

# apprenticeship FRAMEWORK

## Level 4 Higher Apprenticeship

Issued by  
ConstructionSkills

apprenticeship  
FRAMEWORKS ONLINE

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## Level 4 Higher Apprenticeship

Issued by: ConstructionSkills

Issue number: 1	Occupational sector which best fits this framework:
Framework ID: FR00008	Construction and built environment
Date this framework is to be reviewed by: 31/08/2012	This framework includes:
This framework is for use in: England	Level 4

### Short description

The Level 4 Higher Apprenticeship is direct entry at Level 4. the programme is designed to for Construction Site Management in the following pathways Building and Civil Engineering, Highways and Maintenance Repair, Residential Development, Conservation and Demolition The framework structure is designed to ensure that candidates complete a period of time in training to develop practical skills and underpinning knowledge coupled with practical experience in the workplace to gain competence.

This level 4 Higher Apprenticeship can be completed within 36 to 48 months. Completion is when all of the component parts of the framework has been met. The Level 4 Higher Apprenticeship Framework is endorsed by employers as a career pathway for the construction industry and opportunities exist for individuals to gain membership of a professional body institution, Chartered Institute of Building (CIOB)

# Contact information

## Proposer of this framework

Neil Hartis MBE ConstructionSkills Standards and Qualifications Framework Developer, this framework has been designed to meet the Specification of Apprenticeship Standards for England (SASE)

## Developer of this framework

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# Purpose of this framework

## Summary of the purpose of the framework

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

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## Aims and objectives of this framework (England)

The aim of the framework is to ensure that the apprenticeship programme provides:

Broadbase training in the chosen occupational area

Work experience that leads to competency in the work place

Transferable Skills

Employers have endorsed the Higher Apprenticeship programme as it gives the broad-base training in the skills for the occupational area. This programme leads to better productivity, retention and a qualified workforce which aids the employer. Job role and description can be viewed at [www.bconstructive.co.uk](http://www.bconstructive.co.uk) .

This Higher Apprenticeship gives the apprentice the opportunity for individuals to gain membership of a professional body institution such as Chartered Institute of Building (CIOB)

# Entry conditions for this framework

The Level 4 Higher Apprenticeship requires apprentices to have the minimum qualifications of a

GCSE in Maths and English at Grades A-C and preferably Science to enable them to achieve the programme requirements. It would also be expected that candidates use the Higher Apprenticeship as progression from a Level 3 Technical Apprenticeship

Apprentices will be expected to work outdoors in all weather conditions and in some cases travel to sites and away from home staying in Lodgings

## Level 4

Title for this framework at level 4

# Higher Apprenticeship

Pathways for this framework at level 4

Pathway 1:      Construction Site Management

## Level 4, Pathway 1: Construction Site Management

### Description of this pathway

Competence Qualification Level 6 NVQ Diploma in Construction Site Management

Knowledge Qualification BTEC Level 4 HNC in Construction and the Built Environment

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

*(no information)*

Job title(s)	Job role(s)
Site Management	Working on a construction site, Developing and Maintaining good occupational working relations, allocation of work and performance, Health and Safety in the workplace, Monitoring project activities and controlling progress.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 6 NVQ Diploma Construction Site Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9454/3	Edexcel	172	457	
C1b	500/9080/X	Cskills Awards	172	457	

## Knowledge qualifications available to this pathway

K1 - BTEC 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	Edexcel	120	500	

## Notes on relationship(s) between competence and knowledge qualifications (if any)

K1 provides the underpinning knowledge and understanding for C1"

## Combined qualifications available to this pathway

*(no information)*

# Transferable skills

## Functional skills (England)

	Minimum level	Credit value
Maths	Level 2	
English	Level 2	
ICT	N/A	

## Progression routes into and from this pathway

On completion of the Level 4 Higher Apprenticeship candidates can progress to become an Incorporated member of the Chartered Institute of Building (CIOB) , there are also opportunities to take up higher qualifications in site management or project management this depends upon the company requirements.

UCAS points for this pathway: *(no information)*

## Delivery and assessment of employee rights and responsibilities

ConstructionSkills will accept two methods of recording ERR, the first listed is an interim measure until Awarding Organisations(AO) put in place a Knowledge Qualification in a QCF format and approved

A certificate provided by training providers/colleges with their logo and nine items listed signed off by a tutor and candidate.

An Awarding Organisations Certificate that has been through the AO quality assurance process and is credit rated and in a QCF format.

ConstructionSkills view ERR as an induction programme that is to be delivered as a knowledge unit within the apprenticeship programme at level 2 ,Level 3 Advanced Apprenticeship, Level 3 Technical Apprenticeship and Level 4 Higher Apprenticeship for those that are direct entrants.

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

# How equality and diversity will be met

## CORPORATE POLICY ON DIVERSITY AND EQUAL OPPORTUNITIES

### Vision

ConstructionSkills' vision is to be "the leading training organization for the UK construction industry". This Diversity and Equal Opportunities Policy is designed to underpin and reinforce this aim.

We recognise the real training and business benefits of having learners and employees from diverse backgrounds. ConstructionSkills is committed to creating a culture in which diversity and equal opportunities are actively promoted, and in which unlawful or unfair discrimination by act or inference is not tolerated. We believe the goals and values set out in our Business Plan will best be achieved if we recruit learners and employees at all levels of responsibility to reflect the multi-cultural communities we serve and work within. Achieving our vision will also be enabled by fully using the talents and resources of all our staff.

### Diversity and Equal Opportunities

Diversity refers to the broad range of visible and non-visible differences that characterise people. Some of these qualities include gender, race, colour, nationality, ethnic origin, religion/belief, age, marital status, sexual orientation, political belief, disability, and irrelevant offending background. Equal opportunities refer to the elimination of unlawful and unfair discrimination against any group, e.g. people from ethnic minorities, women and people with disabilities.

By understanding, respecting and embracing difference, we can maximise our success, and deliver our Sector Skills Agreement, helping to create "a fully skilled and professional UK construction industry working safely and delivering value".

### Policy Statement

ConstructionSkills Diversity and Equal Opportunities Policy aims to ensure that no learner, employee, applicant for employment, customer or those contracted to work at or for ConstructionSkills receives less favourable treatment than any other on the grounds of gender, race, colour, nationality, ethnic origin, religion/belief, age, marital status, sexual orientation, family care responsibilities, political belief, disability, or irrelevant offending background. Furthermore, no learner, employee, applicant for employment, customer or those contracted to work at or for ConstructionSkills should be disadvantaged by conditions or requirements which cannot be shown to be justified.

### Scope of the Policy

This policy applies to all learners, employees, applicants for employment, customers and to those contracted to work at or for ConstructionSkills.

### Aims of the Policy and Underpinning Principles

The aim of this policy is to ensure that in carrying out its activities ConstructionSkills will have

due regard to:

- Promoting equality of opportunity, across all the activities and functions
- Promoting good relations between people of a diverse background
- Eliminating unlawful discrimination

This policy is guided by the following principles, that:

- Learners and employees should reflect the qualified resource from which they are drawn
- All learners and employees have learning and working environments that are accessible, comfortable and conducive to learning and working
- All learners, employees and customers should enjoy a safe environment free from discrimination, harassment, bullying and unfair treatment
- All learners, employees and customers should have equal access to services that are made available by ConstructionSkills and its contractors
- All employees should have equal access to opportunities for personal and professional development, career progression and promotion opportunities
- Positive action initiatives have an important role to play in addressing under-representation and we will adopt such initiatives where appropriate
- All learners, employees, customers and relevant stakeholders have the right to be consulted about ConstructionSkills equality and diversity policies, procedures, and practices and are encouraged to contribute to the decision making processes
- ConstructionSkills has a grievance procedure for learners, employees and customers which will apply to any contravention of this policy

This policy will be made available to all learners, employees, customers and to those contracted to work at or for ConstructionSkills. It will be referred to in all relevant documents such as advertisements and recruitment literature. In addition, ConstructionSkills will ensure that all applicants for employment and training are made aware of this policy. This policy will also be made available to the communities we serve.

To ensure the continued relevance and effectiveness this Policy, both its content and implementation will be reviewed in September of each year by the Corporate Services Director. As a matter of best practice, we will also seek the advice of the Equality and Human Rights Commission when reviewing this policy.

Mark Farrar  
Chief Executive

Copies of this policy are available in the Welsh language and specific actions relating to this document are laid down in the ConstructionSkills Welsh Language Scheme.

## Guided learning hours on and off the job (England)

## Minimum off the job guided learning hours per year

Formula for off the job Guided Learning Hours (GLH) is Competence Qualification GLH + Knowledge Qualification GLH divided by length of time of framework (3 years). Then 30% of the total GLH

Construction Site Management 166 GLH off the job per year

## How this requirement will be met

Only approved Competence and Knowledge Qualifications are delivered by training providers on a block or day release basis within the Apprenticeship programme. The qualification structures are made up of units that are signed off by the provider and quality assured by the AO external quality adviser. A Competence and knowledge qualification certificate is provided when all units are achieved or unit certification if the apprentice leaves the programme.

In the workplace candidates bring evidence of tasks completed supported by a work-based-recorder, this evidence is discussed, agreed by the assessor as a contribution to demonstrating competence in the work place. The generation of a work-based portfolio either paper based or electronic can be accepted by the Awarding Organisations. When the apprentice has gathered all of the work-based evidence that meets the requirement the assessor will sign off the competence qualification.

## Minimum on the job guided learning hours per year

Formula for on the job Guided Learning Hours (GLH) is Competence Qualification GLH + Knowledge Qualification GLH divided by length of time of framework (3 years).

Construction Site Management 552 GLH on the job per year

## How this requirement will be met

Only approved Competence and Knowledge Qualifications are delivered by training providers on a block or day release basis within the Apprenticeship programme. The qualification structures are made up of units that are signed off by the provider and quality assured by the AO external quality adviser. A Competence and knowledge qualification certificate is provided when all units are achieved or unit certification if the apprentice leaves the programme.

In the workplace candidates bring evidence of tasks completed supported by a work-based-recorder, this evidence is discussed, agreed by the assessor as a contribution to demonstrating competence in the work place. The generation of a work-based portfolio either paper based or electronic can be accepted by the Awarding Organisations. When the apprentice has gathered all of the work-based evidence that meets the requirement the assessor will sign off the

competence qualification.

# Personal learning and thinking skills assessment and recognition (England)

## Creative thinking

PLTS have been mapped/sign posted into the the Knowledge Qualifications, candidates undertaking a unit within the knowledge qualification will also achieve the PLTS. These units are assessed by the training provider (lecturer/Tutor) and quality assured by the Awarding Organisation.

A guidance document will be provided by the AO's so that providers can inform candidates when they are achieving the PLTS.

Mandatory units in the Construction National Occupational Standards have also a matrix providing details of PLTS in the mandatory units.

## Independent enquiry

PLTS have been mapped/sign posted into the the Knowledge Qualifications, candidates undertaking a unit within the knowledge qualification will also achieve the PLTS. These units are assessed by the training provider (lecturer/Tutor) and quality assured by the Awarding Organisation.

A guidance document will be provided by the AO's so that providers can inform candidates when they are achieving the PLTS.

Mandatory units in the Construction National Occupational Standards have also a matrix providing details of PLTS in the mandatory units.

## Reflective learning

PLTS have been mapped/sign posted into the the Knowledge Qualifications, candidates undertaking a unit within the knowledge qualification will also achieve the PLTS. These units are assessed by the training provider (lecturer/Tutor) and quality assured by the Awarding Organisation.

A guidance document will be provided by the AO's so that providers can inform candidates when they are achieving the PLTS.

Mandatory units in the Construction National Occupational Standards have also a matrix providing details of PLTS in the mandatory units.

## Team working

PLTS have been mapped/sign posted into the the Knowledge Qualifications, candidates undertaking a unit within the knowledge qualification will also achieve the PLTS. These units are assessed by the training provider (lecturer/Tutor) and quality assured by the Awarding Organisation.

A guidance document will be provided by the AO's so that providers can inform candidates when they are achieving the PLTS.

Mandatory units in the Construction National Occupational Standards have also a matrix providing details of PLTS in the mandatory units.

## Self management

PLTS have been mapped/sign posted into the the Knowledge Qualifications, candidates undertaking a unit within the knowledge qualification will also achieve the PLTS. These units are assessed by the training provider (lecturer/Tutor) and quality assured by the Awarding Organisation.

A guidance document will be provided by the AO's so that providers can inform candidates when they are achieving the PLTS.

Mandatory units in the Construction National Occupational Standards have also a matrix providing details of PLTS in the mandatory units.

## Effective participation

PLTS have been mapped/sign posted into the the Knowledge Qualifications, candidates undertaking a unit within the knowledge qualification will also achieve the PLTS. These units are assessed by the training provider (lecturer/Tutor) and quality assured by the Awarding Organisation.

A guidance document will be provided by the AO's so that providers can inform candidates when they are achieving the PLTS.

Mandatory units in the Construction National Occupational Standards have also a matrix providing details of PLTS in the mandatory units.

# Additional employer requirements

There are no additional employer requirements for this framework

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