# Unit 301: Understanding construction practice in Wales.

# Learning Outcomes 2: Understand individual connected practice in the construction industry.

**Learner Task Criteria 2.1**

1.Communication on site is vitally important and it is important that you know about the methods you can use.

Identify the communication categories in the table below, and the methods of communication associated with each.

|  |  |
| --- | --- |
| **Communication category** | **Communication methods** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

2. In the table below, give at least three reasons why communication is important. To extend your learning, give five or more.

**Good communication is important because:**

1.

2.

3.

4.

5.

Complete the table below to explain how the key personnel communicate on site.

|  |  |  |
| --- | --- | --- |
| **From** | **To** | **How** |
| Architect |  |  |
|  | Site managers | Verbal, electronic, written |
|  | Tradespeople |  |
| Site managers |  |  |
|  | Delivery drivers, and vice versa | Verbal, electronic |
| Tradespeople |  |  |
|  | Tradespeople | Verbal, electronic |

3. Activity Single Storey Extension

* You have been set a task which involves the construction of a single storey extension.
* Consider the logical sequences of construction from start to finish and to how to communicate with all other trades within the process.
* This will include timings for e.g., setting out, groundworks and work up to DPC, work up to wall plate level, first and second fix.
* Consider how to work together effectively to complete the task.
* Recognise and understand the types of problems that can arise and how to overcome them.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Dates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Work Activity | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Below is a template for a basic Gantt chart. Using the information that you have documented, complete the chart below with durations for each activity.