apprenticeship
FRAMEWORK

Higher Apprenticeship in Construction Management Levels 4, 5, and 6 (England)

IMPORTANT NOTIFICATION FOR HIGHER APPRENTICESHIP STARTS FROM 1ST AUGUST 2019

Current Apprenticeship funding rules state that those undertaking a Level 3 or Higher Apprenticeship are required to hold, or achieve as part of their Apprenticeship, a Level 2 qualification in both English and Maths. Furthermore, the funding rules state that, to attract government funding, at least 20% of the Apprentices paid hours, over the planned duration of the Apprenticeship training period, must be spent on off-the-job training.

Therefore for any Apprentices starting a Higher Apprenticeship on, or after 01/08/2019, there is a requirement for them to have achieved Level 2 English and Maths and fulfil the 20% off the job training requirement. This is in order to align certification requirements with the funding rules. Apprenticeship certification claims will require the relevant achievement evidence to be uploaded.

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=FR04426

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CITB

apprenticeship
FRAMEWORKS ONLINE
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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 21 SEPTEMBER 2018.

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies both to new Apprenticeship starts from 21 September 2018 and all Apprenticeships commenced before this date and not completed by 21 September 2018.

The SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements. This now allows for the acceptance of a wider range of UK-wide qualifications and also certain international qualifications, where these are supported by a suitable NARIC Statement of Comparability.

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

Section 5 of SASE for Intermediate Level Apprenticeships
Section 31 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.

Please note that the Transferable Skills tables within this document have not been updated to reflect the recent SASE changes and do not include the expanded range of acceptable qualifications. Refer to SASE for a full list of acceptable qualifications.

The updated version of SASE can be accessed here:
https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england

Higher Apprenticeship in Construction Management Levels 4, 5, and 6 (England)

Contents

Framework summary

Higher Apprenticeship in Construction Management Levels 4, 5, and 6

Higher Apprenticeship in Construction Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 4 include:

Pathway 1: Construction and Building Services Management and Supervision (Sustainability)

Competence qualifications available to this pathway:

C1 - Level 4 NVQ Diploma in Construction and Building Services Management and Supervision (Sustainability) (QCF)

Knowledge qualifications available to this pathway:

K1 - HNC Sustainable Building (QCF)

K2 - Level 4 HNC Diploma in Construction and the Built Environment

K3 - HNC Diploma in Construction and the Built Environment

K4 - HNC Construction

K5 - Pearson BTEC Level 4 Higher National Certificate in Construction and the Built Environment

K6 - HNC Sustainable Construction and the Built Environment

K7 - BTEC Level 4 Higher National certificiate in Construction

K8 - BTEC Level 4 Higher National Certificate in Future homes Design and Construction

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Construction Site Supervision

Competence qualifications available to this pathway:

C1 - Level 4 NVQ Diploma in Construction Site Supervision (Construction)

Knowledge qualifications available to this pathway:

K1 - Level 4 HNC Diploma in Construction and the Built Environment

K2 - HNC Construction

K3 - HNC Diploma in Construction and the Built Environment

K4 - Pearson BTEC Level 4 Higher National Certificate in Construction and the Built Environment

K5 - HNC Sustainable Construction and the Built Environment

K6 - Pearson BTEC Level 4 Higher National Certificate in Construction

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Higher Apprenticeship in Construction Management Levels 4, 5, and 6

Higher Apprenticeship in Construction Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 5 include:

Pathway 1: Foundation Degree Professional Practice in Construction Operations Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Foundation Degree Professional Practice in Construction Operations Management

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Construction Management (Sustainability)

Competence qualifications available to this pathway:

C1 - Edexcel Level 5 NVQ Diploma in Construction Management

Knowledge qualifications available to this pathway:

K1 - BTEC Level 5 HND Diploma in Construction and the Built Environment

K2 - Pearson BTEC Level 5 Higher National Diploma in Construction and the Built Environment

K3 - BTEC Level 5 Higher National Diploma in Construction

K4 - BTEC Level 5 Higher National Diploma in Future Homes Design and Construction

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 3: Foundation Degree (Science) Architecture

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Foundation Degree in Architecture

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 4: Foundation Degree (Science) Built Environment

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Foundation Degree Built Environment

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 5: Foundation Degree (Science) Civil Engineering

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Foundation Degree in Civil Engineering

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 6: Foundation Degree Sustainable Construction and the Built Environment

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Foundation Degree Sustainable Construction and the Built Environment

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 7: Foundation Degree Civil and Coastal Engineering

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Foundation Degree Civil and Coastal Engineering

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Higher Apprenticeship in Construction Management Levels 4, 5, and 6

Higher Apprenticeship in Construction Management Level 6

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 6 include:

Pathway 1: BA(Hons) Professional Practice in Construction Site Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - BA(Hons) Professional Practice in Construction Site Management

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: BA(Hons) Professional Practice in Quantity Surveying and Commercial Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - BA (Hons) Professional Practice in Quantity Surveying and Commercial Management

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 3: BSc (Hons) Civil Engineering

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - BSc (Hons) in Civil Engineering

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: 14	**This framework includes:**
Framework ID: FR04426	Level 4 Level 5 Level 6
Date this framework is to be reviewed by: 19/11/2018	This framework is for use in: **England**

Short description

The Higher Apprenticeship in Construction Management at Levels 4, 5 and 6 will help to attract and provide progression for higher technicians, professionals and managers in a range of careers in construction and the built environment. Depending upon the pathway candidates can achieve one of the following;

- An NVQ Level 4 with a Higher National Certificate (HNC) at Level 4,
- Foundation Degree's at Level 5,
- An NVQ Level 5 with a Higher National Diploma (HND) at Level 5,
- A Bachelors degree with Honours (BA (Hons))at level 6

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

Contact information

Proposer of this framework

Proposer of this framework
The proposer's for the Higher Apprenticeship in Construction Management pathways at Levels 4, 5 and Level 6 are Leeds College of Building, SQA, City & Guilds, Cskills Awards, Middlesex University, Greenwich University, North West Kent College (including SusCon), Preston College, Cornwall College, University Centre South Devon College, Plymouth University and the University of Wolverhampton. Also consultation with the following organisations, Pearson Education Ltd, Balfour Beatty, Construction Industry Council (CIC), Industry representatives and ConstructionSkills the SSC for construction. 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.
The proposer's for the framework has 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 was also a requirement that the qualifications have been registered on the Learning Aims Reference System (LARS)
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

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Your email address:	gillian.harkness@citb.co.uk

Why this framework is being revised

Higher Level 4
Pathway 2

Addition of qualification

Summary of changes made to this framework

Summary of Changes I have made to this framework

Higher Level 4
Pathway 2
New Qualification

BTEC Level 4 Higher National Certificate in Construction

Qualifications removed

N/A

Qualifications added

BTEC Level 4 Higher National Certificate in Construction

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 the 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 management 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, university, 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.)

Higher Apprenticeship Frameworks for England, April 2013 Definition
"Higher Apprenticeships are national work-based programmes based on employer need that enable individuals in employment to develop the technical knowledge and competence to perform a defined job role. As such, a Higher Apprenticeship is not just a learning programme, but an approach to workforce development and enhancing business performance".- Chair of UVAC, Employer Champion for Higher Apprenticeships, in Developing Quality Higher Apprenticeship Frameworks for England ,April 2013.
Rationale
The Higher Apprenticeship in Construction Management at Levels 4, 5 and 6 frameworks 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 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 2014 to 2017 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 Higher Level Apprenticeship in Construction and Building Services Management and Supervision (Sustainability) - Level 4
The Higher Level Apprenticeship in Construction and Building Services Management and Supervision (Level 4) (Sustainability) has been developed to meet the need of the building services sector who work across a broad range of areas and is designed to assess occupational

competence in the workplace and demonstrate knowledge and understanding through the technical certificate. The introduction of the Higher Level 4 Apprenticeship will address the following:

- Provide progression onto Level 5 and above
- Allow entry onto degree programmes
- Assist retention and provide a pathway for experienced workers
- Improving supervisory, management and leadership skills

The Higher Level Apprenticeship in Construction Site Supervision (Construction) -Level 4

The Higher Level Apprenticeship in Construction Site Supervision (Construction) – Level 4 has been developed to meet the need of the following sectors, Building and Civil Engineering, Highways and Maintenance Repairs, Residential Development, Conservation, Demolition and Tunnelling, this broad range of occupational areas is designed to assess occupational competence in the workplace and demonstrate knowledge and understanding through the technical certificate. The introduction of the Higher Level 4 Apprenticeship will address the following:

- Provide progression from Occupational Work Supervision
- Provide progression onto Level 5 and above
- Allow entry onto degree programmes
- Assist retention and provide a pathway for experienced workers
- Improving supervisory, management and leadership skills

The Higher Level Apprenticeship Foundation Degree Professional Practice in Construction Operations Management - Level 5

The Higher Level Apprenticeship Foundation Degree Professional Practice in Construction Operations Management - Level 5) has been developed to meet the national need to recruit construction operations managers that is not being met by the existing training and education system. The introduction of the Foundation Degree will address the following

- Progression to operational management roles
- Recruitment from a more diverse pool of talent
- Improving supervisory and management skills
- Responding to the specific needs of the construction industry
- Integrating professional recognition – (RICS Associate Membership and EngTech)

The Higher Apprenticeship in Construction Management (Sustainability) - Level 5

The Higher Apprenticeship in Construction Management (Sustainability) - Level 5 has been developed to allow Technicians from around the country who are employees of some of the top built environment organisations to be able to demonstrate their skills and knowledge in the workplace through the NVQ Level 5 whilst at the same time extending their learning at college or university through the HND Diploma Construction and the Built Environment. The

introduction of the Higher Level Apprenticeship will address the following:
• Encouraging recruitment from a more diverse pool of talent
• Assisting retention by providing employers and employees with appropriate support and progression
• Promoting lifelong learning as an aid to achieving qualifications, career progression and CPD
• Improving supervisory, management and leadership skills
• Increasing employer investment in training and development to improve productivity

Higher Level Apprenticeship Foundation Degree in Architecture, Built Environment and Civil Engineering - Level 5

The Higher Level Apprenticeship Foundation Degree in Architecture, Built Environment and Civil Engineering –Level 5 has been developed to meet employer demand for Technicians in Architecture, Quantity Surveying, Civil Engineering, Construction/Property Surveying and Surveillance / Supervisory Technician. The introduction of these Foundation Degree's will address the following:
• Responding to the specific needs of the Construction and the Built Environment industries
• Encouraging recruitment from a more diverse pool of talent
• Increasing employer investment in training and development to improve productivity
• Integrating professional recognition - The Foundation Degree will allow access to Associate Membership of e.g. The Chartered Institute of Building (CIOB), the Royal Institute of Chartered Surveyors (RICS), Institute of Civil Engineers (ICE), Quantity Surveyors international (QSi), Chartered Institute of Architectural Technologists (CIAT), or Institute of Clerks of Works and Construction Inspectorate (ICWCI), depending on which route is chosen.

The Higher Level Apprenticeship Foundation Degree Sustainable Construction and the Built Environment - Level 5
The Higher Level Apprenticeship Foundation Degree Sustainable Construction and the Built Environment has been developed by the University Centre South Devon College (UCSD) to provide the skills, knowledge and understanding related to sustainability within construction, building and engineering technology and design, financial and project management and economics.

The Higher Level Apprenticeship Foundation Degree Civil and Coastal Engineering - Level 5
The Higher Level Apprenticeship Foundation Degree Civil and Coastal Engineering has been developed by the University Centre South Devon College (UCSD) to provide opportunities for aspiring civil and construction engineers to develop the knowledge, understanding and skills to enable technician entry into the industry sectors of site management, structural design, geotechnical engineering, setting out and surveying, coastal and environmental engineering and project and commercial management.

The Higher Apprenticeship in Construction Management - Level 6

The Higher Apprenticeship in Construction Management - Level 6 has been specifically designed to provide the opportunity for progression from level 5 such as the Higher Apprenticeship in Construction Operations Management as well as other relevant level 5 qualifications to work-based Honours degree with built in professional recognition. The programmes are also designed to provide the specialist pathway routes in Construction Site Management, Quantity Surveying and Commercial Management. The Higher Apprenticeship includes the following work-based Honours degree programmes:

- The BA (Hons) Professional Practice in Construction Site Management
- The BA (Hons) Professional Practice in Quantity Surveying and Commercial Management

These programmes aim to:

- Provide a Level 6 progression opportunity for individuals who have completed the (level 4 and 5) Higher Apprenticeship and Foundation degree Professional Practice in Construction Operations Management programme. It also aims to provide progression opportunities for individuals who have completed other relevant level 5 qualifications as well as those who have significant prior experience of work in the construction sector at supervisor level.
- Designed to provide direct access to professional membership, recognition and membership of RICS and/or CIOB is under review.
- Develop the knowledge and professional competence required to undertake Construction Site Manager, Quantity Surveyor and Commercial Manager job roles

The Higher Apprenticeship Bachelor's Degree BSc (Hons) Civil Engineering – Level 6

The Higher Apprenticeship Bachelor's Degree Civil Engineering has been developed by the University Centre South Devon College (UCSD) in collaboration with Plymouth University to provide leadership and management disciplines and technical competencies within the civil engineering sector. The programme will also provide an opportunity for employers to 'up skill' their employees from a level 5 to a level 6. It also aims to meet the need of local and national employers who are looking for skilled technical engineers that have inter-disciplinary management and leadership skills. The introduction of this Bachelor's Degree will address the following:

- Acquire skills, knowledge and understanding to develop strategies for creative and innovative approaches to civil engineering problem solving and the seeking of sustainable solutions.
- Develop an awareness of ethical, social, cultural, environmental, health and safety, and wider professional responsibilities such as engagement with developing technologies, including being risk, cost and value-conscious
- Improve familiarity with the nature of business and enterprise in their economic and social value, and appreciation of the global dimensions of civil engineering, commerce and communication
- Develop industry focused transferable skills, including team working, communication and exercising of responsibility and sound management approaches.
- Develop reflective practice to contribute to the work-place and wider industry.

Aims and objectives of this framework (England)

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 higher Level 4, 5 and 6 in construction supervision and management in order to provide the industry with a well-trained productive workforce.

- Widening the pool of talent from which future Construction Site Managers are drawn
- Providing appropriate support and development to future Construction Site Managers through a comprehensive and integrated approach to learning and skills development
- Enabling progression opportunities from a variety of entry points including, University, FE college and the existing workforce
- Preparing future talent for membership of the appropriate professional body
- Enhancing the diversity of membership of the built environment professional bodies and increasing social mobility
- Improving construction site management skills and knowledge
- Raising productivity levels to help meet the targets outlined in Construction 2025

Entry conditions for this framework

Entry Conditions
The Higher Apprenticeship in Construction Management at Levels 4, 5 and 6 is specifically designed for the following:
• Higher (Level 4) is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (Advanced Apprenticeship) or those with appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners.

• **Higher (Level 4)** Construction Site Supervision is specifically designed to meet the needs of candidates who have gained Level 3 qualification in Occupational Work Supervision or those with appropriate prior experience of work in the sectors identified. As a consequence the qualification is not suitable for younger (pre18+) learners.
• **Higher (Level 5)** is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (Advanced Apprenticeship) or those with appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners.
• **Higher (Level 6)** candidates will have completed either the Higher Apprenticeship in Construction Operations Management – Level 5 or other construction sector related level 5 qualifications equivalent to 240 credits at levels 4 and 5. Candidates will undertake a review to claim any credits towards the Level 6 framework.
or
Candidates will have significant (normally at least 5 years) prior experience of work in the construction sector at supervisor level. Individuals wishing to enter the programme through the Accreditation of Prior and Experiential Learning (APEL) route will normally be required to undertake a Review of Learning module and claim the equivalent of 240 credits at levels 4 and 5

• **Higher (Level 6)BSc (Hons) Civil Engineering** Progression is approved for students who successfully achieve the following programmes at either City College Plymouth or South Devon College:
- FdSc Civil Engineering (City College Plymouth)
- FdSc Civil and Coastal Engineering (South Devon College)
Students may also apply from other level 5 programmes. These will be considered by admissions tutors on individual merit.
• APEL/APCL will be considered as per Plymouth University regulations which includes the possibility to APL 240 credits against a 360 credit BSc(Hons)degree. For mapping, learning outcomes should be considered against the Los of CCP and SDC's Fd programmes listed in this framework.

- Individuals must be employed as Higher Apprentices in the construction sector

- a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions) at height or underground.

Level 4

Title for this framework at level 4

Higher Apprenticeship in Construction Management

Pathways for this framework at level 4

Pathway 1:	Construction and Building Services Management and Supervision (Sustainability)
Pathway 2:	Construction Site Supervision

Level 4, Pathway 1: Construction and Building Services Management and Supervision (Sustainability)

Description of this pathway

Description of this pathway
Higher Apprenticeship in Construction and Building Services Management and Supervision (Sustainability) - Level 4
Total minimum credit value for this pathway is: 230 credits, equating to 2,300 learning hours using University of Greenwich, Pearson Education Ltd and University of Plymouth.
110 credits for a competence qualification
120 credits for a knowledge qualification
Total minimum credit value for this pathway is 270 credits, equating to 2,700 learning hours using University of Central Lancashire (UCLAN)
110 credits for a competence qualification
160 credits for a knowledge qualification

Total minimum credit value for this pathway is: 230 credits, equating to 2,300 learning hours using University Centre South Devon College (UCSD), Pearson Education Ltd and University of Plymouth.
110 Credits for a competence qualification
120 Credits for a knowledge qualification

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Site Manager	Working on built environment projects assisting the Site Manager to, manage staff and budgets. Ensuring contract is delivered on time and to programme, responsible for hiring of staff, deliveries and quality management and costs.
Project Manager	Working on built environment projects assisting the Project Manager to operate the site in a safe and secure manner, providing management information for reports, assists in client liaison meetings and sub-contractor meetings.
Site Engineer	Working on built environment projects assisting the Site Engineer to survey and level sites, checking of drawings and quantities to ensure accuracy, organizes site facilities, monitors work of sub-contractors and attends site meetings.

Qualifications

Competence qualifications available to this pathway

C1 - Level 4 NVQ Diploma in Construction and Building Services Management and Supervision (Sustainability) (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/8243/4	Pearson Education Ltd	110	1,100	N/A

Knowledge qualifications available to this pathway

K1 - HNC Sustainable Building (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	002/4685/0	University of Greenwich	120	1300	N/A

K2 - Level 4 HNC Diploma in Construction and the Built Environment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	500/8276/0	Pearson Education Ltd	120	1200	n/a

Knowledge qualifications available to this pathway (cont.)

K3 - HNC Diploma in Construction and the Built Environment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	002246749	Univesity of Plymouth	120	1200	UCASValue

K4 - HNC Construction

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	00246918	University of Central Lancashire	160	1600	N/A

K5 - Pearson BTEC Level 4 Higher National Certificate in Construction and the Built Environment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	603/0465/0	Pearson Education Ltd	120	1200	n/a

K6 - HNC Sustainable Construction and the Built Environment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	00246749	Plymouth University	120	1200	n/a

Knowledge qualifications available to this pathway (cont.)

K7 - BTEC Level 4 Higher National certificiate in Construction					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K7a	603/3416/2	Pearson	120	1200	n/a

K8 - BTEC Level 4 Higher National Certificate in Future homes Design and Construction					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K8a	603/3431/9	Pearson	120	1200	n/a

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Level 4 NVQ Diploma in Construction and Building Services Management and Supervision (Sustainability) Credit 110 – 1,100 learning hours (with 375 GLH) is underpinned by:

- HNC Sustainable Building Credit 120 - 1,300 learning hours
- HNC Diploma in Construction and Built Environment Credit 120 – 1200 learning Hours
- HNC Construction Credit 160 -1600 learning hours.
- BTEC Level 4 HNC Credit 120 – 120 GLH with TQT at 1200
- HNC Sustainable Construction and Built Environment credit 120 1200 learning hours
- Pearson BTEC Level 4 Higher National Certificate in Construction credit 120 -1200 learning(TQT)
- Pearson BTEC Level 4 Higher National Certificate in Future Homes Design and Construction credit 120 -1200 learning (TQT)

HNC programme in Sustainable Building

On successful completion of the Programme, the candidate will have the knowledge and understanding of the following:
Building Law and contract administration
Understand the nature and types of construction contracts, underlying concepts, principles and procedures of law and legislation applied in the construction industry. Demonstrate the ability to evaluate the liabilities and responsibilities of the contractual parties and their agents; evaluate the principles and procedures to real or simulated problems and have a sound knowledge of the legal principles and requirements used when undertaking construction projects in Europe.

Construction Economics and Finance
Have knowledge of the underlying concepts of economic forces which influence construction activity and understand the theories, concepts and other economic aspects of any development process. Evaluate the appropriateness of methods of financial appraisal of projects; knowledge of the significance of Town and Country Planning in economic development. Evaluate the impact of government policy on the construction industry

Sustainable Construction Technologies and Materials
- Integrate sustainability in an interdisciplinary project and produce a product design

specification
• Apply appropriate methods for modelling the material´s properties and select and apply appropriate construction techniques to determine effective and innovative solutions in the selection of sustainable materials. Select appropriate techniques to analyse and solve problems
• Implement the essential elements of project management and supply chain
• Formulate waste management solutions
• Understand the importance of teamwork, leadership and negotiation skills and present a technical analysis, formally or informally.

Sustainable Construction Technologies and Environmental Design
• Exhibit professional judgement with regard to social, economic and environmental design considerations
• Select and apply appropriate construction principles to determine effective and innovative solutions to practical on-site problems; apply appropriate methods for modelling the application of technologies (energy and water).
• Select appropriate techniques to analyse and solve problems and conduct a development project subject to technical, time and commercial constraints
• Manage a project work in a logical and sequential manner, identifying strategies for acquisition of knowledge and skill for problem analysis and solution. Understand the importance of teamwork, leadership and negotiation skills and present a technical analysis, formally or informally

Assessment and management on Risk
Develop an understanding of risks involved in the design and construction of buildings; understand the legislation relating to Health & Safety; critically analyse and communicate the responsibilities of the various parties in managing health and safety risks; and design and implement risk management procedures and analyse, develop and communicate risk assessments.

Management Principles
Understand the principles and development of management thinking; understand the functions of management within organisations and society; recognise, evaluate and apply to in workplace/employment context the functions and roles performed by managers. Recognise, evaluate and apply the principles of leadership and their application to work organisations. Recognise, evaluate and apply principles of motivation and their application to work organisations

Project Evaluation and Design
Demonstrate and develop competence in using established techniques to carry out user studies and writing design briefs; evaluate the relative importance of the influencing factors on project design. Demonstrate and develop competence in using established techniques to carry out in the conceptual design of building projects; and demonstrate knowledge and critical understanding of the factors affecting successful group working.

The HNC programme Diploma in Construction and the Built Environment
On successful completion of the Programme, the candidate will have the knowledge and understanding of the following:
Health, Safety and Welfare for Construction and the Built Environment
Understand the health, safety and welfare legislation applicable to the construction and built environment sector – examination of the implication of environmental legislation on the construction process; for example The Climate Change Act 2008 and how statutory undertakers have assessed the risk of climate change.
Group Project in the Construction Industry
Be able to devise a project scope and scheme of work – group project arranged around the redevelopment of a new educational facility. Consideration of the issues of an inner city brown field site and the research of appropriate sustainable technologies within an educational environment.
Be able to present the group project- analysis and conclusions of the selected sustainable technologies; for example payback calculations of a rain water harvesting system and the savings for the client over the life-cycle of the project.
Be able to implement the scheme of work – implementation of sustainable technologies within the design; for example how the orientation of the building can encourage solar gain to heat the building in the winter.
Design Principles and Application for Construction and the Built Environment
Understand the planning and design phases of the construction process – emphasis on the lifecycle of a building and how sustainability techniques can promote/improve efficiency.
Understand the factors that affect the specification of materials and building
Services –investigation of primary legislation such as The Energy Act 2011 and how this Act influence the specification of materials.
Understand how environmental factors affect the planning and design phases of the construction process – Site visit /Architect lecture to Manchester Civil Justice Centre and New Islington Free School, Ancoats, examining the environmental factors, such as using the canal and heat exchanger to cool the building.
Understand the roles and responsibilities of all parties involved in construction projects – examination of the training routes of construction professionals to inform and include environmental considerations.
Understand how technology affects the design and production phases of construction projects – analysis of the integration of Building Information Modelling and how it informs the design, production and use of the building.
Project Management for Construction and the Built Environment
Understand how project management adds value to a project – analysis of how sustainable technologies can add value to a project and how appropriate key performance indicators can be employed to measure their effectiveness.
Management Principles and Application for Construction and the Built Environment
Understand management techniques used in the construction and built environment sector –

examination of the management of waste generated through construction projects and the impact of recycling throughout the construction process.
Construction and Maintenance of Buildings
Understand how the techniques used in site investigation and evaluation influence the type of substructure – case study of a local project; Site Investigation engineers report and the examination of the pollutants within the soil and sustainable remediation techniques employed such as windrows.
Understand the causes of decay and deterioration of buildings – examination of maintenance cycles of a building, and the effect of corrosive cleaning and alternative sustainable approaches.
Science and Materials for Construction and the Built Environment
Understand the properties and use of construction materials- investigation of the embedded energy of the production of materials.
Be able to apply scientific principles to the design and use of buildings –students calculate how the choice of materials influence the performance of a building
Be able to apply scientific principles to the design and use of buildings – students analysis the performance of different types of construction with emphasis on how sustainable technologies can improve the performance and function of a building
Computer-aided Design for Construction
Be able to produce 3D drawings using industry-standard CAD software applications - investigation of the integration of Building Information Modelling and how it integrates the professional disciplines throughout the lifecycle of the building.

The HNC Construction – University of Central Lancashire (UCLan)
On completion of the programme students will have detailed knowledge and more importantly an ability to apply and demonstrate that knowledge in many areas within the construction profession such as:
Construction Management and Economics leading to an understanding of management principles and their application, Legal Studies and the interpretation of contract law, Construction Technology and Project leading to the design and presentation of a group design, Performance of Construction Materials and the ability to use and interpret data from practical and industry relevant experiments, and ICT/CAD resulting in the ability to prepare drawings to industry standards.

Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment
General pathways are included within brackets in the qualification title:
Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Construction)
Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Civil Engineering)

Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Building Services Engineering)
Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Surveying)

HNC Sustainable Construction and the Built Environment (University Centre of South Devon College and Plymouth University)
On completion of the programme students of the University Centre South Devon College (UCSD) will have attained knowledge skills and understanding and the ability to apply these attributes within a practical application. Demonstration of the above will be achieved by completion of the following programme aims and learning outcomes:
Develop the skills needed to identify hazards, undertake risk assessments and determine what constitutes an effective Health and Safety Policy. Demonstrate how legislation impacts upon all stages of construction and effectively plan, manage, monitor and review projects and work activities within the built environment by application of current legislation. Evaluate hazard and risk identification in design and construction and justify the need to review, revise and monitor risk assessments. Undertake risk assessments and associated legislative documentation. Define duties and responsibilities under legislation for given roles associated with construction projects.
Develop and be able to demonstrate skills and knowledge in traditional and innovative construction methodology. To adopt sustainable construction practice and legislation for the built environment. Demonstrate the techniques used in site investigation and evaluation and how this influences sub-structure design. Identify traditional and innovative superstructure design and construction techniques. Identify the causes of decay and deterioration of buildings. Identify how the construction and built environment sector impacts upon the environment. Determine the local and global environmental impact of the construction and built environment sector.
Demonstrate qualities and transferable skills necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.
Develop an understanding of analytical techniques and the mathematical skills needed to solve construction and engineering problems. Enable learners to use mathematical processes to solve construction, civil engineering and building services engineering problems.
Develop an understanding of the design process and how the planning and design phases are coordinated and managed. Understand and demonstrate the planning and design phases of the construction process. Determine the factors that affect the specification of materials and building services. Explain and the roles and responsibilities of all parties involved in construction projects. Identify how technology affects the design and production phases of construction projects
Understand the feasibility of modifying buildings for specific purposes and develop skills to undertake design and produce effective drawings, specifications and construction plans to modify buildings using design briefs.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway
This will be from a variety of routes, including:

- The Higher Apprenticeship - Level 4 is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with

appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners. The following lists the requirement:
• A Levels at Grades A*– E (achieved before September 2012, otherwise at any time prior to starting the Apprenticeship)
• Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist
• Advanced Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist – Level 3
• BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors
• Advanced (Level 3) NVQ in Occupational Work Supervision

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 5 Diploma in Construction Management (Sustainability)
• Foundation Degree Professional Practice in Construction Operations Management
• Foundation Degree Sustainable Construction and the Built Environment
• Foundation Degree Civil and Coastal Engineering
• BA (Hons) Construction Site Management or BA (Hons) Quantity Surveying and Commercial Management at Level 6
• BSc(Hons) in Civil Engineering at Level 6

There are a wide range of opportunities from the pathways particularly when underpinned by the HNC knowledge qualification as many of the skills developed enable seamless transition into building, construction, digital engineering, civil engineering and other specialist related occupations.
Seamless progression to Higher Level 6 Knowledge based qualifications such as Building Surveying, Quantity Surveying, Construction Project Management and Architectural Technology.

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 4, Pathway 2: Construction Site Supervision

Description of this pathway

Description of this pathway
Higher Apprenticeship in Construction Site Management –Level 4
Total minimum credit for this pathway is 150 credits, equating to 1500 learning hours using the Pearson Education Ltd
85 Credits for a competence qualification
65 Credits for a knowledge qualification
Total minimum credit using the BTEC HNC is 205 credits 2,050 learning hours using the BTEC HNC
85 Credits for a competence qualification
120 Credits for knowledge qualification
Total minimum credit for this pathway is 245 credits, equating to 2,450 learning hours using the University of Central Lancashire (UCLan)
85 Credits for a competence qualification
160 Credits for a knowledge qualification
Total minimum credit for this pathway is 205 credits, equating to 2,050 learning hours using the University of Plymouth HNC
85 Credits for a competence qualification
120 Credits for knowledge qualification

Total minimum credit for this pathway is 205 credits, equating to 2,050 learning hours using the University Centre South Devon College HNC Sustainable Construction and the Built Environment.
85 Credits for a competence qualification
120 Credits for a knowledge qualification

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).

Job title(s)	Job role(s)
Site Manager	Working on built environment projects assisting the Site Manager to, manage staff and budgets. Ensuring contract is delivered on time and to programme, responsible for hiring of staff, deliveries and quality management and costs.

Qualifications

Competence qualifications available to this pathway

C1 - Level 4 NVQ Diploma in Construction Site Supervision (Construction)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	601/4232/7	Pearson Education Ltd	85	850	n/a
C1b	601/2009/5	NOCN/Cskills Awards	123	390	n/a
C1c	601/1899/4	City and Guilds	87	870	n/a
C1d	601/4254/6	SQA	87	870	n/a

Knowledge qualifications available to this pathway

K1 - Level 4 HNC Diploma in Construction and the Built Environment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/8276/0	Pearson Education Ltd	65	650	n/a

K2 - HNC Construction					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	00246918	University of Central Lancashire	160	1600	n/a

Knowledge qualifications available to this pathway (cont.)

K3 - HNC Diploma in Construction and the Built Environment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	00301879	Plymouth University	120	1200	n/a

K4 - Pearson BTEC Level 4 Higher National Certificate in Construction and the Built Environment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	603/0465/0	Pearson Education Ltd	120	1200	N/A

K5 - HNC Sustainable Construction and the Built Environment

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	00246749	Plymouth University	120	1200	n/a

K6 - Pearson BTEC Level 4 Higher National Certificate in Construction

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	603/3416/2	Pearsons	120	480	UCASValue

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 **Level 4 NVQ Diploma in Construction Site Supervision** Credit 85 to 87 – 850 to 870 learning hours is underpinned by:
• HNC Diploma in Construction and Built Environment Credit 65 – 650 learning hours

• BTEC Level 4 HNC In Construction and The Built Environment Credit 120 -1200 GLH with TQT at 1200

• HNC Sustainable Construction and the Built Environment Credit 120 -1200 GLH

The BTEC Level 4 HNC Diploma in Construction and the Built Environment provides underpinning knowledge for the following pathways:
Construction Site Supervision – Building and Civil Engineering
Construction Site Supervision – Highways and maintenance Repairs
Construction Site Supervision – Residential Development
Construction Site Supervision – Conservation
Construction Site Supervision – Demolition
Construction Site Supervision - Tunnelling

Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment provides underpinning knowledge for the following pathways:

General pathways are included within brackets in the qualification title:
Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Construction)
Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Civil Engineering)
Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Building Services Engineering)
Pearson BTEC Level 4 Higher National Certificate in Construction and The Built Environment (Surveying)

HNC Construction- University of Central Lancashire
On completion of the programme students will have detailed knowledge and more importantly an ability to apply and demonstrate that knowledge in many areas within the construction profession such as:

Construction Management and Economics leading to an understanding of management principles and their application, Legal Studies and the interpretation of contract law, Construction Technology and Project leading to the design and presentation of a group design, Performance of Construction Materials and the ability to use and interpret data from practical and industry relevant experiments, and ICT/CAD resulting in the ability to prepare drawings to industry standards.

HNC Diploma in Construction and the Built Environment - Plymouth University in association with Cornwall College

On completion of the programme you will be able to analyse your work experience within the built environment, gaining experience and knowledge in health and safety, professional ethics, management methods and principles, maths and science so that can apply this to your workplace situations. You will also be able to:

• Make an immediate contribution in employment

• Use critical and thinking skills and will have subject knowledge and flexibility of approach as a basis for progression to foundation and full degree studies

• Draw on a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life, for example, self- confidence, time management, initiative, self-discipline and motivation

HNC Sustainable Construction and the Built Environment (University Centre of South Devon College and Plymouth University)

On completion of the programme students of the University Centre South Devon College (UCSD) will have attained knowledge skills and understanding and the ability to apply these attributes within a practical application. Demonstration of the above will be achieved by completion of the following programme aims and learning outcomes:

Develop the skills needed to identify hazards, undertake risk assessments and determine what constitutes an effective Health and Safety Policy. Demonstrate how legislation impacts upon all stages of construction and effectively plan, manage, monitor and review projects and work activities within the built environment by application of current legislation. Evaluate hazard and risk identification in design and construction and justify the need to review, revise and monitor risk assessments. Undertake risk assessments and associated legislative documentation. Define duties and responsibilities under legislation for given roles associated with construction projects.

Develop and be able to demonstrate skills and knowledge in traditional and innovative construction methodology. To adopt sustainable construction practice and legislation for the built environment. Demonstrate the techniques used in site investigation and evaluation and how this influences sub-structure design. Identify traditional and innovative superstructure design and construction techniques. Identify the causes of decay and deterioration of buildings. Identify how the construction and built environment sector impacts upon the environment. Determine the local and global environmental impact of the construction and built environment sector.

Demonstrate qualities and transferable skills necessary for relevant employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.
Develop an understanding of analytical techniques and the mathematical skills needed to solve construction and engineering problems. Enable learners to use mathematical processes to solve construction, civil engineering and building services engineering problems.
Develop an understanding of the design process and how the planning and design phases are coordinated and managed. Understand and demonstrate the planning and design phases of the construction process. Determine the factors that affect the specification of materials and building services. Explain and the roles and responsibilities of all parties involved in construction projects. Identify how technology affects the design and production phases of construction projects
Understand the feasibility of modifying buildings for specific purposes and develop skills to undertake design and produce effective drawings, specifications and construction plans to modify buildings using design briefs.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway
This will be from a variety of routes, including:
• The Higher Apprenticeship - Level 4 is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with

appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners. The following lists the requirement:
• A Levels at Grades A*– E (achieved before September 2012, otherwise at any time prior to starting the Apprenticeship)
• Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist
• Advanced Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist – Level 3
• BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors
• Advanced (Level 3) NVQ in Occupational Work Supervision

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 5 Diploma in Construction Management (Sustainability)
• Foundation Degree Professional Practice in Construction Operations Management
• Foundation Degree Sustainable Construction and the Built Environment
• Foundation Degree Civil and Coastal Engineering
• BA (Hons) Construction Site Management or BA (Hons) Quantity Surveying and Commercial Management at Level 6
• BSc(Hons) in Civil Engineering at Level 6

There are a wide range of opportunities from the pathways particularly when underpinned by the HNC Construction knowledge qualification as many of the skills developed enable seamless transition into building, construction, digital engineering, civil engineering and other specialist related occupations.
Seamless progression to Higher Level 6 Knowledge based qualifications such as Building Surveying, Quantity Surveying, Construction Project Management and Architectural Technology.

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 5

Title for this framework at level 5

Higher Apprenticeship in Construction Management

Pathways for this framework at level 5

Pathway 1:	Foundation Degree Professional Practice in Construction Operations Management
Pathway 2:	Construction Management (Sustainability)
Pathway 3:	Foundation Degree (Science) Architecture
Pathway 4:	Foundation Degree (Science) Built Environment
Pathway 5:	Foundation Degree (Science) Civil Engineering
Pathway 6:	Foundation Degree Sustainable Construction and the Built Environment
Pathway 7:	Foundation Degree Civil and Coastal Engineering

Level 5, Pathway 1: Foundation Degree Professional Practice in Construction Operations Management

Description of this pathway

Description of this pathway
Foundation Degree Professional Practice in Construction Operations Management - Level 5
Total minimum credit value for this pathway is: 240 credits, equating to 2,400 learning hours
240 credits for competence and knowledge combined in a single qualification

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Construction Operations Management	Working on a construction site carrying out site management, project management and environmental technologies

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Foundation Degree Professional Practice in Construction Operations Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	002/4679/3	Middlesex University	240	2400	N/A
B1b	FHEQ	Plymouth University	240	2400	N/A

Relationship between competence and knowledge qualifications

B1a provides the competence and knowledge for B1
The work-based Foundation Degree Professional Practice in Construction Operations Management is specifically designed to integrate competence and knowledge elements. This integrated approach means that both knowledge and competence are assessed through the submission of various appropriate kind of project work. The outcomes of work-based projects are formatively assessed by employers with specific reference to the competencies demonstrated.
The programme is primarily constructed using work-based learning modules, each module at 15 credits focusing on identified areas of NOS. The programme also includes a final 30 credit module (Project Management), which is a requirement for the award of a Middlesex University work-based Foundation Degree. The use of accredited learning for experienced practitioners and recognition of CPD is also available.
The Foundation degree also leads directly to Royal Institute of Chartered Surveyors (RICS) Associate Membership and Institute of Civil Engineers recognised EngTech. The work-based learning approach allows the evidence of professional competence to be generated while undertaking the programme. Usually, professional membership would only be available after several years of extra work experience post qualifying. The module titles are:

Core modules at Level 4 – all modules required
- Personal and Professional Skills
- Personal Learning and Thinking Skills 1
- Construction Technologies 1
- Science and Materials
- Construction Management
- Site Surveying

Optional modules at level 4 – a choice of 2 modules from 5
- Building Services
- Sustainable Construction
- Computer Aided Design
- Learning from Professional Courses 1
- Review of Learning (APEL)

Core modules at L 5 – all modules required
- Personal Learning and Thinking Skills 2
- Project Management (final project - 30 credits)
- Law and Contracts
- Construction Technologies 2
- Environmental Technologies

Optional modules at L 5 – a choice of 2 modules from 5
- Facilities Management for Construction Managers
- History of Architecture
- Advanced Materials
- Learning from Professional Courses 2
- Review of Learning (APEL)

Delivery is through a blended learning approach with the emphasis on work-based projects supported by FE and/or HE deliverers. Blended learning approaches will include work-based learning, on-line delivery, local study days etc. Knowledge and competences are assessed through a work-based project approach. Work-based projects are tailored and negotiated with employers and educational deliverers to ensure that they enable learners to develop and achieve both knowledge and competence requirements of the qualification.
The Foundation Degree Professional Practice in Construction Operations programme is primarily constructed using work-based learning modules, each module at 15 credits focusing on identified areas of National Occupational Standards (NOS). There 240 credits of which 120 credits are at Level 4 and 120 credits at Level 5, these are work-based and equates to 2,400 hours of learning. The programme also includes a final 30 credit module (Project Management) which is required for the award of a Middlesex University work-based Foundation Degree.

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	N/A	N/A
GCSE qualification in English (with enhanced functional content)	N/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	N/A	N/A
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

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:
• Higher (Level 5) is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (Advanced Apprenticeship) or those with appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners.

Progression from this pathway
It is a requirement that a Foundation Degree has a progression route to an honours degree. Middlesex University have a validated Work Based Learning Framework that enables progression to an Honours degree in
• BA(Hons) Professional Practice in Construction Site Management
• BA(Hons) Professional Practice in Quantity Surveying and Commercial Management.

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

N/A

Level 5, Pathway 2: Construction Management (Sustainability)

Description of this pathway

Description of this pathway
Higher Apprenticeship in Construction Management (Sustainability) – Level 5
Total minimum credit value for this pathway is: 304 credits, Equating to 3,040 learning hours
64 credits for a competence qualification
240 credits for a knowledge qualification
Total minimum credit for this pathway using BTEC Level 5 HND 184 credits equating to 1840 learning hours
64 Credits for competence
120 credits for knowledge qualifications TQT 2400

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Building and Surveying Technician	Working on built environment projects using modern methods of design, developing and finalising built environment solutions and implementing health and safety for built environment personnel.
Building Services Engineering Technician	Working on built environment projects carrying out building services engineering tasks, developing and finalising building services engineering solutions and establishing and implementing health and safety for building services engineering personnel.
Civil Engineering Technician	Working on built environment projects 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 - Edexcel Level 5 NVQ Diploma in Construction Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/5985/0	Pearson Education Ltd	64	640	N/A

Knowledge qualifications available to this pathway

K1 - BTEC Level 5 HND Diploma in Construction and the Built Environment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	500/8274/7	Pearson Education Ltd	240	2400	N/A

K2 - Pearson BTEC Level 5 Higher National Diploma in Construction and the Built Environment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	603/0464/9	Pearson Education Ltd	120	1200	N/A

Knowledge qualifications available to this pathway (cont.)

K3 - BTEC Level 5 Higher National Diploma in Construction					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K3a	603/3417/4	Pearson	240	2400	n/a

K4 - BTEC Level 5 Higher National Diploma in Future Homes Design and Construction					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K4a	603/3432/0	Pearson	240	2400	n/a

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

C1 Edexcel Level 5 NVQ Diploma in Construction Management (Sustainability) Credit 64 is underpinned by:

- BTEC Level 5 HND Diploma in Construction and the Built Environment Credit 240
- BTEC Level 5 Higher National Diploma in Construction and the Built Environment Credit 120 TQT 2400

- BTEC Level 5 Higher National Diploma in Construction and the Built Environment Credit 120 TQT 2400
- BTEC Level 5 Higher National Diploma in Construction Credit 240 Learning 2400
- BTEC Level 5 Higher National Diploma in Future Homes Design and Construction Credit 240 Learning 2400

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression Routes into and from this pathway
This will be from a variety of routes, including:
The Higher Apprenticeship - Level 5 is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with

appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners. The following lists the requirement:

- A Levels at Grades A*– E (achieved before September 2012, otherwise at 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
- BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors
- BTEC Level 4 HNC in Construction and the Built Environment.

Progression from this pathway

Through links that have been established with a range of professional institutions, higher level apprentices will be able to attain technical status with selected Professional Institutions and begin, or continue, a journey of professional membership alongside progression to further study at Level 6 or Honours Degree.

- BA(Hons) Professional Practice in Construction Site Management
- BA(Hons) Professional Practice in Quantity Surveying and Commercial Management

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 5, Pathway 3: Foundation Degree (Science) Architecture

Description of this pathway

Foundation Degree Architecture - Level 5 Total minimum credit value for this pathway is: 240 credits, equating to 2,400 learning hours 240 credits for competence and knowledge combined in a single qualification

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Architectural Technician	Working on built environment projects using modern methods of design, developing and finalising built environment solutions and implementing health and safety for built environment personnel.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Foundation Degree in Architecture					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	00301545	University of Wolverhampton	240	2400	N/A

Relationship between competence and knowledge qualifications

B1a provides the competence and knowledge for B1
The work-based Foundation Degree Architecture is specifically designed to integrate competence and knowledge elements. This integrated approach means that both knowledge and competence are assessed through a variety of work-based projects and practice-focused assessments. The outcomes of work-based submissions are formatively assessed by the employers with specific reference to the competencies that need to be demonstrated.
The course is constructed of a combination of taught modules, with practice-focused assessments and work-based learning modules that cover identified areas of National Occupational Standards and Professional Body Requirements. The use of accredited learning for experienced practitioners and recognition of CPD is also available.
The Foundation Degree will allow access to Associate Membership of the Chartered Institute of Architectural Technologists (CIAT).
Evidence from work-based learning and other modules can contribute towards professional competence assessment requirements and thus lead towards Professional membership of CIAT.

The module titles are:
Core modules at Level 4 – all modules required
- Architectural Detailing (Technology)
- Furniture Detailing and Realisation
- Design Studio (Art, Drawing, Process & Models)
- Digital Design
- Work Based Learning (Professional Development)

Core modules at L 5 – all modules required
- Property Re-Use
- Production Information and Specification
- Built Environment Legislation
- Advanced Construction, Structure and Service

- Work Based Learning (Architecture and the Built Environment Project)

Delivery is through a blended learning approach with the emphasis on work-based projects and practice-focused assessments. Blended learning approaches include face-to-face lectures, workshops and tutorials, work-based learning and on-line learning. Knowledge and competences are assessed through a work-based project approach. Work-based projects are tailored and negotiated with employers and educational deliverers to ensure that they enable learners to develop and achieve both knowledge and competence requirements of the qualification whilst focusing their learning on their work.

The Foundation Degree Architecture course is primarily constructed of 20 credit modules with one year-long 40 credit work-based learning project module at each level. There are 240 credits of which 120 credits are at Level 4 and 120 credits at Level 5, these equate to 2,400 hours of learning.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

This will be from a variety of routes, including:
The Higher Apprenticeship (Level 5) is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with appropriate prior experience of work in the sector. As a consequence the qualification is not

suitable for younger (pre18+) learners.
The following lists typical qualification requirements:
• A Levels at Grades A*– E (achieved before September 2012, otherwise at any time prior to starting the Apprenticeship) or
• Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors or
• BTEC Level 4 HNC in Construction and the Built Environment
Progression from this pathway
Through links that have been established with a range of professional institutions, higher level apprentices will be able to attain technical status with selected Professional Institutions and begin, or continue, a journey of professional membership alongside progression to further study at Level 6 or Honours Degree, additional 'bridging modules' may need to be studied, depending on the course chosen.
Options for progression include:
• BSc (Hons) Architectural Design Technology
• BSc (Hons) Building Surveying
• BSc (Hons) Interior Architecture and Property Development.

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 5, Pathway 4: Foundation Degree (Science) Built Environment

Description of this pathway

Foundation Degree Built Environment - Level 5 Total minimum credit value for this pathway is: 240 credits, equating to 2,400 learning hours 240 credits for competence and knowledge combined in a single qualification

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Construction / Property Supervisor	Working on built environment projects supervising and / or carrying out site planning, on-site construction works, project control and on-site decision making, liaison with construction professionals and operatives.
Quantity Surveying Technician	Working on built environment projects carrying out cost planning, measuring work in progress and completed, arranging contracts and payments, invoicing, liaison with construction professional and operatives
Surveillance / Supervisory Technician	Working on built environment projects carrying out surveillance or supervision and project control associated with quality and compliance with architecture and built environment design and construction processes.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Foundation Degree Built Environment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	00301546	University of Wolverhampton	240	2400	N/A

Relationship between competence and knowledge qualifications

B1a provides the competence and knowledge for B1
The work-based Foundation Degree Built Environment is specifically designed to integrate competence and knowledge elements. This integrated approach means that both knowledge and competence are assessed through a variety of work-based projects and practice-focused assessments. The outcomes of work-based submissions are formatively assessed by the employers with specific reference to the competencies that need to be demonstrated.
The course is constructed of a combination of taught modules, with practice-focused assessments and work-based learning modules that cover identified areas of National Occupational Standards and Professional Body Requirements. The use of accredited learning for experienced practitioners and recognition of CPD is also available.
The Foundation Degree will allow access to Associate Membership of e.g. The Chartered Institute of Building (CIOB), the Royal Institution of Chartered Surveyors (RICS), or Quantity Surveyors international (QSi), or Institute of Clerks of Works and Construction Inspectorate (ICWCI).
Evidence from work-based learning and other modules can contribute towards professional competence assessment requirements and thus lead towards Professional membership of the CIOB, RICS, QSi, or ICWCI.
The module titles are:
Core modules at Level 4 – all modules required
• Built Environment Academic and Employment Skills
• BIM and Data Management
• Introduction to Law and Construction Procurement
• Sustainable Construction Technology (residential Buildings)
• Work Based Learning (Professional Development)

Core modules at L 5 – all modules required
• Brownfield Regeneration & Construction Technology (Commercial Buildings)

- Construction Law
- Urban Development and Regeneration
- Academic, Leadership and Employment Skills
- Work Based Learning (Architecture and Built Environment Project)

Delivery is through a blended learning approach with the emphasis on work-based projects and practice-focused assessments. Blended learning approaches include face-to-face lectures, workshops and tutorials, work-based learning and on-line learning. Knowledge and competences are assessed through a work-based project approach. Work-based projects are tailored and negotiated with employers and educational deliverers to ensure that they enable learners to develop and achieve both knowledge and competence requirements of the qualification whilst focusing their learning on their work.
The Foundation Degree Built Environment course is primarily constructed of 20 credit modules with one year-long 40 credit work-based learning project module at each level. There are 240 credits of which 120 credits are at Level 4 and 120 credits at Level 5, these equate to 2,400 hours of learning.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway
This will be from a variety of routes, including:
The Higher Apprenticeship (Level 5) is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with

appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners.

The following lists typical qualification requirements:

• A Levels at Grades A*– E (achieved before September 2012, otherwise at any time prior to starting the Apprenticeship) or

• Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or

• Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or

• BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors or

• BTEC Level 4 HNC in Construction and the Built Environment

Progression from this pathway

Through links that have been established with a range of professional institutions, higher level apprentices will be able to attain technical status with selected Professional Institutions and begin, or continue, a journey of professional membership alongside progression to further study at Level 6 or Honours Degree, additional 'bridging modules' may need to be studied, depending on the course chosen.

Options for progression include:

• BSc(Hons) Construction Management

• BSc (Hons) Building Surveying

• BSc(Hons) Property Management/Real Estate

• BSc(Hons) Quantity Surveying

• BA (Hons) Professional Practice in Construction Site Management

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 5, Pathway 5: Foundation Degree (Science) Civil Engineering

Description of this pathway

Foundation Degree Civil Engineering - Level 5 Total minimum credit value for this pathway is: 240 credits, equating to 2,400 learning hours 240 credits for competence and knowledge combined in a single qualification

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Civil Engineering Technician	Working on built environment projects 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

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Foundation Degree in Civil Engineering					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	00301547	University of Wolverhampton	240	2400	N/A

Relationship between competence and knowledge qualifications

B1a provides the competence and knowledge for B1
The work-based Foundation Degree Civil Engineering is specifically designed to integrate competence and knowledge elements. This integrated approach means that both knowledge and competence are assessed through a variety of work-based projects and practice-focused assessments. The outcomes of work-based submissions are formatively assessed by the employers with specific reference to the competencies that need to be demonstrated.
The course is constructed of a combination of taught modules, with practice-focused assessments and work-based learning modules that cover identified areas of National Occupational Standards and Professional Body Requirements. The use of accredited learning for experienced practitioners and recognition of CPD is also available.
The Foundation Degree will allow access to Associate Membership of e.g. the Institute of Civil Engineers (ICE).
Evidence from work-based learning and other modules can contribute towards professional competence assessment requirements and thus lead towards Professional membership of the ICE.

The module titles are:
Core modules at Level 4 – all modules required

- Mechanics of Materials
- Principles of Design
- Fundamentals of Geotechnics
- Mathematics for Technologists
- Work Based Learning (Professional Development)

Core modules at L 5 – all modules required
- Hydraulics
- Construction Law

- Structural Applications
- Geotechnical Applications
- Work Based Learning (Architecture and Built Environment Project)

Delivery is through a blended learning approach with the emphasis on work-based projects and practice-focused assessments. Blended learning approaches include face-to-face lectures, workshops and tutorials, work-based learning and on-line learning. Knowledge and competences are assessed through a work-based project approach. Work-based projects are tailored and negotiated with employers and educational deliverers to ensure that they enable learners to develop and achieve both knowledge and competence requirements of the qualification whilst focusing their learning on their work.

The Foundation Degree Civil Engineering course is primarily constructed of 20 credit modules with one year-long 40 credit work-based learning project module at each level. There are 240 credits of which 120 credits are at Level 4 and 120 credits at Level 5, these equate to 2,400 hours of learning.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway
This will be from a variety of routes, including:
The Higher Apprenticeship (Level 5) is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with

appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners.
The following lists typical qualification requirements:
• A Levels at Grades A*– E (achieved before September 2012, otherwise at any time prior to starting the Apprenticeship), including Mathematics or Physics, or
• Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors or
• BTEC Level 4 HNC in Construction and the Built Environment

Progression from this pathway
Through links that have been established with a range of professional institutions, higher level apprentices will be able to attain technical status with selected Professional Institutions and begin, or continue, a journey of professional membership alongside progression to further study at Level 6 or Honours Degree, additional 'bridging modules' may need to be studied, depending on the course chosen.
Options for progression include:
• BSc(Hons) Civil Engineering
• BSc (Hons) Construction Management
• BSc (Hons) Quantity Surveying.

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 5, Pathway 6: Foundation Degree Sustainable Construction and the Built Environment

Description of this pathway

Description of this pathway
Foundation Degree Sustainable Construction and the Built Environment - Level 5
Total minimum credit value for this pathway is: 240 credits, equating to 2,400 learning hours
240 credits for competence and knowledge combined in a single qualification

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Site /Project Manager	Working on a construction site carrying out site management, project management and environmental technologies and implementing health and safety for built environment personnel
Building and Surveying Technician	Working on built environment projects using modern methods of design, developing and finalising built environment solutions.
Quantity Surveying Technician	Quantity Surveying Technician Working on built environment projects carrying out cost planning, measuring work in progress and completed, arranging contracts and payments, invoicing, liaison with construction professional and operatives
Architectural Technician	Working on built environment projects using modern methods of design, developing and finalising built environment solutions and implementing health and safety for built environment personnel.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Foundation Degree Sustainable Construction and the Built Environment					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	00246249	Plymouth University	240	2400	n/a

Relationship between competence and knowledge qualifications

Relationship between competence and knowledge qualifications

Foundation Degree Sustainable Construction and the Built Environment
Delivery is through a blended learning approach with the emphasis on work-based projects and practice-focused assessments. Blended learning approaches include attended lectures, workshops, seminars and tutorials, work-based learning and on-line learning. Knowledge and competences are assessed through a project focused and work-based project approach. Work-based projects are tailored and negotiated with employers and educational deliverers to ensure that they enable learners to develop and achieve both knowledge and competence requirements of the qualification whilst focusing their learning on their work.
On completion of the programme students of the University Centre South Devon College (UCSD) will have attained knowledge skills and understanding and the ability to apply these attributes within a practical application. Demonstration of the above will be achieved by completion of the following programme aims and learning outcomes:
Develop an understanding of the national legal system, the law of contract and the liabilities and responsibilities of each party to a contract. Develop knowledge of contract administration and procurement procedures used in the construction and built environment sector including the roles, responsibilities and activities of the parties and organisations involved in contractual procedures and the procurement of building projects.
Provide understanding of the concepts of construction project management and develop an understanding of the tools and techniques used in practice to provide value added services to clients. Develop understanding of the issues related to the management of construction clients and other project stakeholders and how their needs can be organised and delivered from design through production to occupation by other supply chain organisations within the context of client satisfaction and the overarching construction project constraints of time, cost, quality sustainability, health and safety management.
Provide an understanding of the properties, structural behaviour and use of construction

materials. Students will develop the skills needed to apply scientific principles and evaluate material characteristics for environmental interaction in building design. To develop an understanding of a range of construction materials, their manufacture, selection, environmental impact and performance and suitability. Provide knowledge of use of buildings, building services and factors affecting human comfort and thermal performance.
Provide an understanding of how wider market forces, government policies and economic activity influence the construction and built environment sector. Develop knowledge in the preparation, analysis and implementation of business plans for small construction businesses. Develop an understanding of the requirements and procedures for the financial management of a construction project from feasibility studies to handover and the post-completion phase. Provide knowledge in the areas of science, technology, policy and green political theory relevant to environmental sustainability. Develop a conceptual understanding to evaluate critically current research in environmental sustainability. To provide knowledge of green building techniques. Problem-solving and team-working skills relevant to the implementation renewable energy technologies and policies.
Develop skills of independent enquiry and to learn about the theories, tools, resources, and ethical issues that scholars and professionals encounter on a daily basis. Prepare for professional employment by honing independent thinking and creativity, time-management and budget skills, and confidence in academic and career goals.
Delivery to attain the knowledge and understanding, practical skills, analytical and evaluative skills and transferable skills will be acquired and enhanced through blended learning and may include participation in lectures, seminars, discussions, research, practical's, fieldwork and independent study, tutorials with staff, critical reflection and feedback. Discussions of research practice and the reflection on practice experience will also enhance intellectual abilities. The programme teaches construction in the context of the local environment and industries as well as environments nationally and globally. Learners will benefit from being taught in well-equipped, modern facilities. Work-related learning is embedded throughout the programme in the form of activities such as live project management, industry visits, expert guest speakers, and a specific work based learning module at level 5.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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.*

ICT

Apprentices must complete or have completed one of the ICT 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 one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
GCSE qualification in ICT (with enhanced functional content)	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway
This will be from a variety of routes, including:
The Higher Apprenticeship (Level 5) is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners.
The following lists typical qualification requirements:
• A Levels at Grades A*– E (achieved before September 2012, otherwise at any time prior to starting the Apprenticeship), including Mathematics or Physics, or
• Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors or
• BTEC Level 4 HNC in Construction and the Built Environment

Progression from this pathway
It is a requirement that a Foundation Degree has a progression route to an honours degree. University Centre South Devon have an approved progression route to the BSc (Hons) Construction Management and the Environment at Plymouth University
Progression to other Level 6 programmes may be available subject to approval

UCAS points for this pathway: n/a

Employee rights and responsibilities

N/A

Level 5, Pathway 7: Foundation Degree Civil and Coastal Engineering

Description of this pathway

Description of this pathway
Foundation Degree Civil and Coastal Engineering - Level 5
Total minimum credit value for this pathway is: 240 credits, equating to 2,400 learning hours
240 credits for competence and knowledge combined in a single qualification

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

Entry requirements for this pathway in addition to the framework entry requirements
All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Civil Engineering Technician	Working on built environment projects 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

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Foundation Degree Civil and Coastal Engineering					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	00246068	Plymouth University	240	2400	n/a

Relationship between competence and knowledge qualifications

Foundation Degree Civil and Coastal Engineering
The Foundation Degree Civil and Coastal Engineering is specifically designed to integrate competence and knowledge elements. This integrated approach means that both knowledge and competence are assessed through a variety of work-based projects and practice-focused assessments. The work-based elements are agreed between the employer, the apprentice and University Centre South Devon providing suitable and relevant, industry focused and led learning and assessment. The programme is constructed of a combination of taught modules, with practice-focused assessments and a dedicated work-based learning module.
On completion of the programme students of the University Centre South Devon College (UCSD) will have attained knowledge skills and understanding and the ability to apply these attributes within a practical application. Demonstration of the above will be achieved by completion of the following programme aims and learning outcomes:
Provide the principles of project management within construction and civil engineering organisations and knowledge of the economic principles and financial monitoring & control of projects and businesses. Develop personal and professional development in engineering practice.
Provide the analytical background to develop a good understanding of the analysis of statically indeterminate structures. Develop the concept of plastic analysis of structures and an understanding of Code of Practice design of statically indeterminate structures.
Provide the knowledge of how the legal system works and how the contract will be administered during the execution of a project. Address the criteria which will lead to the adoption of a particular form of contract and how problems are addressed in a legal context. Define the way in which the law of contract is implemented in the standard forms of contract and the significance of statutes and case law.
Provide general knowledge of the conventional unit operations employed in water and wastewater treatment, including the scientific engineering principles on which they are based. Develop an understanding of hydrological processes, rainfall runoff models for flood estimation

and introduce hydraulic models to evaluate river flows and floodplains. Develop understanding of flood protection and drainage works capable of withstanding extreme events both now and in the future with anticipated climate change. To provide basic elements of theory and design practice for the design of coastal engineering schemes and a basic introduction to the necessary calculation procedures.
Experience the scope and depth of learning which may take place in a work-based context by planning, monitoring and evaluating the work experience. Develop skills of independent enquiry and to learn about the theories, tools, resources, and ethical issues that scholars and professionals encounter on a daily basis. Honing independent thinking and creativity, time-management and budget skills, and confidence in academic and career goals.
Delivery to attain the knowledge and understanding, practical skills, analytical and evaluative skills and transferable skills will be acquired and enhanced through blended learning and may include participation in lectures, seminars, discussions, research, practical's, fieldwork and independent study, tutorials with staff, critical reflection and feedback. Discussions of research practice and the reflection on practice experience will also enhance intellectual abilities. The programme teaches engineering in the context of the local environment and industries as well as environments nationally and globally. Learners will benefit from being taught in well-equipped, modern facilities. Work-related learning is embedded throughout the programme in the form of activities such as live project management, industry visits, expert guest speakers, and a specific work based learning module at level 5.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway
This will be from a variety of routes, including:
The Higher Apprenticeship (Level 5) is specifically designed to meet the needs of candidates who have gained Level 3 qualifications (including Advanced Apprenticeship) or those with

appropriate prior experience of work in the sector. As a consequence the qualification is not suitable for younger (pre18+) learners.
The following lists typical qualification requirements:
• A Levels at Grades A*– E (achieved before September 2012, otherwise at any time prior to starting the Apprenticeship), including Mathematics or Physics, or
• Intermediate (Level 2) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• Advanced (Level 3) Apprenticeship in Construction Building, Construction Civil Engineering or Construction Specialist or
• BTEC National Extended Diploma, Diploma or Subsidiary Diploma in Construction and the Built Environment or other related sectors or
• BTEC Level 4 HNC in Construction and the Built Environment
Progression from this pathway
It is a requirement that a Foundation Degree has a progression route to an honours degree. University Centre South Devon have an approved progression route to the BSc (Hons) Civil Engineering also at the University Centre South Devon College (UCSD)
Progression to other Level 6 programmes may be available subject to approval

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

N/A

Level 6

Title for this framework at level 6

Higher Apprenticeship in Construction Management Level 6

Pathways for this framework at level 6

Pathway 1:	BA(Hons) Professional Practice in Construction Site Management
Pathway 2:	BA(Hons) Professional Practice in Quantity Surveying and Commercial Management
Pathway 3:	BSc (Hons) Civil Engineering

Level 6, Pathway 1: BA(Hons) Professional Practice in Construction Site Management

Description of this pathway

Total minimum credit value for this pathway is: 120 credits, equating to 1,200 learning hours

BA (Hons) Professional Practice in Construction Site Management
120 credits - competence and knowledge combined in a single qualification, equating to 1,200 learning hours

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
• Higher (Level 6) candidates will have completed either the Higher Apprenticeship in Construction Operations Management – Level 5 or other construction sector related level 5 qualifications equivalent to 240 credits at levels 4 and 5.
or
Candidates will have significant (normally at least 5 years) prior experience of work in the construction sector at supervisor level. Individuals wishing to enter the programme through the Accreditation of Prior and Experiential Learning (APEL) route will normally be required to undertake a Review of Learning module and claim the equivalent of 240 credits at levels 4 and 5

Job title(s)	Job role(s)
Construction Site Manager	Construction Site Manager will Overseeing the running of several projects to ensure they meet success criteria, i.e., delivered on time, to the right quality and at the right price.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - BA(Hons) Professional Practice in Construction Site Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	FHEQ	Middlesex University	120	1200	N/A

Relationship between competence and knowledge qualifications

Description the programme design and specialist pathways
BA (Hons) Professional Practice in Construction Site Management modules:

- Managing Cost Awareness – 20 credits at level 6
- Managing Project Standards – 20 credits at level 6
- Managing Project Delivery – 20 credits at level 6
- Professional Development Portfolio – 15 credits at level 6
- Project Proposal – 15 credits at level 6
- Construction Site Management Project – 30 credits at level 6

The programmes include three 20 credit sector specific Negotiated Work Based Learning (WBL) Project modules as well as a Final Negotiated WBL Project module of 30 credits. These modules are designed to reflect the specific competence and knowledge required to undertake Construction Site Manager, Quantity Surveyor or Commercial Manager work roles. These modules also reflect the professional competencies identified by the Royal Institute of Chartered Surveyors (RICS) 'Quantity Surveying and Construction' and the learning outcomes identified by The Chartered Institute of Builders (CIOB) Education Standards Framework for 'Construction Management' and Commercial Management.
The programmes also include a 15 credit 'Professional Development Portfolio' module that is designed is to support the development of a portfolio to evidence that demonstrates relevant professional competencies required for application for professional body membership (RICS and/or CIOB) and Specification for Apprenticeship Standards for England (SASE) requirements.
The programmes also include a 15 credit 'Project Proposal' module which is designed to support the development of a project proposal in preparation for the final 30 credit Construction Management project module. This final module also enables students to demonstrate RICS and/or CIOB professional competencies/learning outcomes in preparation for professional membership. The programmes are also constructed to reflect relevant Construction Industry Council National Occupational Standards and will constitute the

integrated work-based, knowledge and competency qualifications identified within Higher Apprenticeship in Construction Management.
Learning, teaching and assessment strategies
Colleges, Private Training Providers, Employers and HEI delivering this programme will do so through a 'blended learning approach', which will incorporate learning, teaching and assessment which is primarily based in the workplace. Students will be actively engaged in new learning and practical experience through undertaking work-based activities/projects in the workplace, supported by the employer and workplace mentor. Tutors will support learning through a variety of modes such as formal teaching, workplace experience, on-line and blended learning,

Programme learning outcomes

Programme learning outcomes for BA (Hons) Professional Practice in Construction Site Management.
At the end of this programme the student will be able to:
• Demonstrate a critical understanding of construction site management knowledge and how it informs their practice
• Demonstrate an ability to recognise and apply ethical principles to their own practice when working with team members and clients
• Critically analyse, evaluate and synthesise knowledge and advanced theoretical perspectives in order to make informed judgements about construction site management practice
• Develop their own management practice through critical reflection upon it and interaction with stakeholders and other construction practitioners
• Demonstrate the ability to develop their own construction site management practice through critical evaluation and creative application of new knowledge to practice
• Design, plan and implement a research informed, work based project that enhances their own practice and that of others
• Engage with colleagues, through networking and interpersonal skills, in order to further develop their construction site management skills
• Demonstrate coherent communication with work teams, colleagues, and stakeholders to enable effective management of construction site projects and teams
• Develop self awareness in leadership and management skills and take responsibility for their own learning by responding to feedback from others

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	N/A	N/A
GCSE qualification in English (with enhanced functional content)	N/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	N/A	N/A
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:
The Higher Apprenticeship in Construction Management - Level 6 has been specifically designed to provide the opportunity for progression from the Higher Apprenticeship in Construction Operations Management – Level 5 as well as from other construction sector related level 5 qualifications or for those with appropriate prior experience of work in the construction sector. As a consequence the qualification is not suitable for younger (pre18) learners.

Progression from this pathway
• Candidates who have undertaken the Construction Site Management programme which is designed to gain professional body membership through CIOB 'Construction Management' route as well as RICS 'Project Management' route.
• Candidates who have undertaken the 'Quantity Surveying and Commercial Management' programme will be eligible to gain professional body membership through the RICS 'Quantity Surveying and Construction' route as well as the CIOB 'Commercial Management' route.

Candidates who have successfully completed the Higher Apprenticeship in Construction Management – Level 6 will also be eligible to progress to the Level 7 Professional Practice in Construction Management or Quantity Surveying Masters programmes at Middlesex University or other related Masters programmes at other universities.

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 6, Pathway 2: BA(Hons) Professional Practice in Quantity Surveying and Commercial Management

Description of this pathway

BA (Hons) Professional Practice in Quantity Surveying and Commercial Management
120 credits - competence and knowledge combined in a single qualification, equating to 1,200 learning hours

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

All candidates must have a suitable level of physical fitness to perform aspects of the job (e.g. working out-doors in all seasonal weather conditions this could also be at height or below ground).
• Higher (Level 6) candidates will have completed either the Higher Apprenticeship in Construction Operations Management – Level 5 or other construction sector related level 5 qualifications equivalent to 240 credits at levels 4 and 5.
or
Candidates will have significant (normally at least 5 years) prior experience of work in the construction sector at supervisor level. Individuals wishing to enter the programme through the Accreditation of Prior and Experiential Learning (APEL) route will normally be required to undertake a Review of Learning module and claim the equivalent of 240 credits at levels 4 and 5

Job title(s)	Job role(s)
Commercial Manager	A Commercial Manager in construction typically handles the budget of different construction projects. The commercial manager is tasked to make estimates on the cost of manufacturing products, accepting construction projects, and providing construction services.
Quantity Surveyor	A Quantity Surveyor manages all costs relating to a project. From the initial calculations to the final figures, surveyors seek to minimise the costs of a project and enhance value for money.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - BA (Hons) Professional Practice in Quantity Surveying and Commercial Management					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	FHEQ	Middlesex University	120	1200	

Relationship between competence and knowledge qualifications

BA (Hons) Professional Practice in Quantity Surveying and Commercial Management modules:
- Managing Commercial Risk – 20 credits at level 6
- Managing Project Scope and Specification – 20 credits at level 6
- Managing Project Delivery – 20 credits at level 6
- Professional Development Portfolio – 15 credits at level 6
- Project Proposal – 15 credits at level 6
- Quantity Surveying and Commercial Management Project – 30 credits at level 6

The programmes include three 20 credit sector specific Negotiated Work Based Learning (WBL) Project modules as well as a Final Negotiated WBL Project module of 30 credits. These modules are designed to reflect the specific competence and knowledge required to undertake Construction Site Manager, Quantity Surveyor or Commercial Manager work roles. These modules also reflect the professional competencies identified by the Royal Institute of Chartered Surveyors (RICS) 'Quantity Surveying and Construction' and the learning outcomes identified by The Chartered Institute of Builders (CIOB) Education Standards Framework for 'Construction Management' and Commercial Management.
The programmes also include a 15 credit 'Professional Development Portfolio' module that is designed is to support the development of a portfolio to evidence that demonstrates relevant professional competencies required for application for professional body membership (RICS and/or CIOB) and Specification for Apprenticeship Standards for England (SASE) requirements.
The programmes also include a 15 credit 'Project Proposal' module which is designed to support the development of a project proposal in preparation for the final 30 credit Construction Management project module. This final module also enables students to demonstrate RICS and/or CIOB professional competencies/learning outcomes in preparation for professional membership. The programmes are also constructed to reflect relevant Construction Industry Council National Occupational Standards and will constitute the integrated work-based, knowledge and competency qualifications identified within Higher

Apprenticeship in Construction Management.
Learning, teaching and assessment strategies
Colleges, Private Training Providers, Employers and HEI delivering this programme will do so through a 'blended learning approach', which will incorporate learning, teaching and assessment which is primarily based in the workplace. Students will be actively engaged in new learning and practical experience through undertaking work-based activities/projects in the workplace, supported by the employer and workplace mentor. Tutors will support learning through a variety of modes such as formal teaching, workplace experience, on-line and blended learning,

Programme learning outcomes

Programme learning outcomes for BA (Hons) Professional Practice in Quantity Surveying and Commercial Management.
At the end of this programme the student will be able to:
• Demonstrate a critical understanding of quantity surveying and commercial management knowledge and how it informs their practice
• Demonstrate an ability to recognise and apply ethical principles to their own practice when working with team members and clients
• Critically analyse, evaluate and synthesise knowledge and advanced theoretical perspectives in order to make informed judgements about quantity surveying and commercial management practice
• Develop their own management practice through critical reflection upon it and interaction with stakeholders and other construction practitioners
• Demonstrate the ability to develop their own quantity surveying and commercial management practice through critical evaluation and creative application of new knowledge to practice
• Design, plan and implement a research informed, work based project that enhances their own practice and that of others
• Engage with colleagues, through networking and interpersonal skills, in order to further develop their quantity surveying and commercial management skills
• Demonstrate coherent communication with work teams, colleagues, and stakeholders to enable effective management of quantity surveying and commercial projects and teams
• Develop self awareness in leadership and management skills and take responsibility for their own learning by responding to feedback from others

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	N/A	N/A
GCSE qualification in English (with enhanced functional content)	N/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	N/A	N/A
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway

This will be from a variety of routes, including:
The Higher Apprenticeship in Construction Management - Level 6 has been specifically designed to provide the opportunity for progression from the Higher Apprenticeship in Construction Operations Management – Level 5 as well as from other construction sector related level 5 qualifications or for those with appropriate prior experience of work in the construction sector. As a consequence the qualification is not suitable for younger (pre18) learners.

Progression from this pathway
• Candidates who have undertaken the Construction Site Management programme which is designed to gain professional body membership through CIOB 'Construction Management' route as well as RICS 'Project Management' route.
• Candidates who have undertaken the 'Quantity Surveying and Commercial Management' programme will be eligible to gain professional body membership through the RICS 'Quantity Surveying and Construction' route as well as the CIOB 'Commercial Management' route.

Candidates who have successfully completed the Higher Apprenticeship in Construction Management – Level 6 will also be eligible to progress to the Level 7 Professional Practice in Construction Management or Quantity Surveying Masters programmes at Middlesex University or other related Masters programmes at other universities.

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 6, Pathway 3: BSc (Hons) Civil Engineering

Description of this pathway

Description of this pathway
Total minimum credit value for this pathway is: 120 credits, equating to 1,200 learning hours
BSc (Hons) Civil Engineering 120 credits - competence and knowledge combined in a single qualification, equating to 1,200 learning hours

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

Entry requirements for this pathway in addition to the framework entry requirements
Progression from Level-5
Study-Progression is approved for students who successfully achieve the following programmes at either City College Plymouth or South Devon College:
- FdSc Civil Engineering (City College Plymouth)
- FdSc Civil and Coastal Engineering (South Devon College)
Students may also apply from other level 5 programmes. These will be considered by admissions tutors on individual merit
APEL/APCL
APEL/APCL will be considered as per Plymouth University regulations, which includes the possibility to APL 240 credits against a 360 credit BSc (Hons) degree. For mapping, learning outcomes should be considered against the LOs of CCP and SDC's Fd programmes listed above.

Job title(s)	Job role(s)
Civil Engineering Technician	Working on built environment projects 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

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - BSc (Hons) in Civil Engineering					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	00302568	Plymouth University	120	1200	n/a

Relationship between competence and knowledge qualifications

Bachelor's Degree Civil Engineering
The Bachelor's Degree Civil Engineering is specifically designed to integrate competence and knowledge elements. This integrated approach means that both knowledge and competence are assessed through a variety of work-based projects and practice-focused assessments. Blended learning approaches include attended lectures, workshops, seminars and tutorials, work-based project learning and on-line learning.
On completion of the programme students of the University Centre South Devon College (UCSD) will have attained knowledge skills and understanding and the ability to apply these attributes within a practical application. Demonstration of the above will be achieved by completion of the following programme aims and learning outcomes:
Develop critical knowledge and understanding and further develop skills in relation to project management through aligning theory and practice and encouraging critical evaluation. Develop communication skills through written reporting of process and verbal presentation of practice evaluated through relation to theory.
Provide an understanding of professional development planning, goal setting and lifelong learning. Enabling strategic planning for future careers through reflection on current experience and learning and evaluation of the employment sectors relevant to Civil Engineers.
Develop knowledge and understanding about the theories and practices of leadership and management and the differences between the two within the civil engineering sector, and the ability to critically evaluate in context. Critique the multidimensional the (social, political, cultural and structural) role of leadership, exploring a range of leadership and management techniques to aid in decision making and communication.
Develop knowledge on the outline and detailed design of bridges and whole structures, the structural concepts that govern their design, and the conceptual skills that will enable the production of a preliminary designs. By way of parametric studies and illustrating the broader philosophies and principles of design, build on the previous experience of validating computer models, and enhance understanding of structure interaction, enabling the production of

detailed designs, aligned to standard industrial practice, for the structural elements within complex structures. Critically evaluate the risk associated with structural building projects, and understand the related CDM issues that affect and influence both the engineer and other industry professionals.
Develop an in-depth knowledge and understanding of a research topic through research and an understanding of the methodological and ethical implications of the chosen research method(s). Develop skills in critical evaluation, analysis and independent study, initiative and creative thinking and communication through a written report (dissertation).
Delivery to attain the knowledge and understanding, practical skills, analytical and evaluative skills and transferable skills will be acquired and enhanced through blended learning and may include participation in lectures, seminars, discussions, research, practical's, fieldwork and independent study, tutorials with staff, critical reflection and feedback. Discussions of research practice and the reflection on practice experience will also enhance intellectual abilities. The programme teaches engineering in the context of the local environment and industries as well as environments nationally and globally. Learners will benefit from being taught in well-equipped, modern facilities. Work-related learning is embedded throughout the programme in the form of activities such as live project management, industry visits, expert guest speakers, and a specific work based project module at level.

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
GCSE qualification in English (with enhanced functional content)	N/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
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

(no information)

Progression routes into and from this pathway

Progression into this pathway
This will be from a variety of routes, including:
The Higher Apprenticeship in Civil Engineering - Level 6 has been specifically designed to provide the opportunity for progression from the Higher Apprenticeship in Construction

Operations Management – Level 5 as well as from other construction sector related level 5 qualifications or for those with appropriate prior experience of work in the construction sector. As a consequence the qualification is not suitable for younger (pre18) learners.

Progression from this pathway

Candidates who have successfully completed the Higher Apprenticeship in Civil Engineering – Level 6 will also be eligible to progress to Masters Programmes at other universities.

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

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

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

GLH does not apply to Higher Apprenticeship frameworks

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

N/A

Creative thinking

N/A

Independent enquiry

N/A

Reflective learning

N/A

Team working

N/A

Self management

N/A

Effective participation

N/A

Additional employer requirements

There are no additional employer requirements

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org