**GRID 1 - OBSERVATION OF ACTIVITIES OF WORKSITE MANAGERS**

**AND TEAM LEADERS IN A RENOVATION COMPANY**

Company: …………………………………….…………………………………………………

Activity: …………………………………….………………………………………………..….

Contact person: …………………………………….……………………………………….. Function: …………………………………………………………………………..

Tel.: …………………………………….…………… Email: …………………………………………………………..

Construction site located at …………………………………….………………………………………………

Description of the works carried out: …………………………………….………………………………………………………………………………………………………………………

Total number of workers at the construction worksite: ……………, incl. in-house workers ……….., sub-contracting labour forcce: ………………...

STATE OF THE ART

Renovation work achieved: ……………………………………………………………………………………………………………………………………………………………………………………….

Renovation work to be achieved in the forthcoming weeks: ……………………………………………………………………………………………………………………………………..

Other information: ………………………………………………………………………………………………………………………………………………………………………………….

**Guidelines for the observation of work situations in renovation companies**

**(To be done by teachers or trainers)**

Observation of work situations in companies should enable the educational designer to collect realistic and concrete elements to conceive attractive and meaningful educational components (or learning sequences) for the learners. The idea is to be as close as possible to the reality of the renovation site. The general idea is to collect, with the help of the grid below, a maximum of real information by following the 5 main observation axes (Inspired from the “5M” Method, implemented in France): **Environment, Methods, Equipment, Workforce and Documents** related to the professional situations identified.

Recommended methodology

* After having chosen the appropriate company or companies, the observer (**teacher or trainer**) visits real sites of interest to observe and collect precise information.
* On site, the observer records in the grid with boxes provided for this purpose (see below) everything that he can observe, including non-conforming elements (minor defects, failure to comply with the rules of the trade or safety regulations). No judgement should be made, the aim is to transcribe reality.
* Following this collection, the instructional designer will then be able to construct and illustrate his sequences with a view to "on-the-job training". It is often necessary to observe the same activity several times on different sites or in different contexts to have all the elements needed to develop a teaching sequence.

*It is strongly recommended to take photos (with the agreement of the company) so as not to forget anything or if there is not enough time to record everything on site. It is very useful to have a photo of the worksite before the intervention to be observed and one at the end of the intervention. The gap between the two states allows the future learners to reflect on everything that may have happened between the two moments.*

Guidelines for each axis of observation

**Environment:** Describe the type of building (or of a piece of building) to be renovated: private house, apartment building, commercial premises, offices, monument, etc.; its condition and its immediate environment (located in a small street, isolated on a plot of land, near a high-voltage line, etc.). All these elements have an influence on the life of the future renovation site (supply of materials and equipment, precautions to be taken, waste evacuation methods, etc.). They will allow to feed the teaching sequences with relevant elements of reflection for the learners.

**Methods:** Identify and describe the techniques, processes or operating modes used on the renovation site. Note any elements that seem useful or relevant.

**Equipment:** Identify and describe the tools, measuring instruments, machines or equipment etc. used during the intervention. If necessary, note the materials used.

**Workforce (Human Resources)** : Indicate the number and profile of the people involved in the production process observed, and their qualifications and specialisation.

**Documents:** Identify the different documents (technical instructions, plans, BIM, sketches) used by the teams. If possible, collect these documents to be able to work from them during future learning sequences.

*Please note that it is not compulsory to systematically fill in all the 5 axes. For example, some interventions do not necessarily require specific documents.*

***A last column*** *(“Others”) allows to add comments or more general details.*

*Take all the* ***necessary photos*** *with the agreement of the company and the participants.*

**Depending on the WORKSITE OBSERVED, it is possible to group several components together (Column 2)**

**OR DETAIL THEM ITEM BY ITEM (Column 3)**

**Grid proposed for the observation of work situations in renovation companies experienced by worksite managers**

**BLOCK 1: PREPARING A RENOVATION SITE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 1 | Component 1.1: Literature review of the renovation project components | * Identify and collect documents specifically related to renovation projects
 |  |  |  |  |  |  |
| * Analyse data and identify critical points
 |
| * Report back and propose improvements, changes or solutions if necessary
 |
| Component 1.2. Diagnostic methods for existing buildings and premises prior to intervention | * Identify the different diagnostic procedures/methods/techniques possible in renovation projects
 |  |  |  |  |  |  |
| * Determine / select appropriate diagnostic method(s)
 |
| Component 1.3. Visit to the site of the future renovation: Preparation, observation methods and analysis of the observed elements  | * Identify, list and locate particular elements to be observed during the visit
 |  |  |  |  |  |  |
| * Determine the diagnostic methods to be used and the possible contributors or materials required
 |
| * Carry out the visit, identify and notify critical points
 |
| * Analyse the critical points and propose the necessary solutions or adjustments
 |
| Component 1.4. Preparation of the renovation site plan and its layout (marking out, fencing and preparation of the site area)  | * Identify/characterise specific elements of renovation sites
 |  |  |  |  |  |  |
| * Integrate the specific elements of renovation into the design and layout of intervention sites.
 |
| Component 1.5. Planning and phasing of the team's work on renovation sites  | * Identify/characterise specific elements of renovation sites
 |  |  |  |  |  |  |
| * Integrate the specific elements of renovation into the planning, procedures and phasing of interventions
 |

**BLOCK 2: Managing communication and relations on a renovation site**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 2 | Component 2.1. Management of teams on renovation sites: Monitoring of assignments and tasks and anticipation of complex and potentially conflictual situations with internal staff and subcontractors. | * Identify and characterise critical situations or problems specific to renovation sites
 |  |  |  |  |  |  |
| * Anticipate, develop and propose solutions
 |
| * Informing team leaders
 |
| Component 2.2. Development and implementation of procedures for the proper execution of operations (e.g. adaptation to site constraints, verification and monitoring of material supplies, verification of delivery times, consideration of energy efficiency, final efficiency, etc.).  | * Identify and characterise the different types of constraints or problems specific to renovation projects
 |  |  |  |  |  |  |
| * Anticipate, develop and propose solutions and inform team leaders
 |
| Component 2.3. Follow-up of relations with the client, the company manager, the architect, the design office & the CSS (health and safety coordinator). | * Characterise the specificities of the different protagonists of a renovation project
 |  |  |  |  |  |  |
| * Integrate these specificities in the exchanges/procedures between stakeholders
 |
| Component 2.4. Mental management of workload, including management of stress and tension at work. | * Identify the particularities and specificities of the tensions linked to renovation projects
 |  |  |  |  |  |  |
| * Develop facilitative or anticipatory strategies
 |

**BLOCK 3: Management of technical and organisational aspects of the renovation site**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 3 | Component 3.1. Administrative, financial, and legal management of a renovation project. | * Identify and collect administrative, financial, and legal documents specifically related to renovation projects
 |  |  |  |  |  |  |
| * Integrate these specificities in the management of the site
 |
| Component 3.2. Management and control of on-site protection of workers and buildings, including erection/dismantling of scaffolding, work at height, difficult access and use of hazardous materials on renovation sites. | * Identify specific and critical situations
 |  |  |  |  |  |  |
| * Identify the current standards or regulations
 |
| * Develop and propose resolution strategies
 |
| * Informing team leaders
 |
| Component 3.3. Waste management on renovation sites: planning and management of waste bins, sorting and recycling. operations (circular economy), and the use of appropriate monitoring tools. | * Identify specific situations
 |  |  |  |  |  |  |
| * Identify the current standards or regulations
 |
| * Develop and propose resolution strategies
 |
| * Informing team leaders
 |
| Component 3.4: Integration of energy saving standards in renovation projects and use of appropriate monitoring tools. | * Identify specific situations
 |  |  |  |  |  |  |
| * Identify the current standards or regulations
 |
| * Develop and propose resolution strategies
 |
| * Informing team leaders
 |
| Component 3.5. Continuous quality control of renovation sites: quality of intermediate phases and quality of finished works. | * Identify the critical points to be taken into account
 |  |  |  |  |  |  |
| * Identify quality criteria and develop specific control procedures
 |

**BLOCK 4: Acceptance of renovation work and quality control**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 4 | Component 4.1 Quality control of renovation results and client approval | * Identify and characterise the points of attention to be taken into account
 |  |  |  |  |  |  |
| * Develop the necessary control procedures
 |
| Component 4.2. Evaluation of the working process and results, including evaluation, valorisation, and improvement of the team. | * Evaluate the final deliverables and processes implemented
 |  |  |  |  |  |  |
| * Valuing work with team leaders and teams
 |

**Grid proposed for the observation of work situations in renovation companies experienced by team leaders**

**BLOCK 1: PREPARING A RENOVATION SITE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 1 | Component 1.1. Preparation of a renovation site and diagnostic methods of existing buildings and places before the intervention | * Implement specific technical protocols or diagnostic methods
 |  |  |  |  |  |  |

**BLOCK 2: MaSTERING communication and relations on a renovation site**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 2 | Component 2.1. Monitoring teams on renovation sites: Anticipation of potentially conflictual situations with the team and subcontractors. | * Identify and characterise critical situations or problems specific to renovation sites
 |  |  |  |  |  |  |
| * Anticipate, develop, and propose solutions to your team
 |
| Component 2.2. Development and implementation of procedures for the proper execution of operations, including co-activity. | * Identify and characterise critical situations or problems specific to renovation sites
 |  |  |  |  |  |  |
| * Anticipate, develop, and propose adaptation solutions
 |
| Component 2.3. Follow-up of relations with the client, the hierarchy, and external partners. | * Characterise the specificities of the different protagonists of a renovation project
 |  |  |  |  |  |  |
| * Integrate these specificities in exchanges with different stakeholders
 |
| Component 2.4. Evaluation of the working process, including evaluation, valorisation, and improvement of the team. | * Evaluate the final deliverables and processes implemented
 |  |  |  |  |  |  |
| * Valuing work with team leaders and teams
 |

**BLOCK 3: Mastering the technical and organisational aspects of teamwork**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 3 | Component 3.1. Administrative, financial, and legal aspects of the tasks entrusted to team leaders on renovation sites. | * Identify and collect administrative, financial, and legal documents specifically related to renovation projects
 |  |  |  |  |  |  |
| * Integrate these specificities in the management of the site
 |
| Component 3.2. Organisation and control of on-site protection of workers and buildings, including erection/dismantling of scaffolding, work at height, difficult access, and use of hazardous materials on renovation sites. | * Identify specific and critical situations
 |  |  |  |  |  |  |
| * Identify the current standards or regulations
 |
| * Develop and/or implement resolution strategies
 |
| Component 3.3. Organisation of waste treatment on renovation sites: planning and management of waste bins, sorting and recycling operations (circular economy), and the use of appropriate monitoring tools. | * Identify specific situations
 |  |  |  |  |  |  |
| * Identify the current standards or regulations
 |
| * Implementing appropriate techniques
 |
| Component 3.4: Integration of energy saving standards in renovation works and use of appropriate monitoring tools. | * Identify specific situations
 |  |  |  |  |  |  |
| * Identify the current standards or regulations
 |
| * Apply resolution strategies
 |
| Component 3.5. Continuous quality control of the intermediate phases and the quality of the finished work. | * Respecting quality criteria and developing specific control procedures
 |  |  |  |  |  |  |

**BLOCK 4: Acceptance of renovation work and quality control**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| THE TEACHER OR TRAINER OBSERVES AND NOTES: | EnvironmentType of building, geographical location, condition, access, etc. | DocumentsIdentify and collect the different documents used. | MethodsTechniques, processes, and operating modes used. | EquipmentTools, instruments, machines, equipment, and materials used. | Workforce (Human Resources)Number of people, qualification and role in the process observed | Others |
| BLOCK 4 | Component 4.1: Quality control of renovation results and client approval. | * Checking the final deliverables and the processes implemented
 |  |  |  |  |  |  |

**APPENDIX:**

**METHODOLOGICAL APPROACH PROPOSED BY THE CCCA-BTP FOR FURTHER STEPS (designing training components starting from the analysis of the identified work situations)**

**Starting point :**

#### A work situation experienced on site

**Principle** :

#### The tasks and activities are described by the learner and analysed with the assistance of the trainer in order to link them to the professional competences targeted by the diploma prepared

**Methodology** :

#### A reflective practice of the apprentice around his professional activities. It can be deployed remotely according to certain procedures (framing of the observations to be made by the apprentice, exchanges with the trainer in the training centre, transmission of proof of achievements, etc.)

**This analysis of "work" by the learners allows them not only to reflect in a professional posture but also to :**

#### To give meaning to one's vocational training in the training centre, by organising it on the basis of real work and training needs, in consultation with the company.

#### Develop the ability to observe and analyse work situations.

#### To link the learning done in training and to encourage acquisitions and their reinvestment.

#### Referring to constituted knowledge to better name and understand experience in the work situation.

#### Make reasoned choices in complex situations by acquiring conceptual, methodological and ethical references.

#### Identify the multiple and heterogeneous nature of the profession.

#### To give meaning to one's vocational training in training centre by organising it on the basis of real work and training needs in consultation with the company.

HOW TO PROCEED (Example):

#### Based on the **observation and analysis of a work situation** relevant to the trade and the level of qualification targeted,

#### Depending on the competences targeted, the trainer defines the components of the learning situation:

* + a goal (achievement criteria),
	+ a beginning and an end (deadline),
	+ a particular context (5M: Environment, Materials, Methods, Equipment and Manpower),
	+ constraints,
	+ material and immaterial resources,
	+ activities and tasks.

**DIFFERENCES BETWEEN LEVEL 4 AND LEVEL 5 APPROACHES**

**(Example taken from the French Apprenticeship Experience)**

|  |  |  |
| --- | --- | --- |
| **The components of the situation****(General guidelines)** | **TEAM LEADERS (level 4)** | **CHANTIER LEADERS (level 5)** |
| **The aim is to** | Close, concrete | More global |
| **Between the beginning and the end** | 1 to 4 hours | 1 to 2 days |
| **Start or end position** | The beginning or the end can be moved to avoid having to deal with all the activities |
| **The division into activities** | The cut is fine | Less information on how to do it |
| **The constraints are**  | Expressed in the instructions | Defined by the documents in the file, internet research, etc. |
| **Tangible and intangible resources are**  | Provision (described in detail). The problem is their use | Their definition can be part of the problem to be solved |
| **The context** | Is part of the reality of the physical work site | Described in its complexity.Incorporates elements relating to the case (client) |

**BACK AND FORTH BETWEEN WORK/TRAINING IN THE COMPANY**

**AND FORMALISATION/ANALYSIS/CAPITALISATION IN THE TRAINING CENTRE**

**(Example taken from the French Apprenticeship Experience)**

|  |  |
| --- | --- |
| COMPANY | WORK/OBSERVATION |
| TRAINING CENTREPERIOD 1 | Choosing an occupational situation and a work situation (intervention)Describe a work situation methodicallyDescribe the state of progress of a project (initial/final state illustrated by photos)To analyse a work situation using the 5M methodology, integrating measures to prevent occupational risksIdentify the Tasks related to an activity |
| COMPANY | WORK/OBSERVATION/IMPLEMENTATION OF PARTIAL LEARNING |
| TRAINING CENTREPERIOD 2 | The work started in the first period continues.List all work situations and work situations in a company phaseTo situate one's intervention in the course of the work: This competence is even more important with the reinforcement of all the problems of co-activities generated by the development of techniques and materials linked to eco-construction. |
| COMPANY | WORK/OBSERVATION/IMPLEMENTATION OF PARTIAL LEARNING |
| TRAINING CENTREPERIOD 3 | The work started in the first two periods continues.Analyse the differences between the expected result and the result obtainedTaking stock of your business activityThe aim is to get the apprentice to make an assessment. To fuel their reflection, they are asked to think about the differences between the expected result and the one they obtained for the task. This stage can also lead them to question their understanding of the instructions.  |

**GRID 2 - POSITIONING THE LEARNER IN THE LEARNING PATHWAY**

*The following grid should make it possible to establish a precise diagnosis of the future learner's training needs and of his or her achievements with a view to drawing up a personalised training plan.*

**INTERVIEW DETAILS:**

|  |  |  |  |
| --- | --- | --- | --- |
| Date |  | Interviewer Name |  |

**PARTICIPANT DATA (LEARNER):**

|  |  |  |  |
| --- | --- | --- | --- |
| Participant name |  | ID |  |
| Phone number(s) contact |  | **email contact** |  |
| Company name |  | **Company ID** |  |
| Company address |  |
| Site address |  | **Professional category** |  |
| Type of work in progress |  |

**COMPANY TUTOR:**

|  |  |  |  |
| --- | --- | --- | --- |
| Tutor name |  | ID |  |
| Phone number(s) contact |  | **email contact** |  |

**GUIDELINES FOR CONDUCTING INTERVIEWS:**

1. **Learner knowledge.**

Before starting the process, it is important that the interviewer has access to the learner's curriculum vitae or at least knows the main data (age, academic level, years of professional experience...) to adapt the speech to the characteristics of the future student.

1. **Scheduling the interview.**

The interviewer will contact the learner sufficiently in advance of the scheduled interview date (approximately one week) to arrange a date, time, and place for the interview.

If it is more suitable for the learner, the interview may also be conducted by videoconference.

The learner should be offered the option of receiving an advance copy of the interview to familiarize him/her with the interview beforehand.

1. **Beginning of the interview.**

It is recommended that the interview begins with a brief introduction of the interviewer and an explanation of the purpose of the interview. It should be clear to the learner that the purpose of the meeting is to learn about his or her interests and competencies to design a training itinerary fully adapted to his or her training needs.

It is important to insist on the confidentiality of the information collected and that it will only be used for training purposes.

Emphasize the importance of answering honestly. Let the learner know that there is no right or wrong answer.

It is important to emphasize to the learner that the interview is not a test with questions and answers, but rather a dialogue based on questions to be answered together: all assessments will always be made by mutual agreement between the interviewer and the learner.

The learner will be informed that, although there is no pre-established duration, the whole process may take between half an hour and an hour.

1. **Reading the interview beforehand.**

To ensure that the learner is familiar with the contents of this interview, you can offer him/her a copy of the interview to look over for a few minutes, or you can do a brief reading together.

The meaning of each of the response categories will be stressed, reminding the learner that the assessment will be in mutual agreement between the interviewer and him/her.

* ACQUIRED: When it is mutually considered that he/she has fully acquired this competence.
* PARTIALLY ACQUIRED: When it is mutually considered that the competence is acquired in some respects and not in others.
* TO BE ACQUIRED: When it is mutually considered that he/she has acquired little or none of that competence.
* OTHER COMMENTS/

WISHES EXPRESSED: When he/she wishes to express, for example, a strength or an area for training improvement/interest in the competence.

1. **Interview development.**

It is important that the interviewer creates a climate of trust that helps the learner's answers to be sincere and detailed. To this end, the interviewer must show interest and respect for the learner's opinions.

It is essential that the interviewer makes sure that the learner understands the meaning of each question, since in construction it is common to refer to a machine, process, or technique with different terms. To this end, it is essential to cross-examine and deepen the learner's expressions if there is any doubt about the answers.

1. **Closing the interview.**

The interviewer will give the learner an opportunity to share some additional information about the topics discussed.

He/she will thank the future learner for his/her cooperation and will inform him/her of the approximate date when the results will be available, while asking him/her how he/she would prefer to be notified (email, SMS, phone call...).

**PLEASE NOTE THAT THE SAME MODEL COULD BE USED WITH BOTH WORKSITE MANAGERS AND TEAM LEADERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Acquired** | **Partially acquired** | **To be** **acquired** | **Other comments/wishes expressed** |
| **BLOCK 1** | Component 1.1: Literature review of the renovation project components | * Is she/he able to identify and collect documents specifically related to renovation projects?
 |  |  |  |  |
| * Is she/he able to analyse data and identify critical points
 |  |  |  |  |
| * Is she/he able to report back and propose improvements, changes, or solutions if necessary
 |  |  |  |  |
| Component 1.2. Diagnostic methods for existing buildings and premises prior to intervention | * Is she/he able to identify the different diagnostic procedures/methods/techniques possible in renovation projects
 |  |  |  |  |
| * Is she/he able to determine/select appropriate diagnostic method(s)
 |  |  |  |  |
| Component 1.3. Visit to the site of the future renovation: Preparation, observation methods and analysis of the observed elements  | * Is she/he able to identify, list and locate elements to be observed during the visit
 |  |  |  |  |
| * Is she/he able to determine the diagnostic methods to be used and the possible contributors or materials required
 |  |  |  |  |
| * Is she/he able to carry out the visit, identify and notify critical points
 |  |  |  |  |
| * Is she/he able to analyse the critical points and propose the necessary solutions or adjustments
 |  |  |  |  |
| Component 1.4. Preparation of the renovation site plan and its layout (marking out, fencing and preparation of the site area)  | * Is she/he able to identify/characterise specific elements of renovation sites
 |  |  |  |  |
| * Is she/he able to integrate the specific elements of renovation into the design and layout of intervention sites
 |  |  |  |  |
| Component 1.5. Planning and phasing of the team's work on renovation sites  | * Is she/he able to identify/characterise specific elements of renovation sites
 |  |  |  |  |
| * Is she/he able to integrate the specific elements of renovation into the planning, procedures, and phasing of interventions
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Acquired** | **Partially acquired** | **To be** **acquired** | **Other comments/wishes expressed** |
| **BLOCK 2** | Component 2.1. Management of teams on renovation sites: Monitoring of assignments and tasks and anticipation of complex and potentially conflictual situations with internal staff and subcontractors. | * Is she/he able to identify and characterise critical situations or problems specific to renovation sites
 |  |  |  |  |
| * Is she/he able to anticipate, develop and propose solutions
 |  |  |  |  |
| * Is she/he able to inform team leaders
 |  |  |  |  |
| Component 2.2. Development and implementation of procedures for the proper execution of operations (e.g., adaptation to site constraints, verification and monitoring of material supplies, verification of delivery times, consideration of energy efficiency, final efficiency, etc.). | * Is she/he able to identify and characterise the different types of constraints or problems specific to renovation projects
 |  |  |  |  |
| * Is she/he able to anticipate, develop and propose solutions and inform team leaders
 |  |  |  |  |
| Component 2.3. Follow-up of relations with the client, the company manager, the architect, the design office & the CSS (health and safety coordinator). | * Is she/he able to characterise the specificities of the different protagonists of a renovation project
 |  |  |  |  |
| * Is she/he able to integrate these specificities in the exchanges/procedures between stakeholders
 |  |  |  |  |
| Component 2.4. Mental management of workload, including management of stress and tension at work. | * Is she/he able to identify the particularities and specificities of the tensions linked to renovation projects
 |  |  |  |  |
| * Is she/he able to develop facilitative or anticipatory strategies
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Acquired** | **Partially acquired** | **To be****acquired** | **Other comments/wishes expressed** |
| **BLOCK 3** | Component 3.1. Administrative, financial and legal management of a renovation project.  | * Is she/he able to identify and collect administrative, financial and legal documents specifically related to renovation projects
 |  |  |  |  |
| * Is she/he able to integrate these specificities in the management of the site
 |  |  |  |  |
| Component 3.2. Management and control of on-site protection of workers and buildings, including erection/dismantling of scaffolding, work at height, difficult access and use of hazardous materials on renovation sites.  | * Is she/he able to identify specific and critical situations
 |  |  |  |  |
| * Is she/he able to identify the current standards or regulations
 |  |  |  |  |
| * Is she/he able to develop and propose resolution strategies
 |  |  |  |  |
| * Is she/he able to inform team leaders
 |  |  |  |  |
| Component 3.3. Waste management on renovation sites: planning and management of waste bins, sorting and recycling. operations (circular economy), and the use of appropriate monitoring tools. | * Is she/he able to identify specific situations
 |  |  |  |  |
| * Is she/he able to identify the current standards or regulations
 |  |  |  |  |
| * Is she/he able to develop resolution strategies and implement appropriate techniques
 |  |  |  |  |
| * Is she/he able to inform team leaders
 |  |  |  |  |
| Component 3.4: Integration of energy saving standards in renovation projects and use of appropriate monitoring tools.  | * Is she/he able to identify specific situations
 |  |  |  |  |
| * Is she/he able to identify the current standards or regulations
 |  |  |  |  |
| * Is she/he able to develop and propose resolution strategies
 |  |  |  |  |
| * Is she/he able to inform team leaders
 |  |  |  |  |
| Component 3.5. Continuous quality control of renovation sites: quality of intermediate phases and quality of finished works. | * Is she/he able to identify the critical points to be taken into account
 |  |  |  |  |
| * Is she/he able to identify quality criteria and develop specific control procedures
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Acquired** | **Partially acquired** | **To be****acquired** | **Other comments/wishes expressed** |
| **BLOCK 4** | Component 4.1 Quality control of renovation results and client approval | * Is she/he able to identify and characterise the points of attention to be taken into account
 |  |  |  |  |
| * Is she/he able to develop the necessary control procedures
 |  |  |  |  |
| Component 4.2. Evaluation of the working process and results, including evaluation, valorisation, and improvement of the team. | * Is she/he able to evaluate the final deliverables and processes implemented
 |  |  |  |  |
| * Is she/he able to value work with team leaders and teams
 |  |  |  |  |

**GRID 3 - FOLLOWING-UP THE LEARNER IN HIS/HER LEARNING PATHWAY**

**COMING SOON**

**😊**