S ICT); develop, present and communicate information (DPC ICT); or ICT (all) for all three</p> <p>Guided Learning Hours</p> <p>There are 90 GLH associated with this unit, 72 of which are scheduled for delivery of the knowledge, understanding and skills associated with the unit. For the purposes of this scheme of work it is assumed that each session will be one hour long and that there will therefore be 72 sessions. Consortia are of course free to organise the time in any way that suits the needs of their learners and of the centres that comprise the consortium.</p> <p>Evidencing PLTS and FS</p> <p>PLTS are signposted against the assessment criteria throughout the unit, and can be evidenced from the learners' assessed work.</p> <p>Where FS are signposted it is because there are opportunities for the development of FS, rather than opportunities for evidencing achievement of FS from the internally set and marked assessment(s) for that unit.</p>
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Session number	Topic	Suggested activities, formative assessments and resources	AC	PLTS	FS	GLH	Comments
1	Key stakeholders in the construction of the built environment	<p>The first activity should involve teacher-led sessions used to identify and describe the stakeholders involved in the development and use of the local community and its infrastructure, and the different perspectives and interests of those stakeholders.</p> <p>The second activity should involve small-group work with each group researching a different topic relating to the roles and responsibilities of the different stakeholders identified in assessment criterion 1a (i to ix). This should be followed by a short presentation of the outcomes of the research by each group, and then a class discussion that compares the various presentations in terms of the perspectives, interests and priorities of the key stakeholders. The presentations and discussion could provide a formative assessment exercise.</p> <p>The third activity should involve external input from a professional town planning officer and an elected member of the local council who is currently serving on the housing committee. The focus should be on the methods used to engage key stakeholders and capture their views on local community developments. The presenters should support their delivery with appropriate documentation and relate everything to the common themes identified on the right.</p> <p>Useful resource materials include:</p> <p>www.communities.gov.uk www.highways.gov.uk www.planningportal.gov.uk www.infed.org</p>	AC1a, b	IE1 IE3 IE4 IE6 CT3 RL1 RL6 EP1	E (all) ICT (all)	18	<p>As ever, time should be made available for visits, as this enhances the delivery and helps support and reinforce learning. Useful visits could be made to some or all of the following: local authority planning departments, housing associations, community regeneration offices and construction sites. These visits will have valuable utility in other topics within this unit, and in other units.</p> <p>There are several common themes in this unit, applicable to each topic. These include:</p> <ul style="list-style-type: none"> • enhancing economic activity and prosperity • promoting social cohesion • improving communities • attracting new investment • increasing employment, both inside and outside the CBE sector.

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2	Procedures designed to add value to the wider community	<p>The first activity should involve teacher-led sessions used to identify and describe the procedures used to add value to the wider community, supported by local examples of where such procedures have proven to be most effective.</p> <p>The second activity should involve the learners in a simple form of stakeholder consultation. The class should work with the teacher to develop a survey/questionnaire relating to developments in the local area over the last decade. The sample to be surveyed should comprise the family and friends of the family. The survey should assess their opinion on whether, and by how much, these developments have added value to the local community.</p> <p>The third activity should involve the learners in collating the results of the survey, drawing appropriate and balanced conclusions, and using these conclusions to suggest ways in which future planning decisions could be influenced.</p> <p>The fourth activity should involve independent learner research into government-led initiatives such as 'Local Strategic Partnerships' and 'Strong and Prosperous Communities'. This should be followed by a whole-class, teacher-led discussion of how these initiatives are used to influence funding, consultation and planning decisions. This activity would benefit enormously from external input from local community development professionals, who should support their delivery with examples of the promotional and planning materials they use in their work.</p>	AC2a	IE6 RL1	E (all) ICT (all)	18	<p>Visits should be made to the local developments, both good and less good, used as examples in this topic.</p> <p>There are several common themes in this unit, applicable to each topic. These include:</p> <ul style="list-style-type: none"> • enhancing economic activity and prosperity • promoting social cohesion • improving communities • attracting new investment • increasing employment, both inside and outside the CBE sector. <p>Useful resources include:</p> <p>www.communities.gov.uk</p> <p>www.jrf.org.uk/publications</p> <p>www.citizensadvice.org.uk</p>

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3	The contribution made by the planned built environment	<p>The first activity should involve teacher-led sessions used to identify and describe the contributions made by the built environment to the local and wider economy, social cohesion, sustainability, general prosperity and well-being.</p> <p>The second activity should be a whole-class evaluation of the different ways in which the above contributions benefit individuals and communities, and how we can influence the development of the built environment to enhance such contributions for the benefit of all. This could form the basis of a useful formative assessment.</p> <p>The third activity should involve small-group work with each group researching a different topic relating to the benefits of a strong construction sector. These topics should include employment in the construction and built environment sector, employment in other parts of the local economy and increased levels of commercial activity in associated sectors such as the property market, services providers, utilities companies and the like. Each group should produce a wall display of the outcomes of their research. The display should remain in place until the unit is completed.</p> <p>Useful resources include: www.communities.gov.uk www.environment-agency.gov.uk</p>	AC3a	IE3 IE6	E (all) ICT (all)	18	<p>Visits should be made to construction sites, local authority planning offices and highway and transport offices, wherever possible.</p> <p>There are several common themes in this unit, applicable to each topic. These include:</p> <ul style="list-style-type: none"> • enhancing economic activity and prosperity • promoting social cohesion • improving communities • attracting new investment • increasing employment, both inside and outside the CBE sector.

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4	The planning process and the uses of planning information	<p>The first activity should involve teacher-led sessions used to identify and describe the social, political and economic factors that affect the planning process. This should be followed by a whole-class analysis of how these factors interact and how each relates to a recent or ongoing local community development.</p> <p>The second activity should involve a presentation by a local planning officer, who should explain how the factors identified above influence the design process and how the design and planning processes are integrated. Learners should use the information provided to produce a simple flow chart showing how the integrated process proceeds from initial planning to project completion.</p> <p>The second activity should involve small-group work with each group researching a different topic relating to the provision of planning information. These topics should include the type of information required by the general public (private developments), by professional developers (commercial developments) and by local government (community developments) together with an analysis of the different purposes and uses of each. Each group should make a short presentation of their findings to the rest of the class and the teacher should collate these presentations into a handout to be circulated to all learners.</p>	AC4a	IE4 IE5	E (all) M (all) ICT (all)	12	<p>A visit to the local community development to be used as an exemplar for the first activity, prior to commencement of the first activity, would be useful.</p> <p>Learners should create and maintain portfolios to support the delivery of the unit, and to assist them in the development of their assessment portfolio. This portfolio should include notes made in class and during visits and guest lectures, together with any handouts, photographs, images, articles from newspapers, websites and trade magazines deemed to be relevant to the unit.</p> <p>Useful resources include: www.planningportal.gov.uk www.rtpi.org.uk</p>

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5	Career opportunities in the value and use of the built environment	<p>The first activity should be a presentation by experienced community development professionals, school or college careers staff and the local Connexions service. The local college will be happy to contribute and employer input would be of great benefit. The activity should focus on the careers that are available in community development, what the progression opportunities are, the level of qualification required to support progression and what is available locally.</p> <p>The second activity should involve learners using the information provided above, plus their own research, to produce individual career development plans that extend five years into the future and specify realistic career goals, supporting qualifications, the time needed to achieve such qualifications and any other relevant details. Such information can be taken from job adverts in the local press, Yellow Pages, Jobcentre Plus offices and the internet.</p> <p>The third activity should be a presentation of the results of the second activity to the rest of the group. This should lead to a discussion comparing and contrasting the various career opportunities in terms of the range and characteristics of the careers available, the interactions between those working in community development and in other parts of the construction and built environment sector, progression opportunities into and out of the various job roles and the qualifications needed to support progression.</p>	AC5a	IE4 IE6	E (all) ICT (all)	6	<p>The teacher should stress the wide variety of jobs available in community development.</p> <p>The teacher should stress the wide variety of different jobs available in the value and use of the built environment. This will include technical, supervisory and professional roles.</p> <p>The websites below will help learners to recognise the range of employment opportunities in the value and use of the built environment, community development and the wider construction and built environment sector:</p> <p>www.jobsinconstruction.co.uk</p> <p>www.cih.org</p> <p>www.rics.org</p> <p>www.rtpi.org.uk</p>