

11. Construction commercial/business principles

Sample scheme of work

This sample scheme of work covers both classroom- and workshop-based learning for **Construction commercial/business principles**. It is based on 3 hours per session for 11 sessions, plus 6 extra hours for tutor-led activities. It is an example only of a possible scheme of work and is based on theory and practical workshops 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.

11. Construction commercial/business principles

Sample scheme of work

Course/qualification: T Level Technical Qualification in Onsite Construction (Level 3)

Tutor's name:

Number of sessions: 12

Delivery hours: 39

Venue:

Group:

Criteria

11.1 Business structures

11.2 Business objectives

11.3 Business values

11.4 Principles and examples of corporate social responsibility

11.5 Principles of entrepreneurship and innovation

11.6 Measuring success

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11.7 Project management

11.8 Quality management

Session	Criteria	Activities and resources	Skills check
1 3 hours	11.1 Business structures Business structures: sole trader, partnership, limited company (PLC. Ltd.), small and medium enterprises (SMEs), not-for-profit organisations/community interest company (CIC), franchise. Typical business structures in the built environment and construction industry. • Ownership. • Management of the company. • Legal status.	Activities: • Tutor to deliver PowerPoint 1: Business structures. Introduce limited companies, partnerships, sole traders, not for profit and community interest companies. • Divide into small groups and give each group a type of business. • Issue Worksheet 1: Business structures and facilitate learners' independent research. • Facilitate learner presentations and provide feedback. Peer feedback could also be sought using feedback forms as preferred. • Collate advantages and disadvantages of company types with learner input. • Open a discussion on the legal status of a company. • Issue Worksheet 2: Forming a business for learners to complete. • Tutor to deliver answers to Worksheet 2.	PowerPoint 1 Observation of directed questioning Worksheet 1 Worksheet 2

Session	Criteria	Activities and resources	Skills check
	- Liability. - Advantages/disadvantages.	- Tutor to ask learners to discuss skills, attributes and qualities that are valuable in a business partnership. - Tutor to recap learning outcomes for criteria 11.1. Resources: PowerPoint 1 Worksheet 1 Worksheet 2 - Laptops and presentation software - Projector and white screen - Internet	
2 3 hours	11.2 Business objectives - Business objectives: financial and social, organisation culture, quality, innovation, compliance, sustainability. - The business and corporate objectives used to measure performance of an organisation in the construction industry:	Activities: - Tutor to invite learners to independently list some common business objectives for a construction company based on their practical experience. - Tutor to deliver PowerPoint 2: Business objectives. Tutor to introduce financial and social objectives and concepts of organisation culture, quality, innovation, compliance, sustainability. - Tutor to issue Worksheet 3: Business objectives.	PowerPoint 2 Observation of research skills Worksheet 3 Worksheet 4

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Session	Criteria	Activities and resources	Skills check
	- Financial: private organisations (profit, growth and innovation, market leadership) and not-for-profit (value for money, increased access, reduced poverty). - Social: private organisations (providing employment) and not-for-profit (providing housing, healthcare, services and education). - Organisational culture: beliefs, behaviours and ethical values aligning with business objectives. - Quality: measurable objectives, including use of quality marks, ISO, etc. - Innovation: allows for generation of ideas, innovation activities and goals aligning with business objectives. - Compliance: regulatory compliance with (external) rules	- Tutor to facilitate learners' research and to consolidate lists of objectives as a class. - Tutor to issue Worksheet 4: Quality objectives. - Tutor to deliver answers to worksheet 4 and check for understanding of ISO 9000 and KPIs. - Tutor to issue Worksheet 5: Business objectives case study. - Tutor to deliver answers to Worksheet 5. Facilitate class discussion around sustainability objectives in construction. Invite learners to suggest other sustainability objectives that a construction business might choose to have in place. - Tutor to recap learning outcomes for criteria 11.2. Resources: PowerPoint presentation 2 Worksheet 3 Worksheet 4 Worksheet 5 - Laptops - Wi-Fi internet Websites: Corporate Objectives:	Worksheet 5

Session	Criteria	Activities and resources	Skills check
	and internal controls built into objectives. Sustainability: sustainability embedded into business objectives, from energy-efficient construction to eco-friendly use of materials.	https://conlon-construction.co.uk/about-conlon/aims-core-values/ Government objectives: https://www.gov.uk/government/publications/construction-2025-strategy Skanska https://www.skanska.co.uk/about-skanska/sustainability/green/	
3 3 hours	11.3 Business values The fundamental business values including financial stability, customer service, care for life, ethics and transparency, codes of conduct, commitment to the customer, collaborative working.	Activities: - Tutor to deliver PowerPoint 3: Business values. - Classroom discussion on business values rather than objectives and how they differ. - Issue Worksheet 6: Business values. Learners to complete the worksheet. - Ask learners to share their answers on customer service measures. Discuss the answers and expand or suggest other measures a company could take. - Tutor to run Q&A session considering such questions as: Think of a time when you have had bad customer service. How did it make you feel? What impression did it leave of the company? Would you use that company again? Discuss learner's answers and their implications for a construction business.	PowerPoint 3 Observation of learner answers Worksheet 6 Worksheet 7 Worksheet 6 Worksheet 7

Session	Criteria	Activities and resources	Skills check
		• Issue Worksheet 7: Care for life. Learners to complete the worksheet. • Q&A: What is meant by Care for life? Check understanding of the concept and discuss the potential advantages and disadvantages to the business and the customer. • If appropriate, a guest speaker could be invited to the session to discuss the values of their company and to give real-world examples of how business values are implemented in the construction and building services industry. • Tutor to recap learning outcomes for criteria 11.3. Resources: • PowerPoint presentation 3 • Worksheet 6 • Worksheet 7 • Laptops • Internet	
4 3 hours	11.4 Principles and examples of corporate social responsibility	Activities: • Deliver PowerPoint 4: Principles and examples of corporate social responsibility.	PowerPoint 4 Observation of direct questioning

Session	Criteria	Activities and resources	Skills check
	Principles: social, economic and environmental factors, design, sustainability. The basic principles of corporate social responsibility (CSR) and examples of use in the construction industry. Design – community led, inclusive, meets local needs. Social, economic and environmental – positive impact. Sustainability – use of local trades/suppliers and materials.	- Facilitate a discussion around who benefits from CSR: the company, stakeholders, society, community, environment. - Issue Worksheet 8: CSR case studies, directing students to the URL below. - Ask learners to feedback their answers to Worksheet 8. Discuss the case studies and the benefits brought to communities in the two case examples. - As an additional activity, learners could be asked to choose a local company or one with which they are familiar, and research their CSR policies and activities (e.g., community events, charitable activities, sustainability policies etc). Learners can be asked to present their findings back to the class. - To stretch and challenge, learners could also be asked to imagine they have been asked to advise their chosen company on ways that it could improve its CSR profile and make appropriate recommendations. - Ensure understanding of benefits of CSR by questioning. - Tutor to recap learning outcomes for criteria 11.4. Resources: PowerPoint presentation 4 Worksheet 8 - Internet	Worksheet 8

Session	Criteria	Activities and resources	Skills check
		Laptops Websites: https://constructingexcellence.org.uk/wp-content/uploads/2015/03/social_responsibility.pdf	
6 3 hours	11.5 Principles of entrepreneurship and innovation Principles: solution provider, vision, viable product/service, capital, growth and marketing, research, priorities. Principles of innovation and entrepreneurship and role it plays in the construction industry (improved product service, increased growth/profit, advancements in industry).	Activities: - Tutor to begin by asking learners to define what an entrepreneur is and ask for real-world examples for any business sector. - Tutor to begin presentation of PowerPoint 5: Entrepreneurship, innovation and measuring success, slides 1–2. - Tutor to ask learners to brainstorm the qualities they believe make a successful entrepreneur. Tutor to collate answers and add additional suggestions as required. - Tutor to present PowerPoint 5, slides 3–6. - Tutor to issue Worksheet 9: Principles of entrepreneurship. Learners to complete the questions and read the case study. - Check learners understand entrepreneurship concepts and facilitate discussion on Worksheet 9 around qualities of an entrepreneur. - Stretch/challenge: Discuss the case study on Lee Marley.	PowerPoint presentation 5 Observation of learner performance Worksheet 9

Session	Criteria	Activities and resources	Skills check
		- Learners to be asked what they identified with in the case study, to summarise what they have learnt from his story and report back to the class. - Learners could be asked to consider their own qualities, how entrepreneurial they feel they are, their attitude to risk, and what skills they would use to start their own businesses. - Tutor should acknowledge not everyone is an entrepreneur but that they may bring other skills to bear on their work (learners could be asked to identify these also, for example, quality of workmanship, conscientiousness, technical expertise, organizational skills). - Tutor to deliver PowerPoint 5: Entrepreneurship, innovation and measuring success, slides 6–7 and present the concept of innovation. - Learners to be asked to define innovation and suggest examples of recent innovations in construction. - Tutor to recap learning outcomes on entrepreneurship and innovation for criteria 11.5. Resources: PowerPoint presentation 5, slides 1–6 Worksheet 9 - Internet - Laptops	

Session	Criteria	Activities and resources	Skills check
		Case studies Websites: https://www.investopedia.com/terms/e/entrepreneur.asp	
7 3 hours	11.6 Measuring success How organisations in the built environment and construction industry use benchmarking, (KPIs, standard setting, target setting, input, output, and process) when measuring business success.	Activities: - Tutor to run a Q&A: Why is measuring business performance important? Tutors to record learners' answers. - Tutor to deliver PowerPoint 5: Entrepreneurship, innovation and measuring success, slides 8–12. - Revisit learner answers from the start of class and add any additional reasons for measuring performance. - Discuss the concept of benchmarking and how this helps businesses to measure activities and performance, introduce the concept of KPIs and question to check understanding. - Issue Worksheet 10: Measuring success. Learners to formulate 5 KPIs for a construction business. - Discuss the answers produced by learners about KPIs and suggest useful KPIs around cost, time and quality metrics.	PowerPoint 5 Observation of answers to worksheet Worksheet 10

Session	Criteria	Activities and resources	Skills check
		- As appropriate, tutors may wish to invite guest speaker(s) to discuss how they measure their own company performance, how KPIs are formulated, and how metrics are recorded in a meaningful way to help the business to grow. - Tutor to recap learning outcomes on entrepreneurship for criteria 11.6 Resources: PowerPoint presentation 5, slides 8–12 Worksheet 10 - Internet - Laptops Websites: https://constructingexcellence.org.uk/performance-measurement/ https://www.designingbuildings.co.uk/wiki/Key_performance_indicators_KPI	
8	11.7 Project management	Activities: Tutor to issue Worksheet 11: Project management.	PowerPoint 6

Session	Criteria	Activities and resources	Skills check
3 hours	Principles: effective planning, setting clear goals and objectives, defining roles and responsibilities, setting realistic milestones, and constraints on cost and time. Ensuring all objectives are measurable and achievable, including SMART technique.	• Learners should watch the video at: https://www.apm.org.uk/resources/what-is-project-management and answer the questions on the worksheet. • Tutor to check understanding by checking answers to Worksheet 11. • Stretch and challenge: Introduce the project management triangle of cost, time and budget and discuss how these three variables operate in projects. • Tutor to deliver PowerPoint 6: Project management. • Issue Worksheet 12: Project management case studies. • Learners to visit the URLs to read the cases and answer the questions. • Discuss Worksheet 12 answers and identify the successes in project management in the case studies. • Discuss the day in the life of a project manager on Worksheet 12. • Tutor to run a Q&A on the role of the project manager. What skills are required? Did anything surprise learners about the role? Did the role appeal to them? Why or why not? • Issue Worksheet 13: SMART goals. • Learners should identify what is meant by a SMART goal. Ask learners to read out their own SMART goals and discuss how they are specific, measurable, achievable, relevant/realistic and time-based. • Tutor to run a Q&A: What happens if you are set a goal which is not SMART? Tutor to discuss the difficulties of measuring success against	Observation of performance in teams Worksheet 11 Worksheet 12 Worksheet 13

Session	Criteria	Activities and resources	Skills check
		goals where success (in terms of time, outcome, scope) has not been clearly defined. - Tutor to recap learning outcomes for criteria 11.7. Resources: - PowerPoint presentation 6 - Worksheet 11 - Worksheet 12 - Worksheet 13 - Internet - Laptops Websites: https://www.apm.org.uk/resources/what-is-project-management https://www.apm.org.uk/media/1606/bnfl-case-study-12v2.pdf https://www.apm.org.uk/media/1196/overseas-project-of-the-year-2010-turner-townsend.pdf	
9	11.8 Quality management	Activities:	PowerPoint 7

Session	Criteria	Activities and resources	Skills check
3 hours	The quality management systems and techniques used in business including: • Self-assessment. • Internal audit. • External audit. • Quality control. • Quality improvement. • ISO 9000. The purpose of quality management systems – to maintain the standard or quality of the work in a consistent manner.	• Tutor to run a Q&A: Why do companies need to manage quality? What are the implications if quality is not monitored? • Learners could be asked to provide examples from their own experience where the quality of a product has been below expected standard and discuss what the implications were for their situation. • Tutor to deliver PowerPoint 7: Quality management, slides 1–5. • Tutor to ask learners to research the differences between an internal and external audit. Tutor to check answers to ensure understanding. • Tutor to issue Worksheet 14: ISO 9000. • Individually or in small groups, learners should research ISO 9000 (30 minutes) and prepare a presentation (30 minutes). • Learners should be asked to present their ISO 9000 presentations to the class. Tutor may wish to provide feedback on presentations skills as appropriate. • Deliver PowerPoint 7: Quality management, slides 6–7 to recap ISO 9000 and check understanding. • Tutor to recap learning outcomes for criteria 11.8 Resources: • PowerPoint presentation 7 • Worksheet 14	Worksheet 14 Learner presentations

Session	Criteria	Activities and resources	Skills check
		- Internet - Laptops Websites: https://www.iso.org/iso-9001-quality-management.html https://www.iso-9001-checklist.co.uk/iso-9000-standards.htm	
10 3 hours	11.8 Quality management The quality management systems and techniques used in business including: - Self-assessment. - Internal audit. - External audit. - Quality control. - Quality improvement. - ISO 9000.	Activities: - Invite a guest speaker from construction/BSE industries, e.g., a Quality Manager from a construction company to talk around their company's quality management activities and processes. What they are, why they are important, who benefits, and why. - Q&A session with students to engage with the speaker. - Learners could be asked to create a short presentation or information sheet on what they have learned. Resources: - Internet - Laptops	PowerPoint 7 Learner presentations

Session	Criteria	Activities and resources	Skills check
	The purpose of quality management systems – to maintain the standard or quality of the work in a consistent manner.	PowerPoint 7 (for recap as required)	
11 3 hours	Revision and recap All learning objectives.	Activities: - Tutor to deliver the MCQ test questions for learners to complete. - Tutor to deliver answers and check for understanding. - Based on the answers given, tutor to ask learners to summarise their strengths and their knowledge gaps. - Tutor to record and identify knowledge gaps from the class on the whiteboard. - Recap any areas from the coverage of Sessions 1–10. Resources: Multiple choice questions PowerPoints 1–7 (as required) - Internet - Laptops	Multiple choice questions

Session	Criteria	Activities and resources	Skills check
12 6 hours	Revision and recap All learning objectives.	Activities: Additional hours have been allowed in this scheme for the centre to integrate any additional tutor-led activities, such as site visits, guest lectures, etc or to recap any knowledge gaps for learners from the content of Sessions 1–10.	PowerPoints 1–7 (as required)