Unit 303: Planning and evaluating work in the construction sector in Wales

# Delivery guide

Unit information

This unit provides the learner with the competencies of how to plan and evaluate work in their trade. Learners will be able to plan work to ensure that it is carried out safely and to any relevant industry standards; acceptance and success criteria that apply.

Learners will be able to organise resources and plan the use of these resources and their time. Learners will organise their own work activities, dealing with typical problems that arise in their work, and seeking advice from others if required. Learners will be able to communicate the work requirements to customers, colleagues, and members of the public other trades.

Learners will be able to evaluate their completed work and how effective they were in planning and performing stages; identifying strengths and weaknesses and using reflective practice to facilitate continual improvement.

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

* How do I ensure I don’t have much waste when building a house?
* Where can I get up to date information on technical and materials?
* What factors do I need to take into account when evaluating my performance?

Learning outcomes

1. Plan the work required to complete the task(s)
2. Evaluate the work completed against the task brief and success criteria

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

* [BSRIA | Zero carbon targets on the construction industry](https://www.bsria.com/uk/news/article/zero-carbon-targets-on-the-construction-industry/)
* [CHAS | What Are RAMS Documents in Health and Safety?](https://www.chas.co.uk/help-advice/risk-management-compliance/risk-assessment-introduction/method-statement-contents/?gclid=EAIaIQobChMIxrWJ3_eF8gIVCAOLCh2olwirEAAYAyAAEgL3G_D_BwE)
* [Cost Engineering | 3 types of construction cost estimating](https://www.costengineering.eu/blog-article/3-types-of-construction-cost-estimating)
* [HS Direct | Free Method Statement Template](https://www.hsdirect.co.uk/free-resources/health-and-safety/what-is-a-method-statement-and-how-do-i-write-one/)
* [The Balance SMB | Learn How to Prepare a Gantt Chart for a Project](https://www.thebalancesmb.com/what-is-a-gantt-chart-844535)

Legislation

* [HSE | Health and Safety at Work etc Act 1974](https://www.hse.gov.uk/legislation/hswa.htm#:~:text=The%20Health%20and%20Safety%20at,and%20members%20of%20the%20public)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
| --- | --- | --- |
| 1. Plan the work required to complete the task(s) | * 1. Organise the resources required | * Learners to produce method statements to include resources for various types of small jobs. * Learners to be able to identify resources and produce a resource list to recognise types of resources as consumable (replenishable), such as materials and money, and re-usable, such as plant, equipment and people. * Learners to research estimation techniques required (such as analytical (bottom up), comparative (top down/historic) and parametric). * Learners to have an appreciation of the ‘estimating funnel’. * Learners to know how to organise the resources required to carry out the task/s. * Learners to recognise the need for and to plan the use of tools, plant, equipment, products and materials. * Learners to understand how to seek clarification and advice where the resources required are not available e.g., from: * the customer/customer’s representative * manufacturer’s technical information * trade literature or * the organisation’s procedures. |
| * 1. Set success criteria for the task(s) | * Learners to be able to identify success criteria for projects, including mapping milestones and key activities to identify material usage and quality of finishes and to enable successful completion of projects. |
| * 1. Carry out effective planning | * Learners to use effective planning methods to calculate time required to successfully complete tasks including a schedule of works and scheduling task activities to enable tasks to be completed to the standard required within the timescale set. * Learners to be able to identify different types of dependencies between tasks and to factor this into their planned phasing of work. * Learners to be able to identify work methods that will make the best use of resources and meet project, statutory and contractual requirements, detailing these in a method statement. * Learners to understand the need to carefully consider the scope of the work to avoid underestimating what is required. * Learners to complete a schedule of works for small projects using Gantt chart methods for reference. * Learners to produce method statements to reflect Gantt charts created to enable scope of works to reflect schedule of works on the Gantt charts. |
| * 1. Rationalise why the proposed approach is the most appropriate | * Learners to be able to rationalise why the approach planned for tasks is the most appropriate and will allow them to achieve quality and timescale requirements. |
| * 1. Recognise cost and waste implications of the work | * Learners to include in their research and work how to plan the use of methods of work to help achieve zero or low carbon outcomes and to be considerate of resource usage and wastage, evidencing environmental and financial awareness. * Learners to understand planning methods and planning for efficiency, cost control/savings, limited wastage, timely delivery and a clear handover. |
| * 1. Manage risks associated with completing the task and recognise the steps to be taken to stop risks becoming problems | * Learners to create and complete Risk Assessment Method Statements (RAMS) documents for small projects. * Learners to collaborate, discuss and present RAMS produced to their peers. * Learners to be able to carry out mitigation planning for potential problems/issues. * Learners to recognise problems can arise from the weather conditions, nature of the task, other trades, resource availability etc. * Learners to be able to assess the effects resulting from alterations to the work programme and to be able to manage risks (within their control) that would impact on completing the tasks. |
| * 1. Identify the handover requirements of work | * Learners to be able to communicate progress to relevant stakeholders such as employer/supervisor or the customer. * Learners to collaborate and discuss methods of positive communication with all stakeholders before, during and after a project. * Learners to research and gain an understanding of section 3 of the Health and Safety at Work etc. Act (HASAWA) 1974 which requires the conducting of business without putting members of the public at risk, including the public and other workers who may be affected by the work and measures to manage access to the site. * Learners to be able to identify the relevant document (as appropriate) required for a handover and to be able to plan the handover, using the appropriate information, documentation and communication (and demonstration) methods as relevant to the completed trade service provided. |
| 1. Evaluate the work completed against the task brief and success criteria | * 1. Review the appropriateness of success criteria set | * Learners to be able to evaluate whether the success criteria supported successful and efficient achievement of the task and to determine if they created any unnecessary hurdles/barriers. * Learners to reflect on whether different/additional criteria may have helped. |
| * 1. Evaluate the resource selection and usage | * Learners to collaborate and discuss their resource selection and usage, the appropriateness of tool selection, the quantity of materials selected, efficiency of material selection and usage. * Learners to evaluate the impact to cost and the environment. |
| * 1. Evaluate the finished output | * Learners to collaborate and discuss the quality of their completed work to industry and safety standards, the degree to which it meets the task brief and employer/customer requirements. |
| * 1. Evaluate own performance | * Learners to collaborate and discuss the overall fit and finish and to reflect on what they could have done differently to improve their output. * Learners to be able to evaluate their own strengths, weaknesses and areas for improvement. * Learners to be able to communicate their lessons learnt as and when required. |
| * 1. Review the achievement of timescales | * Learners to collaborate and discuss reasons for any delays, how these could have been avoided and how they could be mitigated against in the future. * Learners to recognise reasons for any time savings and to consider how they could take lessons learnt into future planning. |
| * 1. Evaluate the handover | * Learners to collaborate and discuss the quality and clarity of the information provided in the handover, achievement of the purpose of the handover and the success of the communication method chosen. |