

Construct Your Skills

Context:

Effective Start and End points for Construction Workshop Sessions - A Structure Approach to Practical Learning

This CPD resource will provide teaching staff with a clear method for establishing purposeful start and end points in practical construction workshop sessions. It will introduce a structured technique that ensures consistency, improves learner readiness, and strengthens reflective practice. The resource will also incorporate digital tools to embed learner progress, utilising peer to peer feedback developing learners' communication and evaluative skills.

Workshop-based learning is most effective when learners understand *exactly* what is expected of them before, during, and after the activity.

The Technique/Method:



See the Technique/Method in Action:





Top Tips:

Workshop-based learning is most effective when learners understand exactly what is expected of them before, during, and after the activity. Establishing consistent start and end points:

- Reduces cognitive load by making expectations predictable.
- Improves safety compliance through structured preparation and tool checks.
- Boosts learner confidence as they begin to understand what “good” looks like.
- Creates habitual reflective practice, especially when coupled with peer observation.
- Supports differentiation, as learners can work at their own pace within a controlled framework.

Peer-to-peer feedback, when structured well, enhances learning by:

- Encouraging learners to use technical language and standards.
- Allowing learners to observe techniques they may not yet be confident with.
- Developing evaluative skills and improving craftsmanship through comparison and reflection.
- Creating a collaborative workshop culture that mirrors industry team-working norms.

Using digital tools such as Padlet, to measure and record learners’ progress

- Interactive collaboration allows learners to create interactive boards, make comments, upload images, links and videos
- User friendly designed to be accessible, even for those with limited technical/digital skills
- Offering multiple layout options, such as grids, timeline, bookshelf and map, allowing learners to choose the format which best suite their content and targets.
- Learners can add notes, attached comments and tag in others

Dig Deeper:

the-future-of-construction-city-guilds-atc-2026-pdf : PDF (www.cityandguilds.com)

Further Education and Skills Inspection Toolkit — including early and accurate assessment, reducing barriers, adapting provision, and monitoring progress over time. [assets.pub...ice.gov.uk] <https://padlet.com>

Monitoring Progress and Impact:

MONITORING PROGRESS & IMPACT: A Framework for Tracking Learner Progress and Development

<h4 style="text-align: center; margin: 0;">Starting Point / Baseline</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>What to Record: Learner's initial starting point, prior knowledge, SEND/high needs info, barriers to learning.</p> </div> <div style="width: 45%;"> <p>What to Record: What new knowledge has been learned since the last session?</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">  <p>Evidence to Capture: ILP, diagnostics, EHCP, prior qualifications, learner reflections.</p> </div> <div style="width: 45%;">  <p>Evidence to Capture: Learner work, practical assessments, observations and feedback.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>Impact Question: What do they know and what can they do to improve?</p> </div> <div style="width: 45%;"> <p>Impact Question: How has their knowledge improved from the baseline?</p> </div> </div>	<h4 style="text-align: center; margin: 0;">Knowledge Progress</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>What to Record: Learner's initial starting point, prior knowledge, SEND/high needs info, barriers to learning.</p> </div> <div style="width: 45%;"> <p>What to Record: What new knowledge has been learned since the last session?</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">  <p>Evidence to Capture: ILP, diagnostics, EHCP, prior qualifications, learner reflections.</p> </div> <div style="width: 45%;">  <p>Evidence to Capture: Learner work, practical assessments, observations and feedback.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>Impact Question: What do they know and what can they do to improve?</p> </div> <div style="width: 45%;"> <p>Impact Question: How has their knowledge improved from the baseline?</p> </div> </div>
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