

A Foundation Apprenticeship in Construction Skills at SCQF Level 5 (Pilot)

GR4G 04



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This document provides you with information you will require to deliver a Foundation Apprenticeship in Construction Skills within a pilot phase.

Version Control			
Version Number	Revision(s)	Approved by	Date
1.0	Framework Specification	Frank Quinn	November 2020

Background

One of the key recommendations of Sir Ian Wood's review on developing the young workforce was to "develop better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged" (Scottish Government response to "Developing the Young Workforce; 2015). The Scottish Government set ambitious targets to ensure this connectivity is delivered through a partnership of schools, colleges/training providers and employers.

Skills Development Scotland (SDS), alongside other partners, is working with industry to increase the range of work-based learning opportunities for pupils in the senior phase of secondary schools. One of the ways this is being achieved is through the development of Foundation Apprenticeships and SDS is leading this initiative. Foundation Apprenticeships will allow pupils to gain vocational qualifications that combine sector specific skills alongside the knowledge that underpins these skills in a workplace setting while still at school.

The Foundation Apprenticeship in Construction Skills is designed to provide learners from S3 and the senior phase (S4, S5 and S6) opportunities to develop skills and knowledge for entry into a career in the Construction sector. The overall purpose of the course is to ensure that learners develop practical skills, knowledge and understanding and the opportunity to develop their meta skills through the delivery of a project.

The Foundation Apprenticeship Product Specification can be found on apprenticeships.scot

What is the Foundation Apprenticeship in Construction skills?

The Foundation Apprenticeship (FA) in Construction Skills is for pupils in S3, S4, S5 and S6 and typically takes one year to complete. The framework can also be completed over a two-year model, but this must be agreed by Skills Development Scotland.

Irrespective of the delivery model, the Construction Skills framework includes two core elements, namely:

1. National Progression Award in Construction Skills (SCQF Level 5)
2. Work Based Challenge Unit (SCQF Level 5)

The full programme specification is outlined further in this document.

Background / rationale

The Foundation Apprenticeship in Construction Skills supports the commitment to provide relevant work-based vocational education and training as part of the S3 and senior phase curriculum. This will prepare young people for direct entry into a career in the Construction sector and other related occupations, by equipping learners with the necessary skills and knowledge to work effectively. This includes both the development of practical and technical skills alongside the development of learner meta-skills, supported via project-based learning. It also highlights meaningful vocational pathways as challenging and valuable routes to continued education, training and employment alongside existing academic subjects.

Partnership

A Foundation Apprenticeship is about developing work-based competencies and metaskills by delivering the right balance between classroom and work-based learning.

Development of true competence depends on the continuing acquisition and application of underpinning skills and knowledge. Young people need to build real workplace skills including both those that are specialist to the chosen career and the generic behaviours and attributes that apply to any workplace.

Foundation Apprenticeships are delivered by partnerships comprised of school, learning provider and employer. The learning provider is responsible for the approvals, delivery, assessment and quality assurance of the component units and qualifications. Where multiple learning providers are involved, arrangements between them will be detailed in an SQA Partnership Agreement.

The learning provider must have the appropriate SQA centre and qualification approvals in place before it can deliver the Foundation Apprenticeship.

For further support and guidance on SQA's approval, quality assurance processes and SQA Partnership Agreements, please see:

<https://www.sqa.org.uk/sqa/79474.html>

Employers are an essential part of the partnership and can contribute in a range of ways, from creating a workplace challenge, to coaching and mentoring, to interviewing and selection. They may also be involved in the assessment of the work-based learning element.

Pastoral Care

The young people embarking on this Foundation Apprenticeship are school pupils and therefore all those involved in delivering the programme have a duty of care. This includes providing appropriate health and safety training and measures to ensure the safety of the young people, including relevant safeguarding requirements that are required by respective Local Authority and School partners.

How should the Foundation Apprenticeship in Construction Skills be delivered?

The units within the underpinning National Progression Award should be delivered in a holistic way, integrating learning and assessment, and introducing a project from the very beginning.

A project should form the basis for delivery and be the vehicle for generating the majority of evidence. Delivery partners are encouraged to map project activity to learning outcomes. The underpinning NPA should not be delivered and assessed on a unit by unit basis. The holistic approach to delivery will allow learners to receive a more authentic work-based learning experience.

The Work-based Skills Challenge unit is designed to support the contextualisation of the National Progression Award, and therefore should be a complementary unit to run concurrently with the NPA.

Learning providers are required to identify host employer(s) to support the Work Based Skills Challenge. Through the project, employer(s) are asked to provide interventions aligned to the project objectives and to support the development of evidence for assessment against the outcomes.

Involvement of industry is encouraged across the entire programme of learning. Learner success is best reflected when the delivery of the theory and practical elements are aligned. This approach maximises the contextualisation for the learner and offers the opportunity to put into practice underpinning learning.

Work Based Challenge Unit/Meta-skills:

The WBCU set at SCQF L5 has been designed to support the delivery of the National Progression Award. Providers are asked to engage with employer(s) to identify a suitable project that will complement the learning outcomes within the NPA units.

Incorporated within the WBCU is a meta-skills framework designed to emphasise the importance of meta-skills to industry in addition to technical and practical ability. Through the project associated with the WBCU, learners are required to understand meta-skills and consider which they are likely to develop through their role in the project. Reflective practice is central to the development meta-skills throughout the project. Learners are asked to reflect on their meta-skills development and record this alongside their evidence base.

For further information on the WBCU and meta-skills, please refer to the link provided at the end of this document.

Please refer to the Foundation Apprenticeship Product Specification for further information on the principles of Foundation Apprenticeship delivery.

Please refer to Annex 1 at the end of this document for a detailed breakdown of the units and codes within the framework

Certification

Learning providers must ensure that they have appropriate approvals in place with SQA for this Foundation Apprenticeship L4/5 pilot and all mandatory components. Candidates must be entered and resulted for all relevant units for verification and certification purposes.

SQA Awarding Body quality assurance requirements apply to the delivery of the SQA component units and group awards. It is suggested Centres follow the relevant Assessment Strategy for the Skills for Work and Work Based Challenge Skills unit.

Learner Selection and Entry Requirements

Entry is at the discretion of the centre; however, The Foundation Apprenticeship in Construction Skills is aimed at pupils with an interest and enthusiasm in exploring this area of work and project-based learning.

Equalities

We expect those involved in the development, recruitment and delivery of Foundation Apprenticeships to be pro-active in ensuring that no-one should be denied opportunities because of their age, disability, gender reassignment, marriage and civil partnership, religion

or belief, sex or sexual orientation or pregnancy and that any barriers (real or perceived) are addressed to support all pupils. These are the protected characteristics of the Equality Act 2010 and training providers and employers must comply with this Act to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry.

Our emphasis throughout is upon equality and diversity both for new entrants to the sector and opportunities for progression for the existing workforce.

Learner Progression

Foundation Apprenticeships at SCQF Level 5 can form part of and support learner progression in a number of ways. These include:

- Foundation Apprenticeship at SCQF Level 6
- National Qualifications available in school and college
- Modern Apprenticeship
- Further Education
- Employment/Training opportunities

Recognition of Prior Learning

SQA's policy is to recognise prior learning as a method of assessing whether a learner's experience and achievements meet the evidence requirements (i.e. the standard) of a SQA Unit or Units and which may or may not have been developed through a course of learning.

More information can be found on the [SQA website](#)

Foundation Apprenticeship Framework Specification: Construction at SCQF Level 5

GR4G 04 Work-Based Skills: Construction at SCQF Level 5				
Group Award Title	Unit Title	SCQF Level	SCQF Credits	SQA Credits
NPA Construction Skills (GR40 45)	NPA Construction Skills (GR40 45): 3 SQA credits required			
	Mandatory craft section: minimum of 1, maximum of 3 SQA credits required.			
	Plain Roof Tiling: An Introduction - (DD1V 11)	5	6	1
	Single Lap Roofing Skills - (DH24 11)	5	6	1
	Roofing: Regular Sized Natural Slates with Random Widths - (DH26 11)	5	6	1
	One Brick Walling: An Introduction – (F1JV 11)	5	6	1
	Construction Crafts: One Brick Walling - (J153 75)	5	6	1
	Block Walling: An Introduction – (F1K5 11)	5	6	1
	Applying Lightweight Plaster: An Introduction - (DH27 11)	5	6	1
	Fixing Plasterboard and Applying Plastering Materials: An Introduction - (DH28 11)	5	6	1
	Applying External Cement work: An Introduction - (DH29 11)	5	6	1
	Producing and Fixing Plaster Moulding: An Introduction - (DH2A 11)	5	6	1
	Stonemasonry: Building with Stone - (HA2W 45)	5	6	1
	Develop Bench Joinery Skills - (F1KN 11)	5	6	1
	Manufacture Joinery Components - (F1KX 11)	5	6	1
	Develop Constructional Carpentry Skills – (F1L0 11)	5	6	1
	Develop Site Joinery Skills - (F1L3 11)	5	6	1
	Decorative Painting - (F1K9 11)	5	6	1
	Decorative Treatments - (F1KA 11)	5	6	1
	Colour Practice: Painting and Decorating - (F1KG 11)	5	6	1
	Fundamentals of Wall Tiling - (F50V 11)	5	6	1
	Remaining SQA credits, if applicable, from the following:			
	The Construction Industry and Principles of Building Design - (J1P7 45)	5	6	1
	Built Environment Design Project - (J1P8 45)	5	6	1
	Personal Development: Self and Work - (H18P 45)	5	6	1
	Sustainability in the Built Environment - (J1P9 45)	5	3	0.5
	Construction Methods - (J1PA 45)	5	3	0.5
	3D Modelling for the Built Environment - (J1PB 45)	5	3	0.5
	Interior and Exterior Finishes - (J1PC 45)	5	3	0.5
	Appreciation of Access Platforms and Equipment - (F6MF 12)	5	6	0.5
	Construction Occupation Practices: An Introduction - (HA2P 45)	5	6	0.5
	Efficient Construction Practices: An Introduction - (HA2R 45)	5	6	0.5
	Employability and Behavioural Skills - (HA4A 45)	5	12	0.5

Work-based Challenge Unit	J4E3 04 Work-based Skills Challenge	5	6	
TOTAL SCQF CREDIT POINTS			24	

One SCQF credit point is equivalent to 10 notional hours of learning.