

apprenticeship FRAMEWORK

Construction Technical (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04145

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CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Construction Technical (England)

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Framework summary

Construction Technical

Apprenticeship in Construction Technical

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Built Environment and Design

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma Built Environment Design

Knowledge qualifications available to this pathway:

K1 - Edexcel BTEC Level 3 Diploma in Construction and the Built Environment

K2 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment

K3 - BTEC Level 3 National Diploma in Construction and the Built Environment

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Construction Contracting Operations

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma Construction Contracting Operations

Knowledge qualifications available to this pathway:

K1 - BTEC Level 3 Extended Diploma in Construction and the Built Environment

K2 - Level 3 Diploma in Civil Engineering

K3 - BTEC Level 3 Diploma in Construction and the Built Environment

K4 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment

K5 - BTEC Level 3 National Diploma in Construction and the Built Environment

K6 - BTEC Level 3 National Extended Diploma in Construction and the Built Environment

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 3: Construction Site Supervision (this pathway has been moved to Level 4 Higher Apprenticeship)

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 4: Civil Engineering for Technicians

Competence qualifications available to this pathway:

C1 - Level 3 Diploma in Civil Engineering for Technicians (Institute of Civil Engineers)

Knowledge qualifications available to this pathway:

K1 - BTEC Level 3 Diploma Construction and the Built Environment -Civil Engineering

K2 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment

K3 - BTEC Level 3 National Diploma in Civil Engineering

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 5: Occupational Work Supervision

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Occupational Work Supervision (Construction)

Knowledge qualifications available to this pathway:

K1 - Level 3 Diploma in Occupational Work Supervision (Construction)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 6: Building Control

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Building Control Technical Support

Knowledge qualifications available to this pathway:

K1 - BTEC Level 3 Diploma in Construction and the Built Environment

K2 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment

K3 - BTEC Level 3 National Diploma in Construction and the Built Environment

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 7: Geomatics Data Analysis

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Geomatics and Site Surveying

Knowledge qualifications available to this pathway:

K1 - ProQual Level 3 Certificate in Marine Cartography

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 8: Town Planning Technical Support

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Town Planning Technical Support

Knowledge qualifications available to this pathway:

K1 - BTEC Level 3 Diploma in Town Planning Technical Support

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

CITB

The Apprenticeship sector for occupations in construction.

Issue number: 28	This framework includes: Level 3
Framework ID: FR04145	
Date this framework is to be reviewed by: 05/03/2018	
	This framework is for use in: England

Short description

The construction industry has had for many years an apprenticeship programme covering technical occupations. This framework will help to attract, retain and develop talent into a range of technical occupations at Advanced (Level 3) with progression opportunities to Higher qualifications at (Level 4 and above).

All pathways will provide the industry with a well-trained and productive workforce.

Contact information

Proposer of this framework

The proposers for the pathways within the Construction Technical and Professional Apprenticeship Framework are the following Awarding Organisations (AO): Cskills Awards, SQA Awarding Body, Pearson Education Ltd, ILM, ProQual, ABBE, Construction Industry Council (CIC), Local Authority Town Planning, London Royal Town Planning Institute.

ConstructionSkills' policy is to work with all proposers of the apprenticeship framework to ensure that the qualifications included in the frameworks meet both employer and SASE requirements.

The guidelines produced by ConstructionSkills have identified that to gain support for their Apprenticeship Frameworks proposers must provide the following information: rationale, support from the sector employers, take-up figures and operational dates.

All of the proposers of the framework have completed the mandatory AO Qualification Support Application Section 3 (supplied by ConstructionSkills) which requires the proposer to provide a summary of their overall approach to employer engagement, names of employers, industry representatives or Associations/Federations that have been consulted in the development of the current framework. It also requires that the Personal Learning and Thinking Skills (PLTS) within the knowledge qualifications to be identified by unit at Advanced (Level 3), and that the qualifications have been registered on Learning Aims Reference Application (LARA) or LARS which is in the process of being introduced.

All of this information is then considered by ConstructionSkills Apprenticeship Group to ascertain whether the qualifications are suitable for inclusion/revision before entry onto the AFO. The proposer will then be informed of the outcome and whether further information is required; if compliant the details will be included into the draft framework prior to uploading to the AFO

ConstructionSkills' Standards and Qualifications Validation Group, which consists of employers, union representatives, education representatives, industry councils and associations/federations, also review any new Apprenticeship pathways, at all levels when required, to ensure that the proposal is beneficial to the construction industry and its employees.

Details of the AO Qualification Support Application and Section 3 can be requested at standards.qualifications@cskills.org

Developer of this framework

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Revising a framework

Contact details

Who is making this revision: Neil Hartis MBE
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Why this framework is being revised

New Qualifications for knowledge in pathways 1,2,4 ,6

Summary of changes made to this framework

Summary of Changes I have made to this framework

Advanced (Level 3)

Pathway 1

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment

Pathway 2

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment

Pearson BTEC Level 3 National Extended Diploma in Construction and the Built Environment

Pathway 4

Pearson BTEC Level 3 National Diploma in Civil Engineering

Pathway 6

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment

Qualifications removed

N/A

Qualifications added

Qualifications Added

Advanced (Level 3)

Pathway 1

603/0864/3 Pearson BTEC Level 3 National Diploma in Construction and the Built Environment

Pathway 2

603/0864/3 Pearson BTEC Level 3 National Diploma in Construction and the Built Environment

603/0861/8 Pearson BTEC Level 3 National Extended Diploma in Construction and the Built Environment

Pathway 4

603/1217/8 Pearson BTEC Level 3 National Diploma in Civil Engineering

Pathway 6

603/0864/3 Pearson BTEC Level 3 National Diploma in Construction and the Built Environment

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Summary of the purpose of the framework

National Apprenticeship Service (NAS) – Statement on Apprenticeship Quality

Definition

1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.
2. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

CITB-ConstructionSkills Apprenticeship Definition as defined by the Construction Industry

Definition

An apprenticeship in construction is a form of vocational training whereby the apprentice follows a ConstructionSkills' approved framework to develop skills and knowledge and who would then demonstrate and evidence their application in a construction environment. In order to complete a Construction Apprenticeship the apprentice must have been employed during the apprenticeship, have evidenced competence in the specified range of vocational skills and have an employed status at the time of completion.

Stakeholders

The core participants involved in a Construction Apprenticeship are:

- Employer – the primary provider of learning in the workplace, and supports the apprentice through mentoring, learning and payment of wages
- Apprentice – contributes to the productivity of the employer and undertakes the requisite learning
- Training provider – provides off-site tuition and administrative support to both the employer and apprentice. (Training providers can include colleges, training centres, manufacturers, suppliers and some employers.)
- Government – provides a financial contribution to the training costs of the apprenticeship
- Managing agent – sets up and monitors the apprenticeship and obtains and distributes the government funding. The managing agent can also be the training provider or the employer.

(Apprentices can choose not to have a managing agent.)

The Construction Technical framework has a role in supplying a qualified workforce to small and medium enterprises (SMEs). The vast majority of companies in the sector are small, with over 97% employing fewer than 25 people. Only 1% of sector businesses employ more than 60 people, although these firms carry out a disproportionate share of the work by value.

Over one-third (38%) of the construction workforce in England is self-employed. Self-employment is particularly high in the main craft trades where it averages around 60% of the workforce, and is also highly concentrated in some regions. Regional analysis shows proportions of self-employment above 40% in London, the East and South East, as well as the West Midlands.

There are 1,817,049 employees in construction in England, and by the year 2015, a further 38,630 new recruits will be needed to fill the posts of those that retire or leave the industry. The following is the annual recruitment for construction technical, supervision and management for the period 2011 to 2015.

- Construction professionals and technical staff 1,000
- Construction managers 3,200
- Surveyors 710

The priorities for the sector for 2010 to 2014 are to:

- improve productivity
- attract, retain and develop talent
- increase diversity
- improve supervisory, management and leadership skills
- collaborate with employers and stakeholders.

An apprenticeship in construction follows a pattern of vocational training to meet the requirements of a ConstructionSkills' approved framework. This enables apprentices to develop skills and knowledge which they can then demonstrate and evidence in a real construction environment.

The Advanced (Level 3) apprenticeship in technical occupations has been meeting the needs of employers since the mid-1990s.

This framework includes the following occupations at Advanced (Level 3).

Advanced (Level 3)

- Built Environment and Design
- Construction Contracting Operations

- Construction Site Supervision (Removed to Level 4 Higher Apprenticeship)
- Civil Engineering for Technicians
- Occupational Work Supervision
- Building Control
- Geomatics Data Analysis
- Town Planning

Aims and objectives of this framework (England)

The aim of this framework is to attract, retain and develop talent into a range of occupations at Advanced (Level 3) also providing the opportunity to progress onto higher levels in construction technical in order to provide the industry with a well trained productive workforce.

1. Attract new people from a range of diverse backgrounds into construction technical, supervision and management to broaden the industry talent pool in England.
2. To provide broad-based training for a range of technical, supervision and management occupations in order to retain staff and increase productivity.
3. To provide a structured career path for technical, supervision and management occupations to progress to higher level jobs using further and higher education.

Entry conditions for this framework

There are a variety of ways to enter an apprenticeship in construction technical for example:

- STEP into construction project
- the women and work sector pathways initiative (W&WSPI)
- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14–19)
- Functional Skills English and Maths, or Key Skills Application of Number and Communication (achieved before September 2012 and within 5 years immediately prior to starting an Apprenticeship)
- A Levels and GCSEs at Grades A–C (achieved before September 2012 and any time prior to starting the Apprenticeship)
- Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist
- Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist

Level 3

Title for this framework at level 3

Apprenticeship in Construction Technical

Pathways for this framework at level 3

- Pathway 1: Built Environment and Design
- Pathway 2: Construction Contracting Operations
- Pathway 3: Construction Site Supervision (this pathway has been moved to Level 4 Higher Apprenticeship)
- Pathway 4: Civil Engineering for Technicians
- Pathway 5: Occupational Work Supervision
- Pathway 6: Building Control
- Pathway 7: Geomatics Data Analysis
- Pathway 8: Town Planning Technical Support

Level 3, Pathway 1: Built Environment and Design

Description of this pathway

Description of this pathway

Construction Technical: Construction Built Environment and Design

Total minimum credit value for this pathway is: 184 credits

102 credits for competence

72 credits for knowledge

10 credits for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

N/A

Job title(s)	Job role(s)
Construction Design Technician	Producing detailed design solutions to achieve optimum functionality, energy efficiency and performance of built environment projects. Producing drawings and presentations using computer aided design software and sketches, electronic visualisations and models

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma Built Environment Design					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/2668/1	Pearson Edexcel	102	470	N/A
C1b	601/4162/1	SQA	102	470	N/A

Knowledge qualifications available to this pathway

K1 - Edexcel BTEC Level 3 Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7137/3	Pearson Education Ltd	120	720	N/A

K2 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/4508/0	City & Guilds	72	720	UCASValue

Knowledge qualifications available to this pathway (cont.)

K3 - BTEC Level 3 National Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	603/0864/3	Pearson Education Ltd	120	720	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 3 NVQ Diploma in Built Environment and Design Credit 102 GLH 470 is underpinned by:

- BTEC Level 3 Diploma in Construction and the Built Environment Credit 72 GLH 720 (K1a)
- City & Guilds Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment Credit 72 GLH 720 TQT 1200
- BTEC Level 3 National Diploma in Construction and the Built Environment GLH 720 TQT 975

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Employers have agreed that it is not appropriate at this level to have Information Communications Technology (ICT).

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:

- STEP into construction project
- the women and work sector pathways initiative (W&WSPI)

- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14-19)
- Functional Skills English and Maths, or Key Skills Application of Number and Communication
- A Levels and GCSEs at Grades A-C
- Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering, Construction Specialist or Construction Technical Supervision and Management
- Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist

Progression from this pathway

There will be a wide range of opportunities that apprentices can be involved with in a structured career path, such as building, civil engineering and specialist occupations. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- NVQ Level 6 Diploma in Construction Contracting Operations
- NVQ Level 6 Diploma in Construction Site Management

Or

HNC/HND

- Construction and the Built Environment
- Civil Engineering
- Building Services Engineering
- Construction
- Construction Management

Foundation Degree

- Professional Practice in Construction Operations Management
- Construction and the Built Environment
- Civil Engineering
- Construction Management
- Conservation and Restoration
- Quantity Surveying
- Architecture/Design
- Architectural Technology
- Building Surveying
- Building Control

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of employee rights and responsibilities

Delivery of ERR

ConstructionSkills ERR is an induction programme for direct entrants and will be delivered as knowledge within all levels of the framework. Providers delivering ERR can use a training specification developed by ConstructionSkills at:

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx.

or

A QCF Unit by Cskills Awards

600/5877/8 Cskills Awards L1 Award in Employee Rights and Responsibilities Credit 1 GLH 10
Cskills Awards Code AWD053 Unit ref: J/504/0616

Evidence of ERR

ConstructionSkills will accept the following methods of recording ERR. This must be in the format of a certificate issued by an Awarding Body or if provided by training providers/colleges the certificate must be showing their logo, and with each of the nine items listed above signed off by the tutor. The certificate or copy must be held by the provider for audit after ticking the ERR box on the Apprenticeship Certification England (ACE) system when claiming the framework completion certificate from the Certifying Body (Sector Skills Council). An example of a typical ERR sign off certificate is at

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx. Apprentices who have achieved the ERR programme at Intermediate (Level 2) do not have to repeat it for the Advanced (Level 3).

Level 3, Pathway 2: Construction Contracting Operations

Description of this pathway

Description of this pathway

Construction Technical: Construction Contracting Operations

Total minimum credit value for this pathway is: 209 credits

90 credits for competence

109 credits for knowledge

10 credits for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

N/A

Job title(s)	Job role(s)
Site technician	Working on a construction site carrying out estimating, buying, planning and providing technical support.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma Construction Contracting Operations					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/4140/2	Cskills Awards	90	300	N/A
C1b	601/2500/7	Pearson Edexcel	90	300	N/A
C1c	601/4154/2	SQA	90	300	N/A

Knowledge qualifications available to this pathway

K1 - BTEC Level 3 Extended Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7139/7	Pearson Education Ltd	180	1080	N/A

K2 - Level 3 Diploma in Civil Engineering					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/5534/3	Cskills Awards	109	1090	N/A

Knowledge qualifications available to this pathway (cont.)

K3 - BTEC Level 3 Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/7137/3	Pearson Education Ltd	120	720	N/A

K4 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	601/4508/0	City & Guilds	72	720	N/A

K5 - BTEC Level 3 National Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	603/0864/3	Pearson Education	120	720	N/A

K6 - BTEC Level 3 National Extended Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	603/0861/8	Pearson Education Ltd	180	1080	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 3 NVQ Diploma in Construction Contracting Operations Credit 90 GLH 300 is underpinned by:

Cskills Awards Level 3 Diploma in Civil Engineering Credit 109 GLH 1090 (K2a)

C1 Level 3 NVQ Diploma in Construction Contracting Operations Credit 90 GLH 300

- BTEC Level 3 Extended Diploma in Construction and the Built Environment Credit 180 GLH 1080 (K1a)
- BTEC Level 3 Diploma in Construction and the Built Environment Credit 120 GLH 720 (K3a)
- City & Guilds Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment Credit 72 GLH 720 TQT 1200
- BTEC Level 3 National Diploma in Construction and the Built Environment GLH 720 TQT 985
- BTEC Level 3 National Extended Diploma in Construction and the Built Environment GLH 1080 TQT 1465

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Employers have agreed that it is not appropriate at this level to have Information Communications Technology (ICT).

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:

- STEP into construction project
- the women and work sector pathways initiative (W&WSPI)

- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14-19)
- Functional Skills English and Maths, or Key Skills Application of Number and Communication
- A Levels and GCSEs at Grades A-C
- Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering, Construction Specialist or Construction Technical Supervision and Management
- Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist

Progression from this pathway

There will be a wide range of opportunities that apprentices can be involved with in a structured career path, such as building, civil engineering and specialist occupations. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- NVQ Level 6 Diploma in Construction Contracting Operations
- NVQ Level 6 Diploma in Construction Site Management

Or

HNC/HND

- Construction and the Built Environment
- Civil Engineering
- Building Services Engineering
- Construction
- Construction Management

Foundation Degree

- Professional Practice in Construction Operations Management
- Construction and the Built Environment
- Civil Engineering
- Construction Management
- Conservation and Restoration
- Quantity Surveying
- Architecture/Design
- Architectural Technology
- Building Surveying
- Building Control

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of employee rights and responsibilities

Delivery of ERR

ConstructionSkills ERR is an induction programme for direct entrants and will be delivered as knowledge within all levels of the framework. Providers delivering ERR can use a training specification developed by ConstructionSkills at:

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx.

or

A QCF Unit by Cskills Awards

600/5877/8 Cskills Awards L1 Award in Employee Rights and Responsibilities Credit 1 GLH 10
Cskills Awards Code AWD053 Unit ref: J/504/0616

Evidence of ERR

ConstructionSkills will accept the following methods of recording ERR. This must be in the format of a certificate issued by an Awarding Body or if provided by training providers/colleges the certificate must be showing their logo, and with each of the nine items listed above signed off by the tutor. The certificate or copy must be held by the provider for audit after ticking the ERR box on the Apprenticeship Certification England (ACE) system when claiming the framework completion certificate from the Certifying Body (Sector Skills Council). An example of a typical ERR sign off certificate is at

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx. Apprentices who have achieved the ERR programme at Intermediate (Level 2) do not have to repeat it for the Advanced (Level 3).

Level 3, Pathway 3: Construction Site Supervision (this pathway has been moved to Level 4 Higher Apprenticeship)

Description of this pathway

This pathway has been moved to Level 4 Higher Apprenticeship

Entry requirements for this pathway in addition to the framework entry requirements

(no information)

Job title(s)

Job role(s)

(no information)

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

(no information)

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	levelValue	creditValue
GCSE qualification in English (with enhanced functional content)	levelValue	creditValue

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	1	5

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

(no information)

Progression routes into and from this pathway

Moved to Level 4 Higher Apprenticeship

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Moved to Level 4 Higher Apprenticeship

Level 3, Pathway 4: Civil Engineering for Technicians

Description of this pathway

Description of this pathway

Construction Technical: Civil Engineering for Technicians

Total minimum credit value for this pathway is: 260 credits

130 credits for competence

120 credits for knowledge

10 credits for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

N/A

Job title(s)	Job role(s)
Civil engineering technician	Working on a construction carrying out civil engineering tasks, developing and finalising civil engineering solutions and establishing and implementing health and safety for civil engineering personnel.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Civil Engineering for Technicians (Institute of Civil Engineers)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/1115/2	Pearson Education Ltd	130	390	N/A

Knowledge qualifications available to this pathway

K1 - BTEC Level 3 Diploma Construction and the Built Environment -Civil Engineering					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7137/3	Pearson Education Ltd	120	720	N/A

K2 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/4508/0	City & Guilds	72	720	N/A

Knowledge qualifications available to this pathway (cont.)

K3 - BTEC Level 3 National Diploma in Civil Engineering					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	603/1217/8	Pearson Education Ltd	120	720	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 3 Diploma in Civil Engineering for Technicians (ICE) Credit 130 GLH 390 is underpinned by:

- BTEC Level 3 Diploma in Construction and the Built Environment –Civil Engineering Credit 120 GLH 720 (K1a)
- City & Guilds Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment Credit 72 GLH 720 TQT 1200
- BTEC Level 3 National Diploma in Civil Engineering GLH 720 TQT 975

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Employers have agreed that it is not appropriate at this level to have Information Communications Technology (ICT).

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:

- STEP into construction project
- the women and work sector pathways initiative (W&WSPI)

- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14-19)
- Functional Skills English and Maths, or Key Skills Application of Number and Communication
- A Levels and GCSEs at Grades A-C
- Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering, Construction Specialist or Construction Technical Supervision and Management
- Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist

Progression from this pathway

There will be a wide range of opportunities that apprentices can be involved with in a structured career path, such as building, civil engineering and specialist occupations. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- NVQ Level 6 Diploma in Construction Contracting Operations
- NVQ Level 6 Diploma in Construction Site Management

Or

HNC/HND

- Construction and the Built Environment
- Civil Engineering
- Building Services Engineering
- Construction
- Construction Management

Foundation Degree

- Professional Practice in Construction Operations Management
- Construction and the Built Environment
- Civil Engineering
- Construction Management
- Conservation and Restoration
- Quantity Surveying
- Architecture/Design
- Architectural Technology
- Building Surveying
- Building Control

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of employee rights and responsibilities

Delivery of ERR

ConstructionSkills ERR is an induction programme for direct entrants and will be delivered as knowledge within all levels of the framework. Providers delivering ERR can use a training specification developed by ConstructionSkills at:

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx.

or

A QCF Unit by Cskills Awards

600/5877/8 Cskills Awards L1 Award in Employee Rights and Responsibilities Credit 1 GLH 10
Cskills Awards Code AWD053 Unit ref: J/504/0616

Evidence of ERR

ConstructionSkills will accept the following methods of recording ERR. This must be in the format of a certificate issued by an Awarding Body or if provided by training providers/colleges the certificate must be showing their logo, and with each of the nine items listed above signed off by the tutor. The certificate or copy must be held by the provider for audit after ticking the ERR box on the Apprenticeship Certification England (ACE) system when claiming the framework completion certificate from the Certifying Body (Sector Skills Council). An example of a typical ERR sign off certificate is at

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx. Apprentices who have achieved the ERR programme at Intermediate (Level 2) do not have to repeat it for the Advanced (Level 3).

Level 3, Pathway 5: Occupational Work Supervision

Description of this pathway

Description of this pathway

Construction Technical: Occupational Work Supervision

Total minimum credit value for this pathway is: 114 credits

67 credits for competence

37 credits for knowledge

10 credits for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

N/A

Job title(s)	Job role(s)
Work supervisor	Working on a construction site or in domestic and commercial premises, co-ordinating and organising work operations, managing work activities, confirming the occupational method of work, managing health and safety and developing good working relationships.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Occupational Work Supervision (Construction)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/3377/0	SQA	67	224	N/A
C1b	600/4243/6	ProQual	67	224	N/A
C1c	600/3514/6	Cskills Awards	67	224	N/A
C1d	600/3997/8	Pearson Education Ltd	67	224	N/A
C1e	601/3469/0	GQA	67	224	N/A
C1f	601/1486/1	City & Guilds	67	224	N/A
C1g	601/7594/1	NOCN	67	224	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Occupational Work Supervision (Construction)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2836/1	SQA	37	370	N/A
K1b	601/4243/1	GQA	37	370	N/A
K1c	601/7593/X	NOCN	37	370	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 3 NVQ Diploma in Occupational Work Supervision Credit 67 GLH 224 is underpinned by:

- Level 3 Diploma in Occupational Work Supervision Credit 37 GLH 370

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Employers have agreed that it is not appropriate at this level to have Information Communications Technology (ICT).

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:

- STEP into construction project

- the women and work sector pathways initiative (W&WSPI)
- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14–19)
- Functional Skills English and Maths, or Key Skills Application of Number and Communication
- A Levels and GCSEs at Grades A–C
- Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering, Construction Specialist or Construction Technical Supervision and Management
- Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist

Progression from this pathway

There will be a wide range of opportunities that apprentices can be involved with in a structured career path, such as building, civil engineering and specialist occupations. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- NVQ Level 6 Diploma in Construction Contracting Operations
- NVQ Level 6 Diploma in Construction Site Management

Or

HNC/HND

- Construction and the Built Environment
- Civil Engineering
- Building Services Engineering
- Construction
- Construction Management

Foundation Degree

- Professional Practice in Construction Operations Management
- Construction and the Built Environment
- Civil Engineering
- Construction Management
- Conservation and Restoration
- Quantity Surveying
- Architecture/Design
- Architectural Technology
- Building Surveying
- Building Control

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of employee rights and responsibilities

Delivery of ERR

ConstructionSkills ERR is an induction programme for direct entrants and will be delivered as knowledge within all levels of the framework. Providers delivering ERR can use a training specification developed by ConstructionSkills at:

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx.

or

A QCF Unit by Cskills Awards

600/5877/8 Cskills Awards L1 Award in Employee Rights and Responsibilities Credit 1 GLH 10
Cskills Awards Code AWD053 Unit ref: J/504/0616

Evidence of ERR

ConstructionSkills will accept the following methods of recording ERR. This must be in the format of a certificate issued by an Awarding Body or if provided by training providers/colleges the certificate must be showing their logo, and with each of the nine items listed above signed off by the tutor. The certificate or copy must be held by the provider for audit after ticking the ERR box on the Apprenticeship Certification England (ACE) system when claiming the framework completion certificate from the Certifying Body (Sector Skills Council). An example of a typical ERR sign off certificate is at

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx. Apprentices who have achieved the ERR programme at Intermediate (Level 2) do not have to repeat it for the Advanced (Level 3).

Level 3, Pathway 6: Building Control

Description of this pathway

Description of this pathway

Construction Technical : Building Control Technical Support

Total minimum credit value for this pathway is: 200 credits

70 credits for competence

120 credits for knowledge

10 credits for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

N/A

Job title(s)	Job role(s)
Building Control Technician	Working in a building control service provider environment, carrying out assessment of appropriate building regulation projects and inspecting site work for compliance. Providing technical support to a Building Control Surveyor

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Building Control Technical Support					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/7026/2	ABBE	72	190	N/A

Knowledge qualifications available to this pathway

K1 - BTEC Level 3 Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7137/3	Pearson Education Ltd	120	720	N/A

K2 - Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/4508/0	City & Guilds	72	720	n/a

Knowledge qualifications available to this pathway (cont.)

K3 - BTEC Level 3 National Diploma in Construction and the Built Environment					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	603/0864/3	Pearson Education Ltd	120	720	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 3 NVQ Diploma in Building Control Technical Support Credit 70 GLH 190 is underpinned by:

- BTEC Level 3 Diploma in Construction and the Built Environment Credit 72 GLH 720
- City & Guilds Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment Credit 72 GLH 720 TQT 1200
- BTEC Level 3 National Diploma in Construction and the Built Environment GLH 720 TQT 985

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Employers Have agreed that it is not appropriate at this level to have Information Communications Technology (ICT)

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:

- STEP into construction project
- the women and work sector pathways initiative (W&WSPI)

- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14-19)
- Functional Skills English and Maths, or Key Skills Application of Number and Communication
- A Levels and GCSEs at Grades A-C
- Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist
- Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist

Progression from this pathway

There will be a wide range of opportunities that apprentices can be involved with in a structured career path, such as building, civil engineering and specialist occupations. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- NVQ Level 6 Diploma in Construction Contracting Operations
- NVQ Level 6 Diploma in Construction Site Management

Or

HNC/HND

- Construction and the Built Environment
- Civil Engineering
- Building Services Engineering
- Construction
- Construction Management

Foundation Degree

- Professional Practice in Construction Operations Management
- Construction and the Built Environment
- Civil Engineering
- Construction Management
- Conservation and Restoration
- Quantity Surveying
- Architecture/Design
- Architectural Technology
- Building Surveying
- Building Control

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of employee rights and responsibilities

Delivery of ERR

ConstructionSkills ERR is an induction programme for direct entrants and will be delivered as knowledge within all levels of the framework. Providers delivering ERR can use a training specification developed by ConstructionSkills at:

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx.

or

A QCF Unit by Cskills Awards

600/5877/8 Cskills Awards L1 Award in Employee Rights and Responsibilities Credit 1 GLH 10
Cskills Awards Code AWD053 Unit ref: J/504/0616

Evidence of ERR

ConstructionSkills will accept the following methods of recording ERR. This must be in the format of a certificate issued by an Awarding Body or if provided by training providers/colleges the certificate must be showing their logo, and with each of the nine items listed above signed off by the tutor. The certificate or copy must be held by the provider for audit after ticking the ERR box on the Apprenticeship Certification England (ACE) system when claiming the framework completion certificate from the Certifying Body (Sector Skills Council). An example of a typical ERR sign off certificate is at

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx. Apprentices who have achieved the ERR programme at Intermediate (Level 2) do not have to repeat it for the Advanced (Level 3).

Level 3, Pathway 7: Geomatics Data Analysis

Description of this pathway

Description of this pathway

Construction Technical: Geomatics Data Analysis

Total minimum credit value for this pathway is: 100 credits

77 credits for competence

13 credits for knowledge

10 credits for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions

Job title(s)	Job role(s)
Geomatics Data Analyst	Providing cartographic support to mapping and charting activities that underpin the production of navigational and marine products and services. Supporting acquisition and processing of Hydrographic information, data assessment, update of UKHO products and production of new navigational charts.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Geomatics and Site Surveying					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/7377/9	ProQual	77	260	N/A

Knowledge qualifications available to this pathway

K1 - ProQual Level 3 Certificate in Marine Cartography					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/7239/8	ProQual	13	130	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 3 NVQ Diploma in Geomatics and Site Surveying Credit 77 GLH 260 is underpinned by:

- ProQual Level 3 Certificate in Marine Cartography Credit 13 GLH 130

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Employers have agreed that it is not appropriate at this level to have Information Communications Technology (ICT), a higher level will used as part of the framework

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:

- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14-19)

- Functional Skills English and Maths, or Key Skills Application of Number and Communication
- A Levels and GCSEs at Grades A–C
- Intermediate (Level 2) Apprenticeship in Construction Civil Engineering
- Advanced (Level 3) Apprenticeship in Construction Civil Engineering

Progression from this pathway

There will be a wide range of opportunities that apprentices can be involved with in a structured career path, such as Ordnance Survey, Hydrographic Offices, Met Office and Port Authorities. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- NVQ Level 5 Diploma in Geomatics and Site Surveying Management

or

- BA & BSC and Foundation Degrees in
- Geography
- Geology
- Geographic Information systems (GIS)

In the long-term there would be the opportunity to undertake a higher qualification such as an MBA

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of employee rights and responsibilities

Delivery of ERR

ConstructionSkills ERR is an induction programme for direct entrants and will be delivered as knowledge within all levels of the framework. Providers delivering ERR can use a training specification developed by ConstructionSkills at:

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx.

or

A QCF Unit by Cskills Awards

600/5877/8 Cskills Awards L1 Award in Employee Rights and Responsibilities Credit 1 GLH 10
Cskills Awards Code AWD053 Unit ref: J/504/0616

Evidence of ERR

ConstructionSkills will accept the following methods of recording ERR. This must be in the format of a certificate issued by an Awarding Body or if provided by training providers/colleges the certificate must be showing their logo, and with each of the nine items listed above signed off by the tutor. The certificate or copy must be held by the provider for audit after ticking the ERR box on the Apprenticeship Certification England (ACE) system when claiming the framework completion certificate from the Certifying Body (Sector Skills Council). An example of a typical ERR sign off certificate is at

http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx. Apprentices who have achieved the ERR programme at Intermediate (Level 2) do not have to repeat it for the Advanced (Level 3).

Level 3, Pathway 8: Town Planning Technical Support

Description of this pathway

Description of this pathway

Construction Technical: Town Planning Technical Support

Total minimum credit value for this pathway is: 200 credits

70 credits for competence

120 credits for knowledge

10 credits for FS English and Maths

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions

Job title(s)	Job role(s)
Town Planning Technical Support Officer	Provide technical, administrative and clerical support to planning services, liaising with customers and providing advice and guidance.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Town Planning Technical Support					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/7031/6	ABBE	70	200	N/A

Knowledge qualifications available to this pathway

K1 - BTEC Level 3 Diploma in Town Planning Technical Support					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/7906/X	Pearson Education Ltd	120	720	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 3 NVQ Diploma in Town Planning Technical Support Credit 70 GLH 200 is underpinned by:

- BTEC Level 3 Diploma in Town Planning Technical Support Credit 120 GLH 720

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Employers have agreed that it is not appropriate at this level to have Information Communications Technology (ICT), a higher level will be used as part of the framework

Progression routes into and from this pathway

Progression Routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:

- STEP into construction project

- the women and work sector pathways initiative (W&WSPI)
- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14–19)
- Functional Skills English and Maths, or Key Skills Application of Number and Communication
- A Levels and GCSEs at Grades A–C
- Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist
- Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist

Progression from this pathway

There will be a wide range of opportunities that apprentices can be involved with in a structured career path, such as building, civil engineering and specialist occupations. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- NVQ Level 6 Diploma in Construction Contracting Operations
- NVQ Level 6 Diploma in Construction Site Management

Or

HNC/HND

- Construction and the Built Environment
- Civil Engineering
- Building Services Engineering
- Construction
- Construction Management

Foundation Degree

- Professional Practice in Construction Operations Management
- Construction and the Built Environment
- Civil Engineering
- Construction Management
- Conservation and Restoration
- Quantity Surveying
- Architecture/Design
- Architectural Technology
- Building Surveying
- Building Control

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Delivery and assessment of employee rights and responsibilities

Delivery of ERR

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http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx.

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Cskills Awards Code AWD053 Unit ref: J/504/0616

Evidence of ERR

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http://www.cskills.org/sectorskills/qualsstandards/frameworks/employee_rights_and_responsibilities.aspx. Apprentices who have achieved the ERR programme at Intermediate (Level 2) do not have to repeat it for the Advanced (Level 3).

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

How Equality and Diversity will be met

The under-representation of women and ethnic minorities remains a priority issue for the industry. Labour force statistics show that when compared with the workforce as a whole, the sector remains amongst the most gender imbalanced in the economy.

Whilst, the proportion of Black and Minority Ethnic (BME) workers in construction employment has gradually risen over the past decade to represent 5% of the construction workforce in England, this compares poorly with the wider working population.

CITB-ConstructionSkills responsibility as an industry leader

We live in a diverse society that is multi cultural and multi-lingual, where everyone is different and has something different to bring to society and the workplace. Construction is an industry which requires a variety of different skills and abilities and it is important that people from different backgrounds, life experiences and abilities are employed within the sector to enable us to achieve the high skill levels needed to be world leaders in the industry.

CITB-ConstructionSkills is working to attract and support the best qualified people to work in the sector.

As a partner organisation of the Sector Skills Council for the construction industry and an Industry Training Board we encourage construction companies to employ the best qualified person for the job regardless of age, disability, gender-reassignment, marriage or civil partnership, pregnancy and maternity, race, religion and belief, sex (gender), sexual orientation or socio-economic background. We will also challenge out-of-date practices and promote equality and the business case for diversity to construction companies by working with our partners and government.

In Wales, CITB-ConstructionSkills will meet the requirements of the Welsh Language Act and provide services explained in the CITB-ConstructionSkills' Welsh Language Scheme.

Good Practice for Learning Providers – Learner Monitoring

Equality and diversity includes social and educational inclusion and tackles equality of opportunity. This goes further than providing 'equal access' to participation. In practice this means all learning providers should:

- actively promote positive relationships and respect for both staff and learners
- understand and respect differences between people
- take positive action to tackle unlawful and unfair discrimination, inequality and unfairness
- adopt practices that make the best use of the differing skills and talents of individuals

- focus on improving outcomes that raise standards and improve lives.

The two operating principles for inspection and regulation activity relating to equality and diversity are:

- how effectively a provider is narrowing the achievement gap between different groups of people
- how effectively a provider actively promotes equality and diversity and tackles discrimination.

This will be measured against how effectively:

- the provider assesses the impact of its work in relation to equality and diversity and has taken appropriate action in response to its findings
- the provider ensures the effectiveness of training in equality and diversity so that leaders, managers, governors or supervisory bodies, staff and learners understand their roles in relation to equality and diversity.

The minimum expected key evidence will be:

- evidence of actions and impact relating to the two operating principles, giving due regard to all equality strands (protected characteristics)
- the effectiveness of staff training in equality and diversity (assessed through staff awareness and evidence in their work)
- how effectively the provider manages learner complaints
- the progress, development and performance of different groups of learners
- arrangements for consulting with users and stakeholders
- how outcomes of impact assessment have led to improvement.

External 'Fairness, Respect and Inclusion' Leadership Strategy

Aim

To lead the construction and built environment sector in improving its performance around Fairness, Respect and Inclusion so that the sector can actively promote equality of opportunity for everyone and attract and retain the quality people it needs from a diversity of backgrounds.

Objectives

- To challenge the sector as to how it can embrace fairness, respect and inclusion.
- To lead the fairness respect and inclusion agenda in the sector.
- To make the business case that fairness, respect and inclusion is good for business in terms of improving performance and saving costs.
- To help and support the sector in meeting the current and emerging legislation around Equality and Diversity.
- To identify, initiate and promote best practice across the sector.
- To provide accurate and authoritative LMI for the sector on equality and diversity and the

protected characteristics.

- To ensure that fairness, respect and inclusion are integrated into the CITB-ConstructionSkills IAG strategy, action plans, policies and procedures.
- To ensure that fairness respect and inclusion are integrated into the CITB-ConstructionSkills Qualifications strategy, action plans, policies and procedures.
- To work in partnership with external groups.
- To develop products and services that will support the Fairness, Respect and Inclusion agenda in industry.
- To launch an equality standard for the sector.

On and off the job guided learning (England)

Total GLH for each pathway

Total number of Guided Learning Hours (GLH) for on and off the job per pathway

The total amount of guided learning hours for each pathway, which includes both on-the-job and off-the-job guided learning, is as follows. All pathways will also include an additional 100 GLH for ERR induction and Functional Skills.

Advanced (Level 3)

Pearson Education Ltd

Built Environment and Design 1290 GLH over a minimum period of 18 months

Construction Contracting Operations (Extended Diploma) 1480 GLH over a minimum period of 18 months

Construction Contracting Operations (Construction and the Built Environment) 1120 GLH over a minimum period of 18 months

Civil Engineering for Technicians 1210 GLH over a minimum period of 18 months

Occupational Work Supervision 694 GLH over a minimum period of 18 months

Cskills Awards

Construction Contracting Operations (Civil Engineering) 1490 GLH over a minimum period of 18 months

Occupational Work Supervision 694 GLH over a minimum period of 18 months

SQA

Occupational Work Supervision 694 GLH hours over a minimum period of 18 months

Construction Built Environment Design 1290 GLH (using Pearson Edexcel) over a minimum period of 18 months

Construction Contracting Operations (using Pearson Edexcel Extended Diploma) 1480 GLH over a minimum period of 18 months

ProQual

Occupational Work Supervision 694 GLH over a minimum period of 18 months

Geomatics Data Analysis 490 GLH over a minimum period of 18 months

ABBE

Building Control Technical Support 1010 GLH over a minimum period of 18 months

Town Planning Technical Support 1020 GLH over a minimum period of 18 months

GQA

Occupational Work Supervision 694 GLH over a minimum period of 18 months

City & Guilds

City & Guilds

Built Environment and design

Technical Extended Diploma in Constructing the Built Environment using (Pearson NVQ) 1290 GLH over a minimum period of 18 months

Construction Contracting Operations

Technical Extended Diploma in Constructing the Built Environment using (Pearson NVQ) 1120 GLH over a minimum period of 18 months

Civil Engineering for Technicians

Technical Extended Diploma in Constructing the Built Environment using (Pearson NVQ) 1210 GLH over a minimum period of 18 months

Building Control

Technical Extended Diploma in Constructing the Built Environment using (ABBE NVQ) 1010 GLH over a minimum period of 18 months

Occupational Work Supervision 694 GLH over a minimum period of 18 months

NOCN

Occupational Work Supervision 694 GLH hours over a recommended period of 18 months

Minimum off-the-job guided learning hours

Off-the-job guided learning hours is made up as follows and meets the minimum requirements of 30% or 100 GLH per year entitlement in the SASE. All pathways will also include an additional 100 GLH for ERR induction and Functional Skills.

Advanced (Level 3)

Built Environment and Design 820 GLH off the job

Technical Extended Diploma in Constructing the Built Environment 820 GLH off the job

Construction Contracting Operations (Extended Diploma) 1180 GLH off the job

Construction Contracting Operations (Civil Engineering) 1190 GLH off the job

Construction Contracting Operations (Construction and the Built Environment) 820 GLH off the job

Technical Extended Diploma in Constructing the Built Environment 820 GLH off the job

Civil Engineering for Technicians 820 GLH off the job

Technical Extended Diploma in Constructing the Built Environment 820 GLH off the job

Occupational Work Supervision 470 GLH off the job

Building Control 820 GLH off the job

Technical Extended Diploma in Constructing the Built Environment 820 GLH off the job

Marine Cartography 230 GLH off the Job

Town Planning 820 GLH off the Job

How this requirement will be met

Advanced (Level 3) off-the-job learning will be comprised of:

45 GLH – Level 2 Functional Skill in Maths.

45 GLH – Level 2 Functional Skill in English.

10 GLH – ERR as an induction programme delivered at the start of the programme.

Mentoring and appraisals are built into the training GLH in each training qualification.

720 GLH – Built Environment and Design apprentices will attend a training centre (on block or day release) to learn how to carry out surveying, drawings, designing and assessing tenders in a training environment.

720 GLH – Technical Extended Diploma in Constructing the Built Environment apprentices will attend a training centre (on block or day release) to learn how to carry out surveying, drawings, designing and assessing tenders in a training environment.

1080 GLH – Construction Contracting Operations (Extended Diploma) apprentices will attend a training centre (on block or day release) to learn how to carry out estimating, buying, planning and technical support in a training environment.

1090 GLH – Construction Contracting Operations (Civil Engineering) apprentices will attend a training centre (on block or day release) to learn how to give technical support in civil engineering in a training environment.

720 GLH – Construction Contracting Operations (Construction and the Built Environment) apprentices will attend a training centre (on block or day release) to learn how to carry out estimating, buying, planning and providing technical support in a training environment.

720 GLH – Construction Contracting Operations Technical Extended Diploma in Constructing the Built Environment apprentices will attend a training centre (on block or day release) to learn how to carry out estimating, buying, planning and providing technical support in a training environment.

720 GLH – Civil Engineering for Technicians apprentices will attend a training centre (on block or day release) to learn how to carry out civil engineering tasks, health and safety and engineering solutions in a training environment.

720 GLH – Civil Engineering Technical Extended Diploma in Constructing the Built Environment apprentices will attend a training centre (on block or day release) to learn how to carry out civil engineering tasks, health and safety and engineering solutions in a training environment.

370 GLH – Occupational Work Supervision apprentices will attend a training centre (on block or day release) to learn how to co-ordinate and plan work operations and understand occupational methods of work in a training environment.

720 GLH – Building Control Technical Support apprentices will attend a training centre (on block or day release) to learn how to carry out assessments of building projects, understand building regulations, and how to inspect site work for compliance.

720 GLH – Building Control Technical Extended Diploma in Constructing the Built Environment

apprentices will attend a training centre) on block or day release) to learn how to carry out assessments of building projects, understand building regulations, and how to inspect site work for compliance.

130 GLH – Geomatics Data Analyst apprentices will attend a training centre (on block or day release) to learn cartographic support to mapping and charting activities that underpin the production of navigational and marine products and services in a training environment.

720 GLH – Town Planning Apprentices will attend a training centre (on block or day release) to learn how to carry out Town Planning using Statutory Frameworks, Process Planning Applications, Planning Policy and administration in a training environment.

Evidence of off-the-job GLH Advanced Level 3

- Level 3 Diploma/Certificate in the training qualification issued by an Awarding Organisation.
- Level 2 Certificates or alternative qualification Certificates for Functional Skills in Maths and English.
- Level 2 Certificates or alternative qualification Certificates for Key Skills Application of Number and Communication.
- ERR certificate that meets the requirements as listed in this framework.

Minimum on-the-job guided learning hours

An apprentice will need to complete the following on-the-job GLH as applicable to the apprenticeship pathway.

Advanced (Level 3)

470 GLH on-the-job over a minimum period of 18 months (Level 3 NVQ Diploma in Built Environment Design)

300 GLH on-the-job over a minimum period of 18 months (Cskills Awards Level 3 NVQ Diploma in Construction Contracting Operations)

300 GLH on-the-job over a minimum period of 18 months (Pearson Edexcel Level 3 NVQ Diploma in Construction Contracting Operations)

390 GLH on-the-job over a minimum period of 18 months (Level 3 NVQ Diploma in Civil Engineering for Technicians)

224 GLH on-the-job over a minimum period of 18 months (Level 3 NVQ Diploma in Occupational Work Supervision)

190 GLH on-the-job over a minimum period of 18 months (Level 3 NVQ Diploma in Building Control Technical Support)

260 GLH on-the-job over a minimum period of 18 months (Level 3 NVQ Diploma in Geomatics and Site Surveying)

200 GLH on-the-job over a minimum period of 18 months (Level 3 NVQ Diploma in Town Planning Technical Support)

How this requirement will be met

All apprentices are required to generate evidence in the workplace to complete the competence qualification over the period of the apprenticeship; this is achieved by the following.

- In the workplace, candidates bring evidence of completed tasks which are supported by a work based recorder; this evidence is discussed and agreed by the assessor and contributes to demonstrating competence in the workplace.
- The generation of a work-based portfolio, either paper-based or electronic, can be accepted by the Awarding Organisations. When the apprentice has gathered all of the work-based evidence that meets the requirements, the assessor will sign off the competence qualification.
- Evidence is generated throughout the apprenticeship period, allowing the candidate to have mentoring and assessment when tasks have been completed. Only a variety of work will generate enough evidence to support the qualification.

Employers/workplace mentors participate in supporting, mentoring and formatively assessing competencies demonstrated through work-based projects.

Evidence for on-the-job GLH will include

Advanced (Level 3)

Certification for a Level 3 NVQ Diploma in Built Environment and Design

Certification for a Level 3 NVQ Diploma in Construction Contracting Operations

Certification for a Level 3 Diploma in Civil Engineering for Technicians

Certification for a Level 3 NVQ Diploma in Occupational Work Supervision

Certificate for a Level 3 NVQ Diploma in Building Control Technical Support

Certificate for a Level 3 NVQ Diploma in Geomatics and Site Surveying

Certificate for a Level 3 NVQ Diploma in Town Planning Technical Support

From 19th December 2013, providers should upload Version3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <http://acecerts.co.uk>

A completion certificate will only be issued by Apprenticeship Certification England (ACE) when all component parts of the framework have been achieved and the required minimum time has been met and certificates from the Awarding Organisation have been issued and checked by the Certification Body (Sector Skills Council).

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Summary of Personal Learning and Thinking Skills

Apprentices must be introduced to Personal Learning and Thinking Skills (PLTS) during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Each of the PLTS has been signposted to the knowledge qualifications within each pathway in the framework at Intermediate and Advanced. Whilst completing the knowledge qualifications, candidates will be mentored and assessed on the PLTS by the training provider (lecturer/tutor) and quality assured by the Awarding Organisation (AO). Evidence of PLTS achievement is generated from the issue of certificates for knowledge qualifications by the AO.

The following Awarding Organisations provide detailed mapping and guidance of PLTS for their knowledge qualifications at:

ABBE: www.abbeqa.co.uk

Cskills Awards: http://www.cskills.org/awards/centres/construction_awards_alliance/support_for_delivery/plts/index.aspx

Edexcel: <http://www.edexcel.com/subjects/Construction-Built-Environment/Pages/default.aspx>

SQA: Business Development & Customer Support, SQA; email mycentre@sqa.org.uk

ILM www.i-l-m.com/apprenticeships upon request from ILM

ProQual <http://www.proqualab.com/apprenticeships.php>

Edexcel: <http://www.edexcel.com/subjects/Construction-Built-Environment/Pages/default.aspx>

NOCN upon application at www.nocn.org.uk

City & Guilds upon request at construction@cityandguilds

Creative thinking

Creative thinking involves:

- generating ideas and exploring possibilities

- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent enquiry

Independent enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

Reflective learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

Team working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

Self management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

Effective participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements for this framework

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org