Unit 305: Conform to productive work practices

# Delivery guide

Unit information

This unit is about productive communication with line management, colleagues and customers as well as interpreting information, planning and carrying out productive work practices and working with others or as an individual, in the context of your occupation and work environment.

Learners may be introduced to this unit by asking themselves questions such as:

* What paperwork will I have to work with on-site?
* What does E&D actually mean?
* Will I still have to attend meetings and briefings after my induction?
* What are organisational procedures?

Learning outcomes

1. Understand how to communicate with others
2. Understand how to follow procedures
3. Understand how to maintain good work relationships

Suggested resources

Textbooks

* Burdfield, M., Jones, S., Redfern, S., Fearn, C. (2020) *The City & Guilds Textbook: Site Carpentry & Architectural Joinery for the Level 3 Apprenticeship (6571), Level 3 Advanced Technical Diploma (7906) & Level 3 Diploma.* London: Hodder Education.

ISBN 978-1-5104-5815-4

* Chudley, R. (2020) *Chudley and Greeno’s Building Construction Handbook.* Oxford:Routledge.

ISBN 978-0-3671-3543-0

* Gashe, M., Byrne, K. (2020) *The City & Guilds Textbook: Plastering for Levels 1 and 2.* London: Hodder Education.

ISBN 978-1-3983-0647-9

* Jones, S., Redfern, S., Fearn, C. (2019) *The City & Guilds*

*Textbook: Site Carpentry and Architectural Joinery for the Level 2 Apprenticeship (6571), Level 2 Technical Certificate (7906) & Level 2 Diploma (6706)*. London: Hodder Education.

ISBN 978-1-5104-5813-0

Websites

* [ACAS | Improving equality diversity and inclusion](https://www.acas.org.uk/improving-equality-diversity-and-inclusion)
* [BSRIA | Zero carbon targets on the construction industry](https://www.bsria.com/uk/news/article/zero-carbon-targets-on-the-construction-industry/)
* [CHAS | Method Statement Contents](https://www.chas.co.uk/help-advice/risk-management-compliance/risk-assessment-introduction/method-statement-contents/)
* [Gantt Excel | Construction Gantt Chart Excel Template](https://www.ganttexcel.com/construction-gantt-chart-excel-template/)
* [Our Everyday Life | Positive and negative communication skills](https://oureverydaylife.com/positive-negative-communication-skills-8758093.html)
* [Sandler Training | 4 Different Types of Workplace Communication and How to Improve in Each Area](https://www.sandler.com/blog/4-different-types-workplace-communication-and-how-improve-each-area/)

Legislation

* [HSE | Administration - What you need to do](https://www.hse.gov.uk/construction/safetytopics/admin.htm)
* [HSE | Storage](https://www.hse.gov.uk/construction/safetytopics/storage.htm)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
| --- | --- | --- |
| 1. Understand how to communicate with others | * 1. How to use methods of communication with other workplace personnel and customers | * Learners to engage in role play activities to demonstrate various types of methods of communication (positive and negative). * Learners to collaborate and discuss listening, written, oral, visual and electronic types of communication and refer to their own workplace experience. |
| * 1. How to communicate to ensure work is productive | * Learners to collaborate and discuss how to use different methods of communication to ensure information is clear and work is productive. |
| 1. Understand how to follow procedures | * 1. How organisational procedures are applied to plan and carry out productive work | * Learners to research and understand work documents such as time sheets, resource lists, job cards and worksheets. * Learners to complete documents such as time sheets, resource lists, worksheets and job cards. * Learners to work on and revisit previous work on Risk Assessment Method Statements (RAMS). |
| * 1. How to maintain documentation in accordance with organisational procedures | * Learners to collaborate and discuss how to maintain documentation, including job cards, worksheets, material/resources lists and time sheets. * Learners to understand how to update and edit live documentation and how to safely store with supervisor engagement and permission. |
| * 1. How to contribute to zero/low carbon outcomes in the built environment | * Learners to collaborate and discuss how to contribute to the reduction of carbon emissions in the built environment. * Learners to refer to their own experience in the workplace around: * suitable resources and materials * waste management and segregation. |
| 1. Understand how to maintain good work relationships | * 1. How to maintain good work relationships | * Learners to have a full understanding of how to maintain good working relationships with all stakeholders in the project process. * Learners to engage in role play activities to demonstrate good relationships with others, including individuals, workplace groups (customer and operative, operative and line management, own occupation and allied occupations). |
| * 1. How to apply the principles of equality and diversity | * Learners to collaborate and discuss how to show consideration for the needs of individuals by applying the principles of equality and diversity. * Learners to research what equality and diversity in the workplace means and to be able give examples of it in practice. |
| 1. Communicate with others | * 1. Communicate with line management, colleagues or customers to ensure work is carried out productively | * Learners to collaborate and discuss positive and negative types of communication and to conclude what impact each type can have on a project. * Learners to refer to their own experience in the workplace around communication with line management, colleagues or customers to ensure work is carried out productively and to discuss what possible outcomes can arise when this is ineffective. |
| * 1. Respect the needs of others when communicating | * Learners to listen to other points of view when communicating and not attempt to force their opinion on others, treating all types of communication respectfully so as not to cause potential conflict. * Learners to refer to their own experience in the workplace. |
| 1. Follow organisational procedures to plan the sequence of work in order to conform to productive work practices and maintain records | * 1. Interpret procedures and use resources to plan the sequence of work, so that it is completed productively | * Learners to collaborate, discuss and refer back to previous work around RAMS and to progress Gantt charts. |
| * 1. Complete documentation as required by the organisation | * Learners to revisit previous documentation produced on RAMS and Gantt charts and to discuss and re-cap. |
| 1. Maintain good work relationships | * 1. Work productively with line management, colleagues, customers or other people | * Learners to collaborate and discuss techniques for working productively with line management, colleagues, customers or other people. |
| * 1. Apply the principles of equality and diversity | * Learners to collaborate and discuss how to show consideration for the needs of individuals by applying the principles of equality and diversity. * Learners to research what equality and diversity in the workplace means and to be able to give examples of it in practice. |