**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 also 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 DATA:**

|  |  |  |  |
| --- | --- | --- | --- |
| 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...) in order 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 in order 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 in order 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 aspects 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...).

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|  | | | **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 particular 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 |  |  |  |  |

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|  | | | **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 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.). | * 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 |  |  |  |  |

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|  | | | **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 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. | * 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 informing 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 informing 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 |  |  |  |  |

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|  | | | **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 particular 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 valuing work with team leaders and teams |  |  |  |  |