**EMPLOYER OCCUPATIONAL BRIEF FOR CONSTRUCTION TRAILBLAZERS**

**HIGHER AND DEGREE APPRENTICESHIP STANDARDS**

**Introduction**

An employer consortium, led by Balfour Beatty and with support from more than 15 other employers, the five main built environment professional bodies (CIAT, CIBSE, CIOB, ICE and RICS), a range of trade bodies (B&ES, CECA, FMB and UKCG) and the Construction Heads of the Built Environment (CHOBE) has recently had a number of new Apprenticeship Standards approved by BIS.

These Standards – at Levels 4 and 6- are designed to create highly skilled employees who can contribute to the success of complex construction projects by demonstrating skills, knowledge and behaviours in key aspects of project control and management in both common and specific areas.

They cover the following occupations at Levels 4 and 6:

* Building Services Engineering
* Civil Engineering
* Construction Supervision/Management (and Planning)
* Design Co-ordination/Management
* Quantity Surveying (and Estimating)

The Standards are both evolutionary – in that they use a number of existing, well-respected and fit-for-purpose qualifications and industry standards – but also revolutionary – in that they combine those qualifications and standards into a coherent role and ensures that apprentices who complete the Standards have consistent technical skills and knowledge, professional judgement and behaviours. This is related to the concept of the T-shaped Technologist which looks to ensure that individuals have technical knowledge/experience, transferable professional skills and transferable personal qualities.

The key ethos of the Standards that they use the professional knowledge and competencies at Associate/Technician level for the key built environment professional bodies (CIAT, CIBSE, CIOB, ICE and RICS) at Level 4 and then the professional knowledge and competencies for Incorporated/Chartered level at Level 6 and builds the Standard around them using the following key principles:

* The knowledge, skills and behaviours are directly derived from the professional bodies’ educational and competence standards
* The professional bodies’ assessment process for professional membership acts as part of the final assessment process for the Apprenticeship Standards
* The educational qualifications within the Standard provide the educational baseline for the appropriate professional body
* Relevant and required industry safety and sustainability qualifications have been included to ensure that the Apprentices have the ability to contribute in the workplace at as early a stage as possible

This approach means that a variety of assessment methodologies are used including examinations, project work, assignments, on the job assessment, simulations and interviews.

The intention is that Apprentices will start their first year at Level 3 with common knowledge using BTEC Level 3 units. This will enable the entry criteria to be at GCSE level rather than A-level and so enable recruitment from a broader range of backgrounds and so improve diversity. In particular this means that a Maths A-level will not be a pre-requisite and so should ensure that there should be a more diverse applicant pool.

A common first year in terms of education where different pathways are being taught common areas will be of benefit in terms of collaboration between the pathways but will also enable movement between the pathways after the first year of the Apprenticeship if Apprentices are deemed to be more suitable for a different pathway.

When the Apprentices have branched into their different specialisations the programme delivery will ensure as much common ground is delivered as possible.

Given the importance of the fact that the Apprenticeships includes the achievement of professional status it is important that all delivery staff must be professionally qualified.

**Context and rationale**

The rationale behind these new standards is to replace existing Trainee schemes – whereby employees are sent on open academic courses such as HNCs or degrees on day or block release – with these new Apprenticeships.

Current part-time been going for a long time but in last 5 years or so has been hit by:

* Trebling of tuition fees for companies
* Recession meaning fewer new recruits being taken on
* Appearance of Technician and Higher Apprenticeships
* General reduction in full-time built environment course availability has a knock-on effect to part-time provision

There has been an impact on provision, with part-time course availability declining and the length of time to complete means these issues impact over a long time.

In addition to more recent impacts, there are structural issues that have always existed with these routes:

* There has often been a mismatch between academic learning and workplace learning
* There has usually been no standard workplace competencies unless Trainees have been undertaking an industry-recognised NVQ
* Despite the professional accreditation of the various academic qualifications there have been differences in curriculum across UK
* Historically there has been low levels of professional achievement after the HNC/degree
* Delivery restrictions imposed by the academic year often do not match the reality of a project-based environment
* Trainee routes can be hard to explain/sell to prospective recruits, parents and schools as they are neither apprenticeships nor graduate routes
* Trainees often do not count towards client KPIs

These issues can be addressed by replacing current Trainee routes that use part-time academic provision with apprenticeships.

The intention is to use existing provision and infrastructure as much as possible but ensure the addition of new delivery methods such as simulation and practical work and maintain consistency of content and delivery across geographical regions through selection of common modules agreed by the employers.

**Advantages**

There are a number of advantages for all stakeholders:

New entrants

* For the apprentices there is alignment of knowledge and On the Job Training
* Their training is formally structured
* Apprentices have a high status across the industry and the UK
* There is an alternative route to professional membership

Companies

* These new apprentices will meet Client KPIs
* The alignment of Ob the Job Training and knowledge will improve the learning experience and lead to higher skill levels
* Professional standards ensure consistency of experience
* A wider range of recruitment media can be used
* There I an opportunity to increase the diversity of technician and professional entrants
* Apprenticeship status means that these schemes can attract government funding and greater levels of CITB grant, making tem more cost effective

Professional bodies

* Because professional achievement is a core part of the apprenticeship, ultimately they professional bodies will gain more members
* Professional standards are embedded in the apprenticeships and so apprentices are engaged from day one
* The educational supply chain of accredited academic qualifications is protected

Colleges/Universities

* There should be improved levels of student diversity as an alternative route to a degree is created
* Increased numbers should protect and preserve part-time provision
* Lower fees for Companies should mean increased student numbers
* Engagement in local communities is enhanced
* There should be improved employer links

**Trailblazers Overview**

As a result of the Richard Review, all current apprenticeship frameworks will be replaced by the 2017-18 academic year by new apprenticeship Standards.

These will be the government’s desire for apprenticeships to be:

**Employer driven**

Employers designing apprenticeships to meet their needs and having more control of the funding

**Simpler**

Replacing complex frameworks with short, simple standards written by employers

**Higher quality**

Improving quality through more rigorous testing and grading at end of apprenticeship

This means that apprenticeship standards of the future will:

* Be defined by occupations not qualifications
* Be employer and professional institution-led
* Be described on no more than two sides of A4 in clear and accessible language
* Be at least 12 months in duration
* Have a synoptic End Assessment
* Be graded – at least Pass and Merit
* May not include qualifications unless they are necessary for occupations or to reach the end assessment
* Be linked to professional membership
* Have 20% off-the-job training
* Have Maths and English defined (at least Level 2)

This provides an excellent opportunity for employers, professional institutions and learning providers to radically change current frameworks if required, slightly change them if they are fit for purpose or create brand new standards that do not currently exist.

The mechanism for developing new standards is known as Trailblazer and BIS have a controlled programme for employer consortia to develop new standards and take them forward to delivery stage through a standardised process and to strict timings.

By 2017-18 all apprenticeships must adhere to the new standards to gain government funding.

The standards described in tis briefing are new and so do not replace current frameworks.

**Developing a new standard**

There are five stages to developing a new standard

* + The standard: written by employers and professional bodies
  + The high level assessment approach: written by employers and professional bodies
  + The detailed assessment design: can involve training/education providers
  + The delivery of assessment: can involve training/education providers (but must be independent)
  + Certification: can involve training/education providers

If employers feel that current qualifications and existing courses can be used in the new standards then they can be used and this clearly helps with provision, industry recognition and smoother transition.

**Funding overview**

Under the new funding rules, future apprenticeship funding will no longer go directly to learning providers but will instead be routed through employers, who will only receive the funding on payment of an employer contribution to the learning provider.

This employer contribution will be in the form of an electronic voucher system, although in the 2015-16 academic year the funding will continue to be routed through training providers once the employer contribution has been paid, and been proven to be paid, in cash.

Providers therefore need to be engaged with Trailblazers if they are to be able to continue to deliver apprenticeships.

In order to deliver Trailblazer Standards, providers must be registered with SFA’s Register of Training Providers and the Register of Assessment Organisations.

Providers will be required to price their offer a standard using the scope of works outlined later in this brief. Employers and providers are free to negotiate a cost if an employer has a number of apprentices or if an employer wishes to use a bespoke delivery model (eg block release).

**Impact on colleges and universities**

It is important for colleges and universities to be engaged with the Trailblazer process as soon as they are approached by an employer consortium. This is because:

* They have the ability to influence the design of the assessment and delivery
* They will be able to improve their employer engagement and so be in a strong position to be able to deliver future standards
* For universities it provides the opportunity to be able to re-invigorate part-time provision at a time when it is declining in some areas because many of the new standards include qualifications and subject matters at Level 4-6 as well as professional membership

All learning providers are encouraged to participate in the Trailblazer process as employers need their design and delivery skills and will need providers to deliver the new standards.

**Impact on employers**

For employers the main impact will be a re-education programme within their businesses that new entrants who are currently referred to as Trainees (or other, similar titles such as Cadets) would in future be referred to as Apprentices.

In addition the Standards include professional membership at various levels and so employers will see the number of professionally qualified employees increasing. It will mean that the apprentices will need to be given the right experience in the workplace to be able to gain their professional qualification because if they do not they are unable to complete the apprenticeship.

The way in which employers fund these type of schemes will change because they will come under apprenticeship finding rules. This means that employers will receive a government contribution towards the cost of these schemes whereas they currently do not.

Typical job roles

The two apprenticeships are designed to support a typical career progression for new entrants technical, supervisory and management careers in the construction industry.

For the Higher Apprenticeship these include roles such as Construction Site Supervisor, Construction Site Engineer, Assistant Quantity Surveyor, Building Services Site Engineer, Construction Design Co-ordinator. These are typical technician/project control roles that provide entry routes into a technical and management career in the construction industry.

For the Degree Apprenticeship these include roles that are the next step on from those held by the Level 4 Apprentices, such as: Assistant Construction Site Manager; Section Engineer; Project Engineer; Construction Quantity Surveyor; Assistant Construction Design Manager. These roles are typically held by those entering the industry from a full-time university programme.

**Assessment**

The detailed assessment process is outlined in the Assessment Plans that are approved by BIS and are available on the apprenticeships website once they are approved.

Given the importance of the fact that the Apprenticeship includes the achievement of professional status at Associate/Technician level it is important that all delivery staff must be professionally qualified.

The intention is to use existing provision and infrastructure as much as possible but ensure the addition of new delivery methods such as simulation and practical work and maintain consistency of content and delivery across geographical regions through selection of common modules agreed by the employers.

Each Standard includes an academic qualification, a professional membership-related on the job framework, H&S and Sustainability qualifications and an end-point assessment based around professional membership, either:

* Level 4, one of: ACIOB; EngTech TMICE; EngTech LCIBSE; AssocRICS; TCIAT
* Level 6, one of: MCIOB; IEng MICE; IEng ACIBSE; MRICS; MCIAT

The apprenticeship will be graded as Pass-Merit-Distinction and this grade will be derived from the result in the academic qualification and the number of attempts required to gain the professional qualification.

**Certification**

The apprenticeship will be certificated by the Federation for Industry Sector Skills and Standards (FISSS) in line with other Trailblazer apprenticeships and a meeting is due to take place with FISS on 14 May to discuss this.

Apprentices will also be awarded an HNC and degree as part of their apprenticeship and these will be awarded and certificated by the training partner in the usual way.

**Professional recognition**

The apprentice will be assessed for their professional status in the same way as any other employee and so will gain the relevant professional membership.

BIS rules state that apprentices must not be expected to pay any form of subscription to participate in the apprenticeship. Therefore professional bodies will need to ensure that either:

* Student/apprentice membership is free of charge, or
* Apprentices are not required to join as members until they have passed the end-point assessment

Upon completing the apprenticeship the apprentice can then join the professional body at the appropriate level of membership.

**Delivery and location**

It is intended that the apprenticeships are able to be delivered in a flexible way but a core requirement is that 20% of the time must be spent off the job, ie in effect day release. Clarification is being sought from BIS as to whether that means one day per week every week of the year or during the academic year.

It is further intended that a number of delivery models could be available:

* Day release at a local education provider through a network of colleges and/or universities
* Block release at a specific college/university
* A bespoke, company-specific model with a chosen training provider

The 20% off-the-job rule means that apprenticeships cannot and must not be delivered exclusively by distance or e-learning. These forms of learning can only be used to supplement off-the-job training – there is a clear intention from BIS that apprentices benefit from face to face interaction.

The apprenticeships are available only in England for the 2015-16 academic year. It is hoped that they will be available in Scotland and Wales from 2016 but as apprenticeships are a devolved activity some work needs to be undertaken to look at delivery models and funding before implementation outside England.

Year 1 of the Higher Apprenticeship is at Level 3 and so it is likely that this will be delivered in an FE college. Colleges and Universities will be required to register with the Skills Funding Agency as a Lead Provider and any other delivery must be on a sub-contracted basis.

In 2015-16 the numbers on these Standards are likely to be low and so it is unlikely that apprentices will be able to attend college/university as separate cohorts as minimum cohort numbers will be 15-20 per standard/pathway. Therefore apprentices may need to attend mainstream part-time HNC/Degree courses alongside traditional Trainees/Cadets but will obviously be undertaking additional on-the-job training compared to the Trainees/Cadets.

**Recruitment**

Recruitment of apprentices is the responsibility of the company that wishes to employ them and the processes used are for them to decide.

Once the Assessment Plans have been approved by BIS then employers are able to advertise vacancies via the National Apprenticeship Service Vacancy website.

New apprentices may be recruited from external sources or may be internal recruits from existing employees. In the latter case, companies must ensure that the employee is using the apprenticeship to develop their career and move into a new role as Trailblazer apprenticeships are predicated around a requirement for substantial training.

**Entry qualifications**

The entry qualifications for the Level 4 Higher Apprenticeship are suggested to be 5 GCSEs at Grade C or above or equivalent. However it is for employers to decide who they want to employ and they have the flexibility to vary the criteria. For example, ex-Intermediate Apprentices should be encouraged to apply.

The reason for setting some form of prior academic achievement is because the apprentices will be studying at Level 3 in the first year and then moving on very quickly to Level 4 study. The reason for keeping it fairly broad is to maximise the potential range of applicants and assist in generating as diverse a new entrant workforce as possible.

If entrants have Level 3 qualifications (eg A-levels, Advanced Apprenticeship, Level 3 Diploma) then an Assessment of Prior Learning process can be undertaken and credit awarded where those qualifications overlap with the academic content of the apprenticeship.

The entry qualification for the Level 6 Degree Apprenticeship is the Level 4 Higher Apprenticeship. However, direct entry is allowed if the applicant has equivalent qualifications and experience; particularly the latter as 2-3 years’ experience of technical/supervisory experience would be required.

Governance

It is proposed that there should be two levels of governance initially:

* An overall steering group made up of the five professional bodies, three employers and three lead providers
* Each delivery partner should have a more local industry liaison board that works in the same way as current Industrial Advisory Groups to ensure that delivery remains fit for purpose

Costs and funding

The funding model for Trailblazer apprenticeships is based around employer/government co-funding in the ratio of 1:2, with employers receiving additional allowances related to the apprentice’s age, the company size and successful completion of the apprenticeship. There are five funding caps and all Trailblazer Standards are allocated to a funding cap that is related to the cost of delivery.

The government contribution will never exceed the amount defined by the funding cap but employers are encouraged to negotiate prices with providers. If the agreed price is lower than the funding cap then the employer/government co-funding will continue to be in the 1:2 ratio.

The table below summarises the funding caps and additional allowances.

**Funding Caps**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Training and Assessment** | | | **Employer Incentives** | | | **Total Incentive** |
| **Cap** | **Total value** | **Core Govt Contribution Cap** | **Employer Contribution** | **1-18** | **Small Business (<50)** | **Completion** |  |
| **5** | 27000 | 18000 | 9000 | 5400 | 2700 | 2700 | 10800 |
| **4** | 12000 | 8000 | 4000 | 2400 | 1200 | 1200 | 4800 |
| **3** | 9000 | 6000 | 3000 | 1800 | 900 | 900 | 3600 |
| **2** | 4500 | 3000 | 1500 | 900 | 500 | 500 | 1900 |
| **1** | 3000 | 2000 | 1000 | 600 | 500 | 500 | 1600 |

These Standards will be allocated to a funding cap in June after final approval of the Assessment Plans. The consortium is required to submit a costing template that enables SFA to set a cap and to do this providers must inform the consortium of how much they will charge for the service that they will provide and state it on headed paper to enable submission to the SFA. This should include any elements that are sub-contracted to specialist providers who would remain under the control of the lead provider.

In general terms the following costs are eligible for co-payment funding:

* On- and off-the-job delivery through an externally-contracted provider
* Planned ongoing assessment
* The formal end-point assessment
* Educational trips or professional events specified within the standard or assessment plan
* E-learning, but only where it supplements the off-the-job training
* Administration directly linked to the delivery of the apprenticeship
* Re-takes for qualifications or assessments required by the standard but only where extra learning is required prior to the re-take

Employers are responsible for funding the following and these will not attract co-payment funding:

* Apprentices’ wages
* Company induction
* PPE and other safety equipment
* Educational trips or professional events not specified in the standard or assessment plan
* Re-sits where no additional learning takes place prior to the re-sit
* Employer’s own administration costs
* Bespoke or additional training that is not requirement of the Standard
* Accommodation for block release (unless the residential element is a requirement for the delivery of the module or contributes to the apprentice achieving the Standard)

Each lead provider should outline their costs for the delivery of:

**Level 4 Higher Apprenticeship**

* 90 credit Level 3 modules
* CSCS HSE test and card
* One day Ste Safety Plus HSE course
* Two day Site Supervisors’ Safety Training Scheme
* One day Site Environmental Awareness Training Scheme
* 125 credit Level 4 HNC delivery
* One day introduction to professional bodies
* One day training for professional review submission
* One week Trade Awareness course
* One week Setting Out and Surveying course
* One week Costructionarium simulation
* Professional mentoring of apprentices – one 2 hour visit and sign-off per quarter

Level 6 Degree Apprenticeship

* 240 credit Level 5 and Level 6 Degree
* Five day Site Managers’ Safety Training Scheme
* Two day SEATS+ course
* One day training for professional review submission
* One day training for professional interview (mock interview)
* Two day Simulation Observation at Construction Management Simulation Centre
* MERIT Business Simulation
* BIM Level 2 Learning Outcomes - BIM Accredited Professional
* Professional mentoring of apprentices – one 2 hour visit and sign-off per quarter

These costs, broken down under each heading, will be required to be sent to Tony Ellender by Wednesday 6 May as a quote on headed paper as they will need submitting to BIS to enable a funding cap to be applied.

The lead provider must be registered with the Register of Training Organisations and, as the HNC/Degree result contributes to the end-point assessment, they must also be registered with the Register of Assessment Organisations.

The professional bodies will also need to be registered with the Register of Assessment Organisations to enable them to undertake the end-point assessment.

If the lead provider subcontracts any aspect of the delivery this must be stated at the commencement of the apprenticeship and agreed with the employer. Delivery cannot be subcontracted to the employer.

Publicity

**Content**

**Higher Apprenticeship**

Year 1

The Firs Year is made up of common Level 3 units that have been selected by the employer consortium and should enable a common baseline of knowledge t be developed.

|  |  |  |
| --- | --- | --- |
| **Subsidiary Diploma in Construction and the Built Environment** | **Credits** | **GLH** |
| Health, Safety and Welfare in Construction and the Built Environment | 10 | 60 |
| Sustainable Construction | 10 | 60 |
| Mathematics in Construction and the Built Environment | 10 | 60 |
| Science and Materials in Construction and the Built Environment | 10 | 60 |
| Construction Technology and Design in Construction and Civil Engineering | 10 | 60 |
| Building Services Science | 10 | 60 |
| Measuring, Estimating and Tendering Processes in Construction and the Built Environment | 10 | 60 |
| Computer Aided Drafting and Design for Construction | 10 | 60 |
| Project Management in Construction and the Built Environment | 10 | 60 |
| **TOTALS** | **90** | **540** |

Plus:

Setting out

Trade awareness

CSCS card

Site Safety Plus one day

Intro to professional bodies

A WORKBOOK SHOULD BE DEVELOPED THAT ENABLES TE APPRENTICES TO GAIN A BROAD RANGE OF EXPERIENCE AND KNOWLEDGE AND ENCOURAGES THEM TO RESEARCH AND ASK QUESTIONS.

**Year 2 and 3**

The following two years are dedicated to the delivery of the HNC with the table below showing wich units should be taken.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit Title | Credits | Building Services Engineering | Civil Engineering | Construction Management | Design Management | Quantity Surveying |
| Design Principles and Application for Construction and the Built Environment | 15 | Y | Y | Y | Y | Y |
| Science and Materials for Construction and the Built Environment | 15 |  | Y | Y | Y | Y |
| Group Project in the Construction Industry | 20 | Y | Y | Y | Y | Y |
| Health, Safety and Welfare for Construction and the Built Environment | 15 | Y | Y | Y | Y | Y |
| Application of Scientific Principles to Building Services Engineering | 15 | Y |  |  |  |  |
| Applied Mathematics for Construction and the Built Environment | 15 | Y | Y |  |  |  |
| Site Surveying Procedures for Construction and the Built Environment | 15 |  | Y |  |  |  |
| Engineering Geology and Soil Mechanics | 15 |  | Y |  |  |  |
| Civil Engineering Technology | 15 |  | Y |  |  |  |
| Structural Analysis and Design | 15 |  | Y |  |  |  |
| Air Conditioning for Industrial and Commercial Buildings | 15 | Y |  |  |  |  |
| Electricity and Lighting for Building Services Engineering | 15 | Y |  |  |  |  |
| Building Management Systems for Building Services Engineering | 15 | Y |  |  |  |  |
| Construction and Maintenance of Buildings | 15 |  |  | Y | Y | Y |
| Law and Contract for Construction and the Built Environment | 15 |  |  |  |  | Y |
| Building Services Design, Installation and Maintenance in Construction and the Built Environment |  |  |  | Y | Y |  |
| Environmental impact of Construction | 15 |  |  | Y |  |  |
| Measuring, Tendering and Estimating for Construction and the Built Environment | 15 |  |  |  |  | Y |
| Measurement Processes for Construction | 15 |  |  | Y |  |  |
| Specification and Contract Documentation for Construction | 15 |  |  |  |  | Y |
| Design Procedures for Construction | 15 |  |  |  | Y |  |
| Computer-aided Design for Construction | 15 |  |  |  | Y |  |

Plus

SSP Site Supervisors’ Safety Training Scheme

SEATS

Constructionarium

On-the-job workbook

Guidance for EngTech/Associate

Plus professional interview

**Degree Apprenticeship**

Year 1

Apprentices will join in Year 3 of the relevant part-time degree and start using on-the-job workbook.

Plus

Construction Ambassador training

Year 2

Year 4 of the relevant part-time degree

Plus

SSP Site Managers’ Safety Training Scheme

SEATS+

Year 3

Year 5 of the relevant part-time degree, including the dissertation

Plus

Interview skills and professional report

Simulation Centre

MERIT

BIM Learning Outcomes Framework from the BIM Task Group

Year 4 (if required)

Professional interview

**Learning process**

It is intended that the learning process include innovative forms of learning, hence the suggestions of activities that involve simulation. Wherever possible common modules should be delivered across pathways/standards to encourage collaboration and BIM should be used as a learning aid.

In terms of off the job training, all teaching staff associated with the apprenticeship should be professionally qualified in the area in which they are teaching at full corporate level.

In addition they should spend at least one day per term in the workplace workshadowing construction technicians and managers.

The on the job experience must have reference t the relevant professional competencies and apprentices will require a professional mentor. There are two options for this professional mentor:

* A suitably qualified person will be supplied by the lead provider, either directly or via a sub-contractor. This can be included in the cost of delivery.
* The employer can provide their own professional mentor. If tis is the case then the provider cannot charge for this element of the delivery and the employer cannot claim co-payment funding towards their own costs.

Employers may agree to deliver parts of the academic programme as guest lecturers or industry speakers; this should be co-ordinated through the Industry Liaison Board.

**Documentation**

Lead providers will need to supply employers with copies of all their learning material on request and ensure that apprentices have all learning materials in printed form or via access to an online portal.

Each term providers will need to provide all participating employers with dates for delivery, module titles and content and expected on the-job experience to support the acadmic programme.

In particular apprentices will require a workbook mapped to professional competencies and linking modules (university-specific) and experience(universal) to the appropriate competencies.

Providers must report on apprentice progress each term, outlining their assignment and exam results, attendance and progress with their professional competencies (if the provider is delivering that service).

The lead provider and employer are required to both sign an agreement regarding the supply of assessment and training. The full details of what this must contain are outlined in paragraph 7 in the Trailblazer Apprenticeship Funding 2014 to 2015 Requirements for Employers (March 2015).

In addition the employer must have an apprenticeship agreement with heir apprentice: it is recommended that in-scope employers use the Construction Apprenticeship Scheme (CAS) Deed.

**BIS documentation and guidance can be found at:**

<https://www.gov.uk/government/collections/apprenticeship-standards>

**Apprentice Assured**

Apprentice Assured® which could be ideal for your various apprenticeship programmes including the Professional Apprenticeship in Construction Management. This accreditation programme draws on NEF's expertise and uses a six - category Framework (below) to assess the quality of the apprenticeship. The Award is for the employer. The focus of the Framework is focused on the learner experience.

• Planning and Engagement

• Experience

• Design and Delivery

• Industry Exposure and Customer Insights

• Professionalism and Innovation

• Impact

The Standard is in Science in Parliament this February and the article (in low res) is attached for your information.

The drive for this Standard has been from both employers and education, to ensure a consistent quality in the delivery of the apprentice experience.

**BIM Task Group Level 2 Learning Objectives** ( BRE BIM Accredited Professional (2 day course plus exam)?

What s BIM?

BIM value proposition

What is the government requirement from BIM?

Industry context of BIM adoption

Impact to client and supply chain relationships

Strategic issues associated with starting BIM

The role of executive leadership

Information deliverables, impact to procurement conditions and skills demands

Developing the business case

Investment model (up-skilling, systems and process management)

Organisation stakeholder engagement

Acquiring internal resources

Developing the business case, investment and return model

Organisation and project applications and benefits of BIM

Visualisation benefits and spatial co-ordination

Productivity/efficiency improvements

Sustainable design

Scheduling, estimating

De-risking projects

Facilities management

Engaging business stakeholders

Developing business goals and plans

Gaining commitment

Execution of plans; referencing examples

Legal implications ad requirements – FOCs, agreements, appointments, SLAs etc.

Ownership, IP, copyright, design rights, insurances, PII etc.

Risk – identifying and managing

Data deliverables to supply chain and to clients

Impact to internal and external roles

Internal stakeholder engagement – strategic, management and technical

Collaboration – management of people, communication skills, team working

Communicating the impact and relevance of BIM

Compare examples of successful BIM organisation implementation

Discuss issues associated with starting BIM

Defining common language; IM terminology

Governance of information and process management

Standards (data and process) – knowledge of and implementation

Developing BIM Execution Plan – frameworks and guidance

Interoperability – adherence to standards, managing compliance

Hardware, software, network infrastructure requirements

Software/technology evaluation and selection process

Identifying project requirements

Assessing contextual data affecting potential developments

Developing design solutions

Managing design information

Implementing procurement processes

Analysing and planning construction and installation work processes and resources

Co-ordinating and controlling construction and installation operations

Managing project handover and facilities information

Assessing the condition of existing assets

Assessing the energy performance of buildings

Managing the use and maintenance of facilities

Managing and operating technical information system