

<b>Level:</b>	7
<b>TQT value:</b>	120
<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1 Confirm the work requirements when planning demolition activities against the information supplied.	<p>1.1 Confirm and record at least two of the following demolition activities against at least five of the following information sources:</p> <p><b>Demolition activities:</b></p> <ul style="list-style-type: none"> <li>– soft strip</li> <li>– mechanical demolition</li> <li>– remote mechanical demolition</li> <li>– explosive demolition</li> <li>– selective demolition</li> <li>– diamond drilling and sawing.</li> </ul> <p><b>Information sources:</b></p> <ul style="list-style-type: none"> <li>– survey reports</li> <li>– design</li> <li>– Building Information Modelling (BIM)</li> <li>– contractual</li> <li>– statutory consents</li> <li>– risk assessments and method statements</li> <li>– programmes</li> <li>– records about the competence of people</li> <li>– sub-contractor arrangements</li> <li>– health, safety and environmental plan</li> <li>– asbestos surveys</li> <li>– service disconnection certificates</li> <li>– utilities survey report.</li> </ul>
	<p>1.2 Explain how to confirm and record the work requirements for the following demolition activities against the following information sources:</p> <p><b>Demolition activities:</b></p> <ul style="list-style-type: none"> <li>– soft strip</li> <li>– mechanical demolition</li> <li>– remote mechanical demolition</li> <li>– explosive demolition</li> <li>– selective demolition</li> <li>– diamond drilling and sawing.</li> </ul> <p><b>Information sources:</b></p> <ul style="list-style-type: none"> <li>– survey reports</li> <li>– design</li> <li>– Building Information Modelling (BIM)</li> <li>– contractual</li> <li>– statutory consents</li> <li>– risk assessments and method statements</li> <li>– programmes</li> <li>– records about the competence of people</li> <li>– sub-contractor arrangements</li> <li>– health, safety and environmental plan</li> <li>– asbestos surveys</li> <li>– service disconnection certificates</li> <li>– utilities survey report.</li> </ul>

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
	1.3 Discuss why it is important to confirm the work requirements against the information sources.  1.4 Explain who needs to be consulted when confirming work requirements for demolition activities.
2 Identify, review and record influencing factors and guidance materials in relation to the work environment.	2.1 Identify, review and record the findings from at least three of the following influencing factors and two of the following guidance materials in relation to the work environment when planning demolition activities:  <b>Influencing Factors:</b> <ul style="list-style-type: none"> <li>– organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– Stakeholder requirements</li> <li>– environmental considerations</li> </ul> <b>Guidance Materials:</b> <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>– organisational requirements.</li> </ul> 2.2 Explain how to identify and review the following influencing factors in relation to the work environment: <ul style="list-style-type: none"> <li>– organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– Stakeholder requirements</li> <li>– environmental considerations</li> <li>– temporary works.</li> </ul> 2.3 Explain how to identify and review influencing factors against 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>– organisational requirements.</li> </ul> 2.4 Give reasons why influencing factors should be reviewed against guidance materials in relation to the work environment.

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
<b>3</b> Prioritise demolition activities by assessing, recording and accounting for all the influencing factors.	<b>3.1</b> Assess, record and account for all the influencing factors whilst prioritising demolition activities.
	<b>3.2</b> Explain how to assess and account for the following influencing factors: <ul style="list-style-type: none"> <li>– organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– working requirements</li> <li>– environmental considerations</li> </ul>
	<b>3.3</b> Explain how to prioritise the following demolition activities: <ul style="list-style-type: none"> <li>– soft strip</li> <li>– mechanical demolition</li> <li>– remote mechanical demolition</li> <li>– explosive demolition</li> <li>– selective demolition</li> <li>– diamond drilling and sawing</li> <li>– temporary works</li> </ul>
	<b>3.4</b> Give reasons why demolition activities should be prioritised.
<b>4</b> Amend priorities to take account of changing circumstances whilst maintaining consistency with the influencing factors.	<b>4.1</b> Amend and record pre-determined demolition activity priorities to take account of the following changing circumstances: <ul style="list-style-type: none"> <li>– susceptibility to damage</li> <li>– safety requirements</li> <li>– compromised operational effectiveness</li> <li>– environmental considerations</li> <li>– meeting current legislation</li> <li>– resources</li> <li>– security threats</li> <li>– temporary works.</li> </ul>
	<b>4.2</b> Explain how to amend priorities when reviewing the following influencing factors: <ul style="list-style-type: none"> <li>– organisational requirements</li> <li>– contractual requirements</li> <li>– statutory requirements</li> <li>– resource allocation</li> <li>– stakeholders' requirements</li> <li>– environmental considerations.</li> </ul>

<b>Learning outcomes</b> <i>The learner will be able to:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
	<p>4.3 Explain how the following changing circumstances can be accounted for when planning demolition activities:</p> <ul style="list-style-type: none"> <li>– susceptibility to damage</li> <li>– safety requirements</li> <li>– compromised operational effectiveness</li> <li>– environmental considerations</li> <li>– meeting current legislation</li> <li>– resources</li> <li>– security threats.</li> </ul>
<p>5 Prepare plans or schedules and negotiate and agree them with decision makers.</p>	<p>5.1 Prepare and record plans or schedules for at least three of the following demolition activities:</p> <ul style="list-style-type: none"> <li>– soft strip</li> <li>– mechanical demolition</li> <li>– remote mechanical demolition</li> <li>– explosive demolition</li> <li>– selective demolition</li> <li>– diamond drilling and sawing</li> <li>– temporary works installation or removal</li> </ul>
	<p>5.2 Negotiate and agree the prepared plans or schedules with decision makers and record the outcomes.</p>
	<p>5.3 Describe how to prepare plans and schedules for the following demolition activities:</p> <ul style="list-style-type: none"> <li>– soft strip</li> <li>– mechanical demolition</li> <li>– remote mechanical demolition</li> <li>– explosive demolition</li> <li>– selective demolition</li> <li>– diamond drilling and sawing</li> <li>– temporary works.</li> </ul>
	<p>5.4 Explain how best to negotiate with decision makers in order to agree proposed plans and schedules.</p>
	<p>5.5 Judge the potential risks of works impacting on the cultural significance of the historic environment.</p>
	<p>5.6 Evaluate the specific requirements for buildings and structures of traditional (pre 1919) construction and architectural, historical or archaeological significance.</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