

WorldSkills London 2011

Teaching Resource Pack

Unit 6: Construction & Trade Skills



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Unit 6: Construction & Trade Skills Session Overview

Background

WorldSkills London 2011 will be held at ExCeL London from 5-8 October 2011.

In this resource pack learners will:

- Visit a careers event and/or skills competition
- Obtain information relating to potential careers in specialist skills areas
- Use the information to reflect on possible career choices

Starter Activity:

Working in pairs, learners evaluate their understanding of the Learning Cycle by applying it to a careers activity.

Learning Activity:

Learners carry out detailed research into career pathways and job roles. In addition, learners carry out salary and wage calculations.

Reflective Activity:

Learners are encouraged to reflect on their involvement in the careers research activities and the skills required. They are encouraged to think about setting and reviewing targets and any changes they would make to ensure they successfully complete all of the set activities.

Developmental Activity:

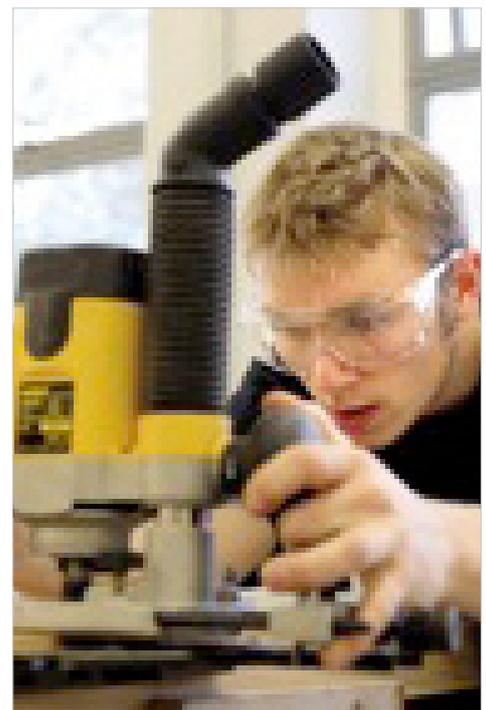
Learners review their role and their feelings and attitudes towards the task. They are encouraged to question and challenge themselves in providing an appraisal of the development of their knowledge and skills.



Learner Checklist

Learners can:

- Apply the Learning Cycle and the associated learning processes to carrying out research into careers.
- Reflect on their use of their skills and identify learning from their reflections of completing a careers activity.





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Session Planner

The following suggested plan is based around 4 x 60 minute practical activity sessions which could take place at a careers event or skills competition such as the WorldSkills London 2011 Competition (www.worldskillslondon2011.com).

The sessions focus on developing learners' research and investigative skills by encouraging them to identify potential career and job opportunities within the construction and trade skills industries (brickwork, painting and decorating, joinery, metal craft, plumbing, refrigeration). The activities can be adapted to focus on particular skill areas as required.

Topic	Timing	Learning Outcomes	Teaching Activities	Learning Activities
Session 1 Identifying career opportunities in Construction and Trade Skills	60mins	Learners understand the process of carrying out effective research and can identify, obtain and record sources of information appropriately.	Facilitation of practical research session at a careers event or skills competition.	Research and gather information on the types of job roles within given career categories.
Session 2 Identifying skills and qualities needed for a career in Construction or Trade Skills	60mins	Learners can identify and produce a checklist of the skills and qualities required to undertake identified professional roles.	Facilitation of group discussion around the skills and qualities required to undertake professional roles.	Production of a checklist identifying job roles and responsibilities and the knowledge, skills and qualities required for the role.
Session 3 Calculating pay rates in Construction and Trade Skills	60mins	Learners are able to carry out routine calculations required to determine the yearly, monthly or weekly incomes for identified jobs after Income Tax and National Insurance deductions.	Review of the mathematics underpinning salary/wage calculations.	Research into wage/salary expectations for identified roles. Calculation of salaries/wages.
Session 4 Reflecting on learning	60mins	Learners are able to reflect on all aspects of the practical sessions and identify what they learned by completing the associated tasks.	Facilitation of paired/group activities around the Learning Cycle and reflecting on the learners experience of the practical activities.	Completion of set activities which encourage learners to reflect on their experiences and identify learning.



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Activity Brief:

In this section you will begin to research and investigate possible career and job roles in Construction and Trade Skills (for example Plumbing, Carpentry, Plastering) of particular interest to you. You will be given a project brief (see below) and will be required to complete a series of activities. Your tutor and/or advisors at the WorldSkills London 2011 event will be able to assist you.



Scenario

With over 150,000 people expected to visit the WorldSkills London 2011 event, a new hotel is currently in development next to ExCeL London and is expected to be open to the public in the Autumn 2011. The building of such a hotel requires people with specialist skills relevant to the Construction and Trade Skills industry.

You have been assigned as a member of the Human Resources team at WSL Recruitment, London and your role is to identify the particular job roles required to build the hotel, the type of people required, as well as the skills and qualities needed to complete the project. You are required to obtain as much information as possible and present your initial findings by completing the table below. You will then use this information to produce a more detailed report once you have completed your research.

The Technical Project Team (TPT) are responsible for ensuring that the hotel opens on time have identified several key areas for which staff will be required. These are listed below:

- **Brickwork**
- **Painting and Decorating**
- **Joinery**
- **Metalcraft**

In addition, building materials will need to be transported to and from the building site and so – **Motor Vehicle Care and Maintenance** is another key area identified by the project team.

Learning Outcomes

In this activity you will:

- Identify the range and type of job roles within the Construction and Trade Skills professions.
- Identify the skills and qualities required to undertake these roles.
- Work out salaries and wages after tax and national insurance deductions.

Using the Learning Cycle

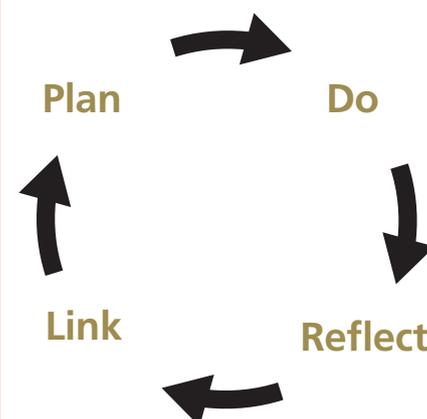
In this activity you will be applying the Learning Cycle to the task. Below is a brief description of the different stages as discussed in unit 4.

Doing: This involves carrying out and being aware of all the activities you are involved in during a project or task.

Reflecting: This involves looking back and summarising what you have done or what has taken place in the project or task.

Linking: This stage involves making links and connections with previous knowledge and/or skills and identifying possible solutions.

Planning: This involves identifying what you have learnt in order to make improvements, which involves reviewing and deciding the next steps, structuring what you do in a new way and setting targets.





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Starter Activity

By carrying out appropriate research at an event such as WorldSkills London 2011 (www.worldskilllondon2011.com), identify a range of jobs for the following skills areas.

[Your teacher/ tutor and/or an Event Advisor can assist you with this at the event]

Use the table below to record your findings. Use the space below to record your initial thoughts and ideas.

skill area	job roles
Construction	
Brickwork	
Painting and Decorating	
Joinery	
Metal Craft	
Motor Vehicle (Automotive) Repair	



Thought Box:

What do we mean by roles and responsibilities? Is there a difference? You will need to consult sources of information from a dictionary and/or the internet. Make a brief record of your findings. Your teacher/tutor will also discuss these terms during the session.



Thought Box:

Do any of the roles listed interest you at this stage?

What information do you need to find out about in relation to the job roles?



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Learning Activity 2

Activity

In this activity you will review the skills and qualities needed for a career in Construction and Trade Skills.

Have a discussion with someone at a careers or skills event (such as the WorldSkills London 2011) who has a job that you are interested in. Find out what is involved and the skills and qualities they needed to get the job. Repeat this activity for three different roles.

Record your findings in the table below:



Thought Box:

In your discussions, what information are you trying to obtain? Why?

Thought Box:

You will find several key words which you may be not be familiar with such as operative, supervisory, technologist. Consult a dictionary or ask your teacher if you are not sure about the meaning of these words.

	Job Categories					
	Craft and Operative		Technician & Supervisory		Technologist & Professional	
Job Title						
Brief description of the job role						
Skills and qualities required for the job role						
Is the job role (Tick ✓)	Full-time		Full-time		Full-time	
	Part-time		Part-time		Part-time	
	Permanent		Permanent		Permanent	
	Casual		Casual		Casual	
	Temporary		Temporary		Temporary	



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Learning Activity 2

Activity:

Pay rates in Construction and Trade Skills

In this activity you are going to find out the typical rates of pay for those working in the construction industry. Typically, the information relating to pay may be quoted on an hourly, weekly, monthly or yearly basis.

You must complete all sections of the table.

Note: You may need to carry out calculations in which you convert from one pay rate to another.

Ask your teacher or tutor for help with any calculations if required. Use the table below to record your findings.



Task

Using the information you obtained to complete activity 2(a) together with any relevant careers information you have obtained, complete the table below. Remember that you are to record pay before any tax and national insurance deductions.

Thought Box:

You will need to carry out some calculations here and this is where you will see the importance of having good maths skills!

	Job Categories		
	Craft and Operative	Technician & Supervisory	Technologist & Professional
Job Title			
Hourly Pay (before Tax and National Insurance)			
Weekly Pay (before Tax and National Insurance)			
Monthly Pay (before Tax and National Insurance)			
Yearly Salary (before Tax and National Insurance)			



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Reflective Activity

This activity will focus on your experience of working as a part of a team to put on a special event or activity. It will help you to analyse what went well with the project and areas that you feel could have been developed further. Use the space below to record your thoughts and ideas.

Name:	
Class/Year:	
Course/Subject:	
What research did I carry out and what information did I consider to be important?	
What were the three main things I learned from taking part in this activity?	
What did I previously think was true, but now know to be incorrect/wrong when planning the careers event?	
What did we not cover that I expected we should?	
What was new or surprising to me in completing these tasks?	
What have I changed my mind about, as a result of working as part of a team?	
One thing I learned in organising an event that I may be able to use in the future is	
I am still unsure about...	
Issues that interested me a lot, and that I would like to study in more detail are	
What I most liked about this activity was...	
What I most disliked about this activity was...	
Other interesting facts I learned in completing my tasks as part of the team were	



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Developmental Activity

This activity will focus on getting you to review particular aspects of your role and your feelings and attitudes. You may find this section challenging!

DO ASK FOR HELP FROM YOUR TEACHER OR TUTOR IF REQUIRED!

What key ideas have I covered by completing the tasks for the careers event?	
What have I achieved in completing these tasks?	
What am I still unsure of after completing my tasks?	
What do I need to do to address the things I am unsure of?	
What do my partners in my team think of my role and contribution to the team?	
If I was to be involved in a similar task what would I do differently?	

For more information about our Education Experience Programme and how you can get involved please contact:

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