



LAND CONDITION SKILLS DEVELOPMENT FRAMEWORK

Funded by:



Homes &
Communities
Agency

Land Condition Skills Development Framework

Objective: Working with a range of partners, the Specialist in Land Condition (SiLC) registration scheme is to develop and trial a Land Condition Skills Development Framework and establish whether this will provide an effective model for the other sectors/areas of expertise that make up the UK workforce.

Prepared on behalf of the Specialist in Land Condition (SiLC) Professional and Technical Panel by CL:AIRE

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HCA - Homes & Communities Agency – Project Funders

CL:AIRE – Principal Authors

Phil Crowcroft – Project Executive

Matt Whitehead – Project Manager

Project Board Representatives:

Richard Boyle - HCA - Homes & Communities Agency

Doug Laidler - SAGTA - Soil & Groundwater Technology Association

Peter Witherington – AGS – Association of Geotechnical & Geoenvironmental Specialists

Gareth Jones – Institution of Civil Engineers

Joanne Kwan - CIRIA Construction Industry Research & Information Association

Mike Harget - Environment Agency

Lisa Crews – EPUK - Environmental Protection UK

Claire Lea – IEMA – Institute of Environmental Management & Auditing

Nicola Paton – REHIS - Royal Environmental Health Institute of Scotland

Anwen Hughes - RSC - Royal Society of Chemistry

Liz Hamer - North Lincolnshire Council

SiLC Professional & Technical Panel Organisations:

ICE – Institution of Civil Engineers

GS - Geological Society

CIEH - Chartered Institute of Environmental Health

RICS - Royal Institute of Chartered Surveyors

RSC – Royal Society of Chemistry

REHIS – Royal Environmental Health Institute of Scotland

CIWEM – Chartered Institute of Water & Environment Management

IEMA – Institute of Environmental Management and Assessment

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Preamble

The purpose of this document is to provide an overview of the framework as a basis for public consultation. The public consultation will gauge responses from industry on:

- the development of the framework so far;
- the content/coverage of the framework;
- the areas that need further clarity and explanation;
- the usability of the framework; and
- the future development of supporting materials.

An online survey has been devised and will be used to break down and analyse any comments. The responses will then be considered in a methodical and analytical way and recommendations incorporated into the final framework documentation as appropriate.

1.0 Context and Project to Date

The Homes and Communities Agency (HCA incorporating English Partnerships) has provided funding to the Specialist in Land Condition (SiLC) registration scheme to develop a land condition skills development framework. This initiative is a result of recommendation 1.2.1 of the Draft Brownfield Skills Strategy:

'...working with a range of partners, the Specialist in Land Condition (SiLC) registration scheme develop and trial a Land Condition Skills Development Framework and establish whether this will provide an effective model for other sectors/areas of expertise that make up the workforce.'

The Land Condition Skills Development Framework (LCSDF, or, the framework) will define the capabilities pertinent to those operating within the brownfield reclamation and remediation industry (see: 4.0 [Scope of the Framework](#)). Capabilities are high level descriptions of key behaviours, skills and knowledge that underpin effective performance. These define what effective performers actually understand, apply or demonstrate in common situations, most of the time, to achieve the best results. The capabilities within the framework are pertinent to all those working in the industry, encompassing private and public sector.¹

It is acknowledged that job roles within the industry vary greatly in terms of job title, scope and deliverables. It is envisaged that the framework will be used as a guide. Organisations will be able to use the framework to determine the unique suite of capabilities, at varying levels, that align with the accountabilities and responsibilities of specific roles, within their business.

This framework will promote development of capability within industry by engaging individuals and organisations in proactive and progressive skills development. By embracing the notion of capability development and adopting relevant aspects of the framework, an organisation will be subscribing to best practice and contributing towards the development of more, appropriately skilled, practitioners within the industry. It is anticipated that those organisations with skilled workforces operating in the private sector will be better placed to take advantage of increasing business opportunities.

CL:AIRE have been working on behalf of SiLC since early 2009 to develop a framework that is considered to be representative of the capabilities pertinent to roles within the brownfield reclamation and remediation industry. The proposed framework has been developed via a number of key milestones.

¹ The development of this framework is not in any formal way designed to deliver Recommendation 1.2.3 from the Draft Brownfield Skills Strategy (Academy for Sustainable Communities & English Partnerships March 2008):

'ASC lead the development of a Town Planning, Land Contamination and Public Health Skills Development Framework for local authorities and other public sector bodies involved in the reuse of Brownfield land. Once developed, the Skills Development Framework will be trialled by those local authorities developing Local Brownfield Strategies through the support of English Partnerships.'

However, part of Recommendation 1.2.3 was, where appropriate, the public sector framework should be aligned with the Land Condition Skills Development Framework (this project). Care has been taken therefore, to ensure that the capabilities that are defined in this framework are applicable to private, public and regulatory sector in order to support the transfer of skilled staff between the different sectors. This is critical to ensure transparency across the industry in terms of skills and the key drivers such as: development of individuals, retention within industry, increase in industry capability, enhanced credibility and delivery of best practice.

The key milestones to date have included:

- Examination of existing skills development frameworks to determine the components and format of the framework;
- Research into existing job descriptions and role specifications to understand capability and skills requirements;
- Identification of generic and technical capabilities relevant to the sector;
- Definitions for each of the identified capabilities and articulation of associated activities, tasks and indicators; and
- Development of support tools to assist with the implementation of the framework.

2.0 Benefits of Using this Skills Development Framework

There are many benefits to individuals, organisations and industry of adopting and implementing this skills development framework. These benefits include:

Recruitment

Understanding the nature and level of capabilities required to perform specific roles within an organisation allows informed decisions to be made when recruiting for positions – whether this be via assessment of internal team members or external applicants. The use of this framework, in combination with standard selection techniques, allows objective decisions to be made as to which applicant(s) are best placed to deliver on the requirements of specific role(s). The identification of relevant capabilities contributes to a reduction in some of the intangible aspects that are often linked to recruitment and demonstrates commitment to a fair and equitable process. This can only work to enhance the transparency and effectiveness of the recruitment process within the industry.

Professional Development

Understanding the capability requirements for an organisation, and translating these into individual personal development plans, allows proactive management of the skills development process for both individuals and teams. Objectives can be set as to what is attainable by an individual allowing individuals to develop and apply their knowledge within the workplace. This encourages engagement of individuals in their own career plan, whilst ensuring that the organisation grows and retains the capable individuals it needs to perform effectively in the marketplace.

The records of personal development produced by applying the framework also provide an audit trail that will be required in due course for external recognition. The professional bodies representing the industry may require proof of development and experience (amongst other things) in conferring Chartered Status (or equivalent) on an individual.

Performance Management

The framework can be used to define and agree the expectations that an organisation has of its workforce. Each individual will be expected to develop and maintain a unique set of capabilities specific to their role, and to perform their duties at a specific level of capability. This sits closely with the performance review and/or appraisal processes and is a tool which is used to drive the performance of individuals.

Retention

Individuals, who develop a sense of engagement in their own development, invariably value their current and potential future roles within their organisation. By proactively managing and providing a professional development pathway for employees an organisation can increase the loyalty and commitment of its staff.

Higher Industry Standards

The development of individuals impacts directly on the standard of work being delivered by the industry. Whether work is done via the private or public sector, the quality of the product improves markedly when it is produced by skilled and competent individuals. Those employers who recognise the need for competent people will be those that deliver a better product to the marketplace. These companies will be better placed to compete for work both now and in the future.

Procurement by Clients

Clients often find it difficult to assess staff involved with tenders as there is no core set of qualifications that relate to the brownfield reclamation and remediation industry. Understanding the capabilities required to perform specific roles within a project, and the requisite level of capability, will allow informed decisions to be made when assessing tenders. The use of this framework, in combination with standard selection techniques, allows objective decisions to be made as to which applicant(s) are best placed to deliver on the requirements of specific role(s) within the project.

3.0 Components of the Framework

The format for this land condition skills framework was based on research and analysis of a number of existing skills development frameworks. The key components of the framework are:

- Introduction, context and guidance for use of the framework;
- Capabilities, capability levels and capability sheets; and
- Tools to support implementation of the framework.

This consultation document will focus very much on the context of the framework and the concept of capabilities as defined by “capability sheets”. These are key to the usability and success of the framework, it is imperative that these are fit for purpose. The final stage in the production of the overall framework (post consultation) will be providing all the supporting guidance and documentation which will allow the framework to be packaged ready for implementation and trial within organisations.

4.0 Scope of the Framework

The Brownfield Skills Strategy identified a range of occupations associated with the brownfield sector. However, this framework covers only a sub-set of those occupations. The scope of professions embraced by this framework, as defined by SiLC, is:

“all those involved in preparing brownfield land for development and/or ensuring it is suitable for its current use”

It is designed to cover all technical roles (at all grades) within the Industry, however, it is restricted, at the moment, to those involved in preparatory or remedial activities rather than those involved directly with subsequent building and construction work. Therefore, for clarity, this framework encompasses roles associated with a range of engineering and scientific disciplines

(for example civil engineering, geology, chemistry, surveying) as well as regulation. It encompasses roles commonly associated with the fields of geo-environmental consultancy and contracting but also extends to those involved in regulating these practitioners.

Given the wide range of job titles used within the sector it is not possible to provide a definitive list, but the above range of professional roles should be sufficient to convey its extent.

NOTE: there is no reason why the principles underlying the derivation of this framework cannot be extended to cover any role within this or any other related sectors (e.g. building and construction). All that would be required would be to identify and describe additional relevant capabilities and add them to the lists of those that have already been derived.

5.0 Capability and Levels of Capability

Key to this framework is the concept of capabilities and the levels of capability that an individual is measured against. Capabilities are high level descriptions of key behaviours, skills and knowledge that underpin effective performance. They define what effective performers actually understand, apply and demonstrate in most situations, most of the time, to achieve the best results. They are a combination of what you know, and how that knowledge is applied in practice. Capabilities compliment the responsibilities and accountabilities included as part of a job specification or job role.

Each capability within the framework is described by a “capability sheet” which provides sufficient information to be able to understand what particular activities a fully capable person may be involved in, what tasks they may be asked to perform and how (generally) one would go about demonstrating or measuring that capability. Table 1 below outlines the format of these “capability sheets” and explains in more detail what information they contain:

TABLE 1 – CAPABILITY SHEETS – LAYOUT & CONTENTS:

Capability – Definition of the capability		
Activity	Tasks	Indicators
<p>Each capability is divided into a number of key activities. These activities are a way of describing the components, or key aspects of the capability.</p> <p>For example, if the capability is Project and Programme Management, this is comprised of activities such as: Project Planning and Design, Resource Management, Financial Management.</p> <p>An individual would not necessarily be expected to complete every activity associated with a capability, only those pertinent to their role.</p>	<p>These are the things that you would expect someone to be able to DO if they were operating at this level of capability.</p> <p>These tasks breakdown the key deliverables you would expect to be demonstrated by an individual in their role – i.e.: actually doing the job.</p> <p>For example, if the capability is Project and Programme Management and the tasks is Project Planning, then the tasks will include:</p> <ul style="list-style-type: none"> - Is able to plan a project, identifying key milestones and time frames for delivery - Is able to identify risks to successful delivery of a project and make suitable contingency arrangements 	<p>These are descriptions of the kind of evidence you would expect to see to confirm that an individual is operating at this level of capability.</p> <p>The indicators will either be written, observed or oral. Demonstration of these capabilities will be assessed by someone who is at a higher level of capability (For more information see 6.0 Capability Assessment).</p> <p>Indicators can refer to completion of development programmes or training courses, and the provision of examples where competence in completion of a task can be demonstrated.</p>
<p>NOTE: Activities, Tasks and Indicators can all be customised (added to or removed) to suit individual organisations.</p>		

In defining the specific capabilities for this framework a range of job descriptions and specifications were studied to understand the main areas of capability within common roles. Thirteen capabilities were identified and defined through this process. These can be categorised into those capabilities that are **GENERIC** in nature and those that are **TECHNICAL**.

Generic capabilities generally relate to the transferable skills that you would expect a professional to demonstrate when they are undertaking their duties. These capabilities focus very much on the way that an individual performs their work and are not necessarily restricted to any specialist role. The technical capabilities relate more to the application of specialist technical knowledge relevant to the brownfield industry.

A full list of the capabilities relevant to the roles covered by this framework are presented in Table 2 below. The capability sheets (which are linked and contained within Annex 11.1) reflect information that demonstrates a fully capable/competent level of capability. An explanation of the different levels of capability used by the framework is given in the next section.

TABLE 2 – CAPABILITY SHEETS – COVERAGE

CAPABILITY TYPE	CATEGORY
GENERIC	<p>Personal Effectiveness: shows commitment to delivery of the requirements of the role in an organised, effective, proactive and professional manner and to ongoing personal development.</p> <p>Communication and Interpersonal Effectiveness: demonstrates effective interpersonal skills. Communicates effectively and professionally through oral and written channels.</p> <p>Data and Information Management: is able to use the tools (e.g. software) available to support the collation and presentation of data and information.</p> <p>Management and Leadership: provides leadership in a manner that shows their personal commitment and harnesses a team to deliver an optimal result for the organisation.</p> <p>Finance and Commercialism: identifies the key commercial drivers for the organisation and delivers on these in a pragmatic and professional manner taking into consideration all pertinent factors, including that of the financial viability and valuation of projects.</p> <p>Project and Programme Management: plans, organises and supervises resources to ensure project implementation in a professional, efficient and cost effective manner.</p> <p>Health and Safety: ensures that exhibited behaviours reduce the risks to the health and safety of yourself and others.</p>
TECHNICAL	<p>Environmental Management: appreciates the impact activities have on the environment and identifies ways to protect the environment sustainably for the future.</p> <p>Legislation and Regulation: understands and applies knowledge of all appropriate legislation, associated statutory guidance and processes.</p> <p>Site Investigation: preparation, implementation, testing and presentation of information detailing the ground conditions and extent of contamination on a site and the impact that this may have on human health and the environment.</p> <p>Risk Assessment: assessment of the probability, or frequency, of occurrence of defined hazards and the magnitude (including seriousness) of the consequences on site users or the wider environment.</p> <p>Options Appraisal and Design: understands the methods for remediation of a site, appraisal of options and the design of the solutions.</p> <p>Remediation: understands the requirements for effective remediation, on-going monitoring and the verification and validation of the process.</p>

Capability Levels

An individual's capability (in relation to specific activities) is measured at five different levels – from Level 1 that demonstrates an awareness of an issue through to Level 5 which reflects true expertise in a given field.

These levels of capability do not necessarily have any direct correlation to factors such as job level or grade, job title or responsibilities, tenure, experience, salary etc. Although it is generally true to say that more senior roles demand higher levels of capability in specific aspects of their delivery. Any role will have a unique set of capabilities with an expectation that the post holder will be able to operate at the requisite level (for each capability) either immediately or following a programme of personal professional development.

The five different levels of capability within this framework are summarised in Table 3 as follows

TABLE 3 – CAPABILITY LEVELS

LEVELS		DESCRIPTION SUMMARY
Level 1	Aware	Has a knowledge of key principles. Would rely on procedures, manuals, other team members or manager for instruction and close supervision to deliver on routine tasks. May only need an awareness of this area of capability, or may be gaining experience to operate at a higher level.
Level 2	Basic	Has a basic level of knowledge that allows a contribution in this area. Will require some supervision to deliver at a moderate level of capability in routine tasks.
Level 3	Proficient	Has a level of knowledge and capability that allows delivery on routine tasks. Without supervision, can deliver day to day tasks within routine situations. For more complicated situations, will research further and then apply learning to less familiar situations.
Level 4	Accomplished	Has a thorough and experiential understanding of the area and underlying principles. Can guide and advise others competently. Copes well with both routine situations and with new or complex situations. Can identify peripheral issues and ensure consideration of these.
Level 5	Expert	Has extensive knowledge in the subject area. Widely regarded as a leading authority from whom others can learn. Consulted both internally and externally on pertinent matters. Delivers in all aspects of the area and is seen as a subject matter expert. Develops innovative approaches, stretches others' thinking and challenges them to excel by setting exceptional standards.

For clarity, the levels of capability are described in further detail below:

Level 1 – Aware

This level demonstrates awareness in key areas of knowledge that relate to the basic principles of the capability. This level may be a stepping stone to further development of a capability, or may provide the requisite level of knowledge needed for an individual to be effective in their own role. Level 1 capability indicates that an individual needs to be aware of an activity, but may not (as of yet) have to deliver it as part of their role.

This is the level of capability that one would expect of a non-technical manager or team member who may need to know the scope of others' roles, but do not necessarily need to have a level of

knowledge that allows them to actually perform or deliver the tasks themselves. It is also the level of capability expected of a new starter who has not yet acquired any detailed knowledge via qualification or practice of the activities concerned or as a starting point for those who need to develop their capabilities further.

Level 2 – Basic

This level demonstrates a basic level of knowledge that an individual needs in order to begin to undertake or perform tasks. A person with a Basic level 2 capability may have some or all of the requisite knowledge to undertake an activity but not necessarily the practical experience of its application. As such they are not likely to be able to perform tasks in a wholly efficient or effective manner without some form of supervision. It is recognised at this level, that further learning and knowledge acquisition – whether via formal training, mentoring, studying best practice, work experience etc. is important to ensure effective application of the relevant knowledge.

This is the level of capability that one would expect of an individual performing tasks for the first time or on an infrequent basis. As individuals apply their skills and knowledge they will rapidly gain experience which will allow them to perform tasks independently and in an effective manner. Having applied their skills/knowledge in such a manner they will then be able to progress to Level 3.

Level 3 – Proficient

This level demonstrates a level of knowledge and capability that an individual needs to perform their job and deliver on routine tasks on a day to day basis. Level 3 demonstrates that the individual knows how to do an activity, and has practical experience to demonstrate that they have applied their knowledge successfully.

There may be some more complex (non-routine day to day) situations where further knowledge via training, research or consultation with others will contribute to delivery – this is part of ongoing learning and development.

This is the level of capability that is required of an individual expected to perform an activity as part of their core duties. It is the benchmark which defines what a fully capable individual should be able to do. Individuals at Level 3 capability are expected to work unsupervised and can be relied upon to deliver work to the necessary standards.

The “capability sheets” which are the backbone to the framework describe in detail what a proficient individual would be expected to do for each respective activity. If an individual does not yet meet the requirements described in these sheets it is a good indication that they are still at a lower level of capability.

Level 4 – Accomplished

This level demonstrates that by practical application an individual has developed themselves within this capability. An understanding and application that is an extension of the day to day tasks is demonstrated, and more of an understanding and application of the nuances of the capability. It is expected that at this level, this person will mentor/coach others either formally or informally. Experience is demonstrated via multiple examples in this area and they apply their in-depth experience to guide and audit the work of others.

At this level, individuals are able to challenge and question others undertaking the work and can focus on the auditing, leading, training and transfer of knowledge to others. There is a level of credibility associated with this level of knowledge and they are able to peer review, support and guide others etc.

Level 5 - Expert

This level demonstrates that the individual has the ability to make difficult decisions with respect to the relevant activity. Experts are innovators who can adapt existing systems or practices or develop new approaches. They are recognised by their peers, (both within their organisation, externally and within their professional institution) as being leaders in their field of specialism. They can be a credible expert witness and have the experience and aptitude to manage bespoke and non-standard situations.

6.0 Capability Assessment

As capability is a combination of knowledge and its application, it follows that capability is assessed by **testing** knowledge/understanding and **observing** the application of that knowledge in practice.

Assessing Levels 1 to 3

The traditional way to test understanding is to sit paper based examinations consisting of questions and exercises. An alternative or supplementary mechanism is to undergo a study programme followed by a rigorous presentation and interview process, whereby the individual summarises their understanding of a particular topic and subjects themselves to cross examination/questioning. In either scenario there is an assumption that the knowledge of the examiner must be greater than that of the individual being tested.

Application of knowledge is demonstrated by observation. By recording examples of activities that have been carried out successfully, an individual can display that they have applied the necessary knowledge in practice. Any examples should be validated by references from those acting in a supervisory capacity (who have themselves attained the requisite capability).

The capability sheets contained within Annex 1.1 contain guidance on what combination of "indicators" may be relevant to the assessment of capability for each activity. The list of indicators suggested is not exhaustive, and can be added to, based on what is pertinent to an individual and/or their team(s). For example, there may be requirements that are specific to an individual organisation in terms of completion of a specific training course, following of internal procedures etc. before an individual can be regarded as having achieved the requisite level of capability.

Assessing Levels 4 to 5

The key to developing capabilities beyond level 3 lies in obtaining extensive and more varied experience of standard and non-standard scenarios. Unlike Levels 1-3 the only people who can assess whether an individual has developed further are their peers.

Within their respective professional institution or society an accomplished individual is often recognised via the award of full membership, Chartered or SiLC status. These qualifications, amongst other things, indicate that an individual has achieved distinguished status in one or more of the key technical activities of relevance to their area of professional practice.

Quality Control

Under the framework it is up to the employing organisation to decide which combination of measures it will employ to verify the capability of its staff. It may be that the organisation has employed individuals with existing pre-tested knowledge, for example those with vocational qualifications, degrees etc. Alternatively, it may be that the organisation is developing its own staff via a series of bespoke study courses or exercises (see section 7). Whatever the background of the individual, it is anticipated that the assessor will be another member of staff (or external) who has the requisite level of capability themselves (Level 4+) to undertake assessment duties. In

many circumstances the assessor will be the individual's line manager and verification of capability will be a part of the routine performance appraisal process.

In terms of quality control it is preferable if the assessor of technical capabilities is a recognised member of a relevant professional body (i.e. Chartered, SiLC or equivalent). The records of assessment prepared under this framework are more likely to be accepted for subsequent professional award/status if such individuals can vouch for their accuracy and integrity.

It is expected, that as with the process for performance appraisals individuals, must maintain an ongoing and sufficiently detailed level of evidence to demonstrate their level of knowledge and examples as to where this was applied. This may be done via CV (curriculum vitae), CPD (Continuous Professional Development) logging, evidential reports, case studies etc. This evidence will all become part of the audit trail that allows transparency as to the demonstrated level of capability. These records, signed-off by appropriate assessors, will remain with the individual throughout their career and act as a "passport" when moving between different roles/posts, organisations and when upgrading their professional qualifications.

NOTE: It is important that any level of capability is maintained once it has been reached if it remains relevant to the role. Capability is maintained via CPD which can encompass activities from continued practical application through to on-going learning. Ensuring best practice is being evidenced in all areas of capability, including following relevant guidance, adhering to legislation, embracing new technologies etc. is vital to individuals performing at an appropriate level within the sector. If this is not demonstrated, then it is expected that the level of capability will move down to the next appropriate level.

7.0 Capability Development

As capability is a combination of knowledge and its application, it follows that you develop capability by first acquiring knowledge and then putting that knowledge into practice.

Knowledge Acquisition

There are many different ways that an individual can learn and obtain knowledge and many ways in which knowledge can be transferred. For most technical and many generic capabilities the starting point is to identify the key references or texts that can be studied. However if the capability is strongly linked to behaviour, then the necessary knowledge is probably gained by observing others. In such cases knowledge is transferred by observing the behaviour of role models.

Practical Application

Having obtained the necessary core knowledge an individual will need the opportunity to put that knowledge into practice. They will need to be given tasks at work which require them to display their capabilities. They will benefit greatly in this by the supervision and assistance of more experienced or established staff who have already attained the requisite level of capability in that activity or field. In effect, everyone needs a supervisor, coach or a mentor to work with, and to learn from.

Table 4 below provides a summary of some of the common learning options/techniques currently available for staff development. As the depth of knowledge required varies, dependent upon the particular capability/activity in question, some methods of learning will be more applicable to certain levels of capability than others.

TABLE 4 – CAPABILITY DEVELOPMENT METHODS:

Method	Advantages / Strengths	Application
<i>Self Learning:</i>		
Books – Guidance & Manuals	Core source of learning for all technical capabilities.	L1 – L4 + CPD
E – Learning	Provides summaries and examples to introduce topics. Can be supplemented by core texts/reading. Can run examples and perform tests.	L1 – L2 + CPD
Networking	Shared experiences sometimes of uncommon techniques/applications.	L1 + CPD
News Publications	Vital to identify changing work practices	L1 + CPD
<i>Taught:</i>		
Presentations	Provides summaries and examples to introduce topics. Can lead onto further research.	L1 + CPD
Lectures & Courses	Provides key principles summaries and examples drawn from core texts. Can accelerate learning.	L2 + CPD
<i>Coaching:</i>		
Demonstrations	Essential for manual or practical activities.	L2 + CPD
Practical Work/Exercises	Essential to demonstrate capability. Benefits greatly from supervision/coaching/mentoring.	L2 – L3 + CPD
Continued Work Experience	Repetition and variation brings increased efficiency and, given critical reflection, also deepens understanding.	L3 – L5 + CPD

Capability Development Programmes

Taking on board the above principles a development programme can be mapped out for any individual within an organisation via the following steps:

- Identify requisite capabilities for each role / individual;
- Identify key references or role models for each activity;
- Establish a programme of learning by selecting from the range of techniques/options available (bespoke in-house or external); and
- Identify suitable supervisors/mentors/coaches coupled with opportunities to demonstrate capability via practical application in the workplace.

Under the framework it is the responsibility of the organisation to decide which combination of learning options it will employ to develop the capability of its staff. It may be that the organisation has employed individuals with existing pre-tested knowledge, for example those with recognised qualifications, degrees etc. Alternatively it may be that the organisation is developing its own staff via a series of bespoke study courses or exercises delivered internally or purchased from external service providers.

Depending upon the particular role in question it may well be that a specific pre-planned learning programme already exists (e.g. RICS for Surveyors & CIEH for Environmental Health Officers).

8.0 Implementation of the Framework within an Organisation

Many organisations already have existing performance management or appraisal systems in place in order to manage the development and performance of individuals and teams. This framework will work either in conjunction with existing frameworks, or can be used as a stand alone framework within organisations.

Once this framework is available, it is envisaged that there are two main options for use within both public and private sector organisations:

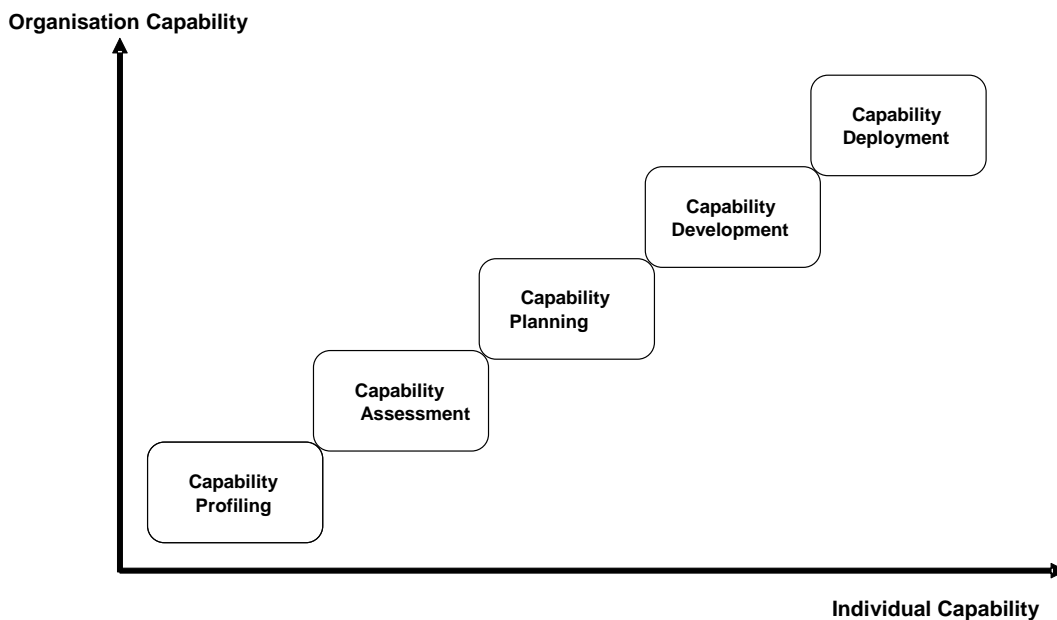
1. Organisations will adopt this framework as their own and use this to develop those in appropriate roles. It may be that additional capability tables are developed to broaden the applicability to other roles or teams within the organisation

OR

2. Organisations will choose to align or adapt their own existing frameworks with this framework in mind. The key to this happening is the process of benchmarking. It is very important that the concept of capability is adopted (knowledge & practice), the same standards are applied and that the audit trail (evidencing of capability) is the equivalent or better than that of this framework.

When an organisation is considering implementing this skills development framework, there is a process that can be followed to ensure that maximum benefit is gained. This process is summarised below:

Capability Pathway



Capability Profiling

At an organisational level it is possible to consider individual teams and identify what key capabilities those teams will need in order to operate effectively. This can be done using the capability sheets with the strategic plan or objectives of the organisation in mind.

With knowledge of the current (or planned) staff resources and team structures within the organisation, a set of generic capability profiles for all posts can be developed (or at least all technical posts). Capability profiles are the means by which particular roles/posts can be defined and described.

For each post the “entry” level for a new staff member and the “required” level to be achieved in due course can be identified (allowing for natural progression) for each relevant capability/activity. These profiles can then be used to assist in the development of staff or the selection and recruitment of new team members in future.

Some examples of how capability profiles might look, for teams and for a selection of posts, have been prepared for illustration and can be found in Annex 11.3. It should be noted that although senior members of staff may be required to have a higher level of capability for some activities, they may not necessarily be distinguished or an expert in all activities.

Capability Assessment

Having developed capability profiles it is necessary to establish the capability of current team members via a benchmarking exercise. This will identify any gaps in capability that team members may have (when compared to the organisations’ expectations) which in turn will identify and focus the need for future development activity. It will also identify the degree of resilience (strength in depth) within each team. It is not uncommon to find that the requisite capability and experience for performing some activities rests with only one or two individuals. If such individuals were to leave or be lost from the organisation this would lead to operational difficulties.

Capability Planning

With knowledge of what capabilities your teams have, and what resilience the organisation needs it is possible to put adequately resourced plans in place to develop existing staff and/or recruit accordingly. A strategic programme of improvement, expansion, development or maintenance as appropriate can then be devised.

The goal for every organisation should be to have sufficient individuals at Level 3 capability (or above) in their respective core activities to be able to deliver outputs or products to the required standard. Every organisation will have a distribution of staff from junior to senior, less experienced to more experienced. The optimal balance in numbers between new staff and experienced practitioners will be a matter for each organisation to decide.

Capability Development

A capability development programme can be implemented to incorporate a selection of development methods from internal study and coaching/mentoring programmes through to externally delivered formal training events. The choice of development programmes will be dictated by available resources and the timescales in which respective teams/individuals are expected to be able to develop. It follows that an internal learning programme that has to be accommodated alongside day to day delivery of core activities may take longer to complete than a period of concentrated learning outside of the workplace.

Capability Deployment

If an organisation has capable staff it will be able to deliver any product or output to the necessary quality in the right time and at the right cost. Maintaining a capable workforce through capability deployment is therefore vital to productivity and profitability.

In line with regular performance appraisals or similar such internal processes, the framework will be used to measure current or increased capability. It will be the responsibility of the individual to demonstrate, in line with indicators, that they are performing at the level of capability that is required. It is the responsibility of the line manager to confirm and sign off the levels of capability attained (with the assistance of others as necessary), based on the evidence presented.

When a capability level has been met, or a goal set to increase capability it will be recorded and documented in a way that is appropriate within each organisation. Using variations of the team and individual capability profile sheets it is possible to track current, and desired, levels of capability. This sort of information can link into other performance measurement or appraisal documentation that is used internally by an organisation. Engaging an internal human resources / human development team to advise on this process is recommended.

9.0 Supporting Tools

The development of this framework provides industry with a comprehensive overview of the capabilities that are pertinent to the brownfield sector. However, it is envisaged that organisations would also benefit if a number of supporting tools were designed to help and aid the practical implementation of the framework.

These support tools could include:

- A list of key references for generic and technical capabilities;
- Structured discussion sheets to assist with assessing the knowledge of individuals;
- A training provider inventory – detailing training providers, courses offered, training courses accredited by professional institutions, etc.; and
- Exams developed to test knowledge and understanding.

Progress has already been made on the first three types of supporting tools whilst developing the main framework.

Key References & Structured Discussion Sheets

Structured discussion sheets are for the use of assessors. They identify the key references that are relevant to a (technical) capability and set out a series of suggested topics/areas of knowledge that an assessor should check when interviewing an individual. They expand upon the information contained within the capability sheets. As highlighted earlier the assumption is that any assessor must already be accomplished in the capability/activity in question.

Structured discussion sheets are being prepared for all the technical capabilities contained within the framework and will be available as part of any pilot/trial. They are the key tool that will enable employing organisations to benchmark the capability of existing staff members.

Training and Development Directory

A draft training and development directory has been prepared. The purpose of the directory is to identify some of the relevant market based options currently available for formal learning and skills development in the UK. The format of this directory is presented in Annex 11.2.

At this stage it is proposed to develop a directory that contains an indicative list of training providers, which will remain a 'live' document, updated as required. As part of the consultation we would wish to encourage all those companies and organisations who currently offer training products relevant to the capabilities in this framework (and who would wish to be listed in the directory) to come forward.

NOTE: Listing in the training and development directory should not be seen as an endorsement or comment as to the suitability or quality of any individual course. It is expected many organisations will have existing courses that they favour (delivered by both internal and external sources) that will meet the requirements for skills development that complement the activities and tasks as defined in this framework.

It should be remembered that capability is NOT solely based on the completion of a course or programme of learning. The framework requires that the application of this knowledge is demonstrated in the workplace, as appropriate, for each activity.

Examinations

A number of academic institutions and other external organisations currently offer courses relevant to some of the capabilities identified within this framework. However few if any cover all the capabilities that are likely to be required by those operating in the brownfield sector.

Some of these courses involve examinations and the award of qualifications. Clearly for quality control purposes it will be advantageous when developing staff to select courses involving a focused syllabus and a robust examination process. Various professional institutions currently provide an 'endorsement' or 'approval' of some of these courses, which can provide an indication as to their quality and relevance.

10.0 Public Consultation and Next Steps

The framework, as presented, is not yet complete. It requires the input of "capable" practitioners within the industry to ensure its suitability for use.

The purpose of the consultation is to give both individuals and organisations an opportunity to comment upon the proposed land condition skills development framework before it is finalised. It is hoped that the comments received will enable us to clarify the principles laid down in the framework and to develop the right tools to support implementation. The consultation exercise itself will run for short period throughout the month of December and January. The framework and supporting materials will then be finalised during February with a view to having a full package of materials available by March 2010.

ANNEX 1.1 – CAPABILITY SHEETS

NOTES

The “capability sheets” are the backbone to the framework and describe in detail what a fully capable/competent individual would be expected to do for each respective activity.

Capability sheets set the benchmark and represent what an individual should be able to do at Level 3 capability. Individuals at Level 3 capability are expected to work unsupervised and can be relied upon to deliver work to the necessary standards.

If an individual does not yet wholly meet the requirements described in these sheets it is a good indication that they are at a lower level of capability. This should not be confused with being unable to perform their duties or being “incompetent” in any way. Every post will require a mix of core and supporting capabilities with individuals required to deliver at different levels.

NB - Individuals who display Level 2 capability may have all of the knowledge they require to perform their duties, but have yet to put that knowledge into practice OR they may still be developing their knowledge. Either way they will still be able to deliver what an organisation requires, but may still need some support to be able to do so.

Personal Effectiveness – Level 3

Shows commitment to delivery of the requirements of the role in an organised, effective, proactive and professional manner and to ongoing personal development

Activities	Tasks	Indicators
<p>Organisation:</p> <ul style="list-style-type: none"> • Productivity • Time Management • Continuous Improvement 	<ul style="list-style-type: none"> • Is able to prioritise and organise tasks in a way that ensures the most efficient use of time. • Is able to set and deliver a high standard of work that demonstrates the drive to meet targets. • Is able to demonstrate an ongoing proactive approach to improved performance and efficiency through a process of continuous improvement. • Is able to adapt flexibly to change both from within the organisation or due to external factors and maintains productivity and a positive approach. • Is able to readily respond and take ownership of situations that require urgent action and/or when referral to others is not a viable action. • Is able to react positively and quickly to new opportunities. 	<p><i>Observation by Line Manager to be documented as part of the regular review:</i></p> <p>Provision of relevant examples that demonstrate the following (as appropriate):</p> <ul style="list-style-type: none"> - can be relied upon to define priorities, achieve goals, take responsibility for quality of work, admits errors when necessary and take swift remedial action when required. - are willing to put in the extra effort to meet urgent deadlines when required; shows dedication and commitment. - is resilient in adapting to change and performs under pressure, responds positively to setbacks, anticipates forth-coming issues and develops alternative approaches. - is able to manage own emotions and is quick to react in a range of complex and demanding situations, whilst adapting to the individual styles of others.
<p>Problem Solving and Decision Making</p>	<ul style="list-style-type: none"> • Is able to identify and ask appropriate questions to explore and detect root causes of problems. Uses all sources of evidence and confirms the veracity of this information if appropriate. Uses sound techniques to analyse problems. • Is able to identify a range of options/solutions and assess the best course of action by analysing advantages/disadvantages and constraints. • Is able to decide on a solution/option – being the best course of action, taking into account that information may be complex or incomplete and time scales may be limited. • Is able to escalate issues that are beyond own limitations and/or have consequences further than own responsibilities. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of relevant examples of problem solving/decision making. Examples to include context of problem, approach to solving problem, sources of information that were explored, possible solutions, rationale behind recommended solution, implementation of the solution and learning's for the future.</p>

<p>Personal Development and Training</p>	<ul style="list-style-type: none"> • Is able to recognise own strengths, development needs and limits of own expertise. • Is able to proactively seek and act on feedback from others, recognising where to seek support if needed. • Is able to proactively take responsibility for addressing own performance and developmental needs to enhance skills, personal contribution and career prospects. • Is able to demonstrate a proactive and focused approach to undertaking and fulfilling Continuing Professional Development and job related training/development requirements. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of evidence of a defined personal development plan established as part of the regular performance review, including proposed development activities for coming year and how they align with progression within this framework and other appropriate internal development drivers. Inclusion of an up-to-date record of Continuing Professional Development activities with an explanation of the impact this development has on the job role and how this complements an increase of capability within this framework.</p>
<p>Professionalism</p>	<ul style="list-style-type: none"> • Is able to respond in a professional, objective, proactive and positive manner to the needs of colleagues, customers, partners or other stakeholders. • Is able to behave in a manner that is befitting their professional status and uphold the profile and reputation of their organization. • Is able to demonstrate commitment to the ethics of professional practice and delivers on the obligations to society (if appropriate), profession and the environment. • Is able to represent the organisation at both formal and informal events, meetings etc. in a manner that is appropriate. • Is able to support and respect the individuality of others and recognises the benefits of diversity of ideas and approaches. • Is able to recognise good practice and emulate as appropriate within relevant environment. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of appropriate behaviour and professionalism in day to day situations and those that are out of the norm with references from colleagues and clients if necessary.</p> <p>Evidence of membership of relevant professional body and an understanding and articulation of the relevant codes of conduct and ethical decision making.</p>

<p>Influencing and Persuading</p>	<ul style="list-style-type: none"> • Is able to listen actively to ensure views and information are properly understood and exchanged. • Is able to identify the needs and requirements of different parties and formulate options that represent acceptable solutions, achieving “win-win” scenarios if possible. • Is able to present information in a manner and style that meet the requirements of the audience adapting if necessary. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples where the relevant skills were demonstrated. These examples should be reviewed based on the context of the situation, the desired ‘win-win’ outcome and the way that the requirements of the audience/stakeholders were addressed. If necessary, can provide references from colleagues to support these examples.</p>
<p>Negotiation and Conflict Resolution</p>	<ul style="list-style-type: none"> • Is able to establish credibility and approaches negotiations objectively. • Is able to offer a convincing rationale which has been thought through in advance and carefully positioned. • Is able to take into consideration genuine disparate views and ideas, position coherently and find common ground. • Is able to reach negotiated positions, through compromise, which lead to the achievement of the required outcome. • Is able to identify when it is appropriate to confront conflict and take action to resolve situations appropriately. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of complex/difficult situations (with references if necessary) where the relevant skills were successfully deployed in order to resolve a precarious situation. These examples should include the steps taken to develop the rationale or approach, whilst considering all of those involved. Details of the process of resolution and any barriers should be identified.</p>
<p>Team Working</p>	<ul style="list-style-type: none"> • Is able to work effectively and engage with their team. • Is able to work effectively with other teams - both internally to their own organisation and externally. • Is able to balance personal and local team needs with those of the larger team and ultimately the organisation. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of working with own/other team(s) in a way that has resulted in a supportive stance or positive outcome, and if necessary provide references to support these examples.</p>

Data and Information Management – Level 3

Is able to use the tools (software) available to support the collation and presentation of data and information.

Activities	Tasks	Indicators
Word Processing	<ul style="list-style-type: none"> • Is able to understand the applications of word processing software. • Is able to optimise the use of the software to present information in a professional and comprehensible manner. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of work prepared involving use of the relevant software which would have required an acceptable degree of knowledge to complete and can demonstrate the features of the software (if required).</p>
<p>Data Management and Manipulation</p> <p><i>Specify Type & Systems:</i></p> <ul style="list-style-type: none"> • Spreadsheets • Databases • GIS • Statistics 	<ul style="list-style-type: none"> • Is able to ensure that all activities (including data collection, handling, storage, transfer and disposal) are carried out in accordance with relevant data laws, policies, processes and standards. • Is able to produce factually accurate reports, both verbal and written using data and statistics supported by tools, databases and specialised software. • Is able to optimise the use of the software to manipulate and present information in a professional and easily interpretable format. • Is able to demonstrate a degree of numeracy that is appropriate for the level of data management required. • Is able to identify, track and manage quality assurance and quality control through all stages of data management and manipulation. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of work prepared to the appropriate standard using the relevant software or tools. Is able to explain relevant data requirements and demonstrate the features of the software, ensuring there is an understanding of the features and limitations of software.</p>

Management and Leadership – Level 3

Provides leadership in a manner that shows their personal commitment and harnesses a team to deliver an optimal result for the organisation.

Activities	Tasks	Indicators
Leadership	<ul style="list-style-type: none"> • Is able to inspire and motivate others to achieve both their personal goals and objectives as well as those of the organization. • Is able to lead by example in showing a determination and a commitment to meet/exceed targets and objectives. • Is able to show commitment to being at the forefront of implementing and embedding change. • Is able identify with the readiness of others to change and those that are resistant to change and adjust their behaviour accordingly. • Is able to gather relevant information, incorporating the views of others, and prepare sound arguments that explain the benefits to an audience and anticipate the main objections or barriers – achieving a 'win-win' outcome. • Is able to manage difficult and conflict situations in an effective manner. • Is able to work in an innovative and creative manner. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples demonstrating the following (as appropriate):</p> <ul style="list-style-type: none"> - listens to others opinions, understand their viewpoints, needs and concerns, responds appropriately and lobby others in advance. - can respond to the needs and the style of the listener when influencing and adjust their approach if required. - plans and implements influencing strategies for key players and opinion leaders. - can speak out to deliver key messages, even when the message is an unpopular one. - feedback/references from staff and colleagues if required.
People Management	<ul style="list-style-type: none"> • Is able to focus and encourage the work of individuals and team to achieve tangible results in line with business priorities and team capabilities. • Is able to manage and supervise staff to ensure that resource is maximised in an efficient and effective manner. • Is able to objectively, and in a timely manner make effective operational decisions. • Is able to delegate responsibility in a controlled manner when necessary. • Is able to manage the daily HR functions – including recruitment, review meetings, appraisals, salary reviews etc. • Is able to facilitate and support Continuing Professional Development. • Is able to identify and challenge inappropriate behaviour or performance constructively. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples demonstrating the following (as appropriate):</p> <ul style="list-style-type: none"> - can monitor progress against key performance indicators, providing timely support to address shortfalls and areas of concern. - is able to improve what is delivered by welcoming challenge and through a proactive approach to continuous improvement. - is able to put in place checks to ensure that plans and processes are being carried out to the required degree of accuracy.

Activities	Tasks	Indicators
People Management (cont.)	<ul style="list-style-type: none"> Is able to handle people situations effectively, diffuses anger and tension, focuses on issues and successfully addresses problems. 	<p>- achieves results by delegating suitable responsibilities and by encouraging the team to take personal responsibility for their actions.</p> <p>- is able to successfully obtain others commitment to undertake work by gaining their acceptance and involvement.</p>
Coaching and Mentoring - Training	<ul style="list-style-type: none"> Is able to coach and train both individuals and groups in both formal and informal settings. Is able to deliver sound, up-to-date information in an effective and manner. Is able to create rapport with the learner, encourage their own ideas, whilst building confidence and fostering independence. Is able, through questioning and observation to identify the learners existing skills, raise awareness and determines best options. Is able to deliver clear, constructive feedback and help the learner to understand and act on it. Is able to identify opportunities to help colleagues to develop skills or knowledge and willingly helps them to do this. Is able to inspire and promote ongoing learning in others through mentoring. Is able to adopt mentoring as a vehicle for experiential knowledge transfer and informal succession planning. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of situations, or projects, where the relevant skills have been successfully deployed, or staff have been developed in line with clear learning objectives and planned training or coaching structures. These examples to include the context of the training, the method of delivery, feedback on the training from delegates and recommendations for future development interventions.</p>
Budgetary Management	<ul style="list-style-type: none"> Is able to develop budgets. Is able to analyse and interpret budget information and make informed decisions. Is able to manage budgets ensuring all internal processes and procedures are followed. Is able to proactively respond and adapt budgetary needs in line with operational and organisational needs. Is able to diagnose budgetary issues and take corrective action. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of budgetary management performed satisfactorily. The examples to include the purpose and amount of budget, rationale behind the budget, the actions taken to monitor the budget spend and any proactive or corrective steps that had to be taken.</p>

Finance and Commercialism – Level 3

Identifies the key commercial drivers for the organisation and delivers on these in a pragmatic and professional manner taking into consideration all pertinent factors, including that of the financial viability and valuation of projects.

Activities	Tasks	Indicators
Strategy Development	<ul style="list-style-type: none"> • Is able to develop a strategic plan that considers legislative, economic, commercial, technical and environmental parameters. • Is able to use internal and external networks to better understand customers' needs and acquire new knowledge to be used as part of a strategic focus. • Is able to explore and identify alternative solutions outside the existing organisations structures and processes to deliver best results. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of an example of a strategic plan prepared to the appropriate standard. Consideration to be given to the incorporation of all pertinent factors, engagement of all key stakeholders in development of the plan and demonstration that the appropriate direction is being taken. A focus should be given to ensuring a focus on the efficient and effective management of resources (including people) in designing and delivering the strategy.</p>
Business Development and Marketing	<ul style="list-style-type: none"> • Is able to undertake proactive business development planning. • Is able to identify new opportunities and marketing avenues for growth and development. • Is able to use internal networks to enhance understanding of where own work fits within that of the organisation and foster external networks to ensure a bigger picture focus. • Is able to define, produce and deliver marketing materials. • Is able to prepare proposals for inclusion in formal tenders. • Is able to speak in public modifying communication styles to ensure impact on a diverse group of stakeholders. • Is able to be involved in contract negotiations to ensure a positive outcome for all parties. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of business development/marketing activities carried defining the scope of the opportunity, the involvement of key networks of people and the implementation of these.</p>
Financing and Valuation	<ul style="list-style-type: none"> • Is able to determine the financial viability of projects. • Is able to assist in the development of tenders and proposals via the provision of accurate costing information. • Is able to understand the main financial modelling software packages and the use of these in creating a financial model which illustrates both risks and returns. • Is able to undertake due diligence on funds and properties using financial models. • Is able to present the results of financial modelling in a professional and articulate manner. • Is able to understand the purpose of valuations and the methods used to undertake these. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review.</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of financing and valuation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed projects taking into account the viability, the tools used to determine this and the communication .</p>

Activities	Tasks	Indicators
Financing and Valuation (cont.)	<ul style="list-style-type: none"> Is able to demonstrate adherence to appropriate standards and guidance when producing formal valuation reports. 	
Procurement and Contracting	<ul style="list-style-type: none"> Is able to define and utilise appropriate conditions of contract for use in the provision or sub-contracting of services. Is able to develop and use appropriate tender assessment models. Is able to assist in the development of tenders and proposals. Is able to identify and ensure compliance with the requirements of relevant procurement legislation. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of financing and valuation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed projects taking into consideration tendering, contractual considerations and compliance (as appropriate).</p>
Insurance and Tax	<ul style="list-style-type: none"> Is able to understand the necessity for insurance, the specific insurance mechanisms and specialist insurances. Is able to compile information for insurance purposes. Is able to demonstrate a knowledge and understanding of taxation laws (relevant to property/Brownfield development), principles and provisions. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review.</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of financing and valuation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed projects demonstrating the reasoning behind the insurance required and the successful outcome of insurance being obtained as required.</p>

Project and Programme Management – Level 3

Plan, organise and supervise resources to ensure project implementation in a professional, efficient and cost effective manner.

Activities	Tasks	Indicators
Project Planning and Delivery	<ul style="list-style-type: none"> • Is able to plan a project, identifying key milestones and time frames for delivery. • Is able to identify risks to successful delivery of a project and make suitable contingency arrangements. • Is able to work within legislation and guidance to ensure compliance. • Is able to manage any areas of uncertainty or setbacks and mitigate/resolve as necessary. • Is able to handle complaints effectively, defuse anger and tension and resolve problems. • Is able to monitor and control the quality, standards and progress ensuring that work is completed to the appropriate level. • Is able to manage professionally, and ensure engagement of all stakeholders at all times. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of project planning and delivery. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples that demonstrate the planning, implementing, compliance and contingency (if required) stages of a project.</p>
Resource Management	<ul style="list-style-type: none"> • Is able to effectively assemble and co-ordinate project teams, both internally and externally. • Is able to supervise all on-site work (as appropriate) to ensure optimisation of resource and delivery of quality. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Provision of examples of successfully completed projects with focus on the challenges of managing the project team(s) and discussion of recommendations for future management.</p>
Financial Management	<ul style="list-style-type: none"> • Is able to co-ordinate all work within a set budget managing and controlling expenditure. • Is able to ensure the timely preparation of invoices and chasing of settlement. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of financial management. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples that demonstrate successfully completed projects that show management of budgeted expenditure.</p>

Environmental Management – Level 3

Appreciates the impact activities have on the environment and identifies ways to protect the environment sustainably for the future.

Activities	Tasks	Indicators
Environmental Awareness	<ul style="list-style-type: none"> • Is able to use techniques for identifying and evaluating the significance of environmental issues at a project level and ensure appropriate mitigation. • Is able to identify opportunities for environmental improvement or mitigation. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of environmental awareness. Assessment, structured discussion or presentation used to confirm understanding of key principles, including:</p> <ul style="list-style-type: none"> - working knowledge of environmental and Brownfield sector issues, whilst recognising the inter-disciplinary nature of environmental issues – the key principles underpinning the earth's natural processes, the ecological processes and systems and the importance of biodiversity and the effects of these. – articulating the legislative requirements, whilst being able to see beyond strict legislative compliance.
Sustainability	<ul style="list-style-type: none"> • Is able to understand and advocate principles of sustainable development and remediation. • Is able to identify opportunities for effective resource management including materials elimination or substitution, recycling, carbon management, waste reduction, efficient use of energy and the role of renewable energy etc. • Is able to assist with the implementation of strategies that have sustainability, sustainable development, and consideration of the wider land and water issues at the forefront, whilst also considering the future human demands on the environment. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of sustainability. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully instigated/completed projects that demonstrate sustainability and optimisation of resource use.</p>

Activities	Tasks	Indicators
<p>Environmental Impact Assessment</p> <p><i>Specify Type:</i></p> <ul style="list-style-type: none"> Environmental Impact Assessment (EIA) Strategic Environmental Assessment (SEA) 	<ul style="list-style-type: none"> Is able to identify the statutory requirements for environmental impact assessments for defined projects or programmes. Is able to undertake an environmental impact assessment, identifying and quantifying the potential impact of initial proposals, identifying viable alternatives (if necessary) and/or methods of mitigation. Is able to apply the techniques relating to environmental risk assessment, life cycle assessment and strategic environmental assessment as necessary. 	<p>Completion of a training course OR learning package that covers the fundamental areas of EIA/SEA. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed projects that meet statutory requirements and follow best practice EIA and SEA methodologies and outputs.</p>
<p>Environmental Auditing</p>	<ul style="list-style-type: none"> Is able to understand the principles, objectives and standards for Environmental Management Systems (EMS) for controlling and improving environmental performance as part of continuous improvement. Is able to plan, execute and report audits inspections for the purposes of assessing compliance with management systems (EMS), legislation, emissions control etc. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review.</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of environmental auditing and EMS. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed projects that clearly demonstrate the application of an EMS, the planning, executing of reporting as appropriate.</p>

Health and Safety – Level 3

Ensure that exhibited behaviours reduce the risks to the health and safety of yourself and others.

Activities	Tasks	Indicators
Personal Safety	<ul style="list-style-type: none"> • Is able to display a good working knowledge and implementation of current health, safety and environmental legislation, rules and procedures applicable to the tasks and roles performed. • Is able to comply fully with statutory and company rules regarding health, safety and the environment. • Is able to identify hazards, assess risk and implement preventative and protective measures. • Is able to identify and make correct use of Personal Protective Equipment (PPE) and other appropriate safety equipment. • Is able to identify hazards, assess risk and implement preventative and protective measures. • Is able to report any potentially harmful aspects/practices that arise in the job role or workplace. • Is able to undertake active monitoring of health and safety activities. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of health and safety. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of evidence that demonstrates site specific examples of compliance to health and safety requirements.</p>
Safety of Others <i>Specify Role:</i> <ul style="list-style-type: none"> • General • Health and Safety Supervisor • Radiation Protection Supervisor 	<ul style="list-style-type: none"> • Is able to manage and monitor the health and safety of all on site – including visitors and contractors. • Is able to challenge any unsafe/non-compliant acts that are observed and ensure that activity is halted as appropriate. • Is able to investigate reported health and safety incidents. • Is able to perform specific Health and Safety roles as defined by legislation. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of health and safety management and compliance. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of evidence that demonstrates site specific examples of management of health and safety requirements.</p>

Legislation and Regulation – Level 3

Understands and applies knowledge of all appropriate legislation, associated statutory guidance and processes.

Activities	Tasks	Indicators
<p>Legislative Knowledge: <i>Specify Regime & Legislation:</i></p> <ul style="list-style-type: none"> • Town & Country Planning • Building Control • Waste Management • Environmental Permits • Contaminated Land • Discharge Consents • Environmental Liability • Health & Safety • Habitat Protection • Statutory Nuisance • Etc. 	<ul style="list-style-type: none"> • Is able to maintain an up-to-date working knowledge of, and complies with all legislation within own area of responsibility. • Is able to understand the limitations of current legislation and guidance. • Is able to use best practice, case studies and case law decisions to ensure best possible application and outcomes. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of appropriate regulation or legislation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of site specific examples that illustrate alignment with regulation.</p>
<p>Regulation - Permitting & Authorisations <i>Specify Regime & Legislation:</i></p> <ul style="list-style-type: none"> • Town and Country Planning • PPC / EPR • Groundwater Authorisation • Mobile Treatment Licence • Discharge and Trade Effluent Consents • Etc. 	<ul style="list-style-type: none"> • Is able to assess submissions, create and issue relevant authorisations, permits or permissions in line with legislative requirements and supporting operating procedures. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review.</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas appropriate regulation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of site specific examples that illustrate alignment with regulation.</p>

Activities	Tasks	Indicators
Regulation – Compliance Assessment <i>Specify Regime</i>	<ul style="list-style-type: none"> Is able to utilise knowledge of the respective legislation and supporting operating procedures and permit conditions to assess compliance with statutory requirements. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of appropriate regulation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of site specific examples that illustrate alignment with regulation.</p>
Regulation – Enforcement <i>Specify Regime</i>	<ul style="list-style-type: none"> Is able to gather, collate and present relevant evidence in support of enforcement action in line with delegated powers and statutory requirements. Is able to act as witness and present information in a court of law. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas appropriate regulation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of site specific examples that illustrate alignment with regulation.</p>

Site Investigation – Level 3

Preparation, implementation, testing and presentation of information detailing the extent of contamination on a site and the impact of this on human health and the environment.

Activities	Tasks	Indicators
Design of Site Investigation	<ul style="list-style-type: none"> • Is able to identify the datasets required in order to develop an understanding of current site conditions, hazards, constraints and general environmental setting of the site. • Is able to develop a sampling and analytical strategy (including identification of appropriate investigatory techniques) based upon an initial conceptual model of the site and a sound understanding of project objectives. • Is able to specify appropriate quality control and quality assurance procedures for all data gathering activities. • Is able to incorporate legislative requirements and associated good practice into the design of a site investigation (i.e. waste regulations, CL:AIRE Code of Practice etc). 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of site investigation. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successful site investigations.</p>
Documentary Research	<ul style="list-style-type: none"> • Is able to define the necessary documentary datasets required in order to develop an understanding of current site conditions, hazards, constraints and general environmental setting of the site. • Is able to source, obtain, collate and present relevant datasets. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of documentary research. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed research.</p>
Site Reconnaissance	<ul style="list-style-type: none"> • Is able to carry out a visual inspection of the site and its surroundings including the identification and recording of features relating to appearance, condition and environmental setting (including the identification of hazards and constraints). 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of site reconnaissance. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed site investigation.</p>

Activities	Tasks	Indicators
<p>Surveying</p> <p><i>Specify Survey Type:</i></p> <ul style="list-style-type: none"> • Ground / Geophysical • Topographical • Archaeological • Ecological • Property/Valuation • Services Location • Geological Mapping 	<ul style="list-style-type: none"> • Is able to plan organise and undertake specified surveys for the purpose of establishing relevant baseline conditions. • Is able to collate, interpret and present the results obtained from defined survey activities. • Is able to describe the materials/property encountered on site using defined systems of classification and nomenclature. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of site surveys. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed surveys.</p>
<p>Monitoring & Sampling</p> <p><i>Specify Media/Type:</i></p> <ul style="list-style-type: none"> • Water Quality (Surface/Groundwater) • Soil Quality • Air Quality • Ground Gas • Radiological • Geotechnical 	<ul style="list-style-type: none"> • Is able to plan, organise and undertake specified sampling or monitoring activities using defined tools and techniques. • Is able to describe materials/samples accurately using defined systems of classification and nomenclature. • Is able to organise appropriate storage, handling and transport measures (where relevant). • Is able to collate, interpret and present the results obtained from defined monitoring activities. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of monitoring and sampling. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed sampling and monitoring activities.</p>
<p>In-situ Testing</p> <p><i>Specify Type & Techniques:</i></p> <ul style="list-style-type: none"> • Hydrogeological • Geotechnical 	<ul style="list-style-type: none"> • Is able to plan, organise, design and undertake specified in-situ/screening testing using defined tools or techniques. • Is able to collate, interpret and present the results obtained from defined testing activities. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of in-situ testing. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successful testing.</p>
<p>Laboratory Testing</p> <p><i>Specify Type & Techniques:</i></p> <ul style="list-style-type: none"> • Chemical analysis • Geotechnical Soils Testing 	<ul style="list-style-type: none"> • Is able to plan, organise and undertake laboratory based testing using specified tools techniques and equipment. • Is able to collate, interpret and present the results obtained from defined laboratory testing activities. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of laboratory testing. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed testing.</p>

Risk Assessment – Level 3

Assessment of the probability, or frequency of occurrence of defined hazards and the magnitude (including seriousness) of the consequences on site users or the wider environment.

Activities	Tasks	Indicators
<p>Chemical Assessment</p> <p><i>Specify Receptor Type:</i></p> <ul style="list-style-type: none"> • Humans • Waters • Ecological • Buildings & Services 	<ul style="list-style-type: none"> • Is able to undertake a preliminary risk assessment involving the evaluation of sources, pathways and receptors and identification of relevant pollutant linkages. • Is able to develop a conceptual model encompassing contaminant fate, transport and exposure issues. • Is able to evaluate site data and develop appropriate and representative risk assessment model/tool input parameters. • Is able to undertake a generic or detailed quantitative risk assessment utilising the outputs from available modelling tools and techniques. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of chemical assessments. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed assessment.</p>
<p>Radiological Assessment</p>	<ul style="list-style-type: none"> • Is able to undertake a preliminary risk assessment involving the evaluation of sources, pathways and receptors and identification of relevant pollutant linkages. • Is able to develop a conceptual exposure model encompassing contaminant fate, transport and exposure issues. • Is able to undertake a generic quantitative risk assessment using available modelling tools and techniques. • Is able to undertake detailed quantitative risk assessment involving the derivation of site specific assessment criteria. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of radiological assessments. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed assessment.</p>
<p>Physical (Geo-Environmental) Assessment</p> <p><i>Specify Type:</i></p> <ul style="list-style-type: none"> • Subsidence/Ground Stability • Slope Stability • Flooding 	<ul style="list-style-type: none"> • Is able to identify relevant geo-hazards. • Is able to develop conceptual ground models to predict ground behaviour and environmental interaction specific to present or future land use. • Is able to undertake quantitative risk assessment utilising the outputs from available modelling tools and/or techniques. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of physical assessments. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of successfully completed assessment.</p>

Activities	Tasks	Indicators
<p>Numerical Modeling</p> <p><i>Specify Type/Models</i></p> <ul style="list-style-type: none"> • Chemicals Exposure • Water Quality • Air quality • Geotechnical • Geo-Statistics 	<ul style="list-style-type: none"> • Is able to use predictive modelling tools and techniques to estimate the distribution, fate, transport, and behaviour of chemicals or the natural environment, estimate chemical exposure, predict the response of the natural environment to specific conditions. • Is able to employ geo-statistics to convey contaminant distribution/concentration data (as relevant). 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of numerical modeling. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of comprehensive model.</p>
<p>Toxicology</p>	<ul style="list-style-type: none"> • Is able to obtain, understand and interpret data relevant to the toxicological effects of chemicals on animals/humans. • Is able to derive appropriate Health Criteria Values for use in quantitative risk assessments. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of toxicology. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples.</p>

Options Appraisal and Design – Level 3

An understanding of the method for remediation of a site, appraisal of options and the design of the solution.

Activities	Tasks	Indicators
<p>Remediation Options Appraisal</p> <p><i>Specify Method and Technique:</i></p> <ul style="list-style-type: none"> • Chemical Remediation Techniques • Bioremediation • Soil Washing • Etc <p>Geotechnical Remediation Techniques:</p> <ul style="list-style-type: none"> • Grouting • Dynamic Compaction • Etc 	<ul style="list-style-type: none"> • Is able to identify remedial objectives and targets. • Is able to identify and evaluate options for remediation at a site taking into account site parameters and technique specific issues such as effectiveness, practicability, durability, sustainability and cost benefits. • Is able to incorporate legislative requirements and associated good practice into the appraisal of options for any remediation scheme (i.e. waste regulations, CL:AIRE Code of Practice etc). 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of remediation options appraisal. Assessment, structured discussion or presentation AND provision of examples of the use of evaluation of options to determine appropriate site specific solutions.</p>
<p>Remediation Design</p> <p><i>Specify Methods and Techniques:</i></p> <ul style="list-style-type: none"> • Chemical Remediation Techniques: • Bioremediation • Soil Washing • Etc <p>Geotechnical Remediation Techniques :</p> <ul style="list-style-type: none"> • Grouting • Dynamic Compaction • Etc 	<ul style="list-style-type: none"> • Is able to design an effective remediation solution that takes into consideration practical implementation issues and ensures the option(s) are appropriate for particular pollutant linkages. • Is able to incorporate legislative requirements and associated good practice into the design of any remediation scheme (i.e. waste regulations, CL:AIRE Code of Practice etc). 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of remediation design. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of the use of evaluation of options to determine appropriate site specific solutions.</p>
<p>Foundation Design</p>	<ul style="list-style-type: none"> • Is able to consider all appropriate options for foundation design taking into account structural requirements and site specific ground conditions 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of foundation design. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of structurally sound design.</p>

Remediation – Level 3

Understands the requirements for effective remediation, on-going monitoring and the verification and validation of the process.

Activities	Tasks	Indicators
<p>Process Implementation</p> <p><i>Specify Methods and Techniques:</i></p> <p>Chemical Remediation Techniques:</p> <ul style="list-style-type: none"> • Bioremediation • Soil Washing • Etc <p>Geotechnical Remediation Techniques:</p> <ul style="list-style-type: none"> • Grouting • Dynamic Compaction • Etc 	<ul style="list-style-type: none"> • Is able to construct, maintain, operate and monitor process systems/techniques in line with relevant designs and performance criteria. • Is able to compile comprehensive information on technique performance ensuring that project/systems are auditable and compliant with legislation and project specific requirements. • Is able to design and undertake sampling and other investigations to verify the effectiveness of a remediation scheme against its remedial objectives. • Is able to compile comprehensive information on technique performance ensuring that project/systems are auditable and compliant with legislation and project specific requirements. • Is able to determine and show whether the remedial system operation optimised performance (sustainability), or whether improvements could be made in future design. • Is able to understand the principles of, and identify the ways in which any remediation programme can be more sustainable and incorporate these into any design of the programme. 	<p><i>Observation by Line Manager to be documented as part of the regular performance review:</i></p> <p>Completion of a training course OR learning package that covers the fundamental areas of foundation design. Assessment, structured discussion or presentation used to confirm understanding of key principles AND provision of examples of structurally sound designs.</p>

ANNEX 1.2 – TRAINING & DEVELOPMENT DIRECTORY

NOTES

- This directory provides a structure under which training provision might be collated. If service providers are willing, it will provide an easy reference for relevant training products which support capability development.

INDUSTRY QUALIFICATIONS		
<i>Organisation</i>	<i>Name of Course</i>	<i>Website Address</i>
PROFESSIONAL INSTITUTIONS		
<i>Institution</i>	<i>Website Address</i>	
The Association of Geotechnical and Geoenvironmental Specialists (AGS) The Chartered Institute of Environmental Health (CIEH) The Chartered Institution of Water and Environmental Management (CIWEM) The Geological Society (GS) Institution of Civil Engineers (ICE) Institute of Environmental Management and Assessment (IEMA) Royal Institution of Chartered Surveyors (RICS) Royal Society of Chemistry (RSC)	www.ags.org.uk www.cieh.org www.ciwem.org www.geolsoc.org.uk www.ice.org.uk www.iema.net www.rics.org www.rsc.org	

Personal Effectiveness Activities: Organisation, Problem Solving and Decision Making, Personal Development and Training and Professionalism		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Communication and Interpersonal Effectiveness Activities: Verbal Communication, Written Communication and Report Writing, Technical Communication, Influencing and Persuading, Negotiation and Conflict Resolution, Team Working.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Data and Information Management Activities: Word Processing, Data Management and Manipulation.		

<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Management and Leadership Activities: Leadership, People Management, Coaching and Mentoring (Training), Budgetary Management.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Finance and Commercialism Activities: Strategy Development, Business Development and Marketing, Financing and Valuation, Procurement and Contracting, Insurance and Tax.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Project and Programme Management Activities: Project Planning and Delivery, Human Resource Management, Financial Management.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Environmental Management Activities: Environmental Awareness, Sustainability, Environmental Impact Assessment, Environmental Auditing.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Health and Safety Activities: Personal Safety, Safety of Others.		

<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Legislation and Regulation Activities: Legislative Knowledge, Regulation – Permitting and Authorisations, Regulation – Compliance Assessment, Regulation – Enforcement.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Site Investigation Activities: Design of Site Investigation, Documentary Research, Site Reconnaissance, Surveying, Monitoring and Sampling, In-Situ Testing, Laboratory Testing.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Risk Assessment Activities: Chemical Assessment, Radiological Assessment, Physical (Geo-Environmental) Assessment, Numerical Modelling.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Options Appraisal and Design Activities: Remediation Options Appraisal, Remediation Design, Foundation Design.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>
Remediation Activities: Process Implementation, Verification.		
<i>Organisation</i>	<i>Type of Course</i>	<i>Website Address</i>

ANNEX 1.3 – CAPABILITY PROFILING

NOTES

- **When looking at individual posts the aim is to identify the essential capabilities needed for successful delivery. It is not necessary to list capabilities that are not actually required for the post in question (even if the individual has such capabilities).**
- **Although it is possible to profile a post with reference to ALL the applicable capabilities, it is also acceptable to cut down this list to a subset of the most relevant. These will be the key/core capabilities plus any essential supporting capabilities.**
- **Every post can be described via a mix key/core capabilities (for which the post holder will be expected to attain Level 3+ capability) AND supporting capabilities for which a lesser level of capability is required (i.e. Level 1 or 2). Supporting capabilities are essential if the post holder is to interact or support others in delivery.**
- **If there is a hierarchy of similar roles within an organisation for example assistant, standard, senior, principal etc. it makes sense to consider whether there is a difference in the required level of shared capabilities (e.g. a progression from 2>3>4 etc.). Note – Only a few roles will have the mandatory requirement to be an expert (level 5) although in practice individuals may attain this status. Sometimes more senior roles will have a different set of capabilities associated with them altogether (because senior members of staff perform different duties) and these will serve to differentiate roles.**
- **It is acceptable to define a lower level of capability as an “entry level” for a post and allow for development to a higher “required level” if this fits with the way in which individuals are allowed to develop within the organisation.**
- **The example profiles given are for illustrative purposes only. The intention being to convey the concept of profiling. Posts have been chosen at random to reflect a wide range of generic, specialist and public/private sector roles. The requirements of any post will be specific to the organisation in question. Note – a multi-disciplinary “Environmental Consultant” may be required to display many of the capabilities identified by this framework.**

The following table has been prepared to demonstrate the principle of capability profiling on a team/organisational level. As there are upwards of 50 activities making up the thirteen core capabilities the table has been greatly simplified. The levels of capability attributed to each post are for illustration only. It is a matter for each organisation to dictate what the level of capability should be for each of its employees.

Geo-Environmental Team	Job Role 1		Job Role 2		Job Role 3		Job Role 4		Job Role 5		Job Role 6	
	Technician		Consultant		Senior Consultant		Principal Consultant		Technical Director		Non-Technical Director	
Capability Requirements (Entry/Expected)												
Personal Effectiveness	2	3	3	3	3	3	3	4	4	4	4	4
Communication and Interpersonal Skills	2	3	3	3	3	3	3	4	3	4	3	4
Data and Information Management	2	3	2	3	3	3	3	3	1	1	1	1
Management and Leadership	-	-	1	2	2	3	3	3	3	4	3	4
Finance and Commercialism	-	-	1	2	2	3	3	3	3	4	4	4
Project and Programme Management	2	3	3	3	3	4	3	4	3	3	3	3
Environmental Management	-	-	2	3	2	3	2	3	1	1	1	1
Health and Safety	1	3	2	3	3	3	3	3	3	3	3	3
Legislation and Regulation	1	1	1	2	2	3	3	3	3	3	3	3
Site Investigation	2	3	2	3	3	3	3	3	3	3	1	1
Risk Assessment	-	-	2	3	3	4	4	4	4	4	1	1
Options Appraisal	-	-	2	3	3	4	4	4	4	4	1	1
Remediation	2	3	2	3	3	3	3	4	4	4	1	1

In this team the assumption is that there is a progression in technical capability from one post to the next (which is not always the case in organisations). When each job role is broken down in more detail via a "Capability Profile" (see subsequent examples) it will be seen that each post is unique. A technician for example may need to operate at a higher level of capability than a consultant if the former is required to actually perform tasks in the field whereas the latter is required to interpret the results. Similarly one consultant may specialise in a particular activity when compared to their colleagues. There is also no bar or limit on capability, the above merely indicates the minimum requirements of the organisation. It is quite possible for a technician to become an expert level 5 in their respective field.

SITE TECHNICIAN				
Duties	Carry out site investigation activities under the instruction of a supervising engineer			
Capability	Activity	Specifics	Entry Level	Expected Level
<i>Personal Effectiveness</i>	<i>Organisation</i>		2	3
<i>Communications</i>	<i>Verbal Communication</i>		2	3
	<i>Written Communication</i>		2	3
	<i>Team Working</i>		2	3
<i>Data & Information</i>	<i>Word Processing</i>		2	3
	<i>Data Management</i>	<i>Spreadsheets</i>	2	3
<i>Health & Safety</i>	<i>Personal</i>		1	3
	<i>Others</i>		1	3
<i>SI</i>	<i>Site Recon</i>		2	3
	<i>Surveying</i>	<i>Topographical</i>	2	3
	<i>Monitoring & Sampling*</i>	<i>Soil Quality Water Quality Air Quality Ground Gas Geotechnical</i>	2	3
	<i>Insitu Testing*</i>	<i>Geotechnical</i>	2	3
	<i>Laboratory Testing</i>	<i>Soil/Water/Air</i>	1	1
<p><i>* It is possible if required to go into further detail regarding the specific methods or tests the individual is expected to be familiar with e.g. monitoring = GW level monitoring, PID/FID vapours etc. Insitu Testing = dynamic probing, falling/rising head permeability tests etc. Such detail will be needed for assessment/appraisal purposes.</i></p>				

GEOTECHNICAL ENGINEER				
Duties	Organising ground investigations and performing geotechnical design under direction of principal engineer			
Capability	Activity	Specifics	Entry Level	Expected Level
<i>Personal Effectiveness</i>	<i>Organisation</i>		3	3
	<i>Problem Solving</i>		2	3
	<i>Personal Development</i>		2	3
	<i>Professionalism</i>		2	3
<i>Communications</i>	<i>Verbal</i>		3	3
	<i>Written</i>		3	3
	<i>Technical</i>		3	3
	<i>Negotiation</i>		1	2
	<i>Team Working</i>		2	3
<i>Data & Information</i>	<i>Word Processing</i>		3	3
<i>Finance</i>	<i>Strategy</i>		2	3
	<i>Marketing</i>		2	3
	<i>Finance</i>		2	3
	<i>Procurement</i>		1	2
	<i>Insurance & Tax</i>		1	2
<i>Project Management</i>	<i>Planning</i>		2	3
	<i>Resource</i>		2	3
	<i>Finance</i>		2	3
<i>Health & Safety</i>	<i>Personal</i>		2	3
	<i>Others</i>		2	3
<i>Legislation</i>	<i>Legislative Knowledge</i>		2	3
<i>SI</i>	<i>Design</i>		2	3
	<i>Doc. Research</i>		2	3
	<i>Site Recon</i>		2	3
	<i>Surveying</i>	<i>Topographical</i>	2	3
	<i>Monitoring & Sampling</i>	<i>Soil</i>	2	3
		<i>Water</i>	1	3
	<i>Insitu Testing</i>	<i>Geotechnical</i>	1	3
	<i>Lab Testing</i>	<i>Geotechnical</i>	1	1
<i>Risk Assessment</i>	<i>Geo-Physical</i>	<i>Slope Stability</i>	2	3
		<i>Foundations</i>	2	3
<i>Options Appraisal & Design</i>	<i>Remediation</i>	<i>Excavation Cover Systems Ground Improvement</i>	2	3
	<i>Foundations</i>	<i>All Types</i>	2	3

Note: In this example the post is that of a Geotechnical Engineer. A Geoenvironmental Engineer would require additional capabilities to be defined accordingly.

TECHNICAL DIRECTOR – GROUNDWATER REMEDIATION				
Duties	Responsible for managing teams involved in GW risk assessment and remediation activities			
Capability	Activity	Specifics	Entry Level	Expected Level
<i>Personal Effectiveness</i>	<i>Organisation</i>		3	3
	<i>Problem Solving</i>		3	4
	<i>Personal Development</i>		3	3
	<i>Professionalism</i>		3	4
<i>Communications</i>	<i>Verbal</i>		3	3
	<i>Written</i>		3	3
	<i>Technical</i>		3	3
	<i>Influencing</i>		3	4
	<i>Negotiation</i>		3	4
<i>Data & Information Management</i>	<i>Word Processing</i>		3	3
	<i>Leadership</i>		3	4
	<i>People Management</i>		3	4
	<i>Budgetary Management</i>		3	3
<i>Finance</i>	<i>Strategy</i>		2	3
	<i>Marketing</i>		3	4
	<i>Finance</i>		2	3
	<i>Procurement</i>		1	3
	<i>Insurance</i>		1	2
<i>Project Management</i>	<i>Planning</i>		3	4
	<i>Resource</i>		3	4
	<i>Finance</i>		3	4
<i>Health & Safety</i>	<i>Personal</i>		3	3
	<i>Others</i>		3	4
<i>Legislation</i>	<i>Legislative Knowledge</i>	<i>Planning Environmental (Various)</i>	3	3
<i>SI</i>	<i>Design</i>		4	4
<i>Risk Assessment</i>	<i>Chemicals</i>	<i>Waters</i>	4	4
		<i>Humans</i>	1	1
<i>Options Appraisal & Design</i>	<i>Remediation Chemicals</i>	<i>- Groundwater Soil.</i>	4	5
<i>Remediation</i>	<i>Chemicals</i>	<i>Pump & Treat DPE/SVE Sparging Chemox Insitu Bio Variants...</i>	4	5
Note: in this example the post holder is not expected to be able to undertake human health risk assessments, hence an awareness requirement only.				

PLANNING CONSULTANT				
Duties	Responsible for developing planning proposals and advising on compliance with relevant legislation. Works within a wider multi-functional team.			
Capability	Activity	Specifics	Entry Level	Expected Level
<i>Personal Effectiveness</i>	<i>Organisation</i>		3	3
	<i>Problem Solving</i>		2	3
	<i>Personal Development</i>		2	3
	<i>Professionalism</i>		2	3
<i>Communications</i>	<i>Verbal</i>		3	3
	<i>Written</i>		3	3
	<i>Technical</i>		3	3
	<i>Influencing</i>		3	3
	<i>Negotiation</i>		3	3
<i>Data & Information</i>	<i>Word Processing</i>		3	3
	<i>GIS</i>		1	2
<i>Env. Management</i>	<i>Env. Awareness</i>		2	3
	<i>Sustainability</i>		2	3
	<i>EIA & SEA</i>		3	4
<i>Finance</i>	<i>Marketing</i>		1	2
	<i>Insurance</i>		1	2
<i>Project Management</i>	<i>Planning</i>		1	2
<i>Health & Safety</i>	<i>Personal</i>		1	3
<i>Legislation</i>	<i>Legislative Knowledge</i>	<i>Planning EIA/SEA Wildlife & Countryside Environmental (Various)</i>	3	4
<i>SI</i>	<i>Design</i>		1	1
<i>Risk Assessment</i>	<i>Chem & Geotech</i>	<i>All Receptors</i>	1	1
<i>Options Appraisal</i>	<i>Chem & Geotech</i>	<i>All Techniques</i>	1	1
<i>Remediation</i>	<i>Chem & Geotech</i>	<i>All Techniques</i>	1	1