Unit 201: Employment and employability in the construction sector

# Sample scheme of work

This sample scheme of work covers both classroom- and workshop-based learning for Unit 201. 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 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 on SmartScreen.co.uk for tutors to use with learners. Any other resources listed are not provided on SmartScreen 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 201: Employment and employability in the construction sector

# 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**: 30 **Venue**:Enter the venue here **Group**: Enter the group here

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| --- |
| **Learning outcomes**   * LO1 Know the trade bodies and organisations within the construction sector * LO2 Know the main principles of self-employment in the construction sector * LO3 Know the importance of inter- and intra-personal skills * LO4 Know how to solve problems within their scope of responsibility |

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  3 hours | 1. Know the trade bodies and organisations within the construction sector  Assessment criteria  1.1 The trade bodies and organisations within the construction sector  1.2 The role of trade bodies and organisations within the construction sector | Activities:   * Ask learners to complete Worksheet 1 as an introduction to the unit and discuss the answers as a group. * Deliver PowerPoint 1. Facilitate a discussion on the various trade bodies in UK Construction Industry (UKCI) and their role within the construction industry. * Split learners into groups and direct them to use the internet to learn more about trade bodies, including specialist bodies. Then they feed back to about their assigned bodies and the role they play. Facilitate a discussion around the differing roles played. Assign one organisation per group. * Split learners into four groups and have them provide two lists on a flip chart:   + Advantages of professional bodies   + Disadvantages of professional bodies * Facilitate a discussion around the pros and cons of trade unions in the UKCI.   Resources:   * **PowerPoint 1: The role of trade and professional bodies in the UK construction industry** * **Worksheet 1: Professional bodies for trade professionals (an acronym match)** * **Websites:**    + Build UK | About us: https://builduk.org/about-us/   + Federation of Master Builders | About us: www.fmb.org.uk/about-us.html   + www.builders.org.uk/about/   + www.nfpa.org/About-NFPA   + NFRC: www.nfrc.co.uk/about-us   + NSITG: www.nsitg.org.uk/about-us/   + SPAB: www.spab.org.uk/about-us   + Institute of Civil Engineering: www.ice.org.uk/about-us/   + CECA: www.ceca.co.uk/wales/about-us | **Worksheet 1**  **Classroom discussion**  **Groupwork**  **Self and peer assessment**  **Open oral questioning** |
| 2–3  6 hours | 1. Know the trade bodies and organisations within the construction sector  Assessment criteria  1.3 The competence card schemes within the construction sector and the types of cards available  1.4 Professional registration as a construction professional  1.5 CITB and its role within the construction sector | Activities:   * Recap Session 1 by completing Worksheet 2. Then facilitate a discussion around the content of the worksheet. * Split learners into two groups and ask them to research and feed back to peers on the benefits of professional body engagement. * Deliver PowerPoint 2. Additionally, talk / discuss briefly the role of the CITB and CSCS scheme. * Divide learners into groups of three.   + Provide each group with a list of CPD courses available in the construction industry.   + Ask each group to select a CPD course and prepare a short presentation on why this course is important for tradespeople in the industry.   + Each group should present their chosen CPD course to the class, highlighting the benefits and skills learned from the course.   + After the presentations, hold a group discussion on the importance of CPD in the industry and the impact it can have on career development. * Watch the ‘Setting out’ video on YouTube and facilitate a discussion on how the different expectations can be fulfilled via qualifications and CPD/professional body membership. * Watch the YouTube video, ‘How to apply for a CSCS card’. Ask learners to complete Worksheet 3 on the CSCS cards scheme and pathways in construction in relation to qualifications and related cards. * Learners complete Worksheet 4 on the importance of the role of the CITB and CPD they offer and access to funding. * Ask learners to complete all the worksheets. Then lead a discussion with them on the importance of continuing professional development and how it can benefit tradespeople in the UK construction industry.   Resources:   * **Power Point 2: The construction trade professional** * **Worksheet 2: The role of professional bodies** * **Worksheet 3:** **CSCS cards scheme and pathways in construction** * **Worksheet 4: The role of the CITB and CPD** * **Websites:**    + CSCS – Card types: www.cscs.uk.com/applying-for-cards/types-of-cards/   + Card finder   + CSCS: Applying for cards: www.cscs.uk.com/applying-for-cards/   + [www.citb.co.uk/](https://www.citb.co.uk/) * **YouTube:**   + How to apply for a CSCS card: https://youtu.be/Qknym20Xm-0   + Setting out: https://youtu.be/gL14tWDNIEE | **Classroom discussion**  **Groupwork**  **Self and peer assessment**  **Open oral questioning**  **Worksheets 2, 3 and 4** |
| 4  3 hours | 2. Know the main principles of self-employment in the construction sector  Assessment criteria  2.1 The characteristics of self-employment  2.2 The advantages and disadvantages of self-employment | Activities:   * Recap Session 3. * Watch the YouTube video ‘Self-employed vs limited company (UK)’. * Ask learners to complete Worksheet 5. Then facilitate a discussion around the worksheet’s contents. * Deliver PowerPoint 3 and lead a discussion about the characteristics of self-employment. * Watch the YouTube video ‘How to go self-employed as a tradesperson’. * Watch the YouTube video ‘Pros and cons of being self-employed’. * Split learners into four groups and have them provide two lists on a flip chart:   + advantages of self-employment   + disadvantages of self-employment. * Facilitate a discussion around the self-employment of trade unions in the UKCI. * Learners complete Worksheet 6 on analysing self-employment. * Then ask them to peer assess their worksheets and facilitate a discussion around their responses to the worksheet.   Resources:   * **Power Point 3: The characteristics of self-employment** * **Worksheet 5:** **Sole trader or limited company?** * **Worksheet 6:** **Analysing self-employment** * **Websites:**    + Designing buildings: the construction WIKI: www.designingbuildings.co.uk/wiki/Sole\_traders\_in\_the\_construction\_industry   + CBW: www.contractorweekly.com/contractor-guides/sole-trader/   + Contractor UK: www.contractoruk.com/limited\_companies/what-is-a-limited-company.html   + www.designingbuildings.co.uk/wiki/Types\_of\_construction\_organisation   + The University of Law: www.law.ac.uk/resources/blog/the-pros-and-cons-of-being-self-employed/   + UK Parliament: https://researchbriefings.files.parliament.uk/documents/SN00196/SN00196.pdf   + Croner-i: <https://app.croneri.co.uk/feature-articles/construction-and-self-employed?product=133> * **YouTube:**    + Self-employed vs limited company (UK) – what is the difference?: https://youtu.be/N0xDBq9yHzY   + How to go self-employed as a tradesperson: https://youtu.be/xV5C2uRfTRw   + Pros and cons of being self-employed: https://youtu.be/aklaPlo0iik | **Classroom discussion**  **Groupwork**  **Self and peer assessment**  **Open oral questioning**  **Worksheets 5 and 6** |
| 5  3 hours | 2. Know the main principles of self-employment in the construction sector  Assessment criteria  2.3 The responsibilities of being self-employed  2.4 Patterns in employment and rises and falls in demand | Activities:   * Recap Session 4. * Ask learners to carry out research on registration as self-employed with HMRC. * Lead a discussion around record keeping for tax purposes and how to register for being self-employed. * Watch the YouTube video ‘Tax facts …’. * Facilitate a new discussion around record keeping for tax purposes and how to register for being self-employed. * Watch the YouTube video ‘Economic trends and construction’. * Deliver PowerPoint 4 and facilitate a discussion on self-employment and the economy. * Watch the YouTube video ‘What causes a recession’. * Then watch two more the YouTube videos: ‘Builders says that surging costs are hitting them hard’; and ‘Recession …’. * Ask learners to complete Worksheet 7 on self-employment and the economy. * Now ask them to peer assess their completed worksheets. Lead a discussion around their responses.     Resources:   * **PowerPoint 4: The economy and the construction industry** * **Worksheet 7:** **Rises and falls in demand** * **Websites:**    + GOV.UK: www.gov.uk/government/organisations/hm-revenue-customs/about   + GOV.UK: www.gov.uk/set-up-self-employed   + [With Possible Recession Looming, What Can Construction Do To Prepare?](https://blog.bluebeam.com/uk/with-possible-recession-looming-what-can-construction-do-to-prepare/)   + [Boom-bust-boom' nature of construction industry leading to skills shortage, experts warn](https://www.buildingbetterhealthcare.com/news/article_page/Boom-bust-boom_nature_of_construction_industry_leading_to_skills_shortage_experts_warn/106653)   + [How past recessions affected construction](https://constructionmanagement.co.uk/how-past-recessions-affected-construction/)   + [Business Cycles, Recessions and Economic Booms](http://www.zen40585.zen.co.uk/Business%20cycles%20recessions%20and%20economic%20booms.pdf) * **YouTube:**   + Tax facts – Construction Industry Scheme: https://youtu.be/v7mm2OABn4U   + What causes an economic recession?: [www.youtube.com/watch?v=SwaCg7Gwtzw](https://www.youtube.com/watch?v=SwaCg7Gwtzw)   + Builders says that surging costs are hitting them hard: https://youtu.be/8yDGH0VJmb8   + Recession | Building industry | British economy | Thames News | 1991: https://youtu.be/ZZ3wAtc3Bkg   + Economic trends and construction: www.youtube.com/watch?v=bZrKEZOoP1E | **Classroom discussion**  **Groupwork**  **self and peer assessment**  **Open oral questioning**  **Worksheet 7** |
| 6  3 hours | 2. Know the main principles of self-employment in the construction sector  Assessment criteria  2.5 The duty of care in ensuring products and work are safe for end users | Activities:   * Recap Session 5. * Invite learners to define their understanding of ‘duty of care’ under current Health and Safety law, and facilitate a short discussion on the topic. * Deliver PowerPoint 5. Then lead a discussion around duty of care and reporting procedures to ensure compliance. * Together, watch the YouTube video ‘The basics of construction’. * Invite learners to complete Worksheet 8 on duty of care. When they have finished, they should peer assess their worksheets. * Facilitate a discussion around their responses to Worksheet 8. * Lead a new discussion on reporting procedures for ensuring compliance with current regulations.   Resources:   * **PowerPoint 5: Duty of care** * **Worksheet 8:** **Duty of care** * **Websites:**    + GOV.UK: hse.gov.uk | Information about health and safety at work   + [HSE Duty of Care](https://www.hse.gov.uk/workers/employers.htm)   + [Managing health and safety](https://www.hse.gov.uk/pubns/priced/hsg65.pdf) (HSE) * **YouTube:**   + The basics of construction (design and management) regulations 2005: [www.youtube.com/watch?v=V1jLyWTscjs](http://www.youtube.com/watch?v=V1jLyWTscjs) | **Classroom discussion**  **Groupwork**  **Self and peer assessment**  **Open oral questioning**  **Worksheet 8** |
| 7–8  6 hours | 3. Know the importance of inter- and intra-personal skills  Assessment criteria  3.1 The importance of effective and appropriate communication with others  3.2 The importance of emotional intelligence in effective communication | Activities:   * Recap Session 6. * Invite learners to identify all the different forms of communication on site and discuss the pros and cons of each one. * Deliver PowerPoint 6, then facilitate a discussion around communication and emotional intelligence. * Together, watch the YouTube video ‘Communication problems’ and discuss the impact of poor communication. * Then watch the YouTube video ‘Emotional intelligence in the workplace’. Lead a further discussion on how this can be an effective tool in aiding effective communication. * Ask learners to complete Worksheet 9 on effective communication and emotional intelligence. * Together, watch the YouTube video ‘Equality & diversity’. * Split learners into groups and have them provide two lists on a flip chart:   + What are protected characteristics under Equalities Act?   + Benefits of a diverse and inclusive workforce in the construction industry. * Lead a discussion around the role of protected characteristics as well the benefits of inclusion and diversity in the UKCI. * Together, watch the YouTube video ‘Diversity …’. * Ask learners to complete Worksheet 10 and facilitate discussion around the promotion and importance of equality and diversity in the UKCI. * When learners have completed the worksheet, invite them to peer assess their answers. Facilitate a discussion around responses to worksheet.   Resources:   * **PowerPoint 6: Effective inclusive communication** * **Worksheet 9:** **Effective communication and emotional intelligence** * **Worksheet 10:** **Equality and diversity in the UK Construction Industry (UKCI)** * **Websites:**    + The Future Generations Commission: www.futuregenerations.wales/wp-content/uploads/2019/11/FINAL-Equality-Wales-Topic-3.pdf   + www.greatplacetowork.com/resources/blog/why-is-diversity-inclusion-in-the-workplace-important   + [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 |](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)   + What is Meant by the Term Equality and Diversity? * **YouTube:**   + Communication problems: https://youtu.be/dBT6u0FyKnc   + Benefits of equality and inclusivity: www.youtube.com/watch?v=\_tGjgRwgAeo   + Emotional intelligence in the workplace: https://youtu.be/hlfPjCviTxA   + Equality & diversity in construction case study: https://youtu.be/IRRA6n9ul44   + Diversity: Workplace benefits of equality and inclusion https://youtu.be/\_tGjgRwgAeo | **Classroom discussion**  **Groupwork**  **Self and peer assessment**  **Open oral questioning**  **Worksheets 9 and 10** |
| 9  3 hours | 3. Know the importance of inter- and intra-personal skills  Assessment criteria  3.3 How to plan and manage one’s own time  3.4 How to set targets and success criteria  3.5 The importance of reflective practice | Activities:   * Recap the previous sessions. * Deliver PowerPoint 7 and facilitate a discussion around planning for successful outcomes. * Together, watch the four YouTube videos in the order they are listed in the Resource section. * Learners should now complete Worksheet 11. Lead a discussion around planning for successful outcomes. * Invite learners to peer assess their completed worksheets and lead a discussion around responses their responses.   Resources:   * **PowerPoint 7: Planning for successful outcomes and reflective practice** * **Worksheet 11: Effective planning and reflective practice** * **Websites:**    + Planning for construction work: www.hse.gov.uk/construction/safetytopics/planning.htm   + How to improve time management in construction: www.planradar.com/gb/managing-construction-projects/   + What are Kolb’s learning styles and what do they mean?: www.skillshub.com/what-are-kolbs-learning-styles/   + [Twinkl |](https://www.twinkl.co.uk/teaching-wiki/success-criteria) What is success criteria?: www.twinkl.co.uk/teaching-wiki/success-criteria   + [University of the People |](https://www.uopeople.edu/blog/interpersonal-vs-intrapersonal/) Interpersonal vs intrapersonal: Keys to communicate: [www.uopeople.edu/blog/interpersonal-vs-intrapersonal/](http://www.uopeople.edu/blog/interpersonal-vs-intrapersonal/) * **YouTube:**   + Interpersonal and intrapersonal communication: https://youtu.be/CVgTs9eWoik   + Interpersonal and intrapersonal: https://youtu.be/q-Su2ecYJnc   + Benefits of planning: https://youtu.be/6ssVNBTKnfo   + Reflective practice: https://youtu.be/y7jCmfIy7jk | **Classroom discussion**  **Groupwork**  **Self and peer assessment**  **Open oral questioning**  **Worksheet 11** |
| 10  3 hours | 4. Know how to solve problems within their scope of responsibility  4.1 Recognise problems that may occur within construction projects  4.2 How to identify solutions to problems  4.3 How to test and evaluate solutions | Activities:   * Recap Session 9. * Deliver PowerPoint 8 on effective problem solving and facilitate a discussion around problems faced in construction and how to overcome them. * Ask learners to complete Worksheet 12, then facilitate a discussion around effective problem solving. * Now ask learners to complete Worksheet 13 a series of questions on scope of responsibility. * Invite learners to peer assess their worksheets and discuss their thoughts. * Share links with learners on problem solving techniques and discuss as a group, Using think pair share, ask them to chose one and share why they would use it and how it could be used in work place situation. * 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 presentation 8: Effective problem solving** * **Worksheet 12:** **Effective problem solving** * **Worksheet 13: Scope of responsibility** * **Multiple choice summative quiz** * **Websites:**    + How to encourage problem-solving in your construction workforce: [www.nccer.org/newsroom/how-to-encourage-problem-solving-in-your-construction-workforce/#:~:text=It's%20the%20process%20involved%20in,ultimately%20better%20service%20for%20customers](http://www.nccer.org/newsroom/how-to-encourage-problem-solving-in-your-construction-workforce/#:~:text=It's%20the%20process%20involved%20in,ultimately%20better%20service%20for%20customers)   + What is problem solving?: <https://asq.org/quality-resources/problem-solving#:~:text=Problem%20solving%20is%20the%20act,solution%3B%20and%20implementing%20a%20solution>   + 7 steps to improve your problem solving skills: https://trainingexpress.org.uk/7-steps-to-improve-your-problem-solving-skills/   + [Problem Solving Techniques](https://www.wrike.com/blog/problem-solving-techniques/#What-are-your-favorite-problem-solving-techniques)   + [CMI: Solving Problems](https://www.managers.org.uk/wp-content/uploads/2020/03/CHK-012-Solving_Problems.pdf)   + Problem Solving:   + [Practical Tools and Techniques](https://utas.shorthandstories.com/PP_Problem_Solving_Practical_Tools_and_Techniques/index.html) * **YouTube:**    + [Critical Thinking and Problem Solving](https://youtu.be/QVIYb9j7HSs) | **Classroom discussion**  **Groupwork**  **Self and peer assessment**  **Open Oral Questioning**  **Worksheets 12 and 13**  **Multiple choice summative quiz** |