

Costing a building project

Functional Skills L1 workplace assignment

Training session (lesson) plan



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| Programme | Functional Skills OCNW Construction Unit 1 | Session title | calculate the costs of a building project |
| Unit title | Functional Skills | Qualification (if applicable) | Functional Skills Maths Level 1 Functional Skills English Level 1 Functional Skills ICT Level 1 OCNW Level 1 Certificate in Preparation for employment in the Construction Industries |
| Learning aim | | Learning objective | |
| <ul style="list-style-type: none"> The purpose of this functional skills and construction assignment is for the student to work through all the steps required to calculate the costs of a building project. To follow the whole project through from beginning to end. To produce scale diagrams and work out the charges for materials and labour, and present them to the customer. To cover many aspects of what is required to practice your Functional Skills Maths, English (including Speaking and Listening) and ICT as well as applying aspects learnt in your construction course. The whole assignment will take approximately 2 to 3 sessions to complete fully. | | <ul style="list-style-type: none"> take part in a formal or informal discussion / exchanges read and understand a range of texts write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience interact with and use ICT systems independently to meet needs manage information storage follow and understand the need for safety and security practices select and use a variety of sources of information independently to meet needs access, search form select and use ICT-based information and evaluate its fitness for purpose develop present and communicate information enter, develop and format information to suit its meaning and purpose, including: text and tables, images, numbers, graphs, records. Present information in ways that are fit for purpose and audience | |

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| Timing | Teaching and learning activities | Planned learner participation | Resources |
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| 00.00 (all timings are very approximate) | Welcome students as they enter classroom. Settle students into their seats around whiteboard. Facilitate Register. | Group response to questions Listen & ask questions Respond individually | <ul style="list-style-type: none"> • Classroom & chairs • Behaviour and Learning Agreements • Paper / pens / hole punch • Portfolios / Dividers • Assignment booklet • Interactive white board to show presentation • Whiteboard with Nobo pen • PC's / printer • Pencils • rulers |
| 00.15 | Tutor to explain learning aims and objectives of lesson and ensure that all are fully aware of what is expected of them this session. Explain that it will combine all their knowledge so far and that it is expected from functional skills that combinations of skills are required to complete the assignment. The best (i.e. the one accepted by the customer) proposal will win a "prize". | Group response to questions and tutor replies to queries. Listen & ask questions Respond individually or as a group. | |
| 00.25 | Aims written on board or projected onto whiteboard and tips on how to complete gone over. Tutor hands out assignment sheets and explains detailed requirements for stage 1. "customer" (a. n. other tutor posing as customer) enters room and sits among the "builders" | Students collect pens and assignment sheets Students speak, listen, ask questions, and write down replies. | |

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| Timing | Teaching and learning activities | Planned learner participation | Resources |
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| 00.40 | Tutor to brainstorm students and write on board to reiterate what the customer has said and what his requirements are. Explain / brainstorm different stages of build i.e. clear site / ground work / foundations / build / finishing off / clearing site & disposing of waste | Listen and respond. Suggest ideas. Individual and group response. Students to do as much of the work as possible (individually, pairs, groups) to embed the ethos of professional working cooperation. | Hand out pencils rulers |
| 00.90 | Tutor explains stage 2 – do a scale diagram of the project required. Ask about scale, what it is and how it can apply to this drawing. Write on the board what scale they are to use. | Listen and respond. Go off and start drawing. | |
| 00.00 | break | break | |
| 00.15 | Call class together around board. tutor explains stages 3 & 4 need to be researched on the internet | Listen and respond. Articulate concerns. Complete drawing. | |
| | | student researches on internet and completes sections in assignment sheet | |
| | | Students go to building supply sites and cost up raw materials such as sand, cement, bricks etc needed to complete project. Also equipment hire charges and | |

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| 00.60 | <p>Stage 5 – estimate materials needed. Go over on board once more & encourage students to reiterate customer needs. Brainstorm the maths needed to calculate area of wall of and bricks per sq metre.</p> <p>Highlight waste materials and how they are handled and disposed of. Again; explain / brainstorm different stages of build i.e. clear site / ground work / foundations / build / finishing off / clearing site & disposing of waste</p> <p>Call class together around board.</p> <p>Reiterate, brainstorm knowledge on range, average for stage 6 – go around individually and help with difficulties.</p> | <p>sundry materials such as skip hire.</p> <p>Students cost up disposing of waste materials.</p> <p>Student does the maths and calculates best costs of brick etc</p> | |
| 00.75 | <p>Call class together around board.</p> <p>Stage 7 – identify health and safety issues. Brainstorm with group</p> | <p>Group response to questions Listen & ask questions Respond individually Carry on individually with set work</p> | |
| 00.80 | <p>Call class together around board. TUTOR – debrief – bring out Trust, teamwork and co-operation etc relate to the need for these on a construction site.</p> <p>10 minutes from end of session - RECAP – work covered in session.</p> <p>Ask questions to reinforce and reiterate.</p> | <p>Group response to questions Listen & ask questions Respond individually Carry on individually with set work</p> | |

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| <p>00.90 00.00</p> | <p>After session – analyse what went right and what could do with improving on or need further practice. Take on board opinions and responses of students in class to lesson and incorporate into session next time it is taught.</p> <p>Session ends Welcome students as they enter classroom.</p> <p>Settle students into their seats around whiteboard.</p> <p>Facilitate Register.</p> <p>Tutor to explain learning aims and objectives of lesson and ensure that all are fully aware of what is expected of them this session. Also to reiterate previous session with a Q&A session</p> <p>Aims written on board or projected onto whiteboard and tips on how to complete gone over.</p> | <p>Group response to questions Listen & ask questions Respond individually</p> <p>Q&A session</p> | |
| <p>00.20</p> | <p>Tutor hands out assignment sheets, gives feedback from previous sessions work and explains detailed requirements for stage 8 calculate labour charges and profit. Brainstorm profit. What is it? Why do we need it? What do they think they are</p> | <p>Group response to questions and tutor replies to queries. Listen & ask questions Respond individually or as a group.</p> | |

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| 00.45 | <p>worth? Now? In the future? Explain VAT & how to calculate it</p> <p>Call class together around board. Reiterate what has gone on in previous half hour. Ensure that everyone has caught up. Explain that stage 9 is "The big One" – the costed proposal.</p> <p>Break</p> | <p>Student estimates costs, how many bricks they can lay an hour, how many builders they need, profit, overheads, VAT and draw a chart either by hand or in Excel to illustrate how quote is broken down.</p> <p>Students complete costed proposal in rough first. Help is needed at this stage so tutor will be very busy!</p> | |
| 00.90 00.00 | <p>Stage 10 – self analysis and discussion</p> <p>Call class together around board. Tutor initiates discussion.</p> | <p>self analysis and discussion</p> <p>Students take turns to discuss proposals in front of "customer" (who has now returned) and present work to customer.</p> | |
| 00.45 | | <p>Rest</p> | |
| 00.55 | <p>Customer and tutor run through proposals' and select the "best" 5 and go over them with group explaining why they were accepted. "prize" is presented</p> | <p>Group response to questions Listen & ask questions Respond individually</p> | |

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Extension:

Depending on which level the student is working at fuller answers can be expected from those working on the high L1 grade.

Differentiation:

Support to learners with educational difficulties are assessed and dealt with before class begins. In this group FLT there is one dyspraxia learner and I would assign the learning support assistant to work closely with this student.

Planned learner assessment methods for this session:

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| Date | Trainer's views on how the session went and progress against planned session |
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