



# ENVIROBILITY PROGRAMME

## Get Ready for Green Construction





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# AGENDA FOR PROGRAMME PLANNING



# WELCOME

## GET READY FOR CAREERS IN GREEN CONSTRUCTION

**Get a taste of the exciting careers available in this growing and evolving field and start building in-demand skills. You'll get relevant experience through practical activities and fun group challenges.**

### **On This Course You'll:**

- Discover exciting opportunities in the ever growing green construction sector
- Network with local employers and gain a personalised plan to kick-start your future
- Build creative and transferable skills whilst collaborating on a group project
- Gain hands on experience in retro-fitting, carpentry, brick work and sustainable design



# LEARNING IS A JOURNEY

**Every day, every opportunity, and every experience  
(no matter how small) gives you the chance to learn and grow.**

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Whether you are in education, training, or work, it is important to understand what these experiences show us and how we can use them to impact positively on the way we think, improve the way we do things and develop towards our future goals.

Asking yourself questions and taking time to reflect is important, such as:

- What did that teach me?**
- How can I turn that mistake into a positive?**
- What can I do to work on these skills?**

This Progress Journal can help you to ensure that you take more from your experiences and opportunities. It is designed to help you learn more about your skills and what your goals are. And, in turn, help you to develop and prepare you for future employment.

This document gives you the opportunity to note down and record your progress while on the course. The extra resources are there if you want to challenge your learning and take this one step further.

Your Youth Development Lead will be happy to help if you require any further resources or information.



# THE MAIN AIMS OF THIS DOCUMENT

1

## **To reflect on your experiences**

- What you have developed
- What steps you can take to make the most of your journey

2

## **Focus and fine-tune your goals**

- What 'success' means for you and work out how you are going to achieve what you want (both in your work and wider life)
- Identify what steps you need to take and how to make success happen for you!

3

## **Define your strengths and key areas for improvement**

- Discover what your strengths are, as well as your key areas for development and how you can improve within these areas
- Recognise how you can identify your transferable skills and their importance

4

## **Plan for your future**

- Begin to create a clear vision of what your full potential looks like and how to reach it
- Evaluate your skills and match them with an ideal career pathway
- Define what career you want, and research how to achieve it

# MY JOURNEY FORM

**The My Journey Form is a key document during your time on the course. This resource helps to support you with the ability to measure and track your skills, abilities, and areas for development.**

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Each time you complete your My Journey form, remember to make a note of your scores so that you can capture them in your My Progress Journal (see page 6).

The My Journey form is also a great tool for you to use in your one-to-one sessions with your Youth Development Lead.

Check out the My Journey Scale on the next page...

#### **The form helps you to:**

- Understand the skills you are developing
- Track your personal development throughout the course
- Identify any support you might need

#### **You will complete the My Journey form two times during your time on the course to help you:**

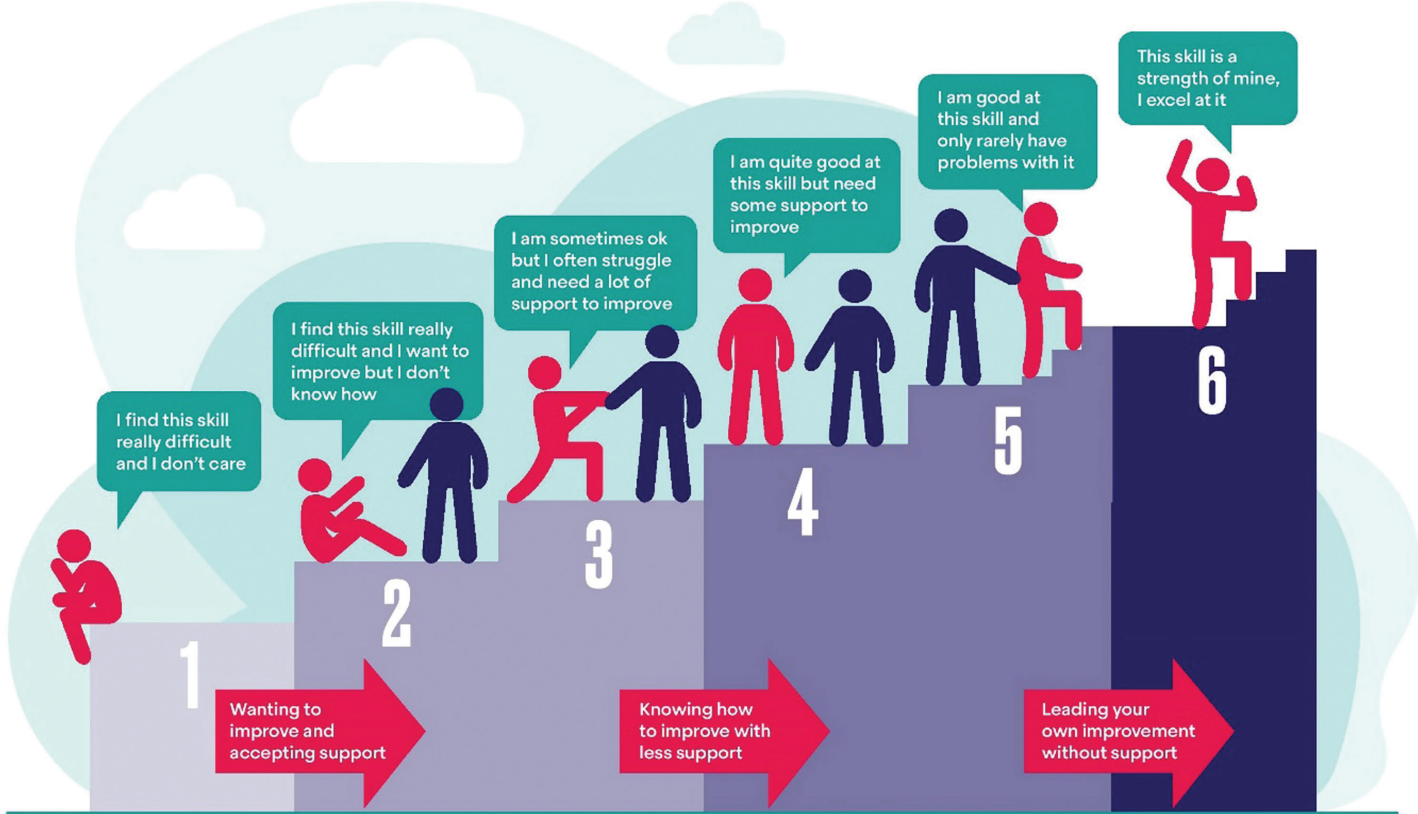
- Measure your progress
- Identify the areas you can upskill in after the course

#### **When will I complete the My Journey form?**

- During the Cohort Induction workshop
- At the end of the course

You will also get the chance to reflect on and update your scores in your one-to-one sessions with your Youth Development Lead.

# MY JOURNEY SCALE



## Notes

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# TRACKING MY JOURNEY FORM SCORES

Questions	Cohort Induction Scores	Notes
<b>Communication</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 2
<b>Working with others</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 2
<b>Setting and Achieving Goals</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 2
<b>Managing Feelings</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 2
<b>Confidence</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
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<b>Reliability</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
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<b>Job Search Skills</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
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<b>Sector Skills</b>	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 1
	1    2    3    4    5    6 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Week 2



# GET READY FOR GREEN CONSTRUCTION OVERVIEW

	<b>WEEK 1</b>
<b>TASTER DAY</b>	
<b>MONDAY</b>	Introduction to Programme Introduction to Green Jobs Site Visit 1
<b>TUESDAY</b>	Getting into jobs in Green Construction Site Visit 2
<b>WEDNESDAY</b>	Creative & Transferable Skills Development
<b>THURSDAY</b>	AI Literacy Recruitment & Job Search in Construction Employability skills with King's Trust
<b>FRIDAY</b>	Eco Design Group Project

# GET READY FOR GREEN CONSTRUCTION OVERVIEW

## WEEK 2

### MONDAY

**Health & Safety Introduction**

**Retrofit and Multi Skills**

Carpentry

### TUESDAY

**Retrofit and Multi Skills**

AM Carpentry

PM Painting

### WEDNESDAY

**Retrofit and Multi Skills**

AM Painting

PM Brickwork

### THURSDAY

**Retrofit and Multi Skills**

AM Brickwork

Finish Progress Plan / Prepare for Work Showcase

### FRIDAY

**Celebration Day**

Showcase your Work

Networking with employers

# TASTER DAY



## Agenda

- 9:30 Young people arrive and sign in with King's Trust staff (people bingo)
- 10:00 King's Trust presentation (including ice breaker)
- 10:50 Tour and programme overview
- 11:30 Break
- 11:35 Spaghetti & marshmallow activity
- 12:00 Lunch
- 12:45 Wrap up
- 13:00 Interviews (1 to 1)
- 14:00 Close the day



### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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# TASTER DAY



## Taster Day Outcomes

1. Understanding of the two week programme
2. Brief overview of the construction sector and typical job opportunities
3. Meeting the team; Taster of the week's activities

**Location:** The Fleet

### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1

# DAY 1: INTRODUCTION TO GREEN JOBS / SITE VISIT

## Morning

**9:30 Introduction to week 1**

- Programme kick-off, orientation and code of conduct
- Introduce the week's activities

**10:00 Overview of the Green Jobs market**

- What are green jobs – their benefits and predicted growth by sector
- Spotlight on green construction and retrofit
- What is available in London

**10:30 Common Routes to Green Jobs**

- How to navigate the skills and employment system
- Options for learning and skills building

**11.00 Break**

**11.15 Group work**

- Finding green skills and jobs information
- Your own criteria for good jobs and comparing jobs  
Initial search for information

**12:30 Lunch**

**Notes**

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1



# DAY 1: INTRODUCTION TO GREEN JOBS / SITE VISIT

## Afternoon

### Site Visit

Off site visit on sustainability in the Built Environment



## Day 1 Outcomes

1. Understanding of green job opportunities and how you can access them
2. Off site visit to see sustainability in action
3. Introduction to sustainable construction methods

**Location:** The Fleet / Employer Site

**Resources:** Access provided to laptops

### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1

# DAY 2: GETTING INTO GREEN JOBS / SITE VISIT

## Morning

**9:30 The Typical Job Search Journey**

- What are the typical steps to getting a job?
- Creating a personal map of how to get a job

**10:15 Introduction to the GetZero Green Skills Coach**

- Set up and initial orientation on the Green Skills Coach
- Getting the best from a chatbot

**10:30 Practical Session (includes break)**

- Using the Green Skills Coach to research opportunities in retrofit as a test case
- Identifying green jobs that you want to find out more about
- Capture ideas for next steps

**12:30 Lunch**

**Notes**

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1

# DAY 2: GETTING INTO GREEN JOBS / SITE VISIT



## Afternoon

### 13:30 Transfer to the Site

- Introduction to the host company
- Overview of their role in Green Construction and sustainable buildings

### 14:00 Site Visit

- Induction on site
- Tour with a focus on bringing to life the broad range of jobs in the built environment

### 15:30 Close the day

- Return to the Fleet. Reflections, look ahead to tomorrow



## Day 2 Outcomes

1. Creating a map of our job search journey
2. Access and practice green job research with the Green Skills Coach
3. A personal list of green skills and jobs of interest
4. Off site visit to an employer in the Built Environment

**Location:** The Fleet / Offsite Site

**Resources:** Access provided to laptops and GetZero app

### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1



# DAY 3: TRANSFERABLE SKILLS DEVELOPMENT

## Morning

**9:30 Job-dreaming**

- Discussion and role-play exercises. AI-powered research

**10:00 Introduction to Skills-based Hiring and Talent Discovery**

- Presentation about fluid careers and new hiring paradigm
- Introduction to transferable skills. Talent Wallet

**11.00 Break**

**11.15 Skills of the Future – Learn-as-you-Play**

- Communication
- Teamwork
- Entrepreneurship

**12:30 Lunch**

**Notes**

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1



# DAY 3: TRANSFERABLE SKILLS DEVELOPMENT

## Afternoon

**13:30 Skills of the Future**

- Critical Thinking

Discussion based on video materials

- Teamwork

**13:45 Inspired by Dragon’s Den**

- Projects competition

**14.30 Break**

**14:45 Inspired by Dragon’s Den**

- Projects competition
- Winners announcement

**15:20 Summary of the day**

## Day 3 Outcomes

1. Understanding soft/transferable skills and self-presentation techniques
2. Personal Talent Wallet with evidenced skills based on micro trainings
3. Enhanced Communication, Listening, Empathy, Critical Thinking skills

**Location:** The Fleet

**Resources:** Access provided to laptops and a video screen

**Notes**

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1

# DAY 4: EMPLOYABILITY AND AI LITERACY SKILLS

## Morning

### 9:30 Introduction to AI Skills and the Future of Work

- Future of Work and Automation
- How will AI affect careers in construction
- Future of Work group discussion and activity

### 10.30 Break

### 10:45 Using AI and Digital Tools effectively

- Prompting AI tools effectively and safely
- Using AI tools for your job search - hands on

### 11:45 Recruitment & Job Search in Construction

- Q&A with Sarah Jane Bradish

### 12:30 Lunch

#### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 1



# DAY 4: EMPLOYABILITY AND AI LITERACY SKILLS

## Afternoon

### 13:30 Interview Confidence – Practical Skills for Success

- What is an interview, what are employers looking for?
- Dos and Don'ts for interviews (and when meeting people etc)

### 13:45 Questions, Questions – What May They Ask?

- Common questions
- The STAR method for providing good answers

### 14.15 Break

### 14.30 Practice Interviews

- Practice in pairs
- Practice with trainers
- Feedback, next steps to practice and prepare

### 15:30 Close the day

- Capture reflections on practice interviews, lessons learnt

## Day 4 Outcomes

1. Introduction and practice with relevant AI tools
2. Understand what to expect in a job interview
3. Practice interview skills and behaviours

**Location:** The Fleet

**Resources:** Access provided to laptops and GetZero app / AI Tools

Notes
What did you learn today?

What would you like to do again?

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What wouldn't you like to do again?

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Week 1

# DAY 5: DESIGN ENGINEER CONSTRUCT (DEC) - GROUP PROJECT WORKSHOP



## Morning

- 9:30 Introduction to DEC Eco Classroom Challenge
- 10:00 Role Assessment Form and Team Meeting 1
- 10:15 Start Individual Research and Measurement Tasks
- 11.00 Break
- 11.10 Team Meeting 2
- 11:15 Start individual Report/Design Tasks
- 12:30 Lunch

Notes
What did you learn today?

What would you like to do again?

What wouldn't you like to do again?

Week 1

# DAY 5: DESIGN ENGINEER CONSTRUCT (DEC) - GROUP PROJECT WORKSHOP



## Afternoon

- 13:15 Introduction to DEC Eco Classroom Challenge
- 13:35 Team Meeting 3 - Practice Presentations
- 14:00 Presentations
- 14.35 Break while Judges Consult
- 14.45 Winners Announcement
- 15:00 Reflection on Week 1

## Day 5 Outcomes

1. Learn about built environment professions through project-based learning
2. Work in teams and take on real world roles to create a concept design
3. Network with Industry volunteers throughout the day

Location: The Fleet

Notes
What did you learn today?

What would you like to do again?

What wouldn't you like to do again?

Week 2



# DAY 1:

## H&S INTRODUCTION / RETROFIT AND MULTI SKILLS - CARPENTRY

### Morning

- 9:30 Welcome & Introduction to Week 2**
  - Introduction to trade skills in the building and retrofit industry
  - Explaining the basics of different trades and the opportunity to be involved in the different areas and types of construction
- 10:00 Health and Safety Introduction**
  - Importance in the Construction Industry
  - Risks to health, including mental health
- 11:00 Break**
- 11:15 Health and Safety Part 2**
  - Handling and storage of materials
  - Wastage and sustainability
  - Understanding H&S Signage in Construction
  - Accident Case Studies
- 12:00 H&S Quiz with prizes**
  - Preparing for the CSCS Exam - resources and next steps
- 12.30 Lunch**

Notes
What did you learn today?
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What would you like to do again?
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What wouldn't you like to do again?
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Week 2

# DAY 1: H&S INTRODUCTION / CARPENTRY



## Afternoon

### 13.30 Overview to Carpentry

- Introduce internal stud wall, which can used in new build and retrofit
- Explain all aspects of woodwork involved in construction e.g. in house building

### 14.00 Practical session

- Give students the design for a project to build a stud board
- Prepare and cut wood
- Build the stud wall
- Tutor support on skills building

**Includes break**

### 15.30 End of day clean up

- Learning to tidy up, clean up, prepare the next day

## Day 1 Outcomes

1. Hands on experience of painting and carpentry
2. Understanding of the role of carpentry in construction
3. Hands on experience of simple carpentry

**Location:** The Fleet

**Resources:** Tools and Materials

### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 2

# DAY 2: RETROFIT AND MULTI SKILLS – CARPENTRY / PAINTING



## Morning

### 9.30 Review

- Review Carpentry experience from prior day
- Introduce Internal Wall Insulation

### 10.00 Practical session

- Look at insulation materials
- Add insulation to the Stud Board
- Clean up at end

**Includes break**

### 12.30 Lunch

#### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 2



# DAY 2: RETROFIT AND MULTI SKILLS – CARPENTRY / PAINTING

## Afternoon

### 13.30 Overview of Painting & decorating

- Overview to coats, finishes, types of paint. Role in new and refurbished work. Where this fits into retrofit

### 14.00 Practical session with paint

- Prepare surface
- Whitewash wall with rollers
- Tutor support on skills building

**Includes break**

### 15.30 End of day clean up

- Learning to tidy up, clean up, prepare the next day

## Day 2 Outcomes

1. Understanding insulation
2. Hands on experience of walls and insulation
3. Hands on experience of basic painting

**Location:** The Fleet

**Resources:** Tools and Materials

Notes
What did you learn today?

What would you like to do again?

What wouldn't you like to do again?

Week 2

# DAY 3: RETROFIT AND MULTI SKILLS – PAINTING / BRICKWORK



## Morning

### 9.30 Review

- Review painting experience from prior day
- Explain the different styles to painting

### 10.00 Practical session

- Prepare new board
- Do undercoats
- Painting sections of areas provided to your own colour design
- Tutor support on skills building
- Clean up at end

**Includes break**

### 12.30 Lunch

#### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 2



# DAY 3: RETROFIT AND MULTI SKILLS – PAINTING / BRICKWORK

## Afternoon

### 13:30 Introduction to Brickwork

- Background to bricks and blocks, when used in different construction jobs and building types

### 14.00 Practical demonstration with bricks

- Beginning with brickwork, students learn how to spread mortar
- Tutor coaching to develop confidence working with bricks and block

### 15.30 End of day practices

- Learning to tidy up, clean up, prepare the next day

## Day 3 Outcomes

1. Awareness of Health and Safety Principles and Practices
2. Understanding of the basic requirements of building brickwork
3. Hands on experience of Bricklaying

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**Location:** The Fleet

**Resources:** Tools and Materials

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### Notes

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 2



# DAY 4: RETROFIT AND MULTI SKILLS – BRICKWORK / PROGRESS PLANNING

## Morning

**9.30 Review**

- Review Brickwork experience from prior day

**10.00 Retrofit and Insulation**

- Show different types of wall insulation, internal, external. Including cavity

**10.15 Practical session**

- Carry out construction of a Cavity Wall. In the wall, demonstrate insulation principles
- Tutor support on skills building
- Clean up at end

**Includes break**

**11.30 Retrofit and Multi-Skills Wrap Up**

- Group talk – review the work
- Tutor 1-2-1 feedback – what were you good at, what did you enjoy?

**12.30 Lunch**

**Notes**

What did you learn today?

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What would you like to do again?

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What wouldn't you like to do again?

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Week 2



# DAY 4: RETROFIT AND MULTI SKILLS – BRICKWORK / PROGRESS PLANNING

## Afternoon

### 13.30 Next Steps

- Review activities and output from each day  
Introduce the plan for the final day
- Update Personal Progress Plans (coaching support from King’s Trust and Fleot team)

### 14.00 Cscs revision & prep for exam

- Overview of course materials for the Exam
- Group revision with support from the Fleot team
- Mock Exams

## Day 4 Outcomes

1. Hands on experience of wall insulation
2. Updated personal learning plan
3. Presentation prepared for the Celebration Day

**Location:** The Fleot

**Resources:** Tools and Materials

Notes
What did you learn today?

What would you like to do again?

What wouldn't you like to do again?

# END OF PROGRAMME CELEBRATION



## Morning

- 9.30 Programme wrap up
- 10:30 Support and Practice on networking
- 11:30 Feedback what they've learned
  - Presentations from young people
  - Prizes/certificates awarded

## Afternoon

- 12:30 Networking Lunch
- 14:00 Next steps
- 15:00 Programme finish

Notes
What did you learn today?
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What would you like to do again?
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What wouldn't you like to do again?
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# REFLECTION LOG

Reflection 1	
<b>Date:</b>	<b>Event/Experience:</b>
<b>What happened?</b>	
<b>What did I learn from this experience?</b>	
<b>How can I apply these new skills to future opportunities?</b>	
<b>What have I found challenging or areas for improvement</b>	
<b>What can I do next?</b>	

<b>Reflection 2</b>	
<b>Date:</b>	<b>Event/Experience:</b>
<b>What happened?</b>	
<b>What did I learn from this experience?</b>	
<b>How can I apply these new skills to future opportunities?</b>	
<b>What have I found challenging or areas for improvement</b>	
<b>What can I do next?</b>	

# GLOSSARY

## BUILT ENVIRONMENT & GREEN CONSTRUCTION

**This glossary explains words you might hear when talking about buildings, towns, infrastructure, and how we build and maintain them in a sustainable way.**

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### **BUILT ENVIRONMENT:**

**Built Environment:**

Everything made by people that we live, work, and play in. This includes buildings, roads, parks, and even power lines. Think of it as our human-made world.

**Construction:**

The process of building something, like a house, a bridge, or a road.

**Developer:**

A person or company that plans and builds new buildings or infrastructure.

**Foundation:**

The solid base of a building, usually made from concrete.

**Infrastructure:**

The basic systems and structures a country or area needs to work. This includes roads, bridges, water pipes, electricity lines, and communication networks.

**Materials:**

The things used to build something, like wood, bricks, concrete, or glass.

**Planning:**

The process of deciding how land will be used and what can be built where. This helps make sure communities grow in a sustainable and positive way for residents.

**Property:**

Land and any buildings on it.

**Renovation:**

Making old buildings new again, often by repairing or improving them.

**Retrofit:**

Upgrading or modifying an existing building with new components or systems to improve its performance, efficiency, or functionality.

Note: While renovations involve upgrades and repairs, retrofitting specifically focuses on new technologies, methods and systems to enhance performance and efficiency.

**Supply Chain:**

The network of companies that turns a series of materials, products or services into the finished building project. There may be several layers with each a customer or supplier of the one above, ending with the developer or property owner.

## GREEN CONSTRUCTION & SUSTAINABILITY:

**Biodiversity:**

The variety of all living things (plants, animals, fungi, bacteria) on Earth. Protecting biodiversity means making sure many different types of life can thrive. New properties must now meet biodiversity goals like Biodiversity Net Gain.

**Carbon Emissions and Footprint:**

Emissions are greenhouse gases released into the air because of any human activity. The total emissions of a person, organisation or community is their Carbon Footprint. We aim to reduce emissions and our footprint.

**Climate Change:**

Big, long-term changes in Earth's weather patterns, mainly caused by human activities that release or emit too many greenhouse gases.

**Embodied Carbon:**

Emissions from materials and construction processes throughout the lifecycle of a building or infrastructure.

**Energy Efficiency:**

Using less energy to do the same amount of work. For example, a house with good insulation is energy efficient because it needs less heating or cooling.

**Fossil Fuels:**

Natural fuels like coal, oil, and natural gas, formed from the remains of ancient plants and animals. Burning them releases greenhouse gases.

**Green Building:**

A building designed, built, and operated to reduce its negative impact on the environment and people's health. It uses less energy, water, and creates less waste.

**Greenhouse Gases:**

Gases in the Earth's atmosphere that trap heat, like a blanket, keeping the planet warm. Too many of these gases cause global warming. Carbon dioxide is the most common one and we typically use Carbon as a simple label for all.

**Insulation:**

Materials used in walls, roofs, and floors to prevent heat from escaping in winter or entering in summer, making buildings more energy efficient and comfortable.

**Lifecycle:**

The entire journey of a product, from where its materials come from, to how it's made, used, and finally thrown away or recycled. Green construction looks at the whole lifecycle of building materials and resources.

**Net zero:**

No longer adding to the total amount of greenhouse gases in the atmosphere. It involves minimising their creation and then removing what is left through proven methods.

**Net-Zero Energy Building:**

A building that produces as much renewable energy as it uses over a year. It's like a building that makes all its own power.

**Operational Carbon:**

Emissions related to energy used to operate the building or infrastructure.

**Renewable Energy:**

Energy that comes from natural sources that replenish themselves, like sunlight, wind, and water. These do not run out and provide low carbon energy.

**Solar Power:**

Electricity generated from sunlight, usually using photovoltaic panels.

## COMMON JOB ROLES IN THE BUILT ENVIRONMENT:

### **Wind Power:**

Electricity generated from the force of wind, using large turbines (windmills).

### **Sustainability:**

Meeting the needs of the present without harming the ability of future generations to meet their own needs. It's about living in a way that doesn't use up all our resources or damage the world we live in for those who come after us.

### **Waste Management:**

The process of dealing with waste, including collecting, transporting, treating, and disposing of it, often with the goal of reducing its environmental impact.

### **Zero Waste:**

A goal to send as little rubbish as possible to landfills, aiming to reuse, recycle, or compost almost everything. Retrofits seek to reduce building waste.

### **Architect:**

A person who designs buildings. They draw the plans and make sure the building meets the customers requirements and works well for occupants and community.

### **Bricklayer:**

A skilled worker who builds walls and structures using bricks, blocks, and mortar.

### **Carpenter:**

A skilled worker who builds and repairs things made of wood, like frames, roofs, and furniture.

### **Civil Engineer:**

An engineer who designs and builds large projects like roads, bridges, dams, and water systems.

### **Electrician:**

A skilled worker who installs, maintains, and repairs electrical systems in buildings.

### **Environmental or Sustainability Consultant:**

A person or company that gives advice on how to build or operate in a way that protects the environment.

### **HVAC (Heating, Ventilation & Air Conditioning) Technicians:**

Install and maintain heating systems, ensuring efficient operation and optimal comfort. Can include Heat Pumps and other forms of low carbon heating and cooling.

### **Landscape Architect:**

A person who designs outdoor spaces like parks, gardens, and public squares, often focusing on natural elements.

### **Painter and Decorator:**

A skilled worker who paints and decorates the inside and outside of buildings.

### **Plumber:**

A skilled worker who installs and repairs pipes, water systems, and drainage in buildings.

### **Project Manager (Construction):**

The person in charge of a construction project, making sure it delivers to specification, stays on time and within budget.

### **Retrofit Advisors:**

Advisor to both the client and end user on what may work in terms of retrofit and how to use the retrofitted property once the work is undertaken.

**Retrofit Assessors:**

A person who provides an in-depth assessment of the current property and how it may be improved in terms of energy efficiency etc.

**Retrofit Coordinators:**

The lead role on retrofit projects with full oversight of both the installation and handover phases.

**Quantity Surveyor:**

A professional who calculates the amount of materials needed for building work and manages the costs of a construction project.

**Surveyor:**

In general, someone who assesses the condition of buildings and land. On construction, a surveyor will ensure accuracy in measurements, layout and infrastructure placement.

**Site Manager:**

The person in charge of a building site, keeping work safe and on track.

**Structural Engineer:**

An engineer who designs the parts of a building that make it strong and stable, like beams and foundations.

**Urban Planner:**

A person who helps design and manage the growth of cities and towns, deciding where different things (like houses, shops, or parks) should go.

Thanks to

