The National Brownfield Skills Framework

Specialist in Land Condition

2016

SPECIALIST IN LAND CONDITION

October 2016

The National Brownfield Skills Framework

Contents

1.0   Context and Project to Date

The Homes and Communities Agency provided funding to the Specialist in Land Condition (SiLC) Register scheme to develop a skills development framework. This initiative is a result of Recommendation 1.2.1 of the 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.'*

A skills development framework was first published in 2009 presented as The Land Condition Skills Development Framework. The document was updated in 2014 and is reissued in 2016 as the National Brownfield Skills Framework (NBSF) to provide a framework to define the capabilities pertinent to practitioners operating within the brownfield, reclamation and regeneration industry (see: Section 4.0 Scope of the Framework) and to provide a framework in support of the assessment of skills of a Suitably Qualified Person (SQP) associated with the National Quality Mark Scheme (NQMS) for land contamination management.

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 most 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 the 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 whereby 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 will be better placed to take advantage of business opportunities.

The framework has been developed via a number of key milestones. The key stages include:

- 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 that form the basis of this framework;

- 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

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1 Care has been taken to ensure that the capabilities that are defined in this framework are applicable to the private and public 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.

2.0 Benefits of Using a Skills Framework

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

Recruitment

Understanding the capabilities required to perform specific roles within an organisation, and the requisite level of capability, 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. A plan that will allow individuals to develop and apply their new knowledge and skills in practice can then be developed. 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 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 role(s) 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.

3.0   Components of the Framework

The format for this Framework i s 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. A Skills Framework Tool has been developed so that individuals can record their capabilities and for organisations and individuals to monitor progress. The Tool is available for download from the SiLC [website](#).

This document focuses 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.

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 range 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"*

The Framework is designed to cover all technical roles (at all grades) within the Industry, however, it is restricted currently to those involved in preparatory works and/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), commonly associated with the fields of geo-environmental consultancy and contracting a n d also extends to those in the public sector.

Given the wide range of job titles used within the sector it is not possible to provide a definitive list, although the range of professional roles associated with a range of engineering and scientific disciplines 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 to add the capabilities 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
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. 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. An individual would not necessarily be expected to complete every activity associated with a capability, only those pertinent to their role.	These are the things that you would expect someone to be able to DO if they were operating at this level of capability. These tasks breakdown the key deliverables you would expect to be demonstrated by an individual in their role – i.e.: actually doing the job. For example, if the capability is Project and Programme Management and the task is Project Planning, then the tasks will include: - 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	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. 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 Section 6.0 Capability Assessment). 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.

NOTE: Activities, Tasks and Indicators can all be customised (added to or removed) to suit individual organisations.

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 categorized 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 10.1) 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
GENERIC	**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. **Communication and Interpersonal Effectiveness:** demonstrates effective interpersonal skills. Communicates effectively and professionally through verbal and written channels. **Data and Information Management:** is able to use the tools (software) available to support the collation and presentation of data and information. **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. **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. **Project and Programme Management:** plans, organises and supervises resources to ensure project implementation in a professional, efficient and cost effective manner. **Health and Safety:** ensures that exhibited behaviours reduce the risks to the health and safety of yourself and others.
TECHNICAL	**Environmental Management:** appreciates the impact activities have on the environment and identifies ways to protect the environment sustainably for the future. **Legislation and Regulation:** understands and applies knowledge of all appropriate legislation, associated statutory guidance and processes. **Site Investigation:** preparation, implementation, testing and presentation of information detailing the extent of contamination on a site and the impact of this has on human health and the environment. **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. **Options Appraisal and Design:** an understanding of the methods for remediation of a site, appraisal of options and the design of the solutions. **Remediation:** understands the requirements for effective remediation, on-going monitoring and the verification and validation of the process.

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
Level 1	Aware	Has a basic 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	Distinguished	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 an unsurpassed depth of knowledge in this 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.

Note: The levels referred to above are not related to the Qualifications and Credit Framework (QCF)

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 level of capability is key to those who may be working as part of a team and need to understand the roles of others, and how these integrate in the overall delivery of a project. It is also the starting point for those who need to develop their capabilities further.

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.

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

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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 – Distinguished

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 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, (within their organisation 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 is at least equivalent to and preferably in excess of that of the individual.

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.

The capability sheets contained within Annex 10.1 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, or subtracted from, based on what is pertinent to an individual and/or their team(s) and/or their organisation. For example, there may be requirements that are specific to an individual organisation in terms of the completion of a specific training course, following of internal procedures etc, before an individual can be regarded as being wholly competent.

Assessing Levels 4 to 5:
The key to developing capabilities beyond Level 3 lies in obtaining extensive and more varied experience. Unlike Levels 1 to 3 the only people who can assess whether an individual has developed further are their peers.

Within their respective professional institution or registration scheme a distinguished individual is often recognised via the award of full membership, Chartered or SiLC status, etc. These awards, 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 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 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 or register (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 they applied this. 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 their role. Capability can be 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 capability is developed 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.

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TABLE 4	CAPABILITY DEVELOPMENT METHODS
Method	**Advantages / Strengths**
Self Learning:	
Books – Guidance and Manuals	Core source of learning for all technical capabilities.
E – Learning	Provides summaries and examples to introduce topics. Can be supplemented by core texts/reading. Can run examples and perform tests.
Networking	Shared experiences sometimes of uncommon techniques/applications.
News Publications	Vital to identify changing work practices.
Taught:	
Presentations	Provides summaries and examples to introduce topics. Can lead into further research.
Lectures & Courses	Provides key principles summaries and examples drawn from core texts. Can accelerate learning.
Coaching:	
Demonstrations	Essential for manual or practical activities.
Practical Work/Exercises	Essential to demonstrate capability. Benefits greatly from supervision/coaching/mentoring.
Continued Work Experience	Repetition and variation brings increased efficiency and deepens understanding.

***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:

1. Identify requisite capabilities for each role / individual;
2. Identify key references or role models for each activity;
3. Establish a programme of learning by selecting from the range of techniques/options available (bespoke in-house or external); and
4. 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. ICE for Civil Engineers, RICS for Surveyors and 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. These are in place 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 standalone framework within organisations.

It is envisaged that there are two main options for the use of the framework 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 and 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 framework, there is a process that can be followed to ensure that maximum benefit is gained. This process is summarised below:

Capability Pathway
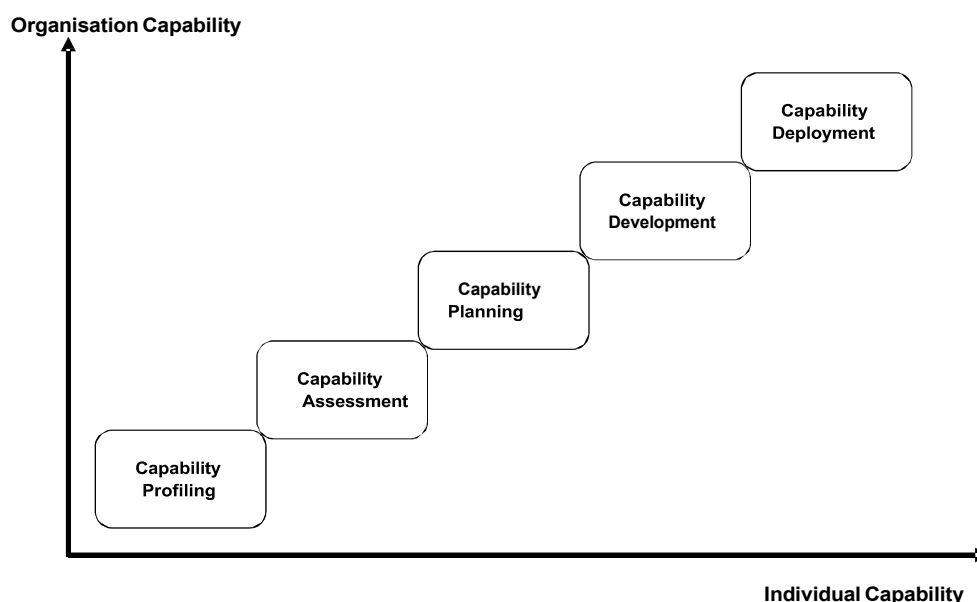
Capability Profiling:

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, develop a set of generic capability profiles for all posts (or at least all technical posts). Capability profiles are the means by which particular roles/posts can be defined and described.

For each post, identify the "entry" level for a new staff member and the "required" level to be achieved in due course (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 10.2. 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 4 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 within 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.

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 familiar with the capability/activity in question.

Training:
It is expected that many organisations will have existing courses (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 examination 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.

ANNEX 10.1 – CAPABILITY SHEETS

NOTES

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- **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 Levels 2 to 5 capability. For example, 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, for example, 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 need some support to be able to do so.**

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Personal Effectiveness – Level 2		
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**
Organisation: • **Productivity** • **Time Management** • **Continuous Improvement**	- Aware that tasks need to be prioritised and organised in a way that ensures the most efficient use of time but needs guidance to carry this out - Needs instruction on what work to carry out and all work needs checking on completion. - Shows willingness to engage in a process of continuous improvement but needs guidance on how to achieve this - Needs guidance to adapt flexibly to change both from within the organisation, or due to external factors - Will require direction in many tasks although others will have become routine	*Observation by Line Manager to be documented as part of the regular review:* Provision of relevant examples that demonstrate or otherwise the following (as appropriate): - can be relied upon to take responsibility for quality of work, admit errors when necessary and take swift remedial action when required - is willing to put in the extra effort to meet urgent deadlines when required; shows dedication and commitment.
Problem Solving and Decision Making	- Is able to identify and ask questions regarding some problems but can miss some that would be identified by a more experienced person. Needs guidance on which sources of evidence to use and how to confirm the veracity of this information if appropriate. Needs guidance on which techniques to use to analyse problems - Is able to identify some options/solutions but needs guidance on how to assess the best course of action by analysing advantages/disadvantages and constraints - Needs guidance to decide on which solution/option is the best course of action - Needs monitoring to check whether the issues involved are beyond their limitations	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Personal Development and Training	- Needs guidance to recognise own strengths, development needs and limits of own expertise - Can be encouraged to act on feedback from others and can be guided to seek support if needed - With guidance shows a willingness to take responsibility for addressing own performance and developmental needs to enhance skills, personal contribution and career prospects - Is able to demonstrate an enthusiastic approach to undertaking Continuing Professional Development and job related training/development requirements but often needs guidance on which to focus on	*Observation by Line Manager to be documented as part of the regular performance review:* 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 their job role and how

		this complements an increase of capability within this framework
Professionalism	- With guidance shows willingness 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 is willing to uphold the profile and reputation of their organisation - Shows willingness to commit to the ethics of professional practice - Usually not be able to represent the organisation at both formal and informal events, meetings etc. in a manner that is appropriate - Can be guided to what is good practice and shows a willingness to emulate as appropriate within relevant environment	***Observation by Line Manager to be documented as part of the regular performance review:*** 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 Evidence of membership of relevant professional body and an understanding and articulation of the relevant codes of conduct and ethical decision making

Communication & Interpersonal Effectiveness – Level 2

Demonstrates effective interpersonal skills. Communicates effectively and professionally through verbal and written channels.

Activities	Tasks	Indicators
Verbal Communication	- Does not necessarily yet have the skills to communicate articulately, effectively and professionally - Needs guidance to assimilate information and formulate appropriate responses - With guidance is able to use relevant tools and techniques (e.g. software presentation packages) when necessary to enhance delivery of information and understanding	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Written Communication/Report Writing	- Needs guidance to produce written documents, such as reports, letters and emails, that are articulate, grammatically correct, clear and concise - Not able to prepare convincing written arguments on complex technical issues logically, concisely and persuasively and following sound science	*Observation by Line Manager to be documented as part of the regular performance review:* Provision of examples of reports prepared to an acceptable standard. These examples are to be looked at in terms of adherence to internal format and branding guidelines, readability, comprehensiveness and accuracy of content, and use of appropriate grammar, syntax and style
Technical Communication *Specify Type:* • **General Technical Information** • **Risk**	- Is able to source information but sometimes needs guidance to ensure an appropriate level of detail - Is able to organise information but sometimes needs guidance to organise it in a way that makes it easily understandable - Often needs guidance to convey this information clearly and concisely - With guidance is able to use relevant tools and techniques (e.g. software presentation packages) where necessary to enhance delivery of information and understanding. - Not able to communicate information pertaining to the level of risk(s) to a diverse audience clearly and concisely - Not able to develop and implement a structured and managed programme of communication appropriate to the scope of the project	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Influencing and Persuading	- Shows aptitude to listen actively but needs guidance to ensure views and information are properly understood and exchanged	*Observation by Line Manager to be documented as part of the regular performance review:*

	- Not able to identify the needs and requirements of different parties and formulate options that represent acceptable solutions - Not able to present information in a manner and style that meet the requirements of the audience	Note any skills
Negotiation and Conflict Resolution	- Not able to establish credibility and approach negotiations objectively - Not able to offer a convincing rationale which has been thought through in advance and carefully positioned - With guidance is able to appreciate genuine disparate views and ideas but not able to position coherently and find common ground - Not able to reach negotiated positions, through compromise, which lead to the achievement of the required outcome - Not able to identify when it is appropriate to confront conflict and take action to resolve situations appropriately and professionally	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Team Working	- Needs guidance to work effectively and engage with their team - Needs guidance to be able to work effectively with other teams - both internally within their own organisation and externally - Needs guidance to be able to balance personal and local team needs with those of the larger team and ultimately the organization	*Observation by Line Manager to be documented as part of the regular performance review:* 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

Data and Information Management – Level 2

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

Activities	Tasks	Indicators
Word Processing	- Is able to understand the applications of word processing software - Needs guidance to be able to optimise the use of the software to present information in a professional and comprehensible manner	***Observation by Line Manager to be documented as part of the regular performance review:*** 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)
Data Management, Analysis and Interpretation ***Specify Type & Systems:*** • **Spreadsheets** • **Databases** • **GIS**	- Needs guidance 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 - Needs guidance to produce factually accurate reports, both verbal and written using data and statistics supported by tools, databases and specialised software - Needs guidance 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 - Not able to identify, track and manage quality assurance and quality control through all stages of data management and manipulation	***Observation by Line Manager to be documented as part of the regular performance review:*** 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 awareness of the features and limitations of software

Management and Leadership – Level 2

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	- Not yet able to inspire and motivate others to achieve both their personal goals and objectives as well as those of the organisation - Not yet able to lead by example in showing a determination and a commitment to meet/exceed targets and objectives but shows potential - Not able to show commitment to being at the forefront of implementing and embedding change - Can sometimes with guidance identify with the readiness of others to change and those that are resistant to change and adjust their behaviour accordingly - Not 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 - Not able to manage difficult and conflict situations in an effective manner - Not able to work in an innovative and creative manner but shows aspirations to do so	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for leadership should be noted (as appropriate)
People Management	- Not expected to necessarily have particular skills at people management	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for people management should be noted (as appropriate)
Coaching and Mentoring - Training	- Not expected to necessarily have particular skills at coaching and mentoring	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for coaching and mentoring should be noted (as appropriate)

Budgetary Management	- With guidance is able to develop simple budgets - Needs guidance to analyse and interpret budget information - Needs guidance to manage budgets ensuring all internal processes and procedures are followed - Not able to proactively respond and adapt budgetary needs in line with operational and organisational needs - Needs guidance to be able to diagnose budgetary issues and take corrective action	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for budgetary management should be noted (as appropriate)

Finance and Commercialism – Level 2

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	- Not expected to have particular skills at strategy development	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for strategy development should be noted (as appropriate)
Business Development and Marketing	- Understands the need and who in the organisation is responsible for undertaking proactive business development planning - Understands the need and who in the organisation is responsible for identifying new opportunities and marketing avenues for growth and development - Needs guidance 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 - With guidance able to produce marketing materials. - With guidance able to produce the first draft of proposals for inclusion in formal tenders - Insufficient experience to be able to speak in public, modifying communication styles to ensure impact on a diverse group of stakeholders. - Understands the need for but not yet able to be involved in contract negotiations to ensure a positive outcome for all parties	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for business development and marketing should be noted (as appropriate)

Financing and Valuation	- Understands the need and who in the organisation is responsible for determining the financial viability of projects - With guidance is able to assist in the development of tenders and proposals via the provision of accurate costings information - Not yet familiar with the main financial modelling software packages and the use of these in creating a financial model which illustrates both risks and returns - Insufficient experience to be able to undertake due diligence on funds and properties using financial models - Insufficient experience to be able to present the results of financial modelling in a professional and articulate manner - With guidance is able to understand the purpose of valuations and the methods used to undertake these - Understands the need and who in the organisation is responsible for demonstrating adherence to appropriate standards and guidance when producing formal valuation reports	*Observation by Line Manager to be documented as part of the regular performance review.* Any examples which show an ability for financing and valuation should be noted (as appropriate)
Procurement and Contracting	- Understands the need and who in the organisation is responsible for defining appropriate conditions of contract for use in the provision or sub-contracting of services - Insufficient experience to develop and use appropriate tender assessment models - With guidance able to assist in the development of tenders and proposals - Understands the need and who in the organisation is responsible for identifying and ensuring compliance with the requirements of relevant procurement legislation	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for procurement and contracting should be noted (as appropriate)
Insurance and Tax	- Is able to understand the necessity for insurance - With guidance is able to compile information for insurance purposes - Aware of taxation laws (relevant to property/Brownfield development), principles and provisions but needs guidance on their interpretation	*Observation by Line Manager to be documented as part of the regular performance review.* Any examples which show an ability to deal with insurance and tax should be noted (as appropriate)

Project and Programme Management – Level 2

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

Activities	Tasks	Indicators
Project Planning and Delivery	- With guidance is able to plan a simple project, identifying key milestones and time frames for delivery - With guidance is able to identify risks to successful delivery of a simple project and make suitable contingency arrangements - With guidance able to work within legislation and guidance to ensure compliance - Insufficient experience to manage any areas of uncertainty or setbacks and mitigate/resolve as necessary - Insufficient experience to handle complaints effectively, defuse anger and tension and resolve problems - Insufficient experience to be able to monitor and control the quality, standards and progress ensuring that work is completed to the appropriate level - Insufficient experience to manage professionally, and ensure engagement of all stakeholders at all times	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for project planning and delivery should be noted (as appropriate)
Resource Management	- Not necessarily expected to have skills in resource management	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for resource management should be noted (as appropriate)
Financial Management	- Needs guidance to co-ordinate their own work within a set budget, managing and controlling expenditure as appropriate - Is able to ensure the timely preparation of invoices but not expected to be involved in credit control	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for financial management should be noted (as appropriate)

Environmental Management – Level 2

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

Activities	Tasks	Indicators
Environmental Awareness	- Is aware of the impact of global environmental planning issues and the impact that they may have at a local, site specific or project level - Is aware of the use of techniques for identifying and evaluating the significance of environmental issues at a project level - Insufficient experience to be able to identify opportunities for environmental improvement or mitigation	*Observation by Line Manager to be documented as part of the regular performance review:* If appropriate, completion of a training course **OR** learning package that covers the fundamental areas of environmental awareness. Assessment, structured discussion or presentation used to confirm awareness of key principles
Sustainability	- Aware of sustainable development and remediation - Insufficient experience to be able to identify short, medium and longer term environmental threats and opportunities (in relation to organisation/industry) - Insufficient experience to be 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. - Insufficient experience to be able to identify and evaluate new technologies for sustainable re-use of resources - With guidance 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	*Observation by Line Manager to be documented as part of the regular performance review:* If appropriate, completion of a training course **OR** learning package that covers the fundamental areas of sustainability. Assessment, structured discussion or presentation used to confirm awareness of key principles **AND** provision of examples of participation in successfully instigated/completed projects that demonstrate sustainability and optimisation of resource use
Environmental Impact Assessment *Specify Type:* ● **Environmental Impact Assessment (EIA)** ● **Strategic Environmental Assessment (SEA)**	- Insufficient experience to be able to identify the statutory requirements for environmental impact assessments for defined projects or programmes - Able to assist in the undertaking of an environmental impact assessment - Insufficient experience to be able to apply the techniques relating to environmental risk assessment, life cycle assessment and strategic environmental assessment as necessary	If appropriate, completion of a training course **OR** learning package that covers the fundamental areas of EIA/SEA. Assessment, structured discussion or presentation used to confirm awareness of key principles **AND** provision of examples of participating in successfully completed projects that meet statutory requirements and follow best practice EIA and SEA methodologies and outputs

Environmental Auditing	- Is aware of the principles and objectives for Environmental Management Systems (EMS) for controlling and improving environmental performance as part of continuous improvement - With guidance able to execute and report audit inspections for the purposes of assessing compliance with management systems (EMS), legislation, emissions control etc.	***Observation by Line Manager to be documented as part of the regular performance review.*** Note examples of awareness.

<table>
<tr>
<td colspan="3">
<p align="center">**Health and Safety – Level 2**</p>
<p align="center">Ensure that exhibited behaviours reduce the risks to the health and safety of yourself and others.</p>
</td>
</tr>
<tr>
<th>Activities</th>
<th>Tasks</th>
<th>Indicators</th>
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<tr>
<td>**Personal Safety**</td>
<td>

Aware of current health, safety and environment legislation, rules and procedures applicable to the tasks and roles performed
With guidance is able to comply fully with statutory and company rules and procedures regarding health, safety and the environment
With guidance able to identify hazards, assess risk and implement preventative and protective measures
With guidance is able to make correct use of Personal Protective Equipment (PPE) and other appropriate safety equipment
Is able to report any potentially harmful aspects/practices that arise in the job role or workplace
With guidance is able to undertake active monitoring of health and safety activities

</td>
<td>
Observation by Line Manager to be documented as part of the regular performance review:

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 awareness of key principles **AND** provision of evidence that demonstrates site specific examples of awareness of health and safety requirements
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<tr>
<td>**Safety of Others**

Specify Role:

- **General**
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Insufficient experience to be able to manage and monitor the health and safety of all on site – including visitors and contractors
Aware of the need to challenge any unsafe/non-compliant acts that are observed and aware that activity should be halted as appropriate
Insufficient experience to be able to investigate reported health and safety incidents
Where appropriate and with guidance is able to perform specific Health and Safety roles as defined by legislation

</td>
<td>
Observation by Line Manager to be documented as part of the regular performance review:

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 awareness of key principles **AND** provision of evidence that demonstrates site specific examples of awareness of health and safety requirements
</td>
</tr>
</table>

Legislation and Regulation – Level 2

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

Activities	Tasks	Indicators
Legislative Knowledge: *Specify Regime & Legislation:* - **Contaminated Land** - **Waste Management** - **Control of Asbestos** - **Environmental Permits** - **Discharge Consents** - **Environmental Liability** - **Town & Country Planning** - **Building Control** - **Health & Safety** - **Habitat Protection** - **Statutory Nuisance** - **Etc.**	- Shows awareness of legislation within own area of activity	***Observation by Line Manager to be documented as part of the regular performance review:*** If appropriate, 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 awareness of key principles **AND** provision of site specific examples that illustrate awareness of regulations
Regulation – Compliance Assessment *Specify Regime*	- Not expected to have skills in compliance assessment	***Observation by Line Manager to be documented as part of the regular performance review:*** Note any skills

Site Investigation – Level 2

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	- Is able to assist in identifying the datasets required in order to develop an understanding of current site conditions, hazards, constraints and general environmental setting of the site - Not 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 - Not yet able to fully specify appropriate quality control and quality assurance procedures for all data gathering activities - Not yet able to incorporate all legislative requirements and associated good practice into the design of a site investigation	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Documentary Research	- Not yet able to fully 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 - With guidance is able to source, obtain, collate and present relevant datasets	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Site Reconnaissance	- With guidance 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)	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Surveying *Specify Survey Type:* . • **Ground / Geophysical** • **Topographical** • **Archaeological** • **Ecological** • **Property/Valuation** • **Services Location**	- With guidance is able to undertake specified surveys for the purpose of establishing relevant baseline conditions - With guidance is able to collate and present the results obtained from defined survey activities - With guidance is able to describe the materials/property encountered on site using defined systems of classification and nomenclature	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills

• **Geological Mapping**		
Monitoring & Sampling *Specify Media/Type:* • **Water Quality (Surface/Groundwater)** • **Soil Quality** • **Air Quality** • **Ground Gas** • **Radiological**	- With guidance is able to undertake specified sampling or monitoring activities using defined tools and techniques - With guidance is able to describe materials/samples accurately using defined systems of classification and nomenclature - With guidance is able to organise appropriate storage, handling and transport measures (where relevant) - With guidance is able to collate and present the results obtained from defined monitoring activities	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
In-situ Testing *Specify Type & Techniques:* • **Hydrogeological** • **Geotechnical**	- With guidance is able to undertake some specific in-situ/screening testing using defined tools or techniques but needs guidance on many others - With guidance is able to collate and present the results obtained from some testing activities	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Laboratory Testing *Specify Type & Techniques:* • **Chemical analysis** • **Geotechnical Soils Testing**	- With guidance is able to undertake some laboratory based testing using specified tools techniques and equipment - With guidance is able to collate and present the results obtained from some defined laboratory testing activities	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills

SPECIALIST IN LAND CONDITION

Risk Assessment – Level 2	
Assessment of the probability, or frequency, of occurrence of defined hazards and the magnitude (including seriousness) of the consequences for on-site users or the wider environment.	

Activities	Tasks	Indicators
Chemical Assessment *Specify Receptor Type:* • **Humans** • **Waters** • **Ecological** • **Buildings & Services**	- With guidance is able to assist in undertaking a preliminary risk assessment involving the evaluation of sources, pathways and receptors and identification of relevant contaminant linkages (pollutant linkages in Scotland) - With guidance is able to develop the first draft of a conceptual model encompassing contaminant fate, transport and exposure issues - Not yet able to evaluate site data and develop appropriate and representative risk assessment model/tool input parameters - With guidance is able to assist in undertaking a generic quantitative risk assessment utilising the outputs from available modelling tools and techniques	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Radiological Assessment	- Is able to assist in undertaking a preliminary risk assessment involving the evaluation of sources, pathways and receptors and identification of relevant pollutant linkages - Not able to develop a conceptual exposure model encompassing contaminant fate, transport and exposure issues - Not able to undertake a generic quantitative risk assessment using available modelling tools and techniques - Not able to undertake detailed quantitative risk assessment involving the derivation of site specific assessment criteria	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Physical (Geo-Environmental) Assessment *Specify Type:* • **Subsidence/Ground Stability** • **Slope Stability** • **Flooding**	- With guidance is able to identify some relevant geo-hazards - Not yet able to develop conceptual ground models to predict ground behaviour and environmental interaction specific to present or future land use - Not yet able to undertake quantitative risk assessment utilising the outputs from available modelling tools and/or techniques	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills

| Numerical Modelling

Specify Type/Models

• **Chemicals Exposure**
• **Air quality**
• **Geotechnical**
• **Groundwater**
• **Geo-Statistics** | - Not 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 and predict the response of the natural environment to specific conditions.
- Not yet able to appropriately convey contaminant distribution/concentration data (as relevant). | *Observation by Line Manager to be documented as part of the regular performance review:*

Note any skills |
| Toxicology | - Not able to obtain, understand and interpret data relevant to the toxicological effects of chemicals on animals/humans
- Not able to derive appropriate Health Criteria Values for use in quantitative risk assessments. | *Observation by Line Manager to be documented as part of the regular performance review:*

Note any evidence of awareness |

Options Appraisal and Design – Level 2

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

Activities	Tasks	Indicators

Remediation Options Appraisal
 	
Specify Methods and Techniques:
 	
  – **Bioremediation**
  – **Soil washing**
  – **Soil stabilisation / solidification**
  – **Vapour extraction**
  – **Etc**
	- With guidance is able to identify some, but not necessarily all, remedial objectives and targets
	- Not yet able to fully 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
	- Not yet able to fully incorporate legislative requirements and associated good practice into the appraisal of options for any remediation scheme
	- Able to understand the principles of, but not yet able to fully identify the ways in which any remediation programme can be more sustainable and incorporate these into any design of the programme
		Observation by Line Manager to be documented as part of the regular performance review:
		
		Note any skills

Remediation Design
 	
Specify Methods and Techniques:
 	
  – **Bioremediation**
  – **Soil washing**
  – **Soil stabilisation / solidification**
  – **Vapour extraction**
  – **Etc**
	- Not yet 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
	- Not yet able to fully incorporate legislative requirements and associated good practice into the design of any remediation scheme
		Observation by Line Manager to be documented as part of the regular performance review:
		
		Note any skills

Remediation – Level 2

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

Activities	Tasks	Indicators

Process Implementation
 	
Specify Methods and Techniques:
 	
  – **Bioremediation**
  – **Soil washing**
  – **Soil stabilisation / solidification**
  – **Vapour extraction**
  – **Etc**
	- Not yet able to construct but with guidance able to maintain process systems/techniques in line with relevant designs and performance criteria and with supervision able to operate and monitor such systems
	- Is able to compile some, but not all, comprehensive information on technique performance ensuring that project/systems are auditable and compliant with legislation and project specific requirements
	- Is able to undertake but not design sampling and other investigations to verify the effectiveness of a remediation scheme against its remedial objectives
	- Not able to compile comprehensive information on technique performance ensuring that project/systems are auditable and compliant with legislation and project specific requirements
	- Not yet able to determine and show whether the remedial system operation optimised performance (sustainability), or whether improvements could be made in future design
		Observation by Line Manager to be documented as part of the regular performance review:
		
		Note any skills

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
Organisation: • **Productivity** • **Time Management** • **Continuous Improvement**	- Is able to organise tasks in a way that ensures the most efficient use of time but needs guidance in prioritising tasks - Is able to deliver a good standard of work that demonstrates the drive to meet targets but needs guidance in setting some tasks - With guidance is able to demonstrate an ongoing approach to improved performance and efficiency through a process of continuous improvement - With guidance is able to adapt to change both from within the organisation, or due to external - With direction is able to respond to situations that require urgent action and/or when referral to others is not a viable action	***Observation by Line Manager to be documented as part of the regular review:*** Provision of relevant examples that demonstrate or otherwise the following (as appropriate): - can be relied upon to define priorities, achieve goals, take responsibility for quality of work, admit errors when necessary and take swift remedial action when required - is 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
Problem Solving and Decision Making	- Is able to identify and ask appropriate questions to explore and detect root causes of some problems but can miss others that would be identified by a more experienced person. Generally uses all sources of evidence and confirms the veracity of this information if appropriate but needs guidance on others that would also be appropriate. Generally uses sound techniques to analyse problems but needs guidance on which is the best technique - Is able to identify a range of options/solutions but at times needs some guidance to assess the best course of action by analysing advantages/disadvantages and constraints - Is able to decide on a solution/option but at times this may not be the best course of action, taking into account that information may be complex or incomplete and time scales may be limited - Is generally able to escalate issues that are beyond own limitations and/or have consequences further than own	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

	responsibilities -	
Personal Development and Training	- Is generally able to recognise own strengths, development needs and limits of own expertise but at times needs input from more experienced personnel - Is able to proactively seek and act on feedback from others, but needs guidance in recognising where to seek support if needed - Is generally able to take responsibility for addressing own performance and developmental needs to enhance skills, personal contribution and career prospects but at times needs input from more experienced personnel - Is able to demonstrate a proactive approach to undertaking and fulfilling Continuing Professional Development and job related training/development requirements but at times needs input from more experienced personnel regarding which to focus on	*Observation by Line Manager to be documented as part of the regular performance review:* 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 their job role and how this complements an increase of capability within this framework
Professionalism	- Is able to respond in a professional and positive manner to the needs of colleagues, customers, partners or other stakeholders but needs encouragement to be proactive in this respect - Is able to behave in a manner that is befitting their professional status and uphold the profile and reputation of their organisation - Is able to demonstrate commitment to the ethics of professional practice and with guidance delivers on the obligations to society (if appropriate), profession and the environment - In conjunction with a more experienced/senior person 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 in general recognises the benefits of diversity of ideas and approaches but at times needs some guidance - Is generally able to recognise good practice and with guidance emulate as appropriate within relevant environment	*Observation by Line Manager to be documented as part of the regular performance review:* 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 Evidence of membership of relevant professional body and an understanding and articulation of the relevant codes of conduct and ethical decision making

	Communication & Interpersonal Effectiveness – Level 3	
	Demonstrates effective interpersonal skills. Communicates effectively and professionally through verbal and written channels.	
Activities	**Tasks**	**Indicators**
Verbal Communication	- In some cases can communicate articulately, effectively and professionally but generally needs to develop skills further - Is generally able to demonstrate active listening and can generally assimilate information and formulate appropriate responses but at times needs guidance - Needs guidance to be able to modify communication style to ensure impact on a range of different stakeholders with different backgrounds, knowledge and opinions - Needs guidance to be able to anticipate responses and prepare/respond in an articulate and appropriate manner - Is able to use relevant tools and techniques (e.g. software presentation packages) when necessary to enhance delivery of information and understanding	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of a relevant examples that demonstrate the following (as appropriate): ability to communicate verbally in a clear and concise manner; communicate in a way that shows tact and diplomacy, builds rapport quickly, establishes needs and adapts own approach to the audience in question; and demonstration of having time for, and seeks their contribution in an articulate and relevant way
Written Communication/Report Writing	- Is generally able to produce written documents, such as reports, letters and emails, that are articulate, grammatically correct, clear and concise but sometimes needs guidance - Is able to prepare convincing written arguments on certain technical issues logically, concisely and persuasively and following sound science	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples of reports prepared to an acceptable standard. These examples are to be looked at in terms of adherence to internal format and branding guidelines, readability, comprehensiveness and accuracy of content, and use of appropriate grammar, syntax and style
Technical Communication *Specify Type:* • **General Technical Information** • **Risk**	- Is able to source information that is of an appropriate level of detail - Is able to organise the information in a way that makes it easily understandable - With some guidance is able to convey this information clearly and concisely - Is able to use relevant tools and techniques (e.g. software presentation packages) where necessary to enhance delivery of information and understanding. - Not always able to communicate information pertaining to	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples where technical information has been delivered in a formal manner, to the required standard and provide (if necessary) references from colleague and clients. Consideration to be given to the appropriateness for audience, clarity of the communication, impact of the overall key messages and consideration of the channels and programme of communication (where

	the level of risk(s) to a diverse audience clearly and concisely but has gained some experience - Not always able to develop and implement a structured and managed programme of communication appropriate to the scope of the project but has gained some experience	appropriate).
Influencing and Persuading	- With guidance is able to listen actively to ensure views and information are properly understood and exchanged - Not able to identify the needs and requirements of different parties and formulate options that represent acceptable solutions - With guidance is able to present information in a manner and style that meet the requirements of the audience, adapting if necessary	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Negotiation and Conflict Resolution	- With guidance is able to establish credibility and approach negotiations objectively - Sometimes able to offer a convincing rationale which has been thought through in advance and carefully positioned - Needs guidance to appreciate genuine disparate views and ideas, position coherently and find common ground. - Not always able to reach negotiated positions, through compromise, which lead to the achievement of the required outcome but has gained some experience - Sometimes able to identify when it is appropriate to confront conflict and take action to resolve situations appropriately and professionally	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples of 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
Team Working	- Is able to work effectively and engage with their team - Needs some guidance to work effectively with other teams - both internally to their own organisation and externally - Needs some guidance to balance personal and local team needs with those of the larger team and ultimately the organisation	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

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	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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)
Data Management, Analysis and Interpretation ***Specify Type & Systems:*** • **Spreadsheets** • **Databases** • **GIS**	- Needs some guidance 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 - Needs some guidance 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 - With guidance is able to identify, track and manage quality assurance and quality control through all stages of data management and manipulation	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

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	- In some cases is able to inspire and motivate others to achieve both their personal goals and objectives as well as those of the organisation - In some cases is able to lead by example in showing a determination and a commitment to meet/exceed targets and objectives - Generally not able to show commitment to being at the forefront of implementing and embedding change - In some cases is able to identify with the readiness of others to change and those that are resistant to change and adjust their behaviour accordingly - In some cases and with guidance 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 - Needs guidance to manage difficult and conflict situations in an effective manner - In some cases and with guidance is able to work in an innovative and creative manner	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples demonstrating the following (as appropriate): - listens to others opinions, understand their viewpoints, needs and concerns, respond 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	- In some cases and with guidance is able to focus and encourage the work of individuals and team to achieve tangible results in line with business priorities and team capabilities - In some cases and with guidance is able to manage and supervise staff to ensure that resource is maximised in an efficient and effective manner - Not able to objectively, and in a timely manner make effective operational decisions - In some cases and with guidance is able to delegate responsibility in a controlled manner when necessary - Not able to manage the daily HR functions – including recruitment, review meetings, appraisals, salary reviews etc - In some cases and with guidance is able to facilitate and	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for people management should be noted (as appropriate)

	support Continuing Professional Development - In some cases and with guidance is able to identify and challenge inappropriate behaviour or performance constructively - In some cases and with guidance is able to handle people situations effectively, diffuses anger and tension, focuses on issues and successfully addresses problems	
Coaching and Mentoring - Training	- In some cases and with guidance is able to coach and train both individuals and groups in both formal and informal settings - In some cases and with guidance is able to deliver sound, up-to-date information in an effective and manner - In some cases and with guidance is able to create rapport with the learner, encourage their own ideas, whilst building confidence and fostering independence - In some cases and with guidance is able, through questioning and observation identify learners existing skills, raise awareness and determines best options - In some cases and with guidance is able to deliver clear, constructive feedback and help the learner to understand and act on it - In some cases and with guidance is able to identify opportunities to help colleagues to develop skills or knowledge and willingly helps them to do this - In some cases and with guidance is able to inspire and promote ongoing learning in others through mentoring - In some cases and with guidance is able to adopt mentoring as a vehicle for experiential knowledge transfer and informal succession planning	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for coaching and mentoring should be noted (as appropriate)
Budgetary Management	- Is able to develop simple budgets - Is able to analyse and interpret budget information and with guidance make informed decisions - Is able to manage budgets ensuring all internal processes and procedures are followed - Not able to proactively respond and adapt budgetary needs in line with operational and organisational needs - In some cases is able to diagnose budgetary issues and take corrective action	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for budgetary management should be noted (as appropriate)

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	- Not expected to have skills at strategy development	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for strategy development should be noted (as appropriate)
Business Development and Marketing	- Understands the need and who in the organisation is responsible for undertaking proactive business development planning - Understands the need and who in the organisation is responsible for identifying new opportunities and marketing avenues for growth and development - Needs some guidance 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 produce and with guidance deliver marketing materials. - Is able to prepare the first draft of proposals for inclusion in formal tenders - Sometimes able to speak in public modifying communication styles to ensure impact on a diverse group of stakeholders. - With supervision is able to be involved in contract negotiations to ensure a positive outcome for all parties	***Observation by Line Manager to be documented as part of the regular performance review:*** Any examples which show an ability for business development and marketing should be noted (as appropriate)
Financing and Valuation	- Understands the need and who in the organisation is responsible for determining the financial viability of projects - Is able to assist in the development of tenders and proposals via the provision of accurate costings information - With guidance 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 - Insufficient experience to be able to undertake due diligence on funds and properties using financial models - Insufficient experience to be able to present the results of	***Observation by Line Manager to be documented as part of the regular performance review.*** Any examples which show an ability for financing and valuation should be noted (as appropriate)

	financial modelling in a professional and articulate manner - Is able to understand the purpose of valuations and the methods used to undertake these - Understands the need and who in the organisation is responsible for demonstrating adherence to appropriate standards and guidance when producing formal valuation reports	
Procurement and Contracting	- Understands the need and who in the organisation is responsible for defining appropriate conditions of contract for use in the provision or sub-contracting of services - With guidance is able to develop and use appropriate tender assessment models - Is able to assist in the development of tenders and proposals - Understands the need and who in the organisation is responsible for identifying and ensuring compliance with the requirements of relevant procurement legislation	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for procurement and contracting should be noted (as appropriate)
Insurance and Tax	- Is able to understand the necessity for insurance, and with guidance the specific insurance mechanisms and specialist insurances that relate to land condition - Is able to compile information for insurance purposes - With guidance is able to demonstrate some knowledge and understanding of taxation laws (relevant to property/Brownfield development), principles and provisions and their interpretation	*Observation by Line Manager to be documented as part of the regular performance review.* Any examples which show an ability to deal with insurance and tax should be noted (as appropriate)

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	- Is able to plan a simple project, identifying key milestones and time frames for delivery - With guidance is able to identify risks to successful delivery of a project and make suitable contingency arrangements - With guidance able to work within legislation and guidance to ensure compliance - With guidance able to manage any areas of uncertainty or setbacks and mitigate/resolve as necessary - Insufficient experience to handle complaints effectively, defuse anger and tension and resolve problems - With guidance able to monitor and control the quality, standards and progress ensuring that work is completed to the appropriate level - Insufficient experience to manage professionally, and ensure engagement of all stakeholders at all times	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for project planning and delivery should be noted (as appropriate)
Resource Management	- Not able to effectively assemble and co-ordinate project teams, both internally and externally - In some cases and with guidance is able to supervise all on-site work (as appropriate) to ensure optimisation of resource and delivery of quality	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for resource management should be noted (as appropriate)
Financial Management	- Is able to co-ordinate their own work within a set budget managing and controlling expenditure - Is able to ensure the timely preparation of invoices and with guidance be involved in credit control	*Observation by Line Manager to be documented as part of the regular performance review:* Any examples which show an ability for financial management should be noted (as appropriate)

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	- Is able to understand the impact of global environmental planning issues and is aware of the impact that they may have at a local, site specific or project level - Is able to use techniques for identifying and evaluating the significance of environmental issues at a project level and is aware of some appropriate mitigation - With guidance is able to identify some opportunities for environmental improvement or mitigation	*Observation by Line Manager to be documented as part of the regular performance review:* 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: - 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	- Is able to understand and with guidance advocate principles of sustainable development and remediation - With guidance is able to identify short, medium and longer term environmental threats and opportunities (in relation to organisation/industry) - With guidance is able to identify some 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 - With guidance is able to identify and evaluate new technologies for sustainable re-use of resources - 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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

Environmental Impact Assessment *Specify Type:* • **Environmental Impact Assessment (EIA)** • **Strategic Environmental Assessment (SEA)**	- With guidance is able to identify the statutory requirements for environmental impact assessments for defined projects or programmes - With guidance 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. - With guidance is able to apply the techniques relating to environmental risk assessment, life cycle assessment and strategic environmental assessment as necessary	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 meet statutory requirements and follow best practice EIA and SEA methodologies and outputs
Environmental Auditing	- 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 - With guidance is able to execute and report audits inspections for the purposes of assessing compliance with management systems (EMS), legislation, emissions control etc.	***Observation by Line Manager to be documented as part of the regular performance review.*** 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

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	- Is able to display a good working knowledge and implementation of current health, safety and environment legislation, rules and procedures applicable to the tasks and roles performed - Is able to comply fully with statutory and company rules and procedures regarding health, safety and the environment - With guidance 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 - With guidance 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 - With guidance is able to undertake active monitoring of health and safety activities	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Safety of Others ***Specify Role:*** • **General** • **Health and Safety Supervisor**	- In some cases and with guidance 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 with guidance ensure that activity is halted as appropriate - Insufficient experience to investigate reported health and safety incidents - Where appropriate is able to perform specific Health and Safety roles as defined by legislation	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Legislation and Regulation – Level 3

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

Activities	Tasks	Indicators
Legislative Knowledge: *Specify Regime & Legislation:* - **Contaminated Land** - **Waste Management** - **Control of Asbestos** - **Environmental Permits** - **Discharge Consents** - **Environmental Liability** - **Town & Country Planning** - **Building Control** - **Health & Safety** - **Habitat Protection** - **Statutory Nuisance** - **Etc.**	- Has some knowledge of, and with guidance complies with all legislation within own area of responsibility - Is aware of the limitations of current legislation and guidance - Is aware of best practice, case studies and case law decisions	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Regulation – Compliance Assessment *Specify Regime*	- Has some knowledge of the respective legislation and supporting operating procedures and permit conditions to assess compliance with statutory requirements.	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills

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	- With guidance 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 - With guidance is able to develop the first draft of 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 - With guidance is able to specify appropriate quality control and quality assurance procedures for all data gathering activities - With guidance 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)	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Documentary Research	- With guidance 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	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Site Reconnaissance	- 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)	*Observation by Line Manager to be documented as part of the regular performance review:* Note any skills
Surveying *Specify Survey Type:* . • **Ground / Geophysical** • **Topographical**	- Is able to organise and undertake specified surveys for the purpose of establishing relevant baseline conditions - Is able to collate, interpret (with guidance) 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	*Observation by Line Manager to be documented as part of the regular performance review:* Completion of a training course **OR** learning package that covers the fundamental areas of site surveys. Assessment, structured discussion or presentation used to confirm

• **Archaeological** • **Ecological** • **Property/Valuation** • **Services Location** • **Geological Mapping**	nomenclature	understanding of key principles **AND** provision of examples of successfully completed surveys.
Monitoring & Sampling *Specify Media/Type:* • **Water Quality (Surface/Groundwater)** • **Soil Quality** • **Air Quality** • **Ground Gas** • **Radiological**	- Is able to 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 (with guidance) and present the results obtained from defined monitoring activities	***Observation by Line Manager to be documented as part of the regular performance review:*** Note any skills
In-situ Testing *Specify Type & Techniques:* • **Hydrogeological** • **Geotechnical**	- Is able to organise and undertake specified in-situ/screening testing using defined tools or techniques - Is able to collate, interpret (with guidance) and present the results obtained from defined testing activities	***Observation by Line Manager to be documented as part of the regular performance review:*** Note any skills
Laboratory Testing *Specify Type & Techniques:* • **Chemical analysis** • **Geotechnical Soils Testing**	- Is able to organise and undertake laboratory based testing using specified tools, techniques and equipment - Is able to collate, interpret (with guidance) and present the results obtained from defined laboratory testing activities	***Observation by Line Manager to be documented as part of the regular performance review:*** Note any skills

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
Chemical Assessment *Specify Receptor Type:* • **Humans** • **Waters** • **Ecological** • **Buildings & Services**	- With guidance is able to undertake a preliminary risk assessment involving the evaluation of sources, pathways and receptors and identification of relevant contaminant linkages (pollutant linkages in Scotland) - With guidance is able to develop a conceptual model encompassing contaminant fate, transport and exposure issues - With guidance is able to evaluate site data and develop appropriate and representative risk assessment model/tool input parameters - Is able to undertake a generic quantitative risk assessment utilising the outputs from available modelling tools and techniques	***Observation by Line Manager to be documented as part of the regular performance review:*** Note any skills
Radiological Assessment	- With guidance is able to undertake a preliminary risk assessment involving the evaluation of sources, pathways and receptors and identification of relevant pollutant linkages - With guidance able to develop a conceptual exposure model encompassing contaminant fate, transport and exposure issues - With guidance is able to undertake a generic quantitative risk assessment using available modelling tools and techniques - With guidance is able to undertake a detailed quantitative risk assessment involving the derivation of site specific assessment criteria	***Observation by Line Manager to be documented as part of the regular performance review:*** Note any skills
Physical (Geo-Environmental) Assessment *Specify Type:* • **Subsidence/Ground Stability** • **Slope Stability** • **Flooding**	- With guidance is able to identify relevant geo-hazards - With guidance is able to develop conceptual ground models to predict ground behaviour and environmental interaction specific to present or future land use - With guidance is able to undertake quantitative risk assessment utilising the outputs from available modelling tools and/or techniques	***Observation by Line Manager to be documented as part of the regular performance review:*** Note any skills

| Numerical Modelling

Specify Type/Models

• **Chemicals Exposure**
• **Air quality**
• **Geotechnical**
• **Groundwater**
• **Geo-Statistics** | - With guidance 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.
- With guidance is able to appropriately convey contaminant distribution/concentration data (as relevant). | ***Observation by Line Manager to be documented as part of the regular performance review:***

Completion of a training course **OR** learning package that covers the fundamental areas of numerical modelling. Assessment, structured discussion or presentation used to confirm understanding of key principles **AND** provision of examples of comprehensive model |
| Toxicology | - With guidance is able to obtain and understand data relevant to the toxicological effects of chemicals on animals/humans
- With guidance is able to derive appropriate Health Criteria Values for use in quantitative risk assessments. | ***Observation by Line Manager to be documented as part of the regular performance review:***

Note any skills |

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

Remediation Options Appraisal
 	
Specify Methods and Techniques:
 	
  – **Bioremediation**
  – **Soil washing**
  – **Soil stabilisation / solidification**
  – **Vapour extraction**
  – **Etc**
	- Is able to identify some, but not necessarily all, remedial objectives and targets
	- With guidance is able to identify and evaluate some options for remediation at a site taking into account site parameters and technique specific issues such as effectiveness, practicability, durability, sustainability and cost benefits
	- With guidance 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)
	- Is able to understand the principles of, and with guidance able to identify the ways in which any remediation programme can be more sustainable and incorporate these into any design of the programme
		Observation by Line Manager to be documented as part of the regular performance review:
		
		Note any skills

Remediation Design
 	
Specify Methods and Techniques:
 	
  – **Bioremediation**
  – **Soil washing**
  – **Soil stabilisation / solidification**
  – **Vapour extraction**
  – **Etc**
	- Not yet 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
	- Not yet 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)
		Observation by Line Manager to be documented as part of the regular performance review:
		
		Note any skills

Remediation – Level 3

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

Activities	Tasks	Indicators

Process Implementation
 	
Specify Methods and Techniques:
 	
    – **Bioremediation**
    – **Soil washing**
    – **Soil stabilisation / solidification**
    – **Vapour extraction**
    – **Etc**
	- Is able to maintain, operate and monitor process systems/techniques in line with relevant designs and performance criteria but requires guidance to construct such systems
	- 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 undertake and with guidance design sampling and other investigations to verify the effectiveness of a remediation scheme against its remedial objectives
	- With guidance is able to compile comprehensive information on technique performance ensuring that project/systems are auditable and compliant with legislation and project specific requirements
	- With guidance is able to determine and show whether the remedial system operation optimised performance (sustainability), or whether improvements could be made in future design
		Observation by Line Manager to be documented as part of the regular performance review:
		
		Note any skills

Personal Effectiveness – Level 4

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
Organisation: • **Productivity** • **Time Management** • **Continuous Improvement**	- 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	***Observation by Line Manager to be documented as part of the regular review:*** Provision of relevant examples that demonstrate the following (as appropriate): - can be relied upon to define priorities, achieve goals, take responsibility for quality of work, admit errors when necessary and take swift remedial action when required - is 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
Problem Solving and Decision Making	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Personal Development and Training	- Is able to recognise own strengths, development needs and limits of own expertise - Is able to proactively seek and act on feedback from others,	***Observation by Line Manager to be documented as part of the regular performance review:***

	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 focussed approach to undertaking and fulfilling Continuing Professional Development and job related training/development requirements	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 their job role and how this complements an increase of capability within this framework
Professionalism	- 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 organisation - 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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 Evidence of membership of relevant professional body and an understanding and articulation of the relevant codes of conduct and ethical decision making

Communication & Interpersonal Effectiveness – Level 4

Demonstrates effective interpersonal skills. Communicates effectively and professionally through verbal and written channels.

Activities	Tasks	Indicators
Verbal Communication	- Always communicates articulately, effectively and professionally - Demonstrates active listening, can assimilate information and formulate appropriate responses - Modifies communication style to ensure impact on a range of different stakeholders with different backgrounds, knowledge and opinions - Is able to anticipate responses and prepare/respond in an articulate and appropriate manner - Uses relevant tools and techniques (e.g. software presentation packages) when necessary to enhance delivery of information and understanding - Is able to prepare and deliver effective presentations to internal and external audiences	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of a relevant examples that demonstrate the following (as appropriate): ability to communicate verbally in a clear and concise manner; communicate in a way that shows tact and diplomacy, builds rapport quickly, establishes needs and adapts own approach to the audience in question; and demonstration of having time for, and seeks their contribution in an articulate and relevant way
Written Communication/Report Writing	- Produces written documents, such as reports, letters and emails, that are articulate, grammatically correct, clear and concise - Prepares convincing written arguments on complex technical issues, presenting information clearly, logically, concisely and persuasively and following sound science	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples of reports prepared to an acceptable standard. These examples are to be looked at in terms of adherence to internal format and branding guidelines, readability, comprehensiveness and accuracy of content, and use of appropriate grammar, syntax and style
Technical Communication *Specify Type:* - **General Technical Information** - **Risk**	- Identifies the audience for (from lay audiences to those who are technically trained), and the objective of the communication - Is able to source information that is of an appropriate level of detail - Organises the information in a way that makes it easily understandable - Conveys this information clearly and concisely - Is able to use relevant tools and techniques (e.g. software presentation packages) where necessary to enhance delivery of information and understanding. - Communicates information pertaining to the level of risk(s) to a diverse audience clearly and concisely - Develops and implement a structured and managed	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples where technical information has been delivered in a formal manner, to the required standard and provide (if necessary) references from colleague and clients. Consideration to be given to the appropriateness for audience, clarity of the communication, impact of the overall key messages and consideration of the channels and programme of communication (where appropriate).

	programme of communication appropriate to the scope of the project	
Influencing and Persuading	- Listens actively to ensure views and information are properly understood and exchanged - Identifies the needs and requirements of different parties and formulates options that represent acceptable solutions, achieving "win-win" scenarios if possible - Presents information in a manner and style that meet the requirements of the audience adapting if necessary	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Negotiation and Conflict Resolution	- 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 and professionally	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Team Working	- 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 - Understands and is able to balance personal and local team needs with those of the larger team and ultimately the organisation	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Data and Information Management – Level 4
Is able to use the tools (software) available to support the collation and presentation of data and information.

Activities	Tasks	Indicators
Word Processing	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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)
Data Management, Analysis and Interpretation ***Specify Type & Systems:*** • **Spreadsheets** • **Databases** • **GIS**	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

	Management and Leadership – Level 4	
	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	- Is able to inspire and motivate others to achieve both their personal goals and objectives as well as those of the organisation - 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	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples demonstrating the following (as appropriate): - listens to others opinions, understand their viewpoints, needs and concerns, respond 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	- 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 - Is able to handle people situations effectively, diffuses anger and tension, focuses on issues and successfully addresses	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples demonstrating the following (as appropriate): - 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

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	problems	- achieves results by delegating suitable responsibilities and by encouraging the team to take personal responsibility for their actions - is able to successfully obtain others commitment to undertake work by gaining their acceptance and involvement
Coaching and Mentoring - Training	- 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 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 learners existing skills, raise awareness and determine 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Budgetary Management	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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

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Finance and Commercialism – Level 4

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.

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Strategy Development

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- 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

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Observation by Line Manager to be documented as part of the regular performance review:

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

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Business Development and Marketing

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- 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

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Observation by Line Manager to be documented as part of the regular performance review:

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

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Financing and Valuation

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- 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 costings 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

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Observation by Line Manager to be documented as part of the regular performance review.

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 of this

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	- Is able to understand the purpose of valuations and the methods used to undertake these - Is able to demonstrate adherence to appropriate standards and guidance when producing formal valuation reports	
Procurement and Contracting	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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)
Insurance and Tax	- Is able to understand the necessity for insurance, the specific insurance mechanisms and specialist insurances that relate to land condition - 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	*Observation by Line Manager to be documented as part of the regular performance review.* 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

Project and Programme Management – Level 4

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

Activities	Tasks	Indicators
Project Planning and Delivery	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Resource Management	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Financial Management	- 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 credit control	*Observation by Line Manager to be documented as part of the regular performance review:* 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 are show management of budgeted expenditure

Environmental Management – Level 4
Appreciates the impact activities have on the environment and identifies ways to protect the environment sustainably for the future.

Activities	Tasks	Indicators
Environmental Awareness	- Is able to understand the impact of global environmental planning issues and identify the impact that they may have at a local, site specific or project level - 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 - Is able to advise other organisations on environmental matters with some reference to more experienced personnel	***Observation by Line Manager to be documented as part of the regular performance review:*** 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: - 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	- Is able to understand and advocate principles of sustainable development and remediation - Is able to identify short, medium and longer term environmental threats and opportunities (in relation to organisation/industry) - 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 identify and evaluate new technologies for sustainable re-use of resources - 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Environmental Impact Assessment *Specify Type:* • **Environmental Impact Assessment (EIA)** • **Strategic Environmental Assessment (SEA)**	- 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	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 meet statutory requirements and follow best practice EIA and SEA methodologies and outputs
Environmental Auditing	- 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.	***Observation by Line Manager to be documented as part of the regular performance review.*** 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

Health and Safety – Level 4
Ensure that exhibited behaviours reduce the risks to the health and safety of yourself and others.

Activities	Tasks	Indicators
Personal Safety	- Is able to display a good working knowledge and implementation of current health, safety and environment legislation, rules and procedures applicable to the tasks and roles performed - Is able to comply fully with statutory and company rules and procedures 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Safety of Others ***Specify Role:*** • **General** • **Health and Safety Supervisor** • **Radiation Protection Supervisor**	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

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	Legislation and Regulation – Level 4	
	Understands and applies knowledge of all appropriate legislation, associated statutory guidance and processes.	
Activities	**Tasks**	**Indicators**
Legislative Knowledge: *Specify Regime & Legislation:* - **Contaminated Land** - **Waste Management** - **Control of Asbestos** - **Environmental Permits** - **Discharge Consents** - **Environmental Liability** - **Town & Country Planning** - **Building Control** - **Health & Safety** - **Habitat Protection** - **Statutory Nuisance** - **Etc.**	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Regulation – Compliance Assessment *Specify Regime*	- Is able to utilise knowledge of the respective legislation and supporting operating procedures and permit conditions to assess compliance with statutory requirements.	*Observation by Line Manager to be documented as part of the regular performance review:* 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

	Site Investigation – Level 4	
	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	- 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)	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Documentary Research	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Site Reconnaissance	- 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)	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Surveying	- Is able to plan organise and undertake (if within own field of	*Observation by Line Manager to be documented as part*

Specify Survey Type: . • **Ground / Geophysical** • **Topographical** • **Archaeological** • **Ecological** • **Property/Valuation** • **Services Location** • **Geological Mapping**	expertise) 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	*of the regular performance review:* 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.
Monitoring & Sampling **Specify Media/Type:** • **Water Quality (Surface/Groundwater)** • **Soil Quality** • **Air Quality** • **Ground Gas** • **Radiological**	- Is able to plan, organise and undertake (if within own field of expertise) 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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.
In-situ Testing **Specify Type & Techniques**: • **Hydrogeological** • **Geotechnical**	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Laboratory Testing **Specify Type & Techniques:** • **Chemical analysis** • **Geotechnical Soils Testing**	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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

Risk Assessment – Level 4

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
Chemical Assessment *Specify Receptor Type:* • **Humans** • **Waters** • **Ecological** • **Buildings & Services**	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Radiological Assessment	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Physical (Geo-Environmental) Assessment *Specify Type:* • **Subsidence/Ground Stability** • **Slope Stability** • **Flooding**	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Numerical Modelling *Specify Type/Models* • **Chemicals Exposure** • **Air quality** • **Geotechnical** • **Groundwater** • **Geo-Statistics**	- 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).	***Observation by Line Manager to be documented as part of the regular performance review:*** Completion of a training course **OR** learning package that covers the fundamental areas of numerical modelling. Assessment, structured discussion or presentation used to confirm understanding of key principles **AND** provision of examples of comprehensive model
Toxicology	- 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.	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Options Appraisal and Design – Level 4

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

Activities	Tasks	Indicators
Remediation Options Appraisal *Specify Methods and Techniques:* – **Bioremediation** – **Soil washing** – **Soil stabilisation / solidification** – **Vapour extraction** – **Etc**	- 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) - 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Remediation Design *Specify Methods and Techniques:* – **Bioremediation** – **Soil washing** – **Soil stabilisation / solidification** – **Vapour extraction** – **Etc**	- 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)	*Observation by Line Manager to be documented as part of the regular performance review:* 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

Remediation – Level 4

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

Activities	Tasks	Indicators
Process Implementation ***Specify Methods and Techniques:*** – **Bioremediation** – **Soil washing** – **Soil stabilisation / solidification** – **Vapour extraction** – **Etc**	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Personal Effectiveness – Level 5

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
Organisation: • **Productivity** • **Time Management** • **Continuous Improvement**	- 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	***Observation by Line Manager to be documented as part of the regular review:*** Provision of relevant examples that demonstrate the following (as appropriate): - can be relied upon to define priorities, achieve goals, take responsibility for quality of work, admit errors when necessary and take swift remedial action when required - is 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
Problem Solving and Decision Making	- 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 - Is considered to be an appropriate person from whom to seek advice on solving difficult problems - Is considered to be a good decision maker and people seek their advice in making decisions	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Personal Development and Training	- 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 focussed approach to undertaking and fulfilling Continuing Professional Development and job related training/development requirements - Seeks to be a leader in respect of knowledge in their subject	*Observation by Line Manager to be documented as part of the regular performance review:* 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 their job role and how this complements an increase of capability within this framework
Professionalism	- 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 organisation - 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 - Participates in establishing best practice - People seek their opinion with regard to good practice	*Observation by Line Manager to be documented as part of the regular performance review:* 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 Evidence of membership of relevant professional body and an understanding and articulation of the relevant codes of conduct and ethical decision making

Communication & Interpersonal Effectiveness – Level 5

Demonstrates effective interpersonal skills. Communicates effectively and professionally through verbal and written channels.

Activities	Tasks	Indicators
Verbal Communication	- Always communicates articulately, effectively and professionally - Demonstrates active listening, can assimilate information and formulate appropriate responses - Modifies communication style to ensure impact on a range of different stakeholders with different backgrounds, knowledge and opinions - Anticipates responses and prepares/responds in an articulate and appropriate manner - Uses relevant tools and techniques (e.g. software presentation packages) when necessary to enhance delivery of information and understanding - Is often chosen as a suitable person to prepare and deliver effective presentations to internal and external audiences	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of a relevant examples that demonstrate the following (as appropriate): ability to communicate verbally in a clear and concise manner; communicate in a way that shows tact and diplomacy, builds rapport quickly, establishes needs and adapts own approach to the audience in question; and demonstration of having time for, and seeks their contribution in an articulate and relevant way
Written Communication/Report Writing	- Produces written documents, such as reports, letters and emails, that are articulate, grammatically correct, clear and concise - Prepares convincing written arguments on complex technical issues, presenting information clearly, logically, concisely and persuasively and following sound science - Is often chosen as the person best able to prepare either complex or difficult reports	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples of reports prepared to an acceptable standard. These examples are to be looked at in terms of adherence to internal format and branding guidelines, readability, comprehensiveness and accuracy of content, and use of appropriate grammar, syntax and style
Technical Communication *Specify Type:* • **General Technical Information** • **Risk**	- Identifies the audience for (from lay audiences to those who are technically trained), and the objective of the communication - Sources or is able to instruct others to source information that is of an appropriate level of detail - Organises the information in a way that makes it easily understandable - Conveys this information clearly and concisely - Uses or instructs others to use relevant tools and techniques (e.g. software presentation packages) where necessary to enhance delivery of information and understanding - Communicates information pertaining to the level of risk(s) to a diverse audience clearly and concisely - Develops and implements a structured and managed	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples where technical information has been delivered in a formal manner, to the required standard and provide (if necessary) references from colleague and clients. Consideration to be given to the appropriateness for audience, clarity of the communication, impact of the overall key messages and consideration of the channels and programme of communication (where appropriate).

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	programme of communication appropriate to the scope of the project	
Influencing and Persuading	- Listens actively to ensure views and information are properly understood and exchanged - Identifies the needs and requirements of different parties and formulates options that represent acceptable solutions, achieving "win-win" scenarios if possible - Presents information in a manner and style that meet the requirements of the audience adapting if necessary	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Negotiation and Conflict Resolution	- Establishes credibility and approaches negotiations objectively - Offers 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 and Professionally - Is often chosen to lead negotiations and conflict resolution	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Team Working	- 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 - Understands and is able to balance personal and local team needs with those of the larger team and ultimately the organisation	*Observation by Line Manager to be documented as part of the regular performance review:* 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

Data and Information Management – Level 5

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

Activities	Tasks	Indicators
Word Processing	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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)
Data Management, Analysis and Interpretation *Specify Type & Systems:* • **Spreadsheets** • **Databases** • **GIS**	- 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 - Is able to identify when the outcome of assessment may not be consistent with the circumstances or when the quality of data may be in question	*Observation by Line Manager to be documented as part of the regular performance review:* 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

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Management and Leadership – Level 5		
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	- Is able to inspire and motivate others to achieve both their personal goals and objectives as well as those of the organisation - 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 - Is identified by other people as a leader	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples demonstrating the following (as appropriate): - listens to others opinions, understand their viewpoints, needs and concerns, respond 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	- 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 the Continuing Professional Development of others - Is able to identify and challenge inappropriate behaviour or performance constructively - Is able to handle people situations effectively, diffuses anger and tension, focuses on issues and successfully addresses	***Observation by Line Manager to be documented as part of the regular performance review:*** Provision of examples demonstrating the following (as appropriate): - 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

	problems - Is able to assist others to enhance their potential to achieve even better results	- achieves results by delegating suitable responsibilities and by encouraging the team to take personal responsibility for their actions - is able to successfully obtain others commitment to undertake work by gaining their acceptance and involvement
Coaching and Mentoring - Training	- 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 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 determine 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Budgetary Management	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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

	Finance and Commercialism – Level 5	
	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	- 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 - Is able to identify potential new areas of business - Is able to identify skills gaps in the team and/or organisation	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Business Development and Marketing	- 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 - Maintains status within the profession in order to enhance credibility in business development and marketing	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Financing and Valuation	- Is able to determine the financial viability of projects - Is able to prepare tenders and proposals via the provision of accurate costings 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	***Observation by Line Manager to be documented as part of the regular performance review.*** 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

	- 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 - Is able to demonstrate adherence to appropriate standards and guidance when producing formal valuation reports - Is able to review and approve financial models	account the viability, the tools used to determine this and the communication of this
Procurement and Contracting	- 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 prepare tenders and proposals - Is able to identify and ensure compliance with the requirements of relevant procurement legislation	***Observation by Line Manager to be documented as part of the regular performance review:*** 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)
Insurance and Tax	- Is able to understand the necessity for insurance, the specific insurance mechanisms and specialist insurances that relate to land condition - 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	***Observation by Line Manager to be documented as part of the regular performance review.*** 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

Project and Programme Management – Level 5

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

Activities	Tasks	Indicators
Project Planning and Delivery	- 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 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 - Is able to effectively communicate project requirements in order to remove uncertainty	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Resource Management	- Is able to effectively assemble and co-ordinate project teams, both internally and externally - Is able to supervise on-site work (as appropriate) to ensure optimisation of resource and delivery of quality - Is able to incentivise project personnel to achieve project goals	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Financial Management	- 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 credit control	***Observation by Line Manager to be documented as part of the regular performance review:*** 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 are show management of budgeted expenditure

Environmental Management – Level 5

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

Activities	Tasks	Indicators
Environmental Awareness	- Is able to understand the impact of global environmental planning issues and identify the impact that they may have at a local, site specific or project level - 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 - Is able to advise other organisations on environmental matters	***Observation by Line Manager to be documented as part of the regular performance review:*** 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: - 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	- Is able to understand and advocate principles of sustainable development and remediation - Is able to identify short, medium and longer term environmental threats and opportunities (in relation to organisation/industry) - 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 identify and evaluate new technologies for sustainable re-use of resources - Within their particular field of expertise, is able to advise organisations on 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Environmental Impact Assessment *Specify Type:* • **Environmental Impact Assessment (EIA)** • **Strategic Environmental Assessment (SEA)**	- 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	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 meet statutory requirements and follow best practice EIA and SEA methodologies and outputs
Environmental Auditing	- 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 audit inspections for the purposes of assessing compliance with management systems (EMS), legislation, emissions control etc.	***Observation by Line Manager to be documented as part of the regular performance review.*** 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

Health and Safety – Level 5

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

Activities	Tasks	Indicators
Personal Safety	- Is able to display a good working knowledge and implementation of current health, safety and environment legislation, rules and procedures applicable to the tasks and roles performed - Is able to comply fully with statutory and company rules and procedures 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Safety of Others ***Specify Role:*** • **General** • **Health and Safety Supervisor** • **Radiation Protection Supervisor**	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Legislation and Regulation – Level 5

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

Activities	Tasks	Indicators
Legislative Knowledge: *Specify Regime & Legislation:* - **Contaminated Land** - **Waste Management** - **Control of Asbestos** - **Environmental Permits** - **Discharge Consents** - **Environmental Liability** - **Town & Country Planning** - **Building Control** - **Health & Safety** - **Habitat Protection** - **Statutory Nuisance** - **Etc.**	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Regulation – Compliance Assessment *Specify Regime*	- Is able to utilise knowledge of the respective legislation and supporting operating procedures and permit conditions to assess compliance with statutory requirements.	*Observation by Line Manager to be documented as part of the regular performance review:* 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

Site Investigation – Level 5

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	- 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 - Is able to approve an investigation design prepared by others	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Documentary Research	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Site Reconnaissance	- 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) - Is able to approve a reconnaissance / inspection report prepared by others	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Surveying *Specify Survey Type:* . • **Ground / Geophysical** • **Topographical** • **Archaeological** • **Ecological** • **Property/Valuation** • **Services Location** • **Geological Mapping**	- Is able to plan, organise and undertake (if within own field of expertise) 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 - Is able to make informed decisions based on the interpretation of data	*Observation by Line Manager to be documented as part of the regular performance review:* 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.
Monitoring & Sampling *Specify Media/Type:* • **Water Quality (Surface/Groundwater)** • **Soil Quality** • **Air Quality** • **Ground Gas** • **Radiological**	- Is able to plan, organise and undertake (if within own area of expertise) 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 - Is able to make informed decisions based on the interpretation of data	*Observation by Line Manager to be documented as part of the regular performance review:* 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.
In-situ Testing *Specify Type & Techniques:* • **Hydrogeological** • **Geotechnical**	- 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 - Is able to make informed decisions based on the interpretation of data	*Observation by Line Manager to be documented as part of the regular performance review:* 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
Laboratory Testing *Specify Type & Techniques:* • **Chemical analysis** • **Geotechnical Soils Testing**	- 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 - Is able to make informed decisions based on the interpretation of data	*Observation by Line Manager to be documented as part of the regular performance review:* 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

Risk Assessment – Level 5
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
Chemical Assessment *Specify Receptor Type:* • **Humans** • **Waters** • **Ecological** • **Buildings & Services**	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Radiological Assessment	- 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Physical (Geo-Environmental) Assessment *Specify Type:* • **Subsidence/Ground Stability** • **Slope Stability** • **Flooding**	- 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 - Is able to make informed decisions based on the interpretation of data	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Numerical Modelling	- 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). - Is able to make informed decisions based on the interpretation of data	*Observation by Line Manager to be documented as part of the regular performance review:* Completion of a training course **OR** learning package that covers the fundamental areas of numerical modelling. Assessment, structured discussion or presentation used to confirm understanding of key principles **AND** provision of examples of comprehensive model
Specify Type/Models • Chemicals Exposure • Air quality • Geotechnical • Groundwater • Geo-Statistics		
Toxicology	- 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.	*Observation by Line Manager to be documented as part of the regular performance review:* 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

4

Options Appraisal and Design – Level 5

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

Activities	Tasks	Indicators
Remediation Options Appraisal *Specify Methods and Techniques:* – **Bioremediation** – **Soil washing** – **Soil stabilisation / solidification** – **Vapour extraction** – **Etc**	- 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 techniques together with 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) - 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	***Observation by Line Manager to be documented as part of the regular performance review:*** 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
Remediation Design *Specify Methods and Techniques:* – **Bioremediation** – **Soil washing** – **Soil stabilisation / solidification** – **Vapour extraction** – **Etc**	- Is able to define the design requirements for 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)	***Observation by Line Manager to be documented as part of the regular performance review:*** 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

Remediation – Level 5

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

Activities	Tasks	Indicators
Process Implementation *Specify Methods and Techniques:* – **Bioremediation** – **Soil washing** – **Soil stabilisation / solidification** – **Vapour extraction** – **Etc**	- 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	*Observation by Line Manager to be documented as part of the regular performance review:* 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

ANNEX 10.2 – 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. Levels 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	4	4	4	4
Data and Information Management	2	3	2	3	3	3	3	3	3	3	1	3
Management and Leadership	-	-	-	-	2	3	3	3	4	4	4	4
Finance and Commercialism	-	-	-	-	2	3	3	3	3	4	4	4
Project and Programme Management	2	3	3	3	3	4	3	4	3	4	3	4
Environmental Management	-	-	2	3	2	3	2	3	2	4	1	2
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	4	2	3
Site Investigation	2	3	2	3	3	3	3	3	3	4	1	1
Risk Assessment	-	-	2	3	3	4	3	4	3	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.

<table>
<tr><td colspan="5" align="center">SITE TECHNICIAN</td></tr>
<tr><td>Duties</td><td colspan="4">Carry out site investigation activities under the instruction of a supervising engineer</td></tr>
</table>

Capability	Activity	Specifics	Entry Level	Expected Level
Personal Effectiveness	*Organisation*		*2*	*3*
Communications	*Verbal Communication*		*2*	*3*
	Written Communication		*2*	*3*
	Team Working		*2*	*3*
Data & Information	*Word Processing*		*2*	*3*
	Data Management	*Spreadsheets*	*2*	*3*
Health & Safety	*Personal*		*1*	*3*
	Others		*1*	*3*
SI	*Site Recon*		*2*	*3*
	Surveying	*Topographical*	*2*	*3*
	Monitoring & Sampling*	*Soil Quality Water Quality Air Quality Ground Gas Geotechnical*	*2*	*3*
	Insitu Testing*	*Geotechnical*	*2*	*3*
	Laboratory Testing	*Soil/Water/Air*	*1*	*1*

* 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.

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

TECHNICAL DIRECTOR – GROUNDWATER REMEDIATION

Duties	Responsible for managing teams involved in GW risk assessment and remediation activities			
Capability	**Activity**	**Specifics**	**Entry Level**	**Expected Level**
Personal Effectiveness	*Organisation*		3	4
	Problem Solving		3	4
	Personal Development		3	4
	Professionalism		3	4
Communications	*Verbal*		3	4
	Written		3	4
	Technical		3	4
	Influencing		3	4
	Negotiation		3	4
Data & Information	*Word Processing*		3	3
Management	*Leadership*		3	4
	People Management		3	4
	Budgetary Management		3	3
Finance	*Strategy*		2	3
	Marketing		3	4
	Finance		2	3
	Procurement		1	3
	Insurance		1	2
Project Management	*Planning*		3	4
	Resource		3	4
	Finance		3	4
Health & Safety	*Personal*		3	3
	Others		3	4
Legislation	*Legislative Knowledge*	*Environmental (Various)*	3	3
SI	*Design*		3	4
Risk Assessment	*Chemicals*	*Waters*	3	4
		Humans	3	4
Options Appraisal & Design	*Remediation - Chemicals*	*Groundwater Soil...*	4	4
Remediation	*Chemicals*	*Pump & Treat DPE/SVE Sparging Chemox Insitu Bio Variants...*	4	4

<table>
<tr><td colspan="5" align="center">PLANNING CONSULTANT</td></tr>
<tr><td>Duties</td><td colspan="4">Responsible for developing planning proposals and advising on compliance with relevant legislation. Works within a wider multi-functional team.</td></tr>
<tr><td>Capability</td><td>Activity</td><td>Specifics</td><td>Entry Level</td><td>Expected Level</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td><i>Personal Effectiveness</i></td><td><i>Organisation</i></td><td></td><td>3</td><td>3</td></tr>
<tr><td></td><td><i>Problem Solving</i></td><td></td><td>2</td><td>3</td></tr>
<tr><td></td><td><i>Personal Development</i></td><td></td><td>2</td><td>3</td></tr>
<tr><td></td><td><i>Professionalism</i></td><td></td><td>2</td><td>3</td></tr>
<tr><td><i>Communications</i></td><td><i>Verbal</i></td><td></td><td>3</td><td>3</td></tr>
<tr><td></td><td><i>Written</i></td><td></td><td>3</td><td>3</td></tr>
<tr><td></td><td><i>Technical</i></td><td></td><td>3</td><td>3</td></tr>
<tr><td></td><td><i>Influencing</i></td><td></td><td>3</td><td>3</td></tr>
<tr><td></td><td><i>Negotiation</i></td><td></td><td>3</td><td>3</td></tr>
<tr><td><i>Data & Information</i></td><td><i>Word Processing</i></td><td></td><td>3</td><td>3</td></tr>
<tr><td></td><td><i>GIS</i></td><td></td><td>1</td><td>2</td></tr>
<tr><td><i>Env. Management</i></td><td><i>Env. Awareness</i></td><td></td><td>2</td><td>3</td></tr>
<tr><td></td><td><i>Sustainability</i></td><td></td><td>2</td><td>3</td></tr>
<tr><td></td><td><i>EIA & SEA</i></td><td></td><td>3</td><td>4</td></tr>
<tr><td><i>Finance</i></td><td><i>Marketing</i></td><td></td><td>1</td><td>2</td></tr>
<tr><td></td><td><i>Insurance</i></td><td></td><td>1</td><td>2</td></tr>
<tr><td><i>Project Management</i></td><td><i>Planning</i></td><td></td><td>1</td><td>2</td></tr>
<tr><td><i>Health & Safety</i></td><td><i>Personal</i></td><td></td><td>1</td><td>3</td></tr>
<tr><td><i>Legislation</i></td><td><i>Legislative Knowledge</i></td><td><i>Planning EIA/SEA Wildlife & Countryside Environmental (Various)</i></td><td>3</td><td>4</td></tr>
<tr><td><i>SI</i></td><td><i>Design</i></td><td></td><td>1</td><td>1</td></tr>
<tr><td><i>Risk Assessment</i></td><td><i>Chem & Geotech</i></td><td><i>All Receptors</i></td><td>1</td><td>1</td></tr>
<tr><td><i>Options Appraisal</i></td><td><i>Chem & Geotech</i></td><td><i>All Techniques</i></td><td>1</td><td>1</td></tr>
<tr><td><i>Remediation</i></td><td><i>Chem & Geotech</i></td><td><i>All Techniques</i></td><td>1</td><td>1</td></tr>
</table>

ANNEX 10.3 – SKILLS FRAMEWORK TOOL

Instructions

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. Generic capabilities generally relate to the transferable skills that you would expect a professional to demonstrate when undertaking their duties. The technical capabilities relate more to the application of specialist technical knowledge and for the purpose of the Framework are relevant to land condition and quality and previously developed land (the brownfield sector).

The capability of an individual (in relation to specific activities) is measured at five different levels – from Level 1 which demonstrates an awareness of an issue through to Level 5 which demonstrates expertise in their field. The levels of capability do not necessarily have any direct correlation to factors such as job level or grade, job title or responsibilities, tenure, experience, although generally the more senior roles demand higher levels of capability in specific aspects of their delivery.

When using the Framework Tool reference should be made to the National Brownfield Skills Framework (NBSF) document which is available on the SiLC website and can be accessed from the link opposite

The NBSF is developed to assist practitioners in their career path in the brownfield sector and to encourage individuals to pursue professional qualifications (e.g. Chartership) and memberships. The diagram adjacent provides a guide to the NBSF capability levels in terms of professional qualification development including progression to become a Registered SiLC.

Instructions on how to use the Framework Tool are provided below. Details are entered on each reference Employee Tab (Employee 1, Employee 2 etc.) by using a series of drop-down menus and providing examples of work. A summary sheet presents the Levels compiling the information for each employee and there is a link to an individual chart for each employee providing a graphical representation of the Levels for each capability together with summary charts for all the employees where data is added. The Framework Tool can be used as part of an annual review process or updated periodically by an individual to measure their progress.

Link to SiLC NBSF

Link to the Identification of Skills Requirements for Delivery of Contaminated Land Policy

mailto:info@silc.org.uk

Skills Framework Capability Levels

> Based on the Level awarded for each activity, an average Level for the specific capability is calculated automatically and this Level is shown on the summary table of the level of capabilities and the chart for each individual

> **INSTRUCTIONS**
> **Steps in completing the employee capability sheet**
> **NOTE: select enable macros on the spreadsheet before starting**

> 1. Choose tasks relevant to the skills of the individual from the drop down menu. This may include tasks at different capability levels. The tasks include reference to a capability Level to assist in evaluating the

> 2. Provide specific examples of other task associated with the activity carried out by the

> 3. Choose indicators relevant to the task from the drop down menu and/or provide examples

> 4. Based on the capability level of the tasks, examples and indicators, it is necessary to input a value in this cell between for Level 1 to 5

3	Generic capabilities	
	Personal Effectiveness	
Activity	Organisational skills	Problem solving/decision making
Tasks	Aware that tasks need to be prioritised and organised in a way that ensures the most efficient use of time but needs guidance to carry this out (Level 2) Is able to deliver a good standard of work that demonstrates the drive to meet targets but needs guidance in setting some tasks (Level 3) With direction is able to respond to situations that require urgent action and/or when referral to others is not a viable action (Level 3)	Is able to identify and ask questions regarding some problems but can miss some that would be identified by a more experienced person. Needs guidance on which sources of evidence to use and how to confirm the veracity of this information if appropriate. Needs guidance on which techniques to use to analyse problems (Level 2) Needs guidance to decide on which solution/option is the best course of action (Level 2) Is able to identify a range of options/solutions but at times needs some guidance to assess the best course of action by analysing advantages/disadvantages and constraints (Level 3)
Tasks - other examples		
Indicators		
Examples		
Level	3	2