



**Professionalising site managers and team leaders in the specific management  
of building renovation sites in Europe**

Contract Nb. 2020-1-FR01-KA202-080105 (2020-2023)



**IO4: Transnational strategy and national systems for the positioning, support and  
professionalisation of site managers and team leaders for building renovation sites**  
**TIPS FOR NATIONAL EXPERIMENTAL TRAINING ACTIONS**

Drafted by CCCA-BTP in collaboration with FLC Asturias

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## 1 – GENERAL PRESENTATION

**General framework:** IO4 is closely related to IO1. Indeed, IO1 is considered as a starting construction of the planned training, based on concrete work situations, while O4 is its empirical verification and feedback. **It is therefore this production that will enable us to move from a model for the professionalisation of the target groups to a transnational professionalisation strategy that can be adapted to national contexts.** At the end of the experiments, **which must bring together 10 to 15 participants in each country concerned**, the aim will be to stabilise the transnational system for the positioning, support and professionalisation of site managers and team leaders for building renovation sites, which will be offered to a wider public during its deployment phase. This production will be decisive for the valorisation of the project in the countries of the partnership and beyond, such as the appetite for the results of the project once it has been completed.

### Steps and methodology (reminder taken from the application)

IO4-A1. Implementation of the targeted experimental professionalisation scheme, on clearly identified territories and with clearly identified partners in each partner country.

- Recruitment of the target groups (current or future team leaders and site managers) and their positioning in individualised professionalisation pathways.
- Modular work-linked training according to the prescriptions resulting from IO1 of the project.
- Period of professionalization in another partner country of the "internship" or "job shadowing" type (compulsory or offered as an option financed under the Erasmus+ Mobility programme).
- Assessment and recognition of learning outcomes with Open Badges.

IO4-A2. Adjustment of the transnational system for positioning, support and professionalisation according to the results of the experiments. Identification of points of vigilance.

- Evaluation of the results of the experiments in each partner country and transnational synthesis and terms of recommended improvements before moving on to the deployment phase.
- Drawing up a realistic and pragmatic strategic plan for the deployment of the system in the partnership countries over 3 years following the completion of the project.
- Validation of the recommendations by the NAGs in all the partnership countries.

The FLC ASTURIAS (ES) will also supervise the production of a report on operational strategies for professionalisation to be implemented on a sustainable basis in the countries of the partnership and beyond the project, which can be adapted to changes in national contexts and to middle management on building renovation sites. The participation of external experts in the productions and validation of the results of this phase of the project, either directly involved in the planned realisations or considered as "expert-evaluators-validators", mainly through the NAGs, is essential for the dissemination and use of the productions realised.

The work will be coordinated by the FLC Asturias. However, the involvement of each partner is essential for the success of this phase, as the choice of themes, objectives, audiences, and modalities of implementation of each experimental training session can only be decided at national level.

**This booklet is a guide on how to design a training action for team leaders and/or renovation site managers based on the project outputs** (mainly phase OI1). These guidelines must be adapted to the reality, priorities and means of each country.

In September 2021, the partners finished the "IO2 Transnational Synthesis of National Good Practices for Work Based Learning" (IO2-A1 & IO2-A2), which allowed them to identify what needs to be designed in the framework of the training foreseen for trainers/trainers/tutors in a first step and for renovation site managers and team leaders working on the renovation sites in a second step. This first investigation allowed to identify the following resources existing in each partner country:

- Existing methods of observation and analysis of work situations likely to be exploited for the work-based learning.
- Existing practices enabling training organizations to pre-evaluate and then position trainees in their professionalization process.
- Existing practices of validation and formal/non formal recognition of learning outcomes in work situations (ex. Open Badges).
- Ideas on how to exploit the information collected for the design of the professionalization pathways.

The report is available on the [RenovUp](#) website, Section Intellectual Outcomes O2.

In April 2022, the work of identifying the potential work situations, learning objectives, and learning modules intended to renovation site managers and team leaders was completed. The results were published in the following report "Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations" (IO1-A3b & A4 and IO2-A1). It contains, above others:

- Guidelines and two grids for the observation of work situations in renovation companies.
- Guidelines and a grid for conducting interviews.
- Guidelines and a grid for assessing learner progress.

Moreover, this report contains a "List of general pedagogical objectives" (APPENDIX 2).

All the outputs of this report can be used as a basis for choosing the training topics in each country (modules or blocks, either autonomous or integrated into existing training courses), as well as their contents.

The report is available on the [RenovUp](#) website, Sections Intellectual Outcomes O1 and Intellectual Outcomes O2.

## 2 – REMINDER OF THE TRAINING BLOCKS, COMPONENTS, AND ASSOCIATED PEDAGOGICAL OBJECTIVES

The following list contains thematic blocks that are common to renovation site managers and team leaders. Differentiation will be made in the degree of achievement of the objectives and contents to be specified at the level of each country.

### List of blocs, components, and general pedagogical objectives for renovation site managers

Block 1: Preparing a renovation site	Breakdown into general pedagogical objectives
Component 1.1: Literature review of the renovation project components	(A) Identify and collect documents specifically related to renovation projects (B) Analyse data and identify critical points (C) Report back and propose improvements, changes or solutions if necessary
Component 1.2. Diagnostic methods for existing buildings and premises prior to intervention	(A) Identify the different diagnostic procedures/methods/techniques possible in renovation projects (B) Determine / select appropriate diagnostic method(s)
Component 1.3. Visit to the site of the future renovation: Preparation, observation methods and analysis of the observed elements	(A) Identify, list and locate particular elements to be observed during the visit (B) Determine the diagnostic methods to be used and the possible contributors or materials required (C) Carry out the visit, identify and notify critical points (D) Analyse the critical points and propose the necessary solutions or adjustments
Component 1.4. Preparation of the renovation site plan and its layout (marking out, fencing and preparation of the site area)	(A) Identify/characterise specific elements of renovation sites (B) Integrate the specific elements of renovation into the design and layout of intervention sites.
Component 1.5. Planning and phasing of the team's work on renovation sites	(A) Identify/characterise specific elements of renovation sites (B) Integrate the specific elements of renovation into the planning, procedures and phasing of interventions

<b>Block 2: Managing communication and relations on a renovation site</b>	<b>Breakdown into general pedagogical objectives</b>
Component 2.1. Management of teams on renovation sites: Monitoring of assignments and tasks and anticipation of complex and potentially conflictual situations with internal staff and subcontractors.	(A) Identify and characterise critical situations or problems specific to renovation sites (B) Anticipate, develop and propose solutions (C) Inform team leaders
Component 2.2. Development and implementation of procedures for the proper execution of operations (e.g. adaptation to site constraints, verification and monitoring of material supplies, verification of delivery times, consideration of energy efficiency, final efficiency, etc.).	(A) Identify and characterise the different types of constraints or problems specific to renovation projects (B) Anticipate, develop and propose solutions and inform team leaders
Component 2.3. Follow-up of relations with the client, the company manager, the architect, the design office & the CSS (health and safety coordinator).	(A) Characterise the specificities of the different protagonists of a renovation project (B) Integrate these specificities in the exchanges/procedures between stakeholders
Component 2.4. Mental management of workload, including management of stress and tension at work.	(A) Identify the particularities and specificities of the tensions linked to renovation projects (B) Develop facilitative or anticipatory strategies
<b>Block 3 : Management of technical and organisational aspects of the renovation site</b>	<b>Breakdown into general pedagogical objectives</b>
Component 3.1. Administrative, financial and legal management of a renovation project.	(A) Identify and collect administrative, financial and legal documents specifically related to renovation projects (B) Integrate these specificities in the management of the site
Component 3.2. Management and control of on-site protection of workers and buildings, including erection/dismantling of scaffolding, work at height, difficult access and use of hazardous materials on renovation sites.	(A) Identify specific and critical situations (B) Identify the current standards or regulations (C) Develop and propose resolution strategies (D) Informing team leaders
Component 3.3. Waste management on renovation sites: planning and management of waste bins, sorting and recycling. operations (circular economy), and the use of appropriate monitoring tools.	(A) Identify specific situations (B) Identify the current standards or regulations (C) Develop resolution strategies and implement appropriate techniques (D) Informing team leaders
Component 3.4: Integration of energy saving standards in renovation projects and use of appropriate monitoring tools.	(A) Identify specific situations (B) Identify the current standards or regulations (C) Develop and propose resolution strategies (D) Informing team leaders

Component 3.5. Continuous quality control of renovation sites: quality of intermediate phases and quality of finished works.	(A) Identify the critical points to be considered (B) Identify quality criteria and develop specific control procedures
<b>Block 4: Acceptance of renovation work and quality control</b>	<b>Breakdown into general pedagogical objectives</b>
Component 4.1 Quality control of renovation results and client approval	(A) Identify and characterise the points of attention to be considered (B) Develop the necessary control procedures
Component 4.2. Evaluation of the working process and results, including evaluation, valorisation, and improvement of the team.	(A) Evaluate the final deliverables and processes implemented (B) Valuing work with team leaders and teams

**List of blocs, components, and general pedagogical objectives for team leaders**

<b>Block 1: Preparing a renovation site</b>	<b>Breakdown into general pedagogical objectives</b>
Component 1.1. Preparation of a renovation site and diagnostic methods of existing buildings and places before the intervention	(A) Implement specific technical protocols or diagnostic methods
<b>Block 2: Mastering communication and relations on a renovation site</b>	<b>Breakdown into general pedagogical objectives</b>
Component 2.1. Monitoring teams on renovation sites: Anticipation of potentially conflictual situations with the team and subcontractors.	(A) Identify and characterise critical situations or problems specific to renovation sites (B) Anticipate, develop, and propose solutions to your team
Component 2.2. Development and implementation of procedures for the proper execution of operations, including co-activity.	(A) Identify and characterise critical situations or problems specific to renovation sites (B) Anticipate, develop, and propose adaptation solutions
Component 2.3. Follow-up of relations with the client, the hierarchy, and external partners.	(A) Characterise the specificities of the different protagonists of a renovation project (B) Integrate these specificities in exchanges with different stakeholders
Component 2.4. Evaluation of the working process, including evaluation, valorisation, and improvement of the team.	(A) Evaluate the final deliverables and processes implemented (B) Valuing work with other team leaders and teams

<b>Block 3 : Mastering the technical and organisational aspects of teamwork</b>	<b>Breakdown into general pedagogical objectives</b>
Component 3.1. Administrative, financial, and legal aspects of the tasks entrusted to team leaders on renovation sites.	(A) Identify and collect administrative, financial, and legal documents specifically related to renovation projects (B) Integrate these specificities in the management of the site
Component 3.2. Organisation and control of on-site protection of workers and buildings, including erection/dismantling of scaffolding, work at height, difficult access, and use of hazardous materials on renovation sites.	(A) Identify specific and critical situations (B) Identify the current standards or regulations (C) Develop and/or implement resolution strategies
Component 3.3. Organisation of waste treatment on renovation sites: planning and management of waste bins, sorting and recycling operations (circular economy), and the use of appropriate monitoring tools.	(A) Identify specific situations (B) Identify the current standards or regulations (C) Implementing appropriate techniques
Component 3.4: Integration of energy saving standards in renovation works and use of appropriate monitoring tools.	(A) Identify specific situations (B) Identify the current standards or regulations (C) Apply resolution strategies
Component 3.5. Continuous quality control of the intermediate phases and the quality of the finished work.	(A) Respecting quality criteria and developing specific control procedures
<b>Block 4: Acceptance of renovation work and quality control</b>	<b>Breakdown into general pedagogical objectives</b>
Component 4.1: Quality control of renovation results and client approval.	(A) Checking the final deliverables and the processes implemented



## 3 – ORGANISATION OF NATIONAL PROFESSIONALISATION PATHS WITH RENOVATION SITE MANAGERS AND TEAM LEADERS

### Contractual commitment and plan of national actions

The partners must decide concretely what can be put in place in each country in terms of experimentation. The proposed methodological steps are:

- (1) Identify the training centres/vocational schools/other organisations with which each national project partner intends to work.
- (2) Identify the interlocutors with whom it can work to establish the training programmes (from the training centres/vocational schools/other organisations identified beforehand).
- (3) Identify which training blocks/components the training centres positioned as partners for the experiments wish to/can test with learners, in real life, with to possible options:
  - either as autonomous training programmes
  - or as components of larger programmes, already existing or to be designed.
- (4) Identify the renovation companies likely to be involved in the planned work-based learning (essential for the success and coherence of the professionalisation path).
- (5) Select, from the list given beforehand (part 2), the educational objectives corresponding to the blocks/components chosen as the object of experimentation, as well as the educational methods respecting the principle of learning by doing (sharing the learning process with the renovation companies chosen as partners). The document “Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations” (IO1-A3b & A4 and IO2-A1), available at [www.renovup.org](http://www.renovup.org) may be particularly useful. However, national practices and experiences should also be considered.

The minimum number of trainees to be involved and trained is 10 per country (the contractual maximum is 15, but each partner is free to train more people). The most suitable solution is to experiment with both audiences: renovation site managers and team leaders (the groups can therefore be small). However, if the partners have difficulties in finding a suitable audience from both categories, it is also possible to concentrate the experimentation on one category only.

Timelines (reminder)

Intellectual Outcome	Activity	Leader	2020				2021												2022					2023												
			S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A										
<b>IO4: Transnational strategy and national systems for the positioning, support and professionalisation of site managers and team leaders for building renovation sites</b>	IO4-A1. Implementation of the targeted experimental professionalisation scheme, on clearly identified territories and with clearly identified partners in each partner country	FLC Asturias (ES)																																		
	IO4-A2. Adjustment of the transnational system for positioning, support and professionalisation according to the results of the experiments. Identification of points of vigilance	FLC Asturias (ES)																																		

## 4 – TEMPLATES FOR THE ORGANISATION OF NATIONAL PROFESSIONALISATION PATHS WITH RENOVATION SITE MANAGERS AND TEAM LEADERS TO BE RETOURNED BY 15 NOVEMBER 2022

### LIST OF LEARNERS

**IT IS NOT NECESSARY TO GIVE ALL THE INFORMATION NOW, but be as advanced as possible**

#### Public & Conditions of Participation

Note: If you are NOT able to provide specific names at this stage, please at least define the profiles.

Name & First Name of the Learner	Status / Function	Professionalisation Pathway to be followed	Venues of the Professionalisation: Training Centre and Company	How their specific needs and Motivation for the training proposed would be identified	Conditions of Participation

## PEDAGOGICAL LAYOUT

Template to be returned by 15 November 2022 :

**IT IS NOT NECESSARY TO GIVE ALL THE INFORMATION NOW, but be as advanced as possible**

**Note: If you foresee two or more training pathways, please duplicate the template.**

Name of the vocational training pathway	Blocs/components chosen for testing	Audience	Training locations <small>Note: If you are NOT able to provide specific names at this stage, please at least define the profiles.</small>	Teaching & Learning Process <b>(Taken from Part 2)</b> <small><b>Note:</b> The document “Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations” (IO1-A3b &amp; A4 and IO2-A1) may be useful</small>	Other
Description:	Description:  From ..... To .....	(Renovation worksite managers or team leaders)  Entry level:	Name and address of the training centre/vocational school/other organisation: ..... ..... .....  Name(s) of the trainer(s) and their function(s): ..... ..... .....  Name, profile, and address of the company(ies) involved in the planned work-based learning: ..... ..... .....  Name(s) of the company tutor(s)	Learning objectives: 1. .... 2. .... 3. .... 4. .... 5. ....  Contents (in line with the specific national contexts): 1. .... 2. .... 3. .... 4. .... 5. ....  Teaching/Learning methods and tools 1. .... 2. .... 3. .... 4. ....  Organisation of the training process in companies 1. .... 2. .... 3. .... 4. ....	

			<p>and their function(s):</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Financial arrangements (if any):</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Evaluation of learning outcomes</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p>4. ....</p>	
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**PLEASE RETURN THESE DOCUMENTS, EVEN IF INCOMPLETE, BY 15 NOVEMBER 2022**  
**TO FLC ASTURIAS & CCCA-BTP**  
**THANK YOU IN ADVANCE!**

## 5 – RECOGNITION OF LEARNING OUTCOMES WITH OPEN BADGES

### General Framework

The recognition of learning outcomes is planned with an Open Badge. *"Open Badge should not be equated with a certificate or a diploma. It should be easily shared on social networks, on LinkedIn, on a CV, etc. In many cases, the badge issuer does not think about the value of the badge in an ecosystem. Before embarking on this adventure, it is necessary to consider the added value for the beneficiary and its value within a community"* explains Eric Rousselle from Open Badge Factory Platform (France). The important thing in this approach is to see what can be valued by and for a beneficiary and which could interest a potential employer. It is in no way a question of competing with diplomas, but of highlighting skills that are neither validated nor valued more formally. For example, in an engineering school, students leave with the same diploma. How can you make a difference in front of an employer? It is likely to be done with an Open Badge that attests to a prize won, an active role played within a junior company or a specific mission within the framework of an internship.

*"Open Badges can both facilitate and promote employability: they can help in the hiring of low-skilled workers, but also help a company looking for a specific skill. They are also a response to the rapid emergence of new occupations that anticipate the need for certification. Open Badges thus allow great flexibility by creating adapted, transversal, or specific training paths. Their use in the construction sector would demonstrate that our sector is more open and attractive than ever and that it can attract other people to join it. And for those who are already integrated, the badges would be an opportunity for employees to improve their skills and to embark on training courses that they had not imagined"*, says Sandrine Mansoutre from *École Française du Béton* (EFB, France).

The aim is to **recognise the successful participation of the trainees (renovation worksite managers and team leaders) in the planned training**. Therefore, by issuing a specific Open Badge, it will be confirmed that the trainees have successfully completed the training sessions foreseen in each partner country.

### Contents of the planned Open Badge

Each Open Badge must be specifically identified, described, and written down.

- It is important to clearly identify what the open badge recognises and to formulate **an explicit and engaging title**.
- It is necessary to describe precisely what is recognised in terms of competences and what are the chosen **criteria for recognition**.
- It is necessary to create or choose a suitable visual medium that is meaningful and attractive.

All the partners are working together to create the content of the badges (titles, description, eligibility criteria, etc.) and agree on the approximate number to be issued in each country over the next three years. While working on this, it will be necessary to think about the recipients of the Open Badges (trainees, but also companies, organisations validating formal and non-formal skills, etc.).

### Proposal made by the CCCA-BTP

ONE OPEN BADGE PER BLOCK, on the condition that more than 50% of components per block have been followed. If all the Open Badges per block are obtained, ONE GLOBAL OPEN BADGE.

Recognition of the active participation and of the execution of the required work (an Open Badge is **not a formal qualification**).

The content of the Open Badge should be clear.

Issuing organisations : National bodies

### The governance proposed

The CCCA-BTP proposes to create a unique Open Badge model that would be managed at each national level, by specific national issuing bodies. Specific national accounts should be created. CCCA-BTP intends to finalise the proposal related to the contents of the planned Open Badges for the 15 November 2022, including the way the list of competences attached to each Open Badge planned should be established.