Unit 202: Changing practices over time

# Sample scheme of work

This sample scheme of work covers both classroom and workshop based learning for Unit 202. It is based on three hours per session for 10 sessions. It is an example only of a possible scheme of work and is based on theory and practical within a Further Education (FE) centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners’ needs.

**You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.**

Reference is made within the scheme of work to **worksheets**, **questions and PowerPoint presentations** (in **black bold**) that are available for tutors to use with learners. Any other resources listed are not provided but provide guidance for the tutor as to others they may produce. Delivery timings are given, however, these can be amended to suit the group. The content of presentations, discussions, explanations etc are left to the professionalism of the course tutor.

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

* health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
* Essential Skills (Application of Number, Communication, Digital Literacy and Employability)
* extension tasks and differentiation, inclusion, entitlement and equality issues
* spiritual, moral, social and cultural issues
* environmental education and related European issues
* British Values
* use of information learning technology (ILT).

Unit 202: Changing practices over time

# Sample scheme of work

**Course/qualification:** Progression Qualification in Construction and the Built Environment **Tutor’s name:** Enter the tutor’s name here

**Number of sessions**:10 **Delivery hours**: 45 **Venue**:Enter the venue here **Group**: Enter the group here

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| --- |
| **Learning outcomes**   * LO1 Know the changes in construction pressures and materials over time. * LO2 Know the changes in construction methods over time. * LO3 Understand the relationship between trades and the environment. * LO4 Understand connected practice in the construction industry. |

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  3 hours | 1. Know the changes in construction pressures and materials over time   Assessment criteria  1.1 Pre-1919 construction | **Activities**   * Introduce the module, provide a content overview for the entire unit and outline the learning objectives. * Outline the aims and objectives of Session 1. * Deliver PowerPoint 1 and lead a discussion around the transport constraints on material choices. * Discuss common materials used in pre-1919 construction, as well as reasons for choice. * Ask learners to read the case study in Worksheet 1 and to complete Tasks 1 to 3. * Then ask them to peer assess their response and offer feedback on their responses. * Facilitate discussion around the use of various binders and lime. * Watch the YouTube video ‘Wattle and daub’ and discuss this building technique and its use. * Lead a discussion on the use of lime in pre-1919 buildings. * Then watch another YouTube video ‘Different types of lime’ and facilitate a discussion on internal and external building finishes. * Ask learners to complete the multiple choice questions in Task 4 on Worksheet 1. * Now ask them to peer assess their responses and facilitate a discussion around their responses. * Facilitate summative discussion on session content and revisit the sessions aims and objectives.   Resources:   * **PowerPoint 1: Pre-1919 construction practices** * **Worksheet 1: Pre-1919 construction techniques** * **Websites:**    + White Book Specification Selector: https://www.british-gypsum.com/specification/white-book-specification-selector/white-book-overview   + Welsh traditional builders forum: https://www.wtbf.co.uk/old-building-information.php#window   + Geoffrey Hunt: https://geoffrey-hunt.com/property-resources/   + Line and it’s production: <https://www.lime.org.uk/community/types-of-lime/types-of-lime.html>   + SPAB, Lime: https://www.spab.org.uk/sites/default/files/documents/MainSociety/SPAB%20Briefing\_Lime.pdf   + Traditional building: https://www.traditionalbuilding.com/opinions/hydrated-vs-hydraulic-lime   + CADW: https://cadw.gov.wales/sites/default/files/2021-02/Teaching%20resources%20-%20Understanding%20traditional%20%28pre-1919%29%20and%20Historic%20buildings.pdf * **YouTube:**    + Different types of lime: [3. Different types of Lime](https://youtu.be/a5UPgBgXZXI)   + Wattle and daub: [12. Wattle and daub](https://youtu.be/A8qCaiL-xDw)   + Uncovering a 15th-century medieval window | £4 million restoration: historic house rescue: [Uncovering a 15th-Century Medieval Window | £4 Million Restoration: Historic House Rescue](https://youtu.be/hoog55Qz-dU) | Worksheet 1  Classroom discussion  Groupwork  Self and peer assessment  Open oral questioning |
| 2–3  6 hours | 1. Know the changes in construction pressures and materials over time   Assessment criteria  1.2 Post-1919 to modern construction | **Activities**   * Recap Session 1. * Outline the aims and objectives of Session 2. * Deliver PowerPoint 2 and lead a discussion how the revolution of modern transport links improved the availability and variety of construction materials in post-1919 buildings. * Next, discuss how some types of materials can be used to make a building appear prestigious. * Ask learners to complete Task 1 on Worksheet 2. * Invite learners to peer assess their responses and facilitate a discussion around the different responses. * Discuss the material innovations of the 20th century and the effect this has had on various aspects of construction practices. * Ask learners to complete Task 2 on Worksheet 2. Then ask them to peer assess their completed responses and lead a discussion around their responses. * Facilitate a discussion around specific materials and their modern characteristics and how they support the cost effectiveness and speed of construction. * Lead a discussion on DPM and DPC in buildings. * Ask learners to complete Task 3 on Worksheet 2. * Ask them to peer assess their completed responses and lead a discussion around their responses. * Finally facilitate summative discussion on session content and revisit the sessions aims and objectives.   Resources:   * PowerPoint 2: 20th century evolution of construction practices * Worksheet 2: 20th century construction techniques * Websites:   + White Book Specification Selector: https://www.british-gypsum.com/specification/white-book-specification-selector/white-book-overview   + The concrete society: https://www.concrete.org.uk/fingertips-nuggets.asp?cmd=display&id=783   + What is innovation in construction: https://www.veritasnoble.co.uk/construction/what-is-innovation-in-construction/#:~:text=The%2020th%20century%20saw%20the,increasingly%20complex%20and%20taller%20structures   + Geocell foam glass aggregate: https://www.womersleys.co.uk/shop/insulated\_limecrete\_floors/sub\_base/geocell-foam-glass-aggregate#:~:text=GEOCELL%20foam%20glass%20aggregate%20is,for%20insulation%20to%20building%20floors.   + A brief history of building materials: https://mperryassociates.com/2022/11/16/brief-history-building-materials/   + House building: a century of innovation: https://www.nhbc.co.uk/binaries/content/assets/nhbc/foundation/house-building---a-century-of-innovation.pdf   + Damp-proof course DPC: https://www.designingbuildings.co.uk/wiki/Damp-proof\_course\_DPC   + DPM vs. DPC: https://www.woodensupplies.co.uk/blog/damp-proofing/   + Damp proof course (DPC And Damp Proof Membranes (DPM): https://www.civilsandlintels.co.uk/dpc-and-membranes/dpc-membrane#:~:text=Damp%20Proof%20Course%20(DPC)%20and%20Damp%20Proof%20Membranes%20(DPM)&text=DPC%20and%20DPM%20are%20most,moisture%20and%20helps%20prevent%20cracks. * YouTube:   + Different types of lime: [3. Different types of Lime](https://youtu.be/a5UPgBgXZXI)   + Wattle and daub: [12. Wattle and daub](https://youtu.be/A8qCaiL-xDw)   + Uncovering a 15th-century medieval window | £4 million restoration: historic house rescue: [Uncovering a 15th-Century Medieval Window | £4 Million Restoration: Historic House Rescue](https://youtu.be/hoog55Qz-dU) | Worksheet 2  Classroom discussion  Groupwork  Self and peer assessment  Open oral questioning |
| 4  3 hours | 1. Know the changes in construction pressures and materials over time  Assessment criteria   * 1. 21stcentury construction | **Activities**   * Recap Session 2–3. * Outline the aims and objectives of Session 4. * Deliver PowerPoint 3 discuss sustainability and embodied energy from the point of view of the modern construction industry * Lead a discussion about energy efficiency, embodied energy and sustainable buildings. * Ask learners to complete Task 1 on Worksheet 3. * Invite learners to peer assess their completed responses and lead a discussion around the different responses. * Discuss the Well-being of Future Generations (Wales) Act 2015. * Watch the YouTube video on the Well-being of Future Generations (Wales) Act 2015 and facilitate a discussion on how this legislation will affect construction. * Ask learners to complete Task 2 and 3 on Worksheet 3. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Watch the YouTube video about 21st century green building from Wales Institute for Sustainable Education. Then, lead a discussion on the different building techniques/materials used in its construction and how it acts as a beacon for alternative methods of construction. * Discuss the use of natural building materials and engineered materials (timbers, acetylated wood, (re)engineered bricks and blocks, crushed concrete and glass aggregate, aerated bricks and blocks). * Lead a discussion on modern methods of construction employed as well as sustainable design features used. * Ask learners to complete Tasks 4 and 5 on Worksheet 3. * Then ask them to peer assess their completed responses and lead a discussion around their responses   Next, lead a discussion on BIM and modern design techniques compared to traditional design methods, include 2D and 3D software and concepts of 3D printing, making sure to cover uses, benefits and limitations of these techniques.   * Ask learners to complete Tasks 6, 7 and 8 on Worksheet 3. Then ask them to peer assess their completed responses and lead a discussion around their responses. * Finally, facilitate summative discussion on session content and revisit the sessions aims and objectives.   Resources:   * **PowerPoint 3: 21st century construction methods** * **Worksheet 3: 21st century construction techniques** * **Websites:**    + White Book Specification Selector: https://www.british-gypsum.com/specification/white-book-specification-selector/white-book-overview   + 10 Eco Building Materials Revolutionizing Home Construction: https://elemental.green/10-eco-building-materials-revolutionizing-home-construction/   + Well-being of Future Generations (Wales) Act 2015: https://www.futuregenerations.wales/wp-content/uploads/2017/01/150623-guide-to-the-fg-act-en.pdf   + What is Building Information Modelling (BIM)?: https://www.thenbs.com/knowledge/what-is-building-information-modelling-bim   + Top six benefits of offsite construction: https://constructiondigital.com/construction-projects/top-six-benefits-of-offsite-construction   + Benefits of Off-Site Manufacturing: https://www.brooksby.co/benefits-of-off-site-manufacturing   + Offsite and modern methods of construction: https://www.kier.co.uk/media/3011/brochure-offsite-mmc-brochure-2020-digital.pdf   + Benefits of using BIM: Save money, energy and carbon: https://www.pbctoday.co.uk/news/digital-construction/bim-news/benefits-of-bim/94074/   + New staggering MMC study is just another reason why it has become essential to the UK construction industry: https://www.protrade.co.uk/blog/new-staggering-mmc-study-is-just-another-reason-why-it-has-become-essential-to-the-uk-construction-industry/ * **YouTube:**    + Wales Institute for Sustainable Education at the Centre for Alternative Technology: https://youtu.be/m0kFtt-Hbfo   + Well-being of Future Generations (Wales) Act 2015: https://youtu.be/RuYzNgUZi98 | Worksheet 3  Classroom discussion  Groupwork  Self and peer assessment  Open oral questioning |
|  | **2. Know the changes in construction methods over time** | * There are 15 guided learning hours for teaching your specific trade. Individual resources are available based on the trade you are teaching. |  |
| 5  3 hours | 3. Understand the relationship between trades and the environment  Assessment criteria  3.1 Industry regulation and sustainability | **Activities**   * Recap Session 4. * Outline the aims and objectives of Session 5 * Deliver PowerPoint 4 and lead a discussion on what the key regulations are that affect sustainable practices on site. * Outline the key features of the EPA and Recap the Well Being for Future Generations. * Ask learners to complete Task 1 on Worksheet 4. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Next, introduce the concept of retrofit and the benefits of retrofit 2030:2019 and PAS 2035. * Ask learners to complete Task 2 on Worksheet 4. * Then, introduce the concept of BREEAM and its role in industry. * Ask learners to complete Task 3 on Worksheet 4. * Watch the YouTube video ‘What is BREEAM?’ and a lead discussion on the role they play in the construction industry. * Ask learners to complete Task 4 on Worksheet 4. * Then ask them to peer assess their completed responses and lead a discussion around their responses. * Introduce the concept of sustainable design practices and sustainability by design. Lead a discussion on smart buildings and how they can lead to net zero outcomes. * Ask learners to complete Task 5 on Worksheet 4. * Then ask them to peer assess their completed responses and lead a discussion around their responses. * Lead a discussion on Part L of building regulations and the use of thermal imaging for energy efficiency. * Ask learners to complete Tasks 6 and 7 on Worksheet 4. * Then ask them to peer assess their completed responses and lead a discussion around their responses. * Lead a discussion on the concept of Passivhaus. * Watch the video on ‘What is a Passiv Haus?’ and lead a discussion on the key aspects of the Passivhaus concept. * Discuss the key aspects of Passivhaus are and how they can be achieved. * Ask learners to research how to retrofit a property to meet Passivhaus standards and to present their findings to class. * Ask learners to complete Tasks 8 and 9 on Worksheet 4. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Finally facilitate summative discussion on session content and revisit the sessions aims and objectives.   Resources:   * **PowerPoint 4: Sustainable practices and regulatory requirements** * **Worksheet 4: Sustainable practices and regulatory requirements** * **Websites:**    + White Book Specification Selector: https://www.british-gypsum.com/specification/white-book-specification-selector/white-book-overview   + Well-being of Future Generations (Wales) Act 2015: https://www.legislation.gov.uk/anaw/2015/2/contents/enacted   + PAS2030 and PAS2035: https://www.easy-greendeal.com/what-is-pas-2030/   + Building Research Establishment: https://bregroup.com/   + BREEAM: https://bregroup.com/products/breeam/breeam-technical-standards/?infinity=ict2~net~gaw~cmp~17562588451~ag~137520712025~ar~605718614760~kw~sustainability%20assessment~mt~b~acr~3626112201&gclid=Cj0KCQjwmtGjBhDhARIsAEqfDEf0RYmvFmI7uCAx1f9P9-DhgKR\_E4IzFOgZdkHcfV8jJCDrFIyFe78aAi2EEALw\_wcB   + Building regulations guidance: part L (conservation of fuel and power): https://www.gov.wales/building-regulations-guidance-part-l-conservation-fuel-and-power   + Wales Part L: Conservation of fuel and power LABC: https://www.labc.co.uk/professionals/building-regulations-guidance-documents/approved-documents-and-technical-guidance-wales/wales-approved-document-l-conservation-fuel-and-power   + What is Passivhaus?: https://www.greenbuildingstore.co.uk/information-hub/what-is-passivhaus/   + What is Passivhaus? The gold standard in energy efficiency: https://energysavingtrust.org.uk/passivhaus-what-you-need-know/   + Passivhaus Detailing and Design: A Complete Guide for Architects: https://architizer.com/blog/practice/details/passivhaus-complete-guide/   + What is Passivhaus?: https://www.passivhaustrust.org.uk/what\_is\_passivhaus.php#Why%20Passivhaus * **YouTube:** * What is BREEAM: [What is BREEAM? | The Pros & Cons](https://youtu.be/ieisJlS-Ahg) * What is a Passivhaus?: [What is a PassivHaus / Passive House?](https://youtu.be/zWZ2HyrdTQY) | Worksheet 4  Classroom discussion  Groupwork  Self and peer assessment  Open oral questioning |
| 6–7  6 hours | 3. Understand the relationship between trades and the environment  Assessment criteria  3.2 Ecological considerations and principles  3.3 Sustainable approaches | **Activities**   * Recap Session 5. * Outline the aims and objectives of Session 6–7. * Deliver PowerPoint 5 and lead discussion about protected species on site and the actions that should be taken. * Discuss what species are protected in the UK and considerations, both legal and ecological. * Ask learners to complete Tasks 1, 2 and 3 on Worksheet 5 and tutor to facilitate discussion around the topic. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Facilitate discussion around flooding and implications for future developments. * Ask learners to research materials relative to their trade area and feedback to the class, including the reasons for their choice and how their choice is sustainable and will reduce carbon footprint. Then facilitate a discussion around the worksheet’s contents. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Next, ask learners to complete the activity from PowerPoint 5 on slide 16. * Then ask learners to complete Task 4 from Worksheet 5. * Split the class into small groups of 3–4 and provide them with a copy of the handout on carbon offsetting strategies for 21st century buildings. * Ask each group to discuss and prioritise the strategies on their handout based on their perceived effectiveness and feasibility for a small housing estate on a brownfield site. Encourage the learners to exchange ideas and justify their choices within their groups. * Next, allocate each group either Case study 1 (The Senedd) or Case study 2 (The Ty Newydd) and ask them to identify the strategies from the previous handout that have been implemented. * Ask each group to present their findings, highlighting the strategies they selected and explaining how they would implement them in the given context. * Encourage other learners to provide feedback and suggestions. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Finally facilitate summative discussion on session content and revisit the sessions aims and objectives.   Resources:   * **PowerPoint 5: Environmental practice** * **Worksheet 5: Environmental practices and construction** * **Learner case study 1: The Senedd** * **Learner case study 2: The Ty Newydd** * **Learner handout: Carbon offsetting strategies for 21st century buildings** * **Websites:**    + The Conservation of Habitats and Species Regulations 2010: https://www.legislation.gov.uk/uksi/2010/490/made   + Protected species habitat guide for developers UK: https://www.ecologybydesign.co.uk/ecology-resources/protected-species-habitat-guide-for-developers-uk   + Construction near protected areas and wildlife: https://www.gov.uk/guidance/construction-near-protected-areas-and-wildlife   + Low carbon brick: https://www.marshalls.co.uk/commercial/blog/bricking-it   + Alternative to bricks: https://www.ribaj.com/intelligence/structures-sustainability-we-can-put-a-block-on-brick-steve-webb   + FSC timber: https://fsc.org/en/businesses/wood   + What is PEFC?: https://pefc.org/discover-pefc/what-is-pefc   + Low carbon concrete: https://www.concretecentre.com/Publications-Software/Concrete-Compass/Low-Carbon-Concrete.aspx   + Hanson low carbon concrete: https://www.hanson.co.uk/en/ready-mixed-concrete/low-carbon-concrete   + Choosing low-carbon insulation: https://www.greenbuildingadvisor.com/article/choosing-low-carbon-insulation   + British Gypsum | Thistle Pro Pure Finish: https://www.british-gypsum.com/products/thistlepro-purefinish?tab0=0   + The Story of T.D.A and T.R.A.D.A, 1934-74: https://www.jstor.org/stable/42605497   + [The British Woodworking Federation: https://www.bwf.org.uk/](https://d.docs.live.net/0654c38050dc99c9/Desktop/Just%20Content/C%5e0G%20delivery%20guides/4%20Final%20files/201-203%20Construction/About%20the%20BWF%20|%20The%20British%20Woodworking%20Federation%20%20%20%20%20%20%20https:/www.bwf.org.uk ›%20about-bwf)   + Control of Substances Hazardous to Health (COSHH): https://www.hse.gov.uk/coshh/   + British gypsum | The White Book: https://www.british-gypsum.com/literature/white-book   + Traditional mortars: going full circle: https://blog.engineshed.scot/2018/08/24/traditional-mortars-going-full-circle/   + 10 Eco building materials revolutionizing home construction: https://elemental.green/10-eco-building-materials-revolutionizing-home-construction/ | Worksheet 5  Classroom discussion  Groupwork  Self and peer Assessment  Open oral questioning |
| 8  3 hours | 3. Understand the relationship between trades and the environment  Assessment criteria  3.4 Waste disposal in construction | **Activities**   * Recap Session 6–7. * Outline the aims and objectives Session 8. * Deliver PowerPoint 6 and lead discussion on the waste hierarchy and how it helps to reduce the waste outputs from construction. * Lead a discussion on the ‘3 Rs’ of waste management (reduce, reuse and recycle) and different types of waste and waste segregation. * Ask learners to complete Tasks 1 and 2 of Worksheet 6. * Then ask them to peer assess their completed responses and lead a discussion around their responses. * Next, lead a discussion on waste reduction and the value of scrap materials (such as copper). * Ask learners to read the article ‘What is the importance of effective waste management in construction?’ then to complete Task 3 on Worksheet 6 and feedback to the class. * Discuss the WRAP Protocol and WRAP Quality Protocols. * Ask learners to complete Task 4 on Worksheet 6. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Lead a discussion of disposal of hazardous of waste in line with COSHH Regulations and duty of care owed with waste management. * Tutor to lead discussion highlighting the various aspects of the different regulations that have an impact on construction waste. * Learners to complete Task 4 of Worksheet 6 on the requirements of various regulations. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Finally facilitate a summative discussion on session content and revisit the sessions aims and objectives.   Resources:   * **PowerPoint 6: Effective waste management: benefits and regulatory requirements** * **Worksheet 6: Waste management** * **Websites:**    + Waste Classification & Permitting In Construction: https://www.ceca.co.uk/wp-content/uploads/legacy-media/300067/ceca-waste-classification-and-permitting-in-construction-february-2018.pdf   + Waste duty of care code of practice: https://www.gov.uk/government/publications/waste-duty-of-care-code-of-practice   + Construction Waste Disposal: https://cpdonline.co.uk/knowledge-base/health-and-safety/construction-waste-disposal/   + What is the importance of effective waste management in construction?’:https://www.pbctoday.co.uk/news/planning-construction-news/construction-waste-management/115412/   + Quality protocols: converting waste into non-waste products: https://www.gov.uk/government/collections/quality-protocols-end-of-waste-frameworks-for-waste-derived-products#quality-protocol-(qp)-documents   + Waste Segregation and Non-Compliance: https://www.novus-environmental.co.uk/blog/waste-segregation-and-non-compliance/   + Legislation: https://www.countrystylerecycling.co.uk/about-us/compliance/legislation/   + Segregation of hazardous materials: https://www.hse.gov.uk/comah/sragtech/techmeassegregat.htm   + Control of Substances Hazardous to Health (COSHH): https://www.hse.gov.uk/coshh/   + The Environmental Protection Act 1990: https://www.legislation.gov.uk/ukpga/1990/43/contents   + The Hazardous Waste Regulations 2005: https://www.legislation.gov.uk/uksi/2005/894/contents/made   + Pollution Prevention and Control Act 1999: https://www.legislation.gov.uk/ukpga/1999/24/contents   + Control of Pollution Act 1974: https://www.legislation.gov.uk/ukpga/1974/40   + The Waste Electrical and Electronic Equipment Regulations 2013: The Waste Electrical and Electronic Equipment Regulations 2013 * **YouTube**:   + What is hazardous waste?: [What is Hazardous Waste?](https://youtu.be/JestBZ22hRg)   + What happens to construction waste (WRAP Protocol in Action): [What happens to construction waste?](https://youtu.be/GDau-oaKNwg)   + Construction and demolition waste: [4.7 Construction and Demolition Waste](https://youtu.be/1UgwRQSP37Y) | Worksheet 6  Classroom discussion  Groupwork  Self and peer Assessment  Open oral questioning |
| 9–10  6 hours | 4. Understand connected practice in the construction industry  Assessment criteria  4.1 Interdependencies between trades | **Activities**   * Recap Session 8. * Outline the aims and objectives of Session 9–10 * Deliver PowerPoint 7 and discuss the interdependencies amongst trades and how they have evolved and continue to evolve, as well as the benefits and challenges of these interdependencies and working examples to support the discussions. * Now ask learners to complete Tasks 1 and 2 on Worksheet 7. * Ask learners to peer assess their worksheets. * Lead a discussion about what first fix is and relate this to the learner’s specific trade, as well as provide a general overview of the activities carried out at this stage of the building process, potential issues and ways to mitigate them. * Now ask learners to complete Task 3 on Worksheet 7 using the scenario to respond to the questions. * Then ask them to peer assess their completed responses and lead a discussion around their responses. * Next discuss what second fix is and relate this to the learner’s specific trade, as well as provide a general overview of the activities carried out at this stage of the building process, potential issues and the ways to mitigate them. * Ask learners to complete Task 4 on Worksheet 7, using the scenario to respond to the questions. * Then ask them to peer assess their completed responses and lead a discussion around their responses * Facilitate a summative discussion on session content and revisit the sessions aims and objectives. * Finally, give learners the multiple choice summative quiz. Give them time to peer assess, then lead one final discussion to assess and review outcomes to identify key areas for targeted exam revision.   Resources:   * **PowerPoint 7: Our interdependencies between the construction trades** * **Worksheet 7: Interdependencies amongst trades** * **Multiple choice summative quiz** * **Websites:**    + "First fix" & "Second fix". What is the difference? https://www.aleurassociates.com/the-engineers-blog/property-refurbishment   + First fix: https://www.designingbuildings.co.uk/wiki/First\_fix   + First fix and second fix building work stages explained: https://www.self-build.co.uk/first-fix-second-fix-building-work-stages-explained/ | Worksheet 7  **Multiple choice summative quiz**  Classroom discussion  Self and peer Assessment  Open oral questioning |