**Professionalising site managers and team leaders in the specific management**

**of** **building renovation sites in Europe**

Contract Nb. 2020-1-FR01-KA202-080105 (2020-2023)

**IO1. Transnational model for the positioning, support and professionalisation of site managers and team leaders for building renovation sites**

**(IO1-A3b & A4)**

**IO2. Creation of a transnational device to evaluate and validate the learning outcomes of site managers and team leaders for building renovation sites**

**(IO2-A1)**

**Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations**

**TRANSNATIONAL REPORT**

Drafted by CCCA-BTP in collaboration with FORMEDIL & FLC ASTURIAS

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# **INTRODUCTION**

This report is a follow-up to the document “IO1-A3a – Identification of skills and knowledge to be applied in work situations experienced by renovation site managers and team leaders - TRANSNATIONAL REPORT”, published on 4 February 2022 by CCCA-BTP (FR) in collaboration with FORMEDIL (IT), available on [www.renovup.org/outcomes](http://www.renovup.org/outcomes).

It focusses on the following parts of RenovUp:

* **IO1-A3b.** Design of the professionalization paths dedicated to site managers and team leaders (transnational pattern to be declined nationally), as indicated in the report of 22 February 2022 (page 3).
* **IO1-A4.** Design at transnational level and implementation in specific national systems of a model for positioning the groups concerned in professionalization pathways (activity started with the identification of existing national practices, report available).
* **O2-A1.** Identification of the learning outcomes of the target groups to be validated in each country of the partnership.

During the work carried out between January and April 2022, the partners finalised a set of tools for trainers, training designers and all the other actors involved in the professionalisation processes dedicated to site managers and team leaders acting on renovation sites. The work carried out by the partners focused on:

* Research of a method and creation of specific tools to **observe and analyse professional situations and corresponding activities** as a basis for the design of training paths (objectives, contents, and pedagogical methods).
* Research of a method and creation of tools allowing trainers, instructors, and other actors **to individualise the planned training devices** thanks to an appropriate positioning of the future learners in their learning pathway.
* Designing a device to enable trainers, instructors, and other actors **to monitor the progress of learners** in relation to the targeted (intermediate and final) learning outcomes.

To select and finalise the concept of the tools required, experts from CCCA-BTP, FLC Asturias and Formedil met from 2 to 4 March 2022 at the premises of FLC Asturias in Oviedo (ES), which led to the following results:

* Final version of the **tools for observation and analysis of work situations** to be integrated into the training concepts (Part 1).
* Proposed **initial assessment of the learner's knowledge, skills and learning objectives** to be achieved during the planned training course (Part 2).
* A method for trainers to **monitor the learners' progress step by step** (Part 3).

The meeting focused on consultation and a pragmatic search for solutions in the areas mentioned above. In terms of work method, the partners presented their initial proposals for the positioning of learners in their training pathway, for the observation and analysis of professional situations on site and, in addition to what was initially planned, for the measurement of the learner's progress during his training pathway. This was followed by discussions on their usefulness for the project and on the adjustments to be made to make the project outcomes simple and meaningful for the end users (especially training centres proposing initial and continuing vocational training addressing current and potential site managers and team leaders for renovation sites).

In the end, the partners agreed on three grids to be produced or adjusted:

* Grids 1 & 2: Observation of work situations (site managers and team leaders).
* Grid 2: Positioning the learner in the learning pathway.
* Grid 3: Following-up the learner in his/her learning pathway.

In working on these issues, the partners gathered in Oviedo drew heavily on their experience and practices. In particular:

* CCCA-BTP (FR) shared its experience of analysis of work situations, made by trainers from French training centres during educational visits to companies, which was then enriched by the observation experiences made by the FLC of Asturias and by FORMEDIL, to exploit them for training and reflexivity purposes.
* FLC of Asturias (ES) presented its tools for positioning at the start of training, which was a starting point for a comparison with existing tools in France and Italy, leading to a proposal for positioning that could be used in all the countries of the partnership.
* FORMEDIL (IT) brought its expertise in observing the progress of trainees and students on site, particularly adapted to the profiles of site managers and team leaders, which enabled the other participants to compare it with tools existing elsewhere and to adapt it to the objectives to be achieved in the framework of the RenovUp project.

The following proposals are not fixed models but starting concepts that will have to be analysed at each national level, and then adapted to the specific contexts of each partner country.

# **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 force: ………………...

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 1 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 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 2 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 1: 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 made 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.  |

# **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’s Name |  |

**PARTICIPANT’S DATA (LEARNER):**

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

## Guidelines for conducting interviews

**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.

**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.

**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.

**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.

**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.

**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**

## Grid 3 for Positioning the learner in the learning pathway

### BLOCK 1: Preparing a renovation site

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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
 |  |  |  |  |

### BLOCK 2: Managing/Mastering communication and relations on a renovation site

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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
 |  |  |  |  |

### BLOCK 3: Managing/Mastering technical and organisational aspects of the renovation site/teamwork

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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
 |  |  |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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
 |  |  |  |  |

# **3 - MONITORING OF LEARNER PROGRESS**

*The following grid is designed to monitor and evaluate a learner's progress in achieving a personalised training plan.*

**MONITORING DETAILS:**

|  |  |  |  |
| --- | --- | --- | --- |
| Date |  | Assessor’s Name |  |

**LEARNER’S DATA:**

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

## Guidelines for assessing learner progress

**Learner progress review sessions can take place either directly in company, by observing work situations, which is particularly ambitious and not always feasible, or as interviews, which is more based on declarations than observations. Nevertheless, this second solution seems more realistic considering real possibilities that any trainer or evaluator possesses.**

If they are experienced and/or professionally trained, the site managers and team leaders must be able to "see far" by foreseeing the evolution of the production processes at renovation worksite, by controlling and organizing work, as well as dealing with real and potential difficulties, including health and safety on renovation sites, as well as unforeseen events that occur during the work.

The proposed concept for monitoring and evaluating individual progress is NOT based on the evaluation of TRAINING MODULE OUTCOMES, but on the FOUR MAIN FUNCTIONS (**Provide, Plan, Control & Organise**) that structure the activities entrusted to site managers and team leaders on the renovation sites

After using ***Grids 1 & 2 for the Observation of activities of worksite managers and team leaders in a renovation company***, as well as after the identifying of the individual needs with ***Grid 3 for the Positioning of the learner in the learning pathway***, it is possible to make a link between these two first steps of the preparation of learning process and the further monitoring phases.

The advice we offer must be adapted to the contexts of each partner organisation, as it is not intended to be applied as is. For example, each organisation must decide how many evaluation phases it plans, depending on the length of the training process, the degree to which the process is broken down into partial objectives, the availability of the trainers assigned to follow-up, etc.

THE PROCESS

The learner (site manager or team leader) is evaluated by asking questions and the form is filled in (one or several times) by attributing a number value to the activities reporting within the same and take as good what the site manager / team leader (on duty or future) tells the assessor (or what the assessor observes if (s)he goes to the worksite/workplace. It must not seem like an exam, and the assessor must complete the grid below by searching a consensus, which will also help the trainers to adjust the training. Thus, the grid should not be filled in completely together with the learner, but it also can be complemented after the interview.

***Evaluation scale:*** If (s)he performs such an activity with autonomy and competence, the assessor ticks 4, if he does it little or in any case in subordinate collaboration, the assessor ticks 1, if he does not do it at all or has no competence in this activity, nothing is ticked.

***In other terms,*** If the site manager / team leader performs them well and autonomously we assign the value 4, if he does it well but not independently we assign the value 3, if he does it not well we assign the value 2, if he has only little knowledge and does it poorly we assign the value 1, if he does not have competence in those tasks and does not carry them out, no evaluation should be reported.

It is advised to repeat this process several times during the training period, either by asking questions or by observing the way of working. Depending on the training length, it could be repeated 2 or 3 times, each time with a new grid, which will allow the trainer to measure the progress made by the learner. The goals of this process are:

* Induce in the site manager / team leader the mental habit of thinking first in analytical terms and only at the end start doing, showing the benefits that are gained, also as satisfaction in ORGANIZING THE WORK
* Identify in the planning the fundamental tool of the manager / team leader's activity, which arises from predicting and reflecting on all known working variables, while remaining attentive to possible news and unforeseen events. PLANNING THE WORK
* Making it explicit that a good organization is such only if it crosses security, there is no "good manager / team leader" if the dimension of doing is not doing it safely. FORESEEING RISKS
* Make it explicit that the correct implementation of planning is the only guarantee of achieving the optimal result, build in quality, on time and with pre-established costs without accidents and above all without damage to workers. ENSURE FEEDBACK AND PERFORMANCE.
* Identify the usefulness of the procedure, as a tool for the successful implementation of a work process (quality + safety). CHECKING THE WORKING PROCESS

Grid 3 is therefore split into 4 macro-field corresponding to specific skills and activities at renovation sites. There is a correspondence between them, and the chronological activities identified within Grids 1 or 2, and 3. These macro-fields are:

* MONITORING THE WORK PROCESS
* ENSURING RESPONSIBILITY AND PERFORMANCE
* FORECASTING AND PLANNING
* ORGANIZING WORK AND MANAGING HUMAN RELATIONS

Each area has been divided into tasks that the site manager / team leader must be able to do, which are also coherent with Grids 1 or 2, and 3.

Tasks mentioned in black inside the grid below derive from the pedagogical objectives reported in the IO1-A3 document (See Appendix 2, below).

Tasks mentioned in green are additional ones that can also be evaluated. Their list is not exhaustive and can be modified according to specific contexts, learner profile and needs.

**The partners are free to modify or add other tasks leaving unchanged the black ones that have already been shared and validated in the previous project phases.**

## Grid 4 for Assessing learner progress (to be used several times if relevant)

**Figures shown in red refer to general pedagogical objectives listed in Annex 2 (below)**

### MONITORING THE WORK PROCESS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MONITORING THE WORK PROCESS** | **PRODUCTION** | Identifying the critical points to be takeninto account for quality of intermediate phases and quality of finished works**(3.5 A+ 4.1 A)**1 2 3 4 | Identifying quality criteria and develop specific control procedures for quality of intermediate phases and quality of finished works **(3.5 B)**1 2 3 4 | Checking for works not included in the contract1 2 3 4 |  |
| **COSTS** | Checking the productivity of workers and teams1 2 3 4 | Checking the qualitative and quantitativecongruence of incoming materials with order/delivery documents1 2 3 4 |  |  |
| **TIME** | Checking periodically the work scheduleand prepare «short term activity planning1 2 3 4 | Monitoring deviations from the work schedule and reviewing time and resources1 2 3 4 |  |  |
| **DOCUMENTS AND STATUS OF PLANNED SECURITY** | Identifying and collect documents specifically related to renovation projects **(1.1 A)**1 2 3 4 | Analysing data and identifying critical pointsof the site (**1.1 B)**1 2 3 4 | Identifying Collect and Integrate administrative, financial, and legal documents specifically related to renovation projects (**3.1A + 3.1 B)**1 2 3 4 | Determine / select appropriate diagnostic method(s) (**1.2 B)**1 2 3 4 |
| Identifying specific situations critical to workers' health and safety**(3.2 A)**  1 2 3 4 |  |  |  |

### ENSURING RESPONSIBILITY AND PERFORMANCE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ENSURING****COMPLIANCE AND PERFORMANCE** | **PROJECTS****SPECIFICS** | Determine / select appropriate diagnostic method(s) (**1.2 B)**1 2 3 4 | Ensuring that the work carried outcorresponds to that provided for in the descriptive documents: terms of reference guideline1 2 3 4 |  |  |
| **PROCESS****SPECIFICS** | Identifying specific situations for the WasteManagement **(3.3 A)**1 2 3 4 | Identifying specific situations for theenergy efficiency **(3.4 A)**1 2 3 4 |  | Ensuring that the work carried out corresponds to that provided for in the descriptive documents: terms of reference guidelines1 2 3 4 |
| **MATERIALS AND****COMPONENTS** | Ensuring that the work carried out corresponds to that provided for in the reference documents | Ensuring incoming quantity correspondence with orders and activity programme1 2 3 4 |  |  |
| **PERFORMANCES** | Ensuring that the work carried out corresponds to that provided for in the reference documents1 2 3 4 | Identifying the current standards or regulations for the Waste Management **(3.3 B)**1 2 3 4 | Identifying the current standards or regulations for the energy efficiency **(3.4 B)**1 2 3 4 | Ensuring that the performance of the executedto what is foreseen in the contract1 2 3 4 |

### FORECASTING AND PLANNING

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FORECASTING****AND PLANNING** | **WORKS** | Identifying the different diagnostic procedures/methods/techniques possible in renovation projects (**1.2 A)**1 2 3 4 | Analysing the critical points and propose the necessary solutions or adjustments **(1.3 D)**1 2 3 4 | Anticipating possible interferences/critical issues in the carrying out several activities simultaneously1 2 3 4 | Examining a work schedule to set out the activities to be carried out1 2 3 4 |
| **RESOURCES (MATERIALS)** | Determine the diagnostic methods to be used and the possible materials required **(1.3 B)**1 2 3 4 | Quantifying the various materials needed according to the planned activities1 2 3 4 | Identifying the materials to be used, by analyzing graphic and descriptive drawings of the work1 2 3 4 |  |
| **RESOURCES (MECHANICAL MEANS)** | Identifying and quantifying the tools and the machinery to be used, by analysing the graphic and descriptive drawings of the work1 2 3 4 | Defining the time and manner of supply of means1 2 3 4 |  |  |
| **RESOURCES (MANPOWER)** | Determine the diagnostic methods to be used and the possible contributors required (**1.3 B)**1 2 3 4 | Quantifying the workforce to be employed, by means of analysis of graphic and descriptive drawings of the work. of the work.1 2 3 4 | Assigning, distributing and coordinating work, setting objectives compatible with the skills and job profiles1 2 3 4 |  |
| **RESOURCES (SPECIALIST****SUPPLIES AND WASTE)** | Integrate the specific elements ofrenovation into the design and layout of intervention sites. **(1.4 B)**1 2 3 4 | Providing for the deployment and distribution over time of teams and their coordination1 2 3 4 | Identifying possible interferences/ criticalities when carrying out several activities simultaneously1 2 3 4 |  |

### ORGANIZING WORK AND MANAGING HUMAN RELATIONS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ORGANISING WORK AND MANAGING RELATIONS** | **USE OF RESOURCES (MATERIALS)** | Requesting supplies reasonably in advance of use1 2 3 4 | Defining storage and handling within the site1 2 3 4 | Applying the necessary quantitative and qualitative checking on incomingmaterial1 2 3 4 | Defining how to manage and dispose of waste materials1 2 3 4 |
| **USE OF RESOURCES (MECHANICAL MEANS)** | Choosing, during the course of the various choosing the most suitable means of work and defining their use1 2 3 4 | Defining storage and handling within the construction site1 2 3 4 | Recording the quantities of use(Hours worked)1 2 3 4 | Scheduling and carrying out periodic routine maintenance1 2 3 4 |
| **USE OF RESOURCES (MANPOWER)** | Checking scheduling for interferences1 2 3 4 | Assessing work productivity (employees and teams)1 2 3 4 | Recording hours worked in relation to individual jobs1 2 3 4 | Recording hours worked for 'economies'.1 2 3 4 |
| **COORDINATION OF RESOURCES (SPECIALIST SUPPLIES)** | Identifying/characterise specific elements of renovation sites **(1.5 A)**1 2 3 4 | Integrate the specific elements of renovation into the planning, procedures and phasing of interventions **(1.5 B)**1 2 3 4 | Develop resolution strategies and implement appropriate techniques for the Waste Management **(3.3 C)**1 2 3 4 | Develop resolution strategies and implement appropriate techniques for the energy efficiency **(3.3 C)** |
| **MANAGING EXTERNAL STAKEHOLDERS** | Characterise the specificities of the different protagonists of a renovation project **(2.3 A)**1 2 3 4 | Integrate these specificities in the exchanges/procedures between stakeholders **(2.1 B)**1 2 3 4 | Identifyinging and characterise points of attention to be considered for client approval **(4.1 A)**1 2 3 4 | communicating with top management to define objectives, needs/ availability, and limits of competence1 2 3 4 |
| **LEADERSHIP MANAGEMENT** | Identifying and characterise critical situations or problems specific to renovation sites **(2.1 A + 2.2 A)**1 2 3 4 | Anticipate, develop, and propose solutions**(2.1 B)**1 2 3 4 | Informing team leaders **(2.1 C + 2.2 B +****3.2 D + 3.3D+3.3D+3.4D)**1 2 3 4 | Evaluate the final deliverables and processes implemented and Valuing work with team leaders and teams **(4.2 A+B)** 1 2 3 4 |

# APPENDIX 2: List of general pedagogical objectives

|  |  |
| --- | --- |
| **Block 1: Preparing a renovation site**  | **Breakdown into general pedagogical objectives** |
| Component 1.1: Literature review of the renovation project components | 1. Identify and collect documents specifically related to renovation projects
2. Analyse data and identify critical points
3. Report back and propose improvements, changes or solutions if necessary
 |
| Component 1.2. Diagnostic methods for existing buildings and premises prior to intervention | 1. Identify the different diagnostic procedures/methods/techniques possible in renovation projects
2. 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  | 1. Identify, list and locate particular elements to be observed during the visit
2. Determine the diagnostic methods to be used and the possible contributors or materials required
3. Carry out the visit, identify and notify critical points
4. 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)  | 1. Identify/characterise specific elements of renovation sites
2. 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  | 1. Identify/characterise specific elements of renovation sites
2. Integrate the specific elements of renovation into the planning, procedures and phasing of interventions
 |
| **Block 2: Managing communication and relations on a renovation site**  | **Breakdown into general pedagogical objectives** |
| 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. | 1. Identify and characterise critical situations or problems specific to renovation sites
2. Anticipate, develop and propose solutions
3. 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.).  | 1. Identify and characterise the different types of constraints or problems specific to renovation projects
2. 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).  | 1. Characterise the specificities of the different protagonists of a renovation project
2. Integrate these specificities in the exchanges/procedures between stakeholders
 |
| Component 2.4. Mental management of workload, including management of stress and tension at work.  | 1. Identify the particularities and specificities of the tensions linked to renovation projects
2. Develop facilitative or anticipatory strategies
 |

|  |  |
| --- | --- |
| **Block 3 : Management of technical and organisational aspects of the renovation site** | **Breakdown into general pedagogical objectives** |
| Component 3.1. Administrative, financial and legal management of a renovation project.  | 1. Identify and collect administrative, financial and legal documents specifically related to renovation projects
2. 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.  | 1. Identify specific and critical situations
2. Identify the current standards or regulations
3. Develop and propose resolution strategies
4. 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.  | 1. Identify specific situations
2. Identify the current standards or regulations
3. Develop resolution strategies and implement appropriate techniques
4. Informing team leaders
 |
| Component 3.4: Integration of energy saving standards in renovation projects and use of appropriate monitoring tools.  | 1. Identify specific situations
2. Identify the current standards or regulations
3. Develop and propose resolution strategies
4. Informing team leaders
 |
| Component 3.5. Continuous quality control of renovation sites: quality of intermediate phases and quality of finished works.  | 1. Identify the critical points to be considered
2. Identify quality criteria and develop specific control procedures
 |
| **Block 4: Acceptance of renovation work and quality control .**  | **Breakdown into general pedagogical objectives** |
| Component 4.1 Quality control of renovation results and client approval | 1. Identify and characterise the points of attention to be considered
2. Develop the necessary control procedures
 |
| Component 4.2. Evaluation of the working process and results, including evaluation, valorisation, and improvement of the team.  | 1. Evaluate the final deliverables and processes implemented
2. Valuing work with team leaders and teams
 |

# **CONCLUSION**

From the formalisation of the objectives, contents, and pedagogical methods, based on the formative exploitation of work situations, as well as the tools presented in this report, it will be possible to carry out the following phases of the project, namely:

* O2-A1. Identification of the learning outcomes of the target groups to be validated in each country of the partnership (level 4 for team leaders and level 5 for site managers).
* O2-A2. Development of a master plan for the evaluation of the learning outcomes of site managers and team leaders for building renovation projects in each partner country, including the criteria and procedures to validate and recognise the learning outcomes covered (incl. Open Badge).
* O3. Transnational training scheme for teachers, trainers and masters of apprenticeships/tutors preparing for the support and training of site managers and team leaders in building renovation sites.
* O4. Validation of the transnational system for the positioning, support and professionalization of site managers and team leaders for building renovation projects, following full-scale experiments.

Work to finalise the professionalisation scheme has been planned until September 2022. It includes the validation of initial positioning/needs assessment, professionalisation pathways, assessment/appraisal, and recognition of learning outcomes, and first proposals for training of trainers.

In fact, putting the work situation at the centre of the training scheme requires prior preparation of the trainers who will oversee designing and implementing national professionalisation paths for site managers and team leaders for building renovation sites. Thus, the partners consider the training of trainers in techniques and methods of transmitting knowledge and know-how enabling them to conceive trainings in line with the specific and individual work situations of each learner is one of the most important challenges of this project, to be carried out in parallel with the full-scale experimentation of the positioning, support and professionalization of site managers and team leaders for building renovation sites scheduled from October 2022 to June 2023.