Unit 104: Employability in the construction and built environment sector

# Sample scheme of work

This sample scheme of work covers both classroom and workshop-based learning for Unit 104. It is based on 3 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 an 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.**

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 104: Employability in the construction and built environment sector

# Sample scheme of work

**Course/qualification:** Foundation in Construction and Building Services Engineering **Tutor’s name:** Enter the tutor’s name here

**Number of sessions**:10 **Delivery hours**: 30 **Venue**:Enter the venue here **Group**: Enter the group here

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| **Learning outcomes**   1. Know employment options and opportunities 2. Know about employability skills 3. Understand the basic principles of business 4. Be able to use basic business and employability skills |

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  3 hours | 1 Know employment options and opportunities   * 1. Employment contracts available in the industry | Activities:   * Classroom discussion: Ask learners about their current job status: does anyone have part-time work, has anyone had part-time work? Ask learners, if they have applied for work, what type of companies and contracts have they applied for? * Introduce learners to different employment opportunities and contract types available in the industry, including apprenticeships, labourers, contract work, maintenance, self-employment and progression routes including management and supervisor positions.   Resources:   * **PowerPoint 1: Contracts** * **Worksheet 1: Employment contracts** | Tutor observation.  Classroom discussion.  Focused questioning.  **Worksheet 1** |
| 2  3 hours | 1 Know employment options and opportunities   * 1. Finding current job opportunities and apprenticeship vacancies in the industry   4 Be able to use basic business and employability skills  4.1 Basic research skills | Activities:   * Discuss what is meant by ‘work preparation’ and ‘work readiness’. * Introduce learners to the different tools and techniques they can use to search for vacancies. * Direct learners to visit the following websites as starting point for research into finding a job: * <https://careerswales.gov.wales/getting-a-job> * [https://www.ice.org.uk/careers-and-training/civil-engineering-jobs](https://protect-eu.mimecast.com/s/YVXqC1j0Ei6Z55DcGe1zy?domain=ice.org.uk) * [https://www.fmb.org.uk/join-the-fmb/why-choose-a-career-in-construction-apprentices/](https://protect-eu.mimecast.com/s/fw0CC2Ry2CVmOOJfBJpd3?domain=fmb.org.uk/) * <https://www.builders.org.uk/news/the-best-career-advice-is-to-consider-all-your-options/> * Ask learners to work in pairs and carry out a job search for a particular trade, using both internet and library searches. * Discuss the results of the job search as a group. How many jobs did they find? Which resources were most helpful in the job search? What were the contract types and entry requirements? * Discuss what the next steps would be for applying for one of the jobs found.   Resources:   * **PowerPoint 2: Finding a job** * **Worksheet 2: Finding a job** * Access to internet to carry out job searches * Access to literary resources to carry out job searches | Tutor observation.  Classroom discussion.  Focused questioning.  **Worksheet 2** |
| 3  3 hours | 1 Know employment options and opportunities   * 1. Finding current job opportunities and apprenticeship vacancies in the industry | Activities:   * Discuss information included on a CV, such as skills/behaviour, qualifications, profile. * Get learners to draft their CV, using a CV builder/ creator if available. For example, websites such as <https://standout-cv.com/pages/student-cv-template> * Give an overview of the application and interview process. * Practise mock interviews to help learners think about the questions they will be asked and give them a chance to practise their communication skills. * Ask a group of industry experts from different backgrounds and companies to sit as a panel for learners to be interviewed by them. Give the employers a pre-set series of questions if necessary. Learners should come appropriately dressed and prepared, treating it as a real job interview to get the most out of it. If possible, ask the interviewers to give feedback to the learners and identify areas to work on.   Resources:   * **Worksheet 3: CV building** * **Worksheet 4: Mock interviews** | Tutor observation.  Classroom discussion.  Draft CVs  Mock interviews  **Worksheets 3 and 4** |
| 4  3 hours | 2 Know about employability skills  2.1 Behaviours and work ethic | Activities:   * Discuss the standards and behaviours required for work. Ask learners what they think shows a positive work ethic. * Discuss expectations at work around timekeeping, attitude, personal presentation and flexibility.   Resources:   * **PowerPoint 3: Behaviours** * **Worksheet 5: Standards and behaviours** | Tutor observation.  Classroom discussion.  Focused questioning.  **Worksheet 5** |
| 5  3 hours | 2 Know about employability skills  2.2 Problem-solving techniques  4 Be able to use basic business and employability skills  4.3 Problem-solving | Activities:   * Discuss the types of problems learners may encounter at work, including common problems when managing time and resources. * Explain different problem-solving techniques used in the workplace. * Discuss the importance of maintaining the health and safety of themselves and others in the environment when dealing with problems.   Resources:   * **PowerPoint 4: Problem solving** * **Worksheet 6: Problem solving** | Tutor observation.  Classroom discussion.  Focused questioning.  **Worksheet 6** |
| 6  3 hours | 2 Know about employability skills  2.3 Team working and interpersonal skills  4 Be able to use basic business and employability skills  4.3 Problem-solving | Activities:   * Discuss team working as a group. Ask the following questions to prompt discussion: * What makes a good team? * What is required to improve team performance? * Who is responsible for the team? * Discuss how an individual’s performance and behaviours affects the wider team and how to work with consideration for others. * The tasks in Worksheet 7 will help learners practise their teamworking and communication skills, which are essential in the construction industry. As a group, discuss the communication skills used in the tasks. * Ask learners to work in small groups or pairs to list as many types of communication methods used on site they can think of. What are the advantages and disadvantages of the different communication methods?   Resources:   * **PowerPoint 5: Communication and teamwork** * **Worksheet 7: Teamwork and communication** | Tutor observation.  Classroom discussion.  Pair/group work  **Worksheet 7** |
| 7  3 hours | 3 Understand the basic principles of business  3.1 Basic principles of business  4 Be able to use basic business and employability skills  4.2 Basic calculations and invoicing | Activities:   * Explain the difference between profit and loss in relation to income, expenditure and overheads. * Get learners to identify the typical overheads of a business * Practise basic methods of bookkeeping and calculating invoices. * Discuss the benefits of networking for business growth.   Resources:   * **PowerPoint 6: Basic principles of business** * **Worksheet 8: Business terminology** * **Worksheet 9: Profit and loss** * <https://www.bbc.co.uk/bitesize/guides/zxq2hyc/revision/2> * <https://www.bbc.co.uk/bitesize/topics/zkww7p3/articles/z9q4gdm> * <https://www.rics.org/uk/upholding-professional-standards/sector-standards/construction/rics-nrm-new-rules-of-measurement/> | Tutor observation.  Classroom discussion.  Focused questioning.  **Worksheets 8 and 9** |
| 8  3 hours | 3 Understand the basic principles of business  3.2 The importance of productivity and reputation | Activities:   * Explain the link between productivity and reputation and the importance of maintaining quality. * Discuss how maintaining a positive reputation will lead to new custom and contracts, staff retention and profit. * Ask learners to share examples of companies they have had a good experience with. What did the companies have in common, in terms of customer experience?   Resources:   * **PowerPoint 6: Basic principles of business** | Tutor observation.  Classroom discussion.  Focused questioning. |
| 9  3 hours | 3 Understand the basic principles of business  3.3 The importance of customer service  3.4 The consequences of loss of business | Activities:   * Discuss how to provide a positive customer service at each stage of a business contract. Ask learners to explain the importance of fulfilment of contract, transparency and quality of work. * Explain the importance of setting clear expectations with customers at each stage, including initial engagement, pricing and quoting, scheduling and invoicing. * Ask learners to give examples of how construction work can impact the general public (e.g. traffic issues, access and pollution) and discuss how they can be minimised. * Discuss considerate construction and its aims. * Discuss the consequences of non-compliance (e.g. penalties).   Resources:   * **PowerPoint 6: Basic principles of business** * **Worksheet 10: Customer planning** * <https://www.ccscheme.org.uk/ccs-ltd/code-of-considerate-practice-2/> | Tutor observation.  Classroom discussion.  Focused questioning  **Worksheet 10** |
| 10  3 hours | All learning outcomes | Knowledge recap:   * In this session learners will be given time to revise and complete any outstanding work before completing the MCQs individually. * Learners to produce peer learning questions in small teams or create and ask the teacher quiz etc. * Distribute MCQs for learners to complete individually. * Allow time for learners to complete before collecting question papers for individual marking and later individual feedback.   Resources:  **Unit 104 MCQs** | Open and direct questions  Peer learning  **MCQs** |
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