Unit 201: Employment and employability in the construction sector

# Delivery guide

Unit information

This unit provides the learner with knowledge of some of the wider aspects within the construction sector. Learners will develop their knowledge, understanding, and where relevant skills of:

* the trade relevant bodies and organisations within the construction sector
* the main principles of self-employment in the construction sector
* the importance of inter- and intra-personal skills
* solving problems within their scope of responsibility.

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

* What is reflective practice and when will I need to use it?
* What does the Federation of Master Builders do?
* What is a CSCS card and how do I get one?
* What do I need to consider about being self-employed?

Learning outcomes

1. Know the trade bodies and organisations within the construction sector
2. Know the main principles of self-employment in the construction sector
3. Know the importance of inter- and intra-personal skills
4. Know how to solve problems within their scope of responsibility

Suggested resources

Textbooks

* Gashe, M. and Byrne, K. (2020) *The City & Guilds Textbook in Plastering for Levels 1 and 2 Diploma (6708) and Level 2 Technical Certificate (7908)*. London: Hodder Education. ISBN 978-1-39830-647-9
* Honey, P., Mumford, A. (2021) *Learning Styles Questionnaire*. London: Pearson Education Limited. ISBN 978-1-90289-929-9
* Kolb, D. (2015) *Experiential Learning: Experience as the Source of Learning and Development*, 2nd edition. London: Pearson FT Press. ISBN 978-0-13389-240-6

Websites

* hse.gov.uk | [Information about health and safety at work](https://www.hse.gov.uk/)
* [ccscheme | Site Registration](https://www.ccscheme.org.uk/site-registration/site-registration-257/#:~:text=Started%20in%201997%2C%20the%20Considerate%20Constructors%20Scheme%20was,monitoring%20of%20sites%20in%20the%20UK%20and%20Ireland.)
* [Heritage Help | Society for the Protection of Ancient Buildings (SPAB)](http://heritagehelp.org.uk/organisations/spab)
* [Construction Cert | Book Your CSCS Test, CITB Health & Safety Environment Test](https://www.constructioncert.co.uk/book?msclkid=e2faabf2109318066e09cb7db1dd6710)
* [Unite the Union | Unite Construction, Allied Trades and Technicians](https://www.unitetheunion.org/what-we-do/unite-in-your-sector/unite-construction-allied-trades-and-technicians/)
* [gov.uk | About us – HM Revenue and Customs](https://www.gov.uk/government/organisations/hm-revenue-customs/about)
* [The Telegraph | Recession casualties: Britain's construction industry counts cost of boom-and-bust](https://www.telegraph.co.uk/finance/recession/5568068/Recession-casualties-of-Britains-construction-industry-count-cost-of-boom-and-bust.html)
* [zen.co.uk | Business Cycles, Recessions and Economic Booms](http://www.zen40585.zen.co.uk/Business%20cycles%20recessions%20and%20economic%20booms.pdf)
* [High Speed Training | What is EQ? A Guide to Emotional Intelligence in the Workplace](https://www.highspeedtraining.co.uk/hub/emotional-intelligence-workplace/#:~:text=%20Benefits%20of%20Emotional%20Intelligence%20in%20the%20Workplace,positive%20about%20their%20work%20and%20their...%20More%20)
* [Engage in Learning | What is Meant by the Term Equality and Diversity?](https://engageinlearning.com/faq/compliance/equality-and-diversity/what-is-meant-by-the-term-equality-and-diversity/#:~:text=Used%20together%20%E2%80%99Equality%20and%20Diversity%E2%80%99%20is%20a%20term,free%20from%20prejudice%20and%20bias.%20Equality%20Act%202010)
* [Twinkl | What is Success Criteria?](https://www.twinkl.co.uk/teaching-wiki/success-criteria)
* [University of the People | Interpersonal vs Intrapersonal: Keys to Communicate](https://www.uopeople.edu/blog/interpersonal-vs-intrapersonal/)

| **Learning outcomes** | **Criteria** | **Delivery guidance** |
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| 1. Know the trade bodies and organisations within the construction sector | * 1. The trade bodies and organisations within the construction sector | * Learners to understand the role that the Health and Safety Executive (HSE) have in the construction industry. * Learners to be familiar with organisations such as Build UK, Federation of Master Builders (FMB), Considerate Constructors, National Federation of Builders (NFB). * Learners to research niche organisations within construction such as National Fire Protection Association (NFPA), National Federation of Roofing Contractors (NFRC), Natural Stone Industry Training Group (NSITG), Association of Concrete Industrial Flooring Contractors (ACIFC), Society for the Protection of Ancient Buildings (SPAB), Institution of Civil Engineers (ICE) and Civil Engineering Contractors Association Wales (CECAW). * Learners will be aware of Construction Skills Certification Scheme (CSCS) card scheme in construction. * Learners to be able to recognise the specific trade federations which support their trade, and a range of additional associations which support more specialist elements of their trade. * Learners to know about professional registration as a construction professional for their chosen trade area. |
| * 1. The role of trade bodies and organisations within the construction sector | * Learners to undertake theory training on the training bodies listed in 1.1 to have a better understanding of the roles and services these organisations offer. * Learners to research and discuss the pros and cons of being engaged with union representation such as UNITE (formerly the Union of Construction, Allied Trades and Technicians (UCATT)). |
| * 1. The competence card schemes within the construction sector and the types of cards available | * Learners to research and undertake training in readiness for application for the CSCS card scheme to establish what type of cards are available and what they should apply for. * Learners to have an understanding as they progress in construction of when it is beneficial to engage with organisational bodies mentioned in 1.1. |
| * 1. Professional registration as a construction professional | * Learners to be introduced to professional bodies and understand the benefits of engaging with these, including: * higher earning potential * improved career prospects and employability * enhanced status leading to higher self-esteem * international recognition of competence and commitment * evidence of expertise * greater influence within own organisation and industry * recognition as a counter signatory. |
|  | * 1. CITB and its role within the construction sector | * Learners to research and map out career prospects and qualifications relevant to training. * Learners to have knowledge of qualifications relevant to their training and Continuing Professional Development (CPD) within the Construction Industry Training Board (CITB). * Learners to understand how to access funding to facilitate gaining relevant training qualifications through CITB. |
| 1. Know the main principles of self-employment in the construction sector | * 1. The characteristics of self-employment | * Learners to understand the benefits of self-employment. * Learners to understand the difference between a sole trader and a limited company. * Learners to engage in theory training based around successful self-employment, highlighting key areas such as self-motivation, opportunities for greater earning, flexibility of working, vetting and choosing positive clients. |
| * 1. The advantages and disadvantages of self-employment | * Learners to be aware of potential disadvantages of self-employment such as capital requirements, cash flow problems, lack of pension and employment benefits, continued workflow, insurance costs, delayed payments, over committal on contracts, client relationship breakdowns. * Learners to be aware of potential advantages of self-employment such as being in control of your own destiny, higher earning potential, greater career satisfaction, positive customer testimonials, flexible working. |
| * 1. The responsibilities of being self-employed | * Learners to research registration with Her Majesty’s Revenue and Customs (HMRC) for self-employment. * Learners to understand how to keep records (bookkeeping) for tax purposes. |
| * 1. Patterns in employment and rises and falls in demand | * Learners to research trends in construction for rises in demand and falls in demand (recessions). * Learners to understand the implications of recession such as loss of work, loss of employment, economic strife, lack of training and CPD opportunities. * Learners to understand the implications of rises in demand such as greater earnings, training and CPD opportunities, lack of workforce due to amount of work. * Learners to research patterns in industry and highlight trigger points for rises and falls in demand. * Learners to understand about market forces in times of rises and falls in demand and the impact on earning potential. |
| * 1. The duty of care in ensuring products and work are safe for end users | * Learners to understand safe systems of work in construction and have a general overview of working safely with knowledge gained from HSE policy and good practice. * Learners to know what actions to take for reporting within an organisation to ensure that all work complies with current legislation. * Learners to have an understanding of the requirements of Construction (Design and Management) Regulations (CDM) in this area. |
| 1. Know the importance of inter- and intra-personal skills | * 1. The importance of effective and appropriate communication with others | * Learners to know through theory training all relevant types of communication within industry. * Learners to understand the difference and effect that positive and negative communication can have in the workplace, see *City & Guilds Textbook: Plastering for Levels 1 and 2 (6708) and Level 2 Technical Certificate (7908),* pp47, 48. |
| * 1. The importance of emotional intelligence in effective communication | * Learners to understand how to develop emotional intelligence when engaging in communication in the workplace such as developing skills, organisation, communicating clearly and effectively, accepting feedback and constructive criticism. * Learners to have a knowledge of equality and diversity in the workplace and understand how to promote this to ensure everyone has an equal opportunity and no one is treated differently or discriminated against. |
|  | * 1. How to plan and manage one’s own time | * Learners to understand the importance of planning and managing time. * Learners to engage in practical activities of different forms of calendar and date sharing such as phone calendar and email calendar. * Learners to be aware of setting up electronic groups to manage and share time such as WhatsApp and Microsoft Teams. |
| * 1. How to set targets and success criteria | * Learners to engage in practical activity of setting some SMART (Specific, Measurable, Achievable, Realistic and Time bound) targets. * Learners to research and gain an understanding of success criteria and how projects are judged when this information is analysed. * Learners to research how to develop inter- and intrapersonal skills to improve communication and problem-solving. |
| * 1. The importance of reflective practice | * Learners to engage in small activities to develop good reflective practice skills. * Learners to be aware of reflective practitioners and learning styles, such as Kolb, and Honey and Mumford. |
| 1. Know how to solve problems within their scope of responsibility | * 1. Recognise problemsthat may occur within construction projects | * Learners to be able to identify and solve varied problems that can occur around technical, communication, equipment, health and safety. * Learners to engage in training activities on reporting and rectification of problems. |
| * 1. How to identify solutions to problems | * Learners to engage in training activities around problem-solving strategies such as brainstorming, lateral thinking, root cause analysis. |
| * 1. How to test and evaluate solutions | * Learners to know their scope of responsibility at the level they are working at to enable good decision making for rectifying problems. Learners to know when to pass responsibility to their supervisor to enable correct decision making. |