

Part 3 Competence Report

Section 1 – Occupational Competence

Competence 3.1.1 Planning and Organising Work

At the council I had to react within strict deadlines to work as it arrived. Examples are:- water course consenting as if the application is not dealt with within eight weeks the consent is granted automatically. Planning observation comments were required within 21 days. This process could be extended if you required more information. These took priority over other aspects of my role. Other aspects such as Section 278 agreements could take months. This allowed for priority work to be carried out without holding up the Section 278 agreement. Section 38 agreements are only entered into at the request of the developer. They do not take priority as the developer is not held up in any way during construction of the development. I therefore ordered the work as it came in and completed water course consents first, then planning applications, then section 278s and finally section 38 agreements. This method worked as I never had a water course application granted by default or my observations not be considered by the planners.

As HE co-ordinator my role includes making sure that all the assignments are well written and at a suitable level for the student. Prior to me taking on the role, I became aware that some assignments were not in place in time. The result was that when the external examiner was visiting he was handed a selection of 'the best' assignments. This became evident through the external examiners report and student's comments. When I took on the role I set myself and the team the aim of improving assessment through a series of objectives. These were to produce an assignment schedule, so the students were able to plan their work load. In order to do this the team had to provide me with the information by the last week in September. Students then received the schedule. I then set up a database of all the subjects, listing the assignments and dates. I reminded the staff that they needed to write their assignments in plenty of time to hand them to me. They were then verified and possibly altered prior to the assignments being handed out to the students. The assignments were checked by me (and mine by the team). The assignment schedule allows me to monitor that all assignments have been checked and met the examinations

criteria. The team changed so I had to instruct two new members of staff in the awarding bodies requirements and provide them with the extra support required. This process ensured that when the external examiner visited I was able to provide a complete file of assignments, confident that all met the required standard.

Competence 3.1.2 Managing Health and Safety and Welfare

I have on occasion encountered some breaches in Health and Safety whilst inspecting works. I was carrying out a routine site inspection of a sloping site on a windy day. Further down the site I could see a roofer who was running up and down a partially completed roof. It was clear he was not wearing a harness. This was made more dangerous than normal due to the strong gusts of wind.

I immediately went into the site office and found the site manager. I informed him of what was going on outside. He then spoke to the roofers and the individual was told to get down from the roof and given a warning.

On another site a bricklayer was using a disk cutter without eye protection. The site was separated from the main site and no site manager or foreman was present. I stopped the person from working and asked where his safety glasses were. He said he had forgotten to bring them, I lent him mine before allowing him to continue.

On another site I had a lot of safety issues I spoke to the site manager who promised he would deal with them. He did not, the issues continued, so I wrote to the head office. One issue was that large vehicles from site were parking on the narrow road to one side of the site. They were causing a nuisance to the local residents but more importantly for health and safety as emergency services would not be able to pass. The site manager cleared the vehicles one day but the vehicles were back the next. Another related to a long trench running alongside the public footway. Heras fencing was dotted along the edge with large gaps. Further along were some unsecured plastic barriers. This meant that for large sections there was no protection for the general public. I gave the site manager an hour to rectify the issue but then wrote to his head office following on from a phone call. The site manager's attitude changed from that day and he improved his attention to health and safety.

As a lecturer I teach health and safety as a unit. I talk about the health and safety at work Act 1974 and how this impacts on people working and managing a site. I encourage the students to understand health and safety through identification of hazards and producing a risk register and assessments. Also the students design a site set up incorporating the

correct welfare facilities. I judge the effectiveness through the assignments but also the incidents that students relay concerning health and safety.

Competence 3.1.3 Managing Quality

The developer on one site decided to use HRA (hot rolled asphalt) on the main road which was a bus route and the access road for local industry. The HRA was not laid to the Local Authorities specification, no coated chippings were used and the surface was very smooth containing only small stone (a high percentage of fines), producing little traction to vehicles.

I asked the contractor what specification had been ordered and to what instructions. The contractor had ordered and laid the specification of the surface course described on the drawing. The drawing had been provided by the developer but this did not comply with the approved drawing. I had taken a sample of the surface course as per procedure, as it was laid. I took this to the local approved laboratory for testing. The results proved that the specification used on the road did not meet the British Standard described in the Design Manual for Roads and Bridges (DMRB). I sent an e mail to the contractor outlining why the specification was not acceptable.

The developer's representative had issued an old drawing to the contractor which did not meet the British standard and DMRB specification for HRA. This resulted in the incorrect specification of surface course being laid. Rumour was that the representative had taken on too much work for such a small company and was not familiar with the use of HRA.

I examined the possible solutions. The surface course could be removed and replaced with the correct specification of HRA or the smooth surface could be covered with an anti-skid surfacing. The antiskid surfacing would provide the traction required and would, on face value be the cheaper option. However due to the road use the antiskid surfacing would require replacement frequently. Over the long term this would be more expensive and therefore I was not willing to accept the cheaper option.

I sent an e mail to the contractor explaining why the specification of HRA that had been used was incorrect. With the threat of withholding bond monies and undertaking the works ourselves the developer replaced the HRA.

As HE coordinator I am responsible for ensuring the quality of the student's work. Through the year I have to read the team members assignments to make sure they are set at the

right level/quality to meet Edexcel standards. If the assignment doesn't meet the standards, then I provide detailed feedback on how it needs to be improved. The assignments are then checked by the external examiner. This year the external examiner was very happy with the assignments. I am also responsible for making sure that the marking of the assignment meets Edexcel's standards. I call a standardisation meeting where each lecturer (including myself) brings a pass, merit and distinction assignment for each subject these are passed around and marked by the whole team. Opinions are gathered from everyone. I input this information into a table set against the lecturer's award, any anomalies are discussed and the assignment possibly regraded. I specifically ask for assignments which are possibly borderline. This allows us to standardise the results and hopefully reduces the risk of Edexcel disagreeing with our marking at the end of the year.

Competence 3.1.4 Implementing Sustainable Construction Development

The aspect of my role most influenced by the environment and sustainability is water course consenting. When I receive drawings and construction method statements, I have to assess if the work could have a negative impact on the environment.

I can get advice from biodiversity but working with their advice I have to write conditions into the consent which eliminates or mitigates the effect on the environment.

Some applications require work that could include the possibility of bats and birds nesting under bridges or in trees that need felling. I would condition that no work is to start while bats are hibernating. In addition during the rest of the year an ecologist must check the site to confirm it is safe to work there. Trees must not be felled during the bat hibernation period. Trees must also not be felled during the bird nesting period unless approved by an ecologist and even then must be taken down in stages and laid on the ground to allow wildlife to escape. The relevant legislation is the Wildlife and Countryside Act (1981) (as amended); the Countryside and Rights of Way Act, 2000; the Natural Environment and Rural Communities Act (NERC, 2006); and the Conservation of Habitats and Species Regulations (2010).

In the water, work must not take place during the fish spawning period of October to April, which I would condition. I then monitored that the conditions I placed on the consent were being adhered to on site, by frequent visits. The relevant legislation is the salmon and freshwater fisheries act 1975.

As part of my lecturing I teach a unit that includes sustainability. I discuss what is involved in being green and methods of reducing the carbon foot print. Other areas are efficient waste management, use of sustainable materials and methods used in the achievement of thermal efficiency. I examine quite extreme sustainable designs such as straw bale construction, tyre and soil walls, green roofs and walls. I also address more accessible forms of sustainable construction that they may come across in their careers. This includes solar panels, greywater harvesting, just in time ordering and the use of timber frame/cladding using materials from sustainable sources.

Competence 3.1.5 Knowledge of Commercial, Contractual and Legal Issues

I have been involved in Section 38, 278 and 278/38 Agreements within the Council. My role involved me negotiating with Developers seeking permission to work on the adopted highway. Often within their planning permission they have to provide improvements to the existing highway network. They submit drawings which they feel discharge their conditions and I vet the drawings. When I had approved the drawings I was responsible for writing a Schedule of Works for the Section 278 agreement and calculating the amount of bond necessary to cover these works.

I then inspected the works as they are progressing and issue Certificates as they reach certain stages towards completion. This allows the Developer to reduce the bond held on these works. If it is necessary to significantly alter the scope of the works or make design changes then the Developer needs to provide me with new drawings for my approval. If the alteration is acceptable I then instruct our Solicitors to draw up a Deed of Variation.

Prior to issuing any Certificates I carry out a snagging inspection. The developer is then required to put these faults right within a set-time frame before the next Certificate is issued. The Agreement provides for three Certificates to be issued; they are Part 1, Completion and Final Certificate. The Part 1 Certificate can be issued on completion of the substructure. The Completion Certificate can be issued on satisfactory completion of the scope of the works and then there is a one year's maintenance period and at the satisfactory conclusion of this period the Final Certificate can be issued. However the works are monitored during this maintenance period and any defects reported to the developer have to be resolved before the Final Certificate is issued.

If the developer goes under or refuses to carry out the works I was responsible for calling in the bond. I measured what works had been completed on site and estimated the cost to complete the works. I then drew up a Defects Notice for the Bondsman, showing a breakdown of the costs to complete the works and scheduled exactly what work needed to be carried out. The Bondsman then had 21 days to either complete the works themselves or provide the money for us to complete the works. The works are then carried out and any

money not used is returned to the Bondsman with evidence of how the rest of the money was spent.

As a lecturer I teach contractual procedures and so I pass on my knowledge of contracts to the students. I teach them about the NEC3 and JCT suites of contracts. I cover contractual relationships and the use of collateral warranties. I also teach them about the main parties to the contracts and how time, cost and quality are handled within each contract.

Section 2 – Management Competence

Competence 3.2.1 Communication

As part of my role with the local authority I had to communicate with a wide range of people from contractors to the general public who are often upset or concerned by developments or watercourse problems. An example of an upset person from the general public would be an old lady who phoned about mud on the road. I informed her that I would visit the site later that day to see the problem. I would then inform her of any action taken. On visiting the site I found that the mud on the road was only a dust film and that it did not constitute any danger to the public. I went to see the site manager about getting a road sweeper out. He promised to do it later that day. I rang the lady back and informed her it would be cleaned but also had to point out that the developer's obligations were to keep the road safe and that he was doing this. She initially was not happy with this but did finally seem to understand.

I talk to these parties in very different ways. The general public are often upset and therefore need to be listened to and reassured. They do not often understand how to read drawings or understand technical detail. This can cause misunderstandings and I have to adapt the way I approach a conversation.

I had to communicate formally with developers to set out clearly in writing their obligations. I also had to communicate the relevant information to the solicitors for inclusion within the section 38/278 agreements.

As a lecturer I have to adapt my teaching style according to the audience. The full time students do not work in the industry while the day release students do. So for example when I teach measurement to the full time students, I first teach them how a foundation is constructed before showing them how to carry out a take-off of a foundation. With the part time students, I can skip or work faster through the construction and focus on the take-off.

I also teach students whose first language is not English or Welsh. I have to adapt my teaching/communication depending on their needs. This year I have a Somalian student. I have found his understanding of English is good but he doesn't have the confidence to talk

technical language especially in front of the other students. I tend to question students to monitor their understanding. However, with this student I check his written work instead but still encourage him to talk to me about the subjects.

I also chair the HE team meetings as HE coordinator. In this role I write the agenda, make sure that all the points are discussed ensuring that everyone has a chance to air their views. On completion, I write up and distribute the minutes of the meeting for approval. The approval or alteration of the minutes can indicate if clarification is required on any topic discussed.

As a PhD student I have written several papers and as part of this research I am in the process of writing a further two papers (one conference and one journal) about the final part of my thesis research. This method of communication requires an understanding of academic writing in past impersonal tense.

Competence 3.2.2 Decision Making

A local resident spoke to their local councillor about the fact that she had been flooded twice in the past 5 years. The water from a stream had breached its banks and flowed down the lane, through her garden and flooded the kitchen.

I visited the site to examine why the flooding had occurred. I identified the landowners involved in the riparian ownership of the stream. With the help of the hydrologist an assessment was made on the approximate amount of water that would travel through the stream during a 1 in 30-year storm.

The reason the stream had flooded was threefold. The northern bank had been eroded through cars using the lane next to it and damaging it. The southern bank predominantly though was extremely overgrown and the roots had caused the bank to collapse in places. Finally the water was fast flowing from the hill and brought with it a lot of stones and debris which been deposited and had made the stream shallow in parts.

The stream channel did not have enough volume to carry water from very heavy rainfall. I identified two options, the stream bank could be reformed, the vegetation removed and the bottom dredged to increase capacity. The second option was to culvert the section of the stream so that it cannot flood at that point.

The culvert would stop the person getting flooded again, but it is a very expensive option and it is not the policy of the council to culvert watercourses as it reduces biodiversity. The option of cleaning out the watercourse is achievable without the use of specialist equipment and therefore was my preferred option.

I wrote a letter to the main landowner reminding them of their riparian responsibilities. The landowner cleared the stream, increasing the volume of the channel. I then sent a letter to all the houses backing onto the stream to remind them that they should not cause harm the bank of the stream to avoid further flooding. This option alleviated the issue but over time the same problem could recur.

My HE role involves a considerable amount of decision making. I have decisions to make in assessing student performance. Course development has involved me in considering

alternative academic partnerships and subject choice. This involved deciding on the most suitable alternatives in terms of the teams teaching expertise and forecast student recruitment. An area we considered was Building Engineering Services but having considered existing staff experience and probable recruitment numbers decided against pursuing this option. Other areas of investigation have resulted in the decision based upon my business plan to start up other courses which are noted elsewhere.

Competence 3.2.3 Managing Information

Within one aspect of my role at the council I collected the information and make sure drawings are correct before passing this information to legal to enter into a Section 38, 278 or 278/38 agreement with the developer.

The sort of information I required is the sort of work to be carried out and the details of the developer's address, solicitor and bondsman. I would ascertain what sort of work is to be carried out from the drawings and check that it meets current legislation and standards.

I was responsible for checking the drawings and other documentation. This made sure it complied with all the relevant legislation and local authority standards. If it complied the drawings and documentation was passed onto the solicitors to be incorporated into the legal agreement. This information was then logged and filed so that it could be easily referred to in future.

As part of my HE co-ordination role I am responsible for collecting the students' results from the rest of the team. This is entered in an excel database which I then monitor. This ensures that the individual students are monitored and the data used to identify students who may be struggling and need attention. Then at the end of the academic year I am responsible for using these results to send to the awarding body. This ensures the students get their qualifications and that the reports sent out to the students and to the HE principal are correct.

To help with this process I have designed an excel spreadsheet which is hyperlinked so that the team input their results for each student. This then gets automatically transferred to my worksheets. After inputting my own data I have designed the spreadsheet so that it populates the end of year reports for the students and internal report for the principal.

This excel spreadsheet is stored on a secure shared drive but is also password protected and the team is aware they should not take electronic copies of the data. I regularly take a look at this database and on one occasion became aware that a member of the team had not inputted any results. I asked the particular member of the team if there was a reason for

this. It turned out that IT had not provided access for him to the shared drive. I put a request in to IT to provide access and now his results are up to date.

The college also collects data on student attendance and retention. This is collected by a shared register system which each lecturer is responsible for completing. I have access to the summaries of this data for the groups that I co-ordinate. I then have to incorporate this into the annual reports that are presented to senior management.

Competence 3.2.4 Leadership and Strategic Management / Financial Management

I have been involved in a lot of Section 38, 278 and 278/38 Agreements within the Council. My role involved me negotiating with Developers to enable me to grant them permission to work on the adopted highway. When I have approved the drawings I was responsible for writing a Schedule of Works for the Section 278 agreement and calculating the amount of bond necessary to cover these works. I then inspected the works as it progressed and issued Certificates as it reached the appropriate stage towards completion. This allowed the Developer to reduce the Bond held on these works in stages.

Prior to issuing any Certificates I carried out a snagging inspection. The developer was then required to put these faults right within a set-time frame before the next Certificate is issued. The Agreement provides for three Certificates to be issued; they are Part 1, Completion and Final Certificate. The Part 1 Certificate can be issued on completion of the substructure. The completion of the Part 1 works allowed me to instruct legal to reduce bond by 60%. The Completion Certificate can be issued on satisfactory completion of the scope of the works. The completion of the works allowed me to release a further 30%. Then there is a one year's maintenance period and at the satisfactory conclusion of this period the Final Certificate can be issued. I could then instruct legal to release the remainder of the bond.

When the economic climate became difficult, developers started to come in to reduce the bond held by us in line with the work they have carried out for large developments. This was for sections of the development that were completed. I would then calculate how much work had been completed to a satisfactory quality. Following this I informed the developer of how much bond I was prepared to instruct the solicitors to release. This ensured that the interests of the local residents continued to be protected.

As a team we wanted to increase our HE provision by introducing a civil engineering route. As part of this the head of school required a business plan to take to senior management for him to use in support of the proposal. I produced the plan using projected numbers of students calculating possible income set against cost of staff and overheads. From this I calculated that with 10 students we could breakeven. From student enquiries to that date I

was able to predict that we could recruit more than 10 and therefore would be in profit from year 1. Senior management supported the proposal, we recruited more than 10 students and so the course has been deemed a success. We are currently considering expanding our provision into degree level courses which we are seeking to franchise from a Welsh University. I am currently undertaking a process of assessment and agreement before putting the final proposal to senior management for approval. We consider that sufficient students are eager to progress beyond diploma to degree level to ensure that this is a success.

Competence 3.2.5 Developing People or Teams

Within the council developing people involved me identifying my own learning needs and asking if I can carry out training in the subject. An example of this was when there was talk of the possibility that the section would play a part in SUD's (Sustainable Urban Drainage) approval bodies (SAB). I did not understand the subject sufficiently to make informed decision on applications and therefore as a team we asked for training in the subject.

In addition my role required that I gain a clear understanding of the requirements of safe working on highways and therefore undertook my street works licence and also my CSCS card which I have to periodically update.

As a HE co-ordinator I had to manage the fact that earlier this year we had two new members of the team join us. This was due to a secondment of another lecturer and the large increase in student numbers which meant we did not have enough staff to cover all lectures.

The two members of staff that joined us are inexperienced as lecturers though do have good construction trade experience. As unqualified lecturers the first thing was to get them onto the Post Graduate Certificate in Education (PGCE) course. The first new member joined in time to register this year but unfortunately the second member of staff joined later and had to enrol for the next intake.

I have also undertaken informal training with them in regards to assessments and the specific units they are teaching this year. This has been successful as the work they are producing is very good.

I recently had discussions with them as to further training they felt they required. One mentioned the use the Microsoft project. Therefore, I have provisionally booked a training slot in the first training day available to me to teach them and already have two more lecturers that want to attend.

The other member of staff would like to complete a master's degree. I am aware that a further member of the team is thinking of retiring. I have therefore put his name forward to do a master's degree although I think this may have to wait a year until he has completed

the PGCE. I am also currently negotiating with a University to franchise an Honours degree to us. In order to run this programme I will need more lecturers qualified with Master's degrees.

Competence 3.2.6 Innovation

The council followed standard procedures where innovation was not encouraged. Where there was scope for innovation is in accepting changes to standard construction specifications where the original design was not working. An example of this was in the design of a granite sett rumble strip. On one site there was a rumble strip in the design. The standard detail is to place the setts together on a bed of sand. However the setts in the rumble strip were lifting within months of being laid. After relaying the setts a few times, I spoke to the developer. I suggested setting the setts in mortar and he suggested using fib within the mortar to allow some movement. I agreed we should try this. The setts were laid further apart with mortar in between. The setts are now working and none have had to be re-laid since.

When I took on the HE coordination role in September there was a lack of organisation. The students were coming to me with many queries. I felt they should be aware of some before signing up for the course or have access to the answers. So when I first started I made notes of the queries the students came to me with.

I then set up a Moodle page (a webpage on the intranet that the students can enrol on). I wrote an up to date handbook which included the subjects they were going to be studying and the criteria that they would be assessed against. I also included an assignment schedule, so that students could plan their own work load. I made sure that the deadlines were staggered. I also asked each group of students for one volunteer to be a student representative.

I collated the handbook with a student voice facility through student representatives and other documentation that they may need as part of their studies. I uploaded all this onto Moodle and made sure the students were aware of this information and enrolled on the page.

When I first started teaching at the college we were using universities as franchise partnerships. This arrangement was less than ideal for us. The universities chose the units to be covered and set the assessment. The universities were often very slow or had to be constantly chased to hand out the assignment. Often the students were starting them

weeks later than students at the university. When I became full time at the college I was engaged in the process of using Edexcel instead of a University. This has allowed me to gain student input into the design of the HNC and HND course especially for civil engineering. This has resulted in a course design that meets the needs of the local students and the type of work that they do.

Section 3 – Commitment to Professionalism

Competence 3.3.1 Professional Judgement and Responsibility

I was visiting a site and was being shown around by the site manager. The site manager started to discuss the design of the houses. This is not that unusual despite the fact I was there to inspect the highway. He then said he could give me a discount on a house. I thought he was joking and said that I needed the job too much. He then said he could give me a £20,000 discount. This was a substantial discount on the house. I politely but firmly said no, as a council officer it would not be acceptable. He dropped the subject and we carried on with the inspection. My action would fall within rule 5.5 of the CIOB Rules and Regulations of Professional Competence.

I have frequently been involved in making decisions that protect the general public. Two examples have already been noted. The use of the incorrect specification of HRA noted in section 3.1.3 would have resulted in a substantial increase in the stopping distance and thus endangered the public. The second example was the trench protection referred to in section 3.1.2 which was an obvious danger to the public. These actions would fall within rule 5.1 of the CIOB Rules and Regulations of Professional Competence.

Recently in my HE role there was a very obvious friction between two of the younger male students in one of the classes. It became clear that one of the students was very angry. On speaking to him, he explained that he was angry because he had found out that the other student had told a mutual friend that they had slept together. I had a talk with him and although he will not talk to the other student he calmed down. I felt the situation was beyond my competence but also that the situation needed to be diffused.

I then had a word with the other student. It transpired that he is struggling to come to terms with his sexuality. I am aware that this student has recently found out that the person he calls dad is not his natural father. The student is not aware that I know this as it was told to me by a family friend. I am also aware that he has been very unhappy through the same family friend reading comments via Facebook. This student has a history of exaggeration and lying. In my discussion with the student I felt I had to be careful and discuss how within adult relationships what happens between two people in private should

remain private. That he did not have the right to discuss this with third parties without the other parties consent. The student seemed to accept that he was in the wrong and needed to seek professional advice. I had the interests of the class as a whole to deal with to ensure a harmonious learning environment but also had to consider the confidential nature of the issue I was dealing with. Although not directly construction related it does fit with rules 5.1 and 16 of the CIOB Rules and Regulations of Professional Competence.

Competence 3.3.2 Commitment to abide by the rules and regulations of professional competence and conduct

Within the council there have been occasions where I did not have sufficient knowledge or training to carry out an investigation on my own. An example of this would be with a large water course consent application that I dealt with for a windfarm. The wind farm covered a large area of land which was crisscrossed by many small watercourses. I did not have the training to be able to make judgements that the culverts that the developer wanted to use were suitable to the situation. I therefore worked with another member of staff (a hydrologist) on the application and he gave me his advice on the suitability of the design before I accepted and conditioned the applications. This complies with rule 7 of the CIOB Rules and Regulations of Professional Competence.

When I started teaching more hours at the college the HE co-ordinator at the time had an idea to increase the department by offering a degree in building engineering services. The HE co-ordinator at the time made it clear that I could increase my hours to almost full time by teaching the Building Engineering Services specialised units. My experience within the construction industry has been working with my father as a QS, working as a highway engineer for the council and completing a master's degree in project management. While I am happy to teach subjects that are part of these roles building engineering services is not a subject I am comfortable with. I was being asked to teach this subject at HE level, not even FE level. I did not feel I was sufficiently qualified in this area to do a good job. I therefore turned down the hours and suggested that he ask the head of school to advertise for a suitably qualified person to take on these units. I felt that if I had accepted these teaching hours I would have been letting the students down. Again my action complied with rule 7 of the CIOB Rules and Regulations of Professional Competence.

Competence 3.3.3 Commitment to CPD

CPD is considered very important at the college. As described previously part of my role as HE co-ordinator is to recognise training that is required for the team in regards to improving HE provision. One new member of the team is doing his PGCE and will then undertake a Master's degree and the other new member of staff has signed up to start his PGCE in September.

CPD is very important to myself and to the rest of the team as it is important that we keep our knowledge of new developments within the industry up to date. I encourage this in the students as well. When the CIOB are running talks which are relevant to the course or a subject suitable to their level of understanding (I would not take a first year to a talk on contracts) I encourage them to attend. I have also encouraged them to become student members of the CIOB so that they can access information which may help them in reading around a subject to help them with assignments.

With regards to my own personal development. CPD and learning has always been important to me and I am currently making the final changes to my thesis. I should complete my PhD into collaboration within the UK construction industry soon.

Each year I identify my training requirements and put this into my performance appraisal. With the Honours Degree hopefully coming online next year I am aware that there are areas where my knowledge is limited. An example is 'Modern methods of construction' which I won't teach as my background is civils, but I have identified this as an area which I need to improve. Therefore on my appraisal form I have indicated that I would like to see if there is training available in things like SIPS panels. I would also encourage the lecturer teaching the subject to join me in that training.

In September when I was offered the role of HE co-ordinator I spoke to the head of school about management training. Not long afterwards the ILM level 5 'Aspiring Managers' programme was advertised around the college. The head of school told me that he would back me if I wanted to complete the qualification, I accepted and started the course last month. This course is designed to be completed within a year and I have already started to

use this training within my role. I believe my actions comply with rule 13 of the CIOB Rules and Regulations of Professional Competence.