

Unit 9

Starting work in construction

Unit overview

Credits: 4

This unit introduces learners to starting work in the construction industry. There are thousands of different job opportunities and careers in the UK construction industry, which employs some two million people, from design to construction and maintenance.

Learning outcome 1 examines the many different careers available in construction under the categories of professional and technical, and craft or operative, and the different types of working available in those areas (such as employed/self-employed, permanent/temporary, full-time/part-time, skilled/unskilled).

Learning outcome 2 examines how organisations offer career opportunities within the construction industry, from the small or medium enterprise to much larger national contracting organisations.

Learning outcome 3 looks at how the type of career or job taken affects your lifestyle and working environment, for example working within a foreign country on a large project.

Learning outcome 4 recognises that learners at this foundation level stage need information, advice and guidance (IAG) about how to make informed career choices so they can map out their career pathway.

Learning outcomes 5 and 6 address the importance of working responsibly within a team and with others in construction, especially with regard to health and safety.

On completion of this unit, learners will:

- LO1 Know about different types of career opportunities available in construction
- LO2 Know about different types of organisation offering career opportunities in construction
- LO3 Understand how career choices can impact upon an individual's lifestyle
- LO4 Be able to make informed career choices
- LO5 Be able to work responsibly with others
- LO6 Be able to seek and respond to guidance when working as part of a team

Delivery guidance

The following guidance can be used in conjunction with the scheme of work.

Learning outcome 1

The main focus of the first learning outcome is describing different types of career opportunities in construction. Learners need to examine career opportunities in the following categories:

- professional and technical
- craft or operative.

The use of professional association websites is useful in providing information for careers in architecture (RIBA), civil engineering (ICE), quantity surveying (RICS) and construction management (CIOB). Each of these has a dedicated website. The craft roles are slightly harder to access electronically. The CITB has a website for training of craft operatives.

Activity 1: Your ideal career

Ask learners to write down their strengths and skills.

They should then look through their notes and decide on what career choice would best suit them.

Assist them in investigating this choice. They should try and find out the following things about the job they have selected:

- qualifications required
- type of work involved
- where they might work.

Recording evidence for this activity and assessment criterion could be through:

- an interview between the learner and a Connexions officer
- a mock job application where learners fill in a form with these details having undertaken the research.

Learning outcome 2

This learning objective asks learners to describe different types of organisation that offer career opportunities in construction, in terms of their size and the nature of the work they undertake. Organisations covered should include:

- large national organisations
- civil service and local authority posts
- small and medium enterprises.

Activity 2: Who, what, where?

Help learners to take a look around the local or regional area for construction companies that they would like to work for. This could be done via an hour's walk through a local town.

Find out if the organisations identified have a website and investigate the following about them:

- what type of work do they do
- what job roles they employ.

Learning outcome 3

Many construction jobs have a marked effect on a person's lifestyle due to a number of factors including:

- working hours
- location within the world
- type of work.

Taking the activity from LO1 where learners have selected an ideal career, this can now be extended under this learning objective through the next activity.

Activity 3: Career planning

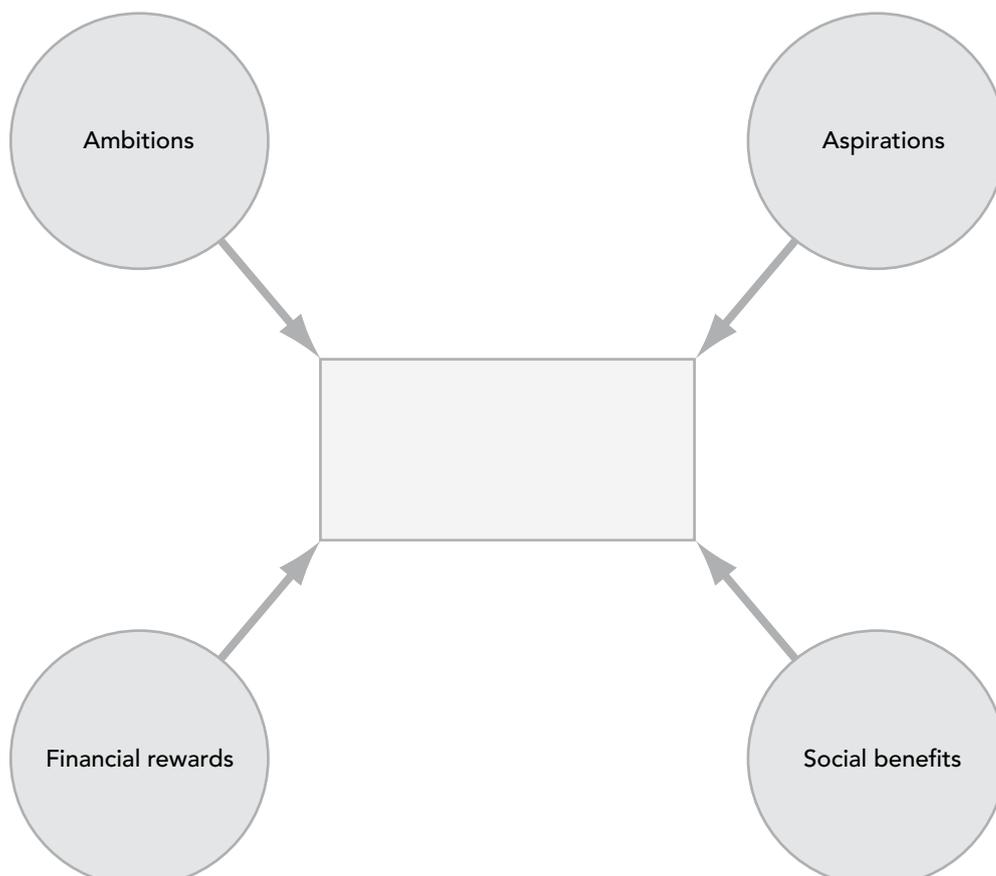
Taking their chosen career from the first activity, ask learners to complete a table like the one below by doing some research under the headings given.

Career chosen	
Hours of working	
Qualifications required	
Location	
Salary when qualified	
Professional association membership	

Learning outcome 4

Using the activity below ask learners to use their research so far to make a realistic career choice (to go in the middle box).

Activity 4: Career choice



Learning outcome 5

For assessment criterion 5.1 learners should work as part of a team and demonstrate good team-working skills by working responsibly and cooperatively.

Activity 5: Team working

When undertaking a team activity, ask learners to complete the following checklist about another member of their team. They should compare notes afterwards.

Did this person:

1. Contribute to the team goal?
2. Communicate well?
3. Listen to instructions?
4. Behave well when working in the team?
5. Act as a speaker for the team?

Learning outcome 6

For assessment criteria 6.1 and 6.2, learners must be able to interact with tutors and peers. Learners must follow instructions and communicate appropriately with other learners and with their tutors and/or instructors. This could be written communication but will be mostly verbal. Health and safety instructions are a good source of evidence that could be recorded in a witness statement.

Assessment grid

The following grid will show you the assessment criteria that should be met in this unit against the activities in the Student Book that contribute. The grid also suggests the types of evidence that you might gather for each criterion.

Level 1

Assessment criterion	Activity in Student Book that covers it	Evidence that could be offered	Student Book page
1.1 Describe different types of career opportunities in construction	Activity: Careers within construction	A range of careers described for professional, technical, craft and operative e.g. an architect, a site engineer, a bricklayer and a general operative Evidence could be acquired through an interview on site with a site manager to establish all of the career opportunities	Page 3
2.1 Describe different types of organisation that offer career opportunities in construction in terms of their size and the nature of the work they undertake	Activity: Research Activity: Types of infrastructure work	Description of a range of local organisations offering career opportunities through copies of job advertisements with learner description against each in terms of size and the work they undertake	Page 5 Page 5
3.1 Explain how an individual's lifestyle may be influenced by the career choices they make	Activity: My ideal career	A written explanation on each learner's ideal career and what lifestyle choices it may entail, giving reasons	Page 7
4.1 Make realistic career choices based upon information provided	Activity: Career choice	Research portfolio followed by a realistic career choice made by the learner, e.g.: <ul style="list-style-type: none"> • a spider diagram illustrating career choice • a personal development flow chart • a record of an interview with a Connexions adviser • responses to case study questions 	Page 7
5.1 Demonstrate good team-working skills by working responsibly and cooperatively	Activity: Strengths and weaknesses	Observation record by tutor on working responsibly and cooperatively, with learner input	Page 8
6.1 Follow instructions when working with others	Activity: On-site communication	Observation record by tutor on following instructions	Page 9
6.2 Communicate appropriately with others	Activity: On-site communication	Observation record by tutor on communication	Page 9

Scheme of work

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Academic year: _____

Broad aim: An introduction to careers, organisations, team working and working practices in construction

Number of weeks: 16

Duration of session: 1.5 hours

Tutor(s) _____

Hours of learning: 24

Credits: 4

RD = Resource Disk

SB = Student Book

Week	Learning outcomes	Tutor activity	Learner activity	Resources	Assessment criterion and functional skills
1	LO1: Know about different types of career opportunities available in construction	Professional and technical – explanation of the different job roles in design and construction	Investigate in small teams a specific role for discussion with the main group	Professional association websites Computer and internet access RD Activity 1: Your ideal career	1.1 Describe different types of career opportunities in construction FS ICT – find and select information – access, search for, select and use ICT-based information and evaluate its fitness for purpose
2	LO1: Know about different types of career opportunities available in construction	Craft – overview of the main craft roles on site during the construction process	Each learner is given a role, then asked to explain what typical operations they would do on site and what progression pathways they have	Possible guest speaker from a trade background	1.1 Describe different types of career opportunities in construction FS English (speaking and listening) – take part in formal and informal discussions/exchanges
3	LO1: Know about different types of career opportunities available in construction	Operative – overview of roles and responsibilities for the general operative on site	Listen to a description of this job role and ask questions on general operatives' roles, responsibilities and qualifications	CITB website – training organisations	1.1 Describe different types of career opportunities in construction

Week	Learning outcomes	Tutor activity	Learner activity	Resources	Assessment criterion and functional skills
4	LO2: Know about different types of organisation offering career opportunities in construction	Types of contractors – give examples of national and local construction companies	Investigate each contractor illustrated to find out about them. Examine a range of local construction companies	Possible guest speaker from local contractor to interview RD Activity 2: Who, what, where?	2.1 Describe different types of organisation that offer career opportunities in construction in terms of their size and the nature of the work they undertake FS English (speaking and listening) – take part in formal and informal discussions/exchanges
5	LO2: Know about different types of organisation offering career opportunities in construction	Explain the work of a national and local contractor	Write up interview answers from guest speaker Investigate a local contractor	Telephone directory Business directory Internet	2.1 Describe different types of organisation that offer career opportunities in construction in terms of their size and the nature of the work they undertake FS English (reading) – read and understand a range of texts
6	LO3: Understand how career choices can impact upon an individual's lifestyle	Discussion of lifestyle issues – what are these? How do they affect the learners? What are the learners' strengths and skills?	Learners examine own lifestyle issues, e.g.: Where do I want to be in 10 years? How will I achieve this?	SB pages 6–7: Career choice and lifestyle RD Activity 3: Career planning	3.1 Explain how an individual's lifestyle may be influenced by the career choices they make
7	LO3: Understand how career choices can impact upon an individual's lifestyle	Career choice impact – what do learners need to do to achieve their lifestyle choice in 10 years' time?	Examine lifestyle issues from previous session	RD Activity 4: Career choice	3.1 Explain how an individual's lifestyle may be influenced by the career choices they make
8	LO3: Understand how career choices can impact upon an individual's lifestyle	Career choice impact – what do learners need to do to achieve their lifestyle choice in 10 years' time?	Building on previous sessions learners complete career plans with all the available options	Connexions website Construction jobs website	3.1 Explain how an individual's lifestyle may be influenced by the career choices they make
9	LO4: Be able to make informed career choices	Career choice – examine potential employers in the local area	Examine the opportunities that are available What are the qualifications required?	Connexions guest speaker Recruiting agency speaker	4.1 Make realistic career choices based upon information provided

Week	Learning outcomes	Tutor activity	Learner activity	Resources	Assessment criterion and functional skills
10	LO4: Be able to make informed career choices	Career choice – examine potential employers in the regional area	Examine the opportunities that are available What are the qualifications required? Who are the training providers? What are the entrance qualifications?	Connexions guest speaker Recruiting agency speaker	4.1 Make realistic career choices based upon information provided FS English (reading) – read and understand a range of texts
11	LO4: Be able to make informed career choices	Career choice – assist learners with life and career plans	Learners update their career plans in light of this new information	RD Activity 1: Your ideal career	4.1 Make realistic career choices based upon information provided
12	LO5: Be able to work responsibly with others	Working with others – what skills and qualities are required?	Individual skills analysis on what learners have now and what they need to develop when working with others	RD Activity 1: Your ideal career	5.1 Demonstrate good team-working skills by working responsibly and cooperatively
13	LO5: Be able to work responsibly with others	Working with others – what skills and qualities are required?	Skills audit: What qualities do you need when working with others?	Skills audit pro forma prepared by tutor	5.1 Demonstrate good team-working skills by working responsibly and cooperatively FS English (writing) – write documents with which to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience
14	LO6: Be able to seek and respond to guidance when working as part of a team	Working in a team – how to behave, requirements, goals and attitude Class small-team exercise	Divide into small teams Elect a team leader Carry out the team activity Review and feedback	SB pages 8–9: Working responsibly with others RD Activity 5: Team working	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others
15	LO6: Be able to seek and respond to guidance when working as part of a team	Working in a team – how to behave, requirements, goals and attitude Health and safety case study – working in a team	Read and understand the case study Decide on who was responsible for the accident and what could have prevented it	Appropriate case study taken from the HSE website	6.1 Follow instructions when working with others 6.2 Communicate appropriately with others FS English (reading) – read and understand a range of texts
16	All	Final feedback session	Complete all outstanding assessment work		