

<b>Level:</b>	6
<b>TQT value:</b>	160
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Confirm the project requirements against the information supplied when planning activities for traditional and heritage buildings.	<p>1.1 Confirm and record project requirements for at least two of the following activities for traditional and heritage buildings using at least five of the following information sources:</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>– repair</li> <li>– maintenance</li> <li>– conservation</li> <li>– alteration</li> <li>– adaption</li> <li>– energy efficiency retrofit</li> <li>– installation or replacement of building services</li> </ul> <p><b>Information sources:</b></p> <ul style="list-style-type: none"> <li>– survey reports, drawings, schedules, specifications and programmes</li> <li>– sub-contractor arrangements</li> <li>– records of industry certification, registration cards, competency schemes, qualifications and training of people</li> <li>– risk assessments, method statements, health, safety and environmental plans</li> <li>– asbestos surveys</li> <li>– statutory consents</li> <li>– manufacturers' technical information and product data sheets</li> <li>– hot works permit</li> <li>– legislation and official guidance relating to built conservation management plans</li> <li>– heritage impact statements</li> <li>– written scheme of investigation of archaeology</li> <li>– specialist investigations</li> </ul>
	<p>1.2 Explain how to confirm and record project requirements for traditional and heritage buildings for the following activities:</p> <ul style="list-style-type: none"> <li>– repair</li> <li>– maintenance</li> <li>– conservation</li> <li>– alteration</li> <li>– adaption</li> <li>– energy efficiency retrofit</li> <li>– installation or replacement of building services.</li> </ul>

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
	<p>1.3 Explain how to identify and use a range of information sources for traditional and heritage building project requirements including but not limited to:</p> <ul style="list-style-type: none"> <li>– survey reports, drawings, schedules, specifications and programmes</li> <li>– sub-contractor arrangements</li> <li>– records of industry certification, registration cards, competency schemes, qualifications and training of people</li> <li>– risk assessments and method statements, health, safety and environmental plans</li> <li>– asbestos surveys</li> <li>– statutory consents</li> <li>– manufacturers technical information and product data sheets</li> <li>– hot works permit</li> <li>– legislation and official guidance relating to built heritage (Listed Building Consent, Planning Permission, Scheduled Monument Consent, Conservation Area Consent, Ecclesiastical Exemption)</li> <li>– conservation management plans</li> <li>– heritage impact statements</li> <li>– written scheme of investigation for archaeology (WSI)</li> <li>– specialist surveys and investigations to understand the existing buildings and structures and inform proposed works including but not limited to: <ul style="list-style-type: none"> <li>a) heritage issues and significance</li> <li>b) construction materials and methods</li> <li>c) condition and behaviour</li> <li>d) the range of diagnostic investigations</li> </ul> </li> </ul> <p>1.4 Explain who needs to be consulted when confirming project requirements for traditional and heritage buildings.</p> <p>1.5 Explain why information from a range of sources must be used when planning activities to traditional and heritage building project requirements.</p>

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>2 Identify, review and record the potential impact of a range of factors.</p>	<p>2.1 Identify, review and record the impact of at least three of the following factors on planning work activities to traditional and heritage buildings:</p> <ul style="list-style-type: none"> <li>– current organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– working requirements</li> <li>– working in and around occupied or tenanted buildings</li> <li>– environmental considerations</li> <li>– weather conditions</li> <li>– sustainability</li> <li>– sequencing of trades</li> <li>– temporary works.</li> </ul>
	<p>2.2 Explain how to identify, review and record the impacts of a range of factors on the planning of work activities including but not limited to:</p> <ul style="list-style-type: none"> <li>– current organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– working requirements</li> <li>– working in and around occupied and tenanted buildings</li> <li>– environmental considerations</li> <li>– weather conditions</li> <li>– sustainability</li> <li>– sequencing of trades</li> <li>– temporary works.</li> </ul>
	<p>2.3 Give reasons why the impacts on the planning of work activities from a range of factors need to be identified, reviewed and recorded.</p>

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<b>3</b> Review the impacts of heritage issues on the planning of work activities	<b>3.1</b> Identify, review and record the impacts of at least three of the following heritage issues on the planning of work activities: <ul style="list-style-type: none"> <li>– fire safety</li> <li>– hot works</li> <li>– archaeology</li> <li>– legislation and official guidance relating to built heritage</li> <li>– wildlife and ecology</li> <li>– condition of existing buildings and structures</li> <li>– specialist investigations</li> <li>– performance of traditional materials and construction methods</li> <li>– protection of heritage features</li> </ul>
	<b>3.2</b> Explain how to identify, review and record the impacts of heritage issues when the work activities including but not limited to: <ul style="list-style-type: none"> <li>– sustainability</li> <li>– fire safety</li> <li>– hot works</li> <li>– archaeology</li> <li>– wildlife and ecology</li> <li>– condition of existing buildings and structures</li> <li>– performance of traditional materials and construction methods</li> <li>– sequencing of trades</li> <li>– protection of heritage features</li> <li>– temporary works</li> <li>– conservation management plans</li> <li>– heritage impact statements</li> <li>– legislation and official guidance relating to built heritage</li> <li>– specialist surveys and investigations to understand the existing buildings and structures and inform proposed works including but not limited to:               <ul style="list-style-type: none"> <li>a) heritage issues and significance</li> <li>b) construction materials and methods</li> <li>c) condition and behaviour</li> <li>d) the range of diagnostic investigations</li> </ul> </li> </ul>
	<b>3.3</b> Explain why you need to identify, review and record the impacts of heritage issues on the planning of work activities.
	<b>3.4</b> Examine how to apply the key terms and concepts including but not limited to: <ul style="list-style-type: none"> <li>– heritage values</li> <li>– significance</li> <li>– principles of conservation</li> <li>– sustainable development and management</li> </ul>

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
	3.5 Compare the differences in performance characteristics between traditional and modern materials and construction methods.  3.6 Explain how to recognise and determine when specialist skills and knowledge are required and report accordingly to those responsible.
4 Review and record information sourced from guidance materials.	4.1 Identify, review and record the information sourced from at least two of the following guidance materials: <ul style="list-style-type: none"> <li>– owner’s manuals</li> <li>– log books</li> <li>– maintenance schedules and manuals</li> <li>– practice guides and specifications</li> <li>– current legislation and official guidance</li> <li>– health and safety file</li> </ul> 4.2 Evaluate your findings of the review and judge the impact on the planned activities.  4.3 Explain how to identify, review and record the information sourced from the following guidance materials: <ul style="list-style-type: none"> <li>– owner’s manuals</li> <li>– log books</li> <li>– maintenance schedules and manuals</li> <li>– practice guides and specifications</li> <li>– current legislation and official guidance</li> <li>– health and safety file</li> </ul> 4.4 Explain why it is important to review and record influencing factors against information sourced from the guidance materials.
5 Prioritise activities by assessing and accounting for a range of heritage issues.	5.1 Prioritise activities by assessing and accounting for a range of heritage issues and record the outcomes of your findings.  5.2 Explain methods that can be used to assess and account for a range of heritage issues in order to prioritise and plan activities and record outcomes.  5.3 Give reasons why activities for traditional and heritage buildings and structures should be prioritised.

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>6 Review priorities; make recommendations and record the decisions made when circumstances change.</p>	<p>6.1 Review priorities, make recommendations and record the decisions made taking into account at least four of the following changing circumstances:</p> <ul style="list-style-type: none"> <li>– susceptibility to damage</li> <li>– safety requirements</li> <li>– condition of existing buildings and structures</li> <li>– compromised operational effectiveness</li> <li>– environmental conditions</li> <li>– use or change of use</li> <li>– meeting current legislation</li> <li>– resources</li> <li>– security threats</li> <li>– discovery of architectural or archaeological features during the works</li> <li>– wildlife and ecology</li> <li>– temporary works.</li> </ul>
	<p>6.2 Explain how to review priorities, make recommendations and record decisions made to take account of the following changing circumstances:</p> <ul style="list-style-type: none"> <li>– susceptibility to damage</li> <li>– safety requirements</li> <li>– condition of existing buildings and structures</li> <li>– compromised operational effectiveness</li> <li>– environmental conditions</li> <li>– use or change of use</li> <li>– meeting current legislation</li> <li>– resources</li> <li>– security threats</li> <li>– discovery of architectural or archaeological features during the works</li> <li>– wildlife and ecology</li> <li>– temporary works.</li> </ul>
	<p>6.3 Explain why you need to review priorities, make recommendations and record the decisions made to take account of changing circumstances.</p>

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<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<p>7 Prepare plans or programmes and negotiate and agree them with stakeholders.</p>	<p>7.1 Prepare and record plans or programmes for at least two of the following activities for traditional and heritage buildings:</p> <ul style="list-style-type: none"> <li>– repair</li> <li>– maintenance</li> <li>– conservation</li> <li>– alteration</li> <li>– adaption</li> <li>– energy efficiency retrofit</li> <li>– installation or replacement of building services.</li> </ul>
	<p>7.2 Negotiate and agree with stakeholders the prepared plans or programmes for traditional and heritage buildings.</p>
	<p>7.3 Explain how to prepare and record plans or programmes for the following activities on traditional and heritage buildings:</p> <ul style="list-style-type: none"> <li>– repair</li> <li>– maintenance</li> <li>– conservation</li> <li>– alteration</li> <li>– adaption</li> <li>– energy efficiency retrofit</li> <li>– installation or replacement of building services.</li> </ul>
	<p>7.4 Explain methods and techniques of negotiating and agreeing plans and programmes for traditional and heritage buildings and structures with stakeholders.</p>

<b>Additional information about this unit</b>	
Assessment Guidance	<p>This unit must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment</p> <p>Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.</p> <p>Workplace evidence of skills cannot be simulated.</p>
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	50
Assessment Time	10