

What does construction courses done in yorkshire involve

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CONSTRUCTION IN YORKSHIRE Construction in Yorkshire What does construction s done in Yorkshire involve? The building industry perceives construction engineering as a great contribution to the developing engineering field. According to Miller, Majority of students in Yorkshire practice construction courses because of the high level of technology and professionals, who can teach and put into practice construction basics. What are main aspects' of construction courses? The most important aspects in construction involves the use of mathematics and physics in determine how the walls and the quantity of materials get used. Apart from the subjects, what are the other concerns in construction courses? The other urgent need in construction involves the aspect of interest that is inbuilt and self-driven into practicing the construction basics and building (Miller. 2000). What role does the teaching fraternity contribute to the construction courses? Most professors who teach and practice construction courses encourage the use of mathematics as the key ingredient into doing and successfully practicing construction. Apart from the roles of the teaching fraternity, what other role do they play? The reports that have been written by seniors engineers and construction professors in Yorkshire, mark, lack of mathematical formulae's and general interest in physics as the main aspect of barrier that makes most student in Yorkshire fear the practice of construction within the country as well as outside the country. Students Stray before the Completion of the Courses Why do the students stray away before the completion of the courses? The students' inability to complete the course has varied and diverse reasons depending on the students' interests and ability to be excellent in mathematics and physics subjects. Discuss some of the varied

courses, being offered in Yorkshire based on construction? The Construction courses in Yorkshire, offered in high grade schools and Further Education College, vary depending on the discipline of the construction course, which a student chooses (Miller, 2000). What are the main factors affecting the students? The main factors affecting the students depend on the construction course that a student may be learning and, therefore, the challenges that he or she encounters, purely based on the construction course that the student is learning and the ability to his or her mathematical knowledge. According to Miller, Majority of the students do not complete the type of course that they had started doing in 1st year because of lack of networking and support within the students and lectures. Most students will get involved in other activities that are not of importance based on their construction courses but on other social aspects. What is networking in construction courses? Networking is poor because the students will not have the time to consult themselves and lectures on certain important aspects of the construction industry (Miller, 2000). The networking needed in construction involves research, group work and lecturer's contribution on certain aspects of the construction courses to make it easier to understand and practice it. According to the research work done and reports on the barriers affecting the construction students in Yorkshire. Majority of the students ignore this aspect of networking and support, because of the difference in language that the students speak and bits of racial differences (Miller, 2000). What role do the international students contribute in Yorkshire construction courses? This is because of the international students that come along to the colleges to learn construction in Yorkshire because of its

superiority. In contrast, this greatly affects the networking of the students in colleges and, therefore, causes a massive drop of the construction courses before completion of their courses. Moreover, support automatically influences their proceedings' as construction students because of failure in networking. Support can only be applicable if networking, properly managed, because of the variation and diverse activities that are involved in construction courses. The mathematics and physics learned in construction courses is almost impossible to work them out without the involvement of consultations that automatically calls for networking and, therefore, support (Miller, 2000). This lacks in students of construction in Yorkshire, therefore, establishes barriers in their course work, and eventually leads to drop out before completion. Eventually, making construction courses in Yorkshire to be enjoyable and completion of the courses by the students, networking and support need to be the key ingredient during their course work and encouragement given to the students by their lectures (Miller, 2000). The Factors that lead to low achievement rates after completion What factors lead to low achievement rates after completion? The factors that lead to low achievement rates after completion, purely connected to the level of understanding of a particular student, results in low achievement rates after completion. The student must be adverse to mathematics and physics as the key pillars in their learning. After completion of the construction courses in Yorkshire, not majority of the students secure jobs in known construction firms and industries. What role did the learning in Yorkshire contribute? Majority of the students, during college, had difficulty in attaining professionalism because of the above-mentioned barriers (Miller, 2000).

Besides, the students who manage to secure jobs in the construction companies have low achievement according to the firms set rules due to lack of real world construction experience, less sharing and full responsibility.

These factors emanate from the college days of practice that they did not properly get involved in them or had partial engagement (Miller, 2000). The low achievement of these students, based on their experience during college days makes them incompetent and, therefore, low achievement in their assigned duties as construction workers. How are the low achievement students, noticed? The low achievement is measured from the work that they do, when assigned duties in different firms of construction.

Professionals in the established firm will counter check their work and find out that the majority of the students did not have practical lessons in construction during their training in the colleges or grade schools (Miller, 2000). Moreover, sharing ideas with other construction professionals becomes a difficult due to the mentality of solidarity that the students got in Yorkshire. This interferes with construction work due to lack of consultations by the student with other stakeholders in making the construction as per the clients wish. Therefore, most of the students from Yorkshire have low performance due to the above problems that they encounter during their practice (Miller, 2000). Recommendations for more students to continue with the course The students taught, on the importance of academic freedom, comfort ability and flexibility. This will automatically brush over the problems above and encourage mass interest in the construction courses and, therefore, high productivity in their experiences after completion (Miller, 2000). Question quantitative survey The students' ability to reply to the

asked questions, in order to measure and gain the most effective way of managing their problems in the near future based on different categories

Course content Depending on the level of one's understanding, what are the major difficulties in the course? Some of the experiences make them negative of the course during and after lectures. Having learnt some of the course content, what do they want incorporated in their course work? How many units of course do they want incorporated in their course work? How do they want learning process coordinated? What activities do they want done during their course work? What type of construction course do they understand most? How are the course mates, treat each other during the learning experience? Should they be separated during lessons in terms of interest or left together/ How are they to manage assignments in class and outside class? How many research questions do they want to be doing each weekly? What are the challenges encountered during research work?

Experience based questions What are the major experiences that they want based on what learned in class as construction students in Yorkshire? Based on the students' interactions, what lessons do they learn from the experiences in class and outside classes? Regarding their social and economic level, what are the major lessons learned during their experience with other students from other schools. Varying their experience, what is the difference between class experience and outside experience? Based on their learning experience, what learned new in outside experience compared to inside experience? Job questions After the completion of their course, what kind of work do they want to do in construction? Based on work experience, what experience do they want first before going to the job market? In the job

category, what challenges do they get during their work? Taking a general view of the construction course, what importance is construction to them in the work field? Reference Miller, C. (2000). The pluralistic facet of culture and its impact on construction. *Property management*, 18(5): 335-351