Construction Site Supervisor Apprenticeship

Programme Specification 2023-2024

Version: 1.00

Status: Final

Date: 24/04/2022

Summary Programme Details

Award: Certificate of Higher Education (CertHE) Construction and Built Environment

Title of (final) Programme: Construction Site Supervisor Apprenticeship

Credit points: 120

Level of award (QAA FHEQ): 4

Validating institution: University College of Estate Management (UCEM)

Date of last validation: TBC

Date of next periodic review: TBC

Date of commencement of first delivery: September 2023

Duration: 2 years (18 month CertHE, 6 month EPA phase)

Maximum period of registration: In accordance with the Academic and Programme Regulations (opens new window).

UCAS Code/ HECoS Code: N/A / 100151

Programming Code: TBC

Other coding as required: TBC

Construction Site Supervisor Apprenticeship Programme Specification

Accrediting/recognising body: Seeking CIOB recognition

Details of the accreditation/recognition:

Date of last programme accreditation/recognition:

Date of next periodic review:

QAA benchmark statement

UK Quality Code for Higher Education (opens new window)

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (opens new window)

Quality Assurance Agency (QAA) Subject Benchmark Statement: Land, Construction, Real Estate and Surveying October 2016 (opens new window)

Programme Overview

Rationale

This programme is UCEM's offer for students who have suitable employment circumstances and wish to complete the Construction Site Supervisor Apprenticeship (opens new window) that is approved by government for delivery in England.

Typical job titles for those completing the programme can include: Assistant Site Manager, Assistant Supervisor or Construction Site Supervisor. In the case of SME construction companies, the roles are likely to include Site Manager or Site Supervisor. They are associated with the supervision of specialist contractors and workers on construction projects and are based on construction sites with occasional time in offices.

This programme includes the knowledge, skills and behaviours and qualifications, typically required to achieve Technician status or the equivalent with the industry's recognised professional bodies. The final assessment process for this programme will provide students with experience of the type of review process typically required for professional registration.

Programme Aims

The programme provides students with the knowledge, skills, behaviours and support to successfully complete the Construction Site Supervisor Apprenticeship. As part of the programme students will gain a rigorous understanding of the principles, practices and ethics in a world-wide context involved in construction site supervision up to level 4 standard.

The programme is designed to ensure that those that successfully meet the programme requirements have a stimulating and challenging education, which prepares them for their professional career, and produces capable individuals with the potential to progress to professional status and to advance in their careers. Students will develop a broad range of knowledge, skills, behaviours which are transferable across other industries.

Entry Requirements

All entrants to this programme must be in suitable employment.

Students are required to be 18 years or over at the start of their programme.

Entrants to this programme normally are required to have:

- 64 UCAS Tariff points or equivalent;

And

- GCSE Grade 4 (or C) or above in English and Mathematics or accepted current or prior equivalent maths and English qualifications (open in PDF).*

* Applicants for the apprenticeship programme that do not have accepted equivalent Level 2 maths and English can instead demonstrate maths and English skills at Level 1 or above via initial and diagnostic assessments. These applicants will also be required to achieve Level 2 maths and English Functional Skills qualifications as part of the apprenticeship. If applicants do not quality for ESFA funding, these qualifications will need to be fully funded by the employer.

In addition to meeting academic entry requirements students will also need to meet ESFA eligibility rules for apprenticeships such as requiring significant learning to acquire the necessary knowledge and being in a suitable job role where they will be able to develop the required skills and behaviours through their on-the-job training.

If an applicant does not meet the standard entry requirements, including where an applicant has achieved relevant credit through prior study but did not achieve the full award, UCEM will consider the application on an individual basis. In these cases, the application will be assessed by the Programme Leader, who will give careful consideration to any professional and life experiences as well as any academic or vocational qualifications the applicant may hold. The applicant may be asked to provide a detailed personal statement and/or a reference or letter of support from an employer or mentor to support the application.

Applications are assessed in accordance with the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window)

Recognition of prior learning (RPL) or recognition of prior experiential learning (RPEL) routes into the programme

UCEM policy and procedures for Recognition of Prior Experiential Learning (RPEL) and Recognition of Prior Learning (RPL) are set out in the UCEM Code of Practice: Admissions and Recognition of Prior Learning (opens new window).

Programme Progression

For details of progression arrangements, please view the Academic and Programme Regulations (opens new window).

On successful competition of the programme, students may apply progress on to the Level 6 Construction Site Management Apprenticeship programme.

Award Regulations

For details of award arrangements, please view the Academic and Programme Regulations (opens new window).

Apprenticeship Programme Structure

The Education and Skills Funding Agency defines an apprenticeship as:

'a genuine job with an accompanying skills development programme. Through their apprenticeship, apprentices gain the technical knowledge, practical experience and wider skills they need for their immediate job and future career. The apprentice gains this through a wide mix of learning in the workplace, formal off-the-job training and the opportunity to practise new skills in a real work environment.'

At the core of any apprenticeship there must be a real job with real work activity that relates to the occupation and enables the development of the required knowledge, skills and behaviours. Without this an apprenticeship will not have a positive outcome. As shown in Figure 1, approximately 75% of an apprenticeship is allocated to workplace training and development. A minimum of 20% is allocated to off-the-job training and on-programme assessment.

Construction Site Supervisor Apprenticeship Programme Specification

Figure 1 Key components of an apprenticeship

All apprenticeships require maths and English qualifications at Level 2. In most cases, these qualifications will have been achieved through prior study. Where this is not the case, Level 2 Functional Skills qualifications must be achieved as part of the programme.

The programme has three key phases:

- On-programme training and assessment (off-the-job and workplace);
- Gateway progression;
- End-point assessment.

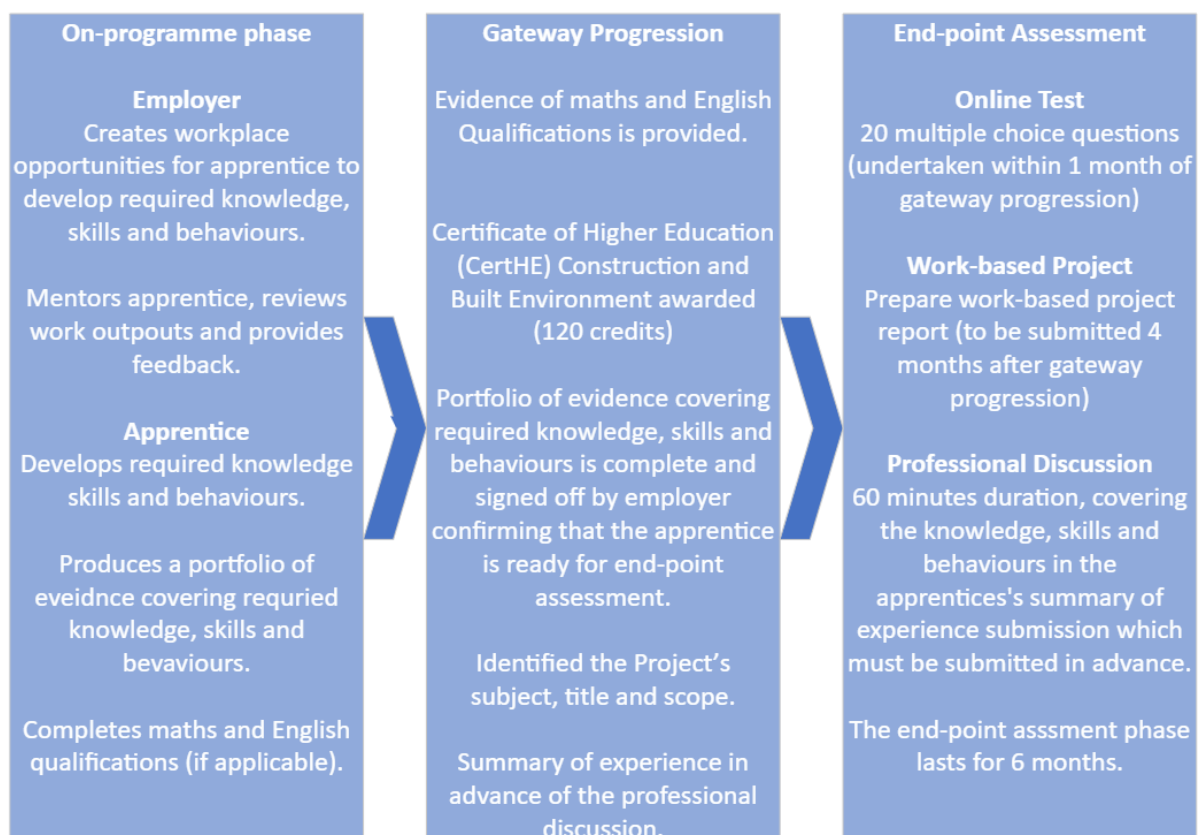The phases and key elements of each phase are shown in Figure 2.

Figure 2 Programme phases with key elements

Construction Site Supervisor Apprenticeship Programme Specification

The key elements of the apprenticeship and planned programme duration are set out in Figure 3.

1 - 6	7 -12	13 - 18	19 - 24
Development of the required knowledge, skills and behaviours in the workplace			Gateway Progression Review
	Production of portfolio of evidence covering required knowledge, skills and behaviours		
	Technical mentoring and review at scheduled intervals		
Completion of Certificate of Higher Education (Cert HE) Construction and Built Environment			
2 x 20 credit modules	2 x 20 credit modules	2 x 20 credit modules	
Completion of L2 maths/English qualifications (if required)			

Note: The far-right column spanning rows 19-24 reads "End-point Assessment" (green) with "Gateway Progression Review" (yellow) to its left.

Figure 3 Key elements and planned programme duration

Workplace training and development

Workplace training and development is the largest element of the programme and is primarily focused upon supporting the learner to develop the required **skills** and **behaviours.** Workplace training and development must also allow the application and further development of knowledge gained through the off-the-job training.

Workplace training must be planned (rather than accidental) and the employer is required to allocate each apprentice a workplace mentor/supervisor. The workplace mentor/supervisor is required to meet with the apprentice at regular intervals, preferably monthly, to plan their training and development and review their progress. The workplace mentor/supervisor is required to contribute to the scheduled progress review that are facilitated by UCEM.

It is preferable that where practicable, workplace training and development activity is aligned with off-the-job training activity. This affords the student the best opportunity to apply and extend the knowledge that they develop through the off-the-job training.

Off-the-job training and related on-programme assessment

Off-the-job training and related on-programme assessment is primarily focussed on the achievement of the required number of credits of the Construction Site Supervisor Apprenticeship Programme.

The delivery of the modules is through fully supported online study via the UCEM Virtual Learning Environment (VLE). This includes tutor support, access to UCEM's e-library, webinars and forums. Apprentices complete their studies with non-apprenticeship students. This delivery model provides apprentices with access to a wider student community. This typically enhances their personal development.

Technical Coaching/Review Sessions

A further element of off-the-job training is technical coaching and review. Each student is allocated a Technical Coach/Reviewer. The Technical Coach/Reviewer role is focussed

upon guiding and supporting allocated apprentices (and where relevant their employers) in order that they can successfully meet the requirements of the portfolio of evidence and be able to progress to end-point assessment. The allocated Technical Coach/Reviewer inducts each apprentice and their workplace mentor into the requirements of the portfolio of evidence and end-point assessment. This induction typically takes place between week 8 and week 12 of the programme. Thereafter, up to 8 technical coaching/review sessions are provided through to the end-point assessment gateway point. As the student nears the end-point assessment gateway, the focus of each session moves from the portfolio of evidence to preparation for end-point assessment.

End-point assessment

The end-point assessment (EPA) is the final component of the programme. The requirements of the EPA are set out in the Construction Site Supervisor Apprenticeship End-point Assessment Plan (opens new window). The EPA must be undertaken by a third-party approved end-point assessment organisation (EPAO).UCEM has no influence regarding how the EPA is undertaken. However, UCEM works closely with relevant EPAOs to ensure that students are fully supported to prepare for the EPA.

Market and internationalisation

As an English apprenticeship programme, this programme is only available to students who have the right to work in England, meet Education and Skill Funding Agency residency status requirements, are in suitable employment and spend at least 50% of their working hours in England.

Typically, students will be employed by construction sector employers; however, there is no restriction on which sector the employer operates in providing that the student will have access to relevant workplace training and development opportunities to be able to successfully complete the programme.

Support

Workplace Mentoring

All students must be allocated a suitable individual to act as a workplace mentor. Workplace mentors should be:
- employed by the same organisation as the apprentice (ideally) at a more senior level;
- occupationally a construction site supervisor; and
- up to date with construction site supervisor trends and practices.

The responsibilities of a workplace mentor are typically as follows to:
- identify and enable access to suitable workplace learning and development opportunities to ensure that the student can develop the required knowledge, skills and behaviours;
- review the student's work outputs in relation to the required knowledge, skills and behaviours, provide encouragement and constructive feedback on their performance;
- ensure that the student complies with organisational policies and guidelines;
- liaise with the student's Apprenticeship Outcomes Officer to discuss and confirm the student's progress.

The student and their workplace mentor should meet at least quarterly and preferably monthly on a one-to-one basis to review the student's progress and development needs. Records of these meetings must be kept and made available to UCEM

Apprenticeship Outcomes Officer

Each student is allocated an Apprenticeship Outcomes Officer (AOO). The AOO is the key point of contact for each apprentice and their employer. The AOOs duties include, but are not limited to:

- monitoring and overseeing the progress of each allocated apprentice including undertaking of scheduled progress reviews;

- providing information, advice and guidance to each allocated apprentice to support their personal and career progression and completion of their apprenticeship;

- providing information, advice and guidance to each allocated apprentice's employer to support, where possible, the coordination of workplace and off-the-job training;

- monitoring and overseeing the safety and wellbeing of each allocated apprentice;

- provision of, or arrangement of pastoral care for each allocated apprentice in relation to personal needs or problems.

Technical Coach/Reviewer

Each student is allocated a Technical Coach/Reviewer. The Technical Coach/Reviewer role is focussed upon guiding and supporting the student (and where relevant their employers) in order that they can successfully meet the requirements of the portfolio of evidence and be able to progress to end-point assessment. The Technical Coach/Reviewer's duties include, but are not limited to:

- induct the apprentice regarding the portfolio of evidence of knowledge, skills and behaviours requirements and how the portfolio relates to end-point assessment;

- coach and support the apprentice to meet the requirements of the portfolio of evidence, to include signposting to relevant resources;

- undertake scheduled coaching/review sessions with each allocated apprentice to support the apprentice's personal development and the completion of the portfolio of evidence and, in the later stages, preparation for end-point assessment;

- liaise with each allocated apprentice's workplace mentor and/or employer as appropriate to aid their understanding of the requirements of the portfolio of evidence and the end-point assessment; and

- liaise with other UCEM teams as appropriate in relation apprentice progression and health, safety and welfare.

Level 4 (Cert HE) award student support

1. Induction

All students are expected to complete academic induction activities before the programme commences.

The purpose of the academic induction is to begin to prepare the student for studying with UCEM. There are a variety of resources which will help the student to get started. These include tutorials regarding how to use the VLE, the UCEM e-Library

and information regarding how to join a webinar. All of this information is key to having a successful start to supported online learning with UCEM.

Resources are available to support students with referencing and how to develop good academic practice to avoid academic misconduct. A range of study skills support materials are available to apprentices.

2. Academic delivery

The Level 4 CertHE in Construction and Built Environment is taught via UCEM's Virtual Learning Environment (VLE) and academic tuition and support is provided online giving students access to UCEM academic staff and other students worldwide.

The Education Team will guide and support students' learning. Furthermore, all students who do not engage with initial assessment or the VLE will receive additional support from the Programme Team and Academic Support Tutors (see below). Each programme has a Programme Leader, as well as Module Leaders, Module Tutors to support the students throughout their time with the Programme.

3. Academic Support Tutors

Academic Support Tutors provide students with non-technical academic study support which could include:

- o Harvard Referencing;
- o Spelling, punctuation and grammar;
- o Maths skills;
- o E-library use;
- o Structuring assignments;
- o Time management;
- o Revision techniques.

4. Disability, neurodiversity, and wellbeing related support

Disability, neurodiversity, and wellbeing related support is provided via UCEM's dedicated Disability and Welfare Team.

5. Wider Student Support Services

Other UCEM professional services teams provide support for assessment submission and technical issues including ICT. UCEM's 'Student Central' portal provides the main point of contact for students for these teams throughout the duration of their programme.

6. Availability of support

UCEM staff are accessible during normal UK working hours, during which they also monitor the 24/7 forums asynchronously and provide encouragement, assistance and necessary tutor and student feedback services.

Access to the UCEM e-Library is on a 24/7 basis and UCEM has a full-time librarian during normal UK working hours.

Career Prospects

There are a range of options that apprentices may pursue after completing this programme:

- **Technician status** – the programme includes the knowledge, skills and behaviours typically required to achieve technician status with the industry's recognised professional bodies. The final assessment process for this Apprenticeship will typically be partly representative of the review process required for professional registration.

- **Level 6 Construction Site Management Apprenticeship** – students may progress on to the Level 6 Construction Site Management Apprenticeship programme. This programme includes the knowledge, skills and behaviours typically required to achieve full member or chartered status with the industry's recognised professional bodies. The final assessment process for this Apprenticeship will typically be partly representative of the review process required for professional registration.

Learning Outcomes

Having successfully completed the programme, the student will have met the following learning outcomes.

Level 4

A – Knowledge and understanding

Learning Outcomes	Relevant modules
A4.1. Recognise the basic principles that underpin the theory and practice of the construction industry.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO
A4.2. Outline the ethical, management, legal and regulatory frameworks and systems impacting on the construction industry.	LAW4RFW CON4TE1 CON4TE2 MAN4POM
A4.3. Relate environment and sustainability issues to the construction industry.	LAW4RFW CON4TE1 CON4TE2 MAN4POM CON4COP
A4.4. Explain the basic principles of property construction and workforce management.	MAN4POM CON4TE1 CON4TE2 CON4ISO CON4COP

B – Intellectual skills

Learning Outcomes	Relevant modules
B4.1. Describe the impact of sustainability on existing and new buildings.	LAW4RFW CON4TE1 CON4TE2
B4.2. Demonstrate the ability to communicate effectively in a range of formats.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO
B4.3. Develop an awareness and ability to evaluate and appraise information.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO

C – Subject practical skills

Learning Outcomes	Relevant modules
C4.1. Recognise the uses of technology in the built environment.	CON4COP CON4ISO
C4.2. Demonstrate an awareness of the context in which the construction industry operates	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO
C4.3. Use the main methods of enquiry to evaluate the appropriateness of different approaches to solving a range of tasks arising in professional practice.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO

D - Key / Transferable skills

Learning Outcomes	Relevant modules
D4.1. Record the development and planning of individual learning.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO

D4.2.	Demonstrate the development of written, numeric and communication skills.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO
D4.3.	Demonstrate various methods of communicating information.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO
D4.4.	Identify and solve problems within guided scenarios.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO
D4.5.	Develop a knowledge and understanding of the principles of sustainability.	CON4COP LAW4RFW MAN4POM CON4TE1 CON4TE2 CON4ISO

CertHE Construction and Built Environment Programme Structure

Module List

Code	Module	Level	Credits	Core/ Elective
CON4COP	Introduction to Construction Practice	4	20	Core
CON4TE1	Construction Technology 1	4	20	Core
CON4TE2	Construction Technology 2	4	20	Core
LAW4RFW	Introduction to Regulatory Frameworks	4	20	Core
MAN4POM	People and Organisational Management	4	20	Core
CON4ISO	Introduction to Site Operations	4	20	Core

Notes

Credits are part of the Credit Accumulation and Transfer System (CATS). Two UK credits are equivalent to one European Credit Transfer System (ECTS) credit.

Delivery Structure for part-time study route

Autumn (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
MAN4POM	People and Organisational Management	4
LAW4RFW	Introduction to Regulatory Frameworks	4

Year 1, Semester 2

Module Code	Module Name	Level
CON4TE1	Construction Technology 1	4
CON4COP	Introduction to Construction Practice	4

Year 2, Semester 1

Module Code	Module Name	Level
CON4ISO	Introduction to Site Operations	4
CON4TE2	Construction Technology 2	4

Spring (UK) Entry

Year 1, Semester 1

Module Code	Module Name	Level
CON4COP	Introduction to Construction Practice	4
CON4TE1	Construction Technology 1	4

Year 1, Semester 2

Module Code	Module Name	Level
MAN4POM	People and Organisational Management	4
LAW4RFW	Introduction to Regulatory Frameworks	4

Year 2, Semester 1

Module Code	Module Name	Level
CON4ISO	Introduction to Site Operations	4
CON4TE2	Construction Technology 2	4

Module Summaries

Core Modules

CON4COP Introduction to Construction Practice

This module considers the role of the Construction Supervisor in the construction and management of building projects. It explains management, resourcing and supervision of construction processes and considers the implications of time, cost, quality and sustainability within a construction project. The module seeks to give an understanding of building costs and budgets, financial controls required and monitoring of financial project progress against planned schedules.

CON4TE1 Construction Technology 1

This module provides an introduction to building, environment and technology based on simple construction, establishing a foundation of knowledge and understanding to be developed in later modules. It develops students' communication skills, enabling them to describe simple construction in a professional manner.

Simple building examples are included, such as traditional masonry construction and roof construction typical in buildings of up to three storeys. Perspectives such as sustainability are considered.

CON4TE2 Construction Technology 2

This module provides an introduction to the building and environmental technology of framed construction. Topics covered include: the principles of framed structures; design and its communication; material and component selection; construction techniques; simple environmental services; as well as more complex related issues of sustainability; legislation and fire safety. Key generic skills such as producing and understanding simple drawn information and professional report writing are introduced. Examples of framed buildings are included, such as steel, reinforced concrete and timber construction applicable to buildings with different types of usage such as commercial, industrial and residential. Perspectives such as sustainability are also considered.

LAW4RFW Introduction to Regulatory Frameworks

This module provides an introduction to the fundamental legislative and regulatory frameworks under the law in England and Wales, as it affects built environment professionals. It focuses on regulatory frameworks relating to building regulations and planning controls, inclusivity, sustainability, health and safety, hazardous materials and the role of relevant professional, statutory and regulatory bodies.

MAN4POM People and Organisational Management

This module explores the question of "what is management?" and seeks to distinguish it from leadership. It explains the role and function of management within organisations in the construction and the built environment. It also considers the role of change as a central theme as organisations seek to come to terms with issues that are constantly impacting, both positively and negatively, on the people, management and the structures of organisations.

CON4ISO Introduction to Site Operations

This module aims to develop an understanding of the practical skills associated with, managing, planning, and controlling the production of building projects. It will allow the

student to develop the theories of management and knowledge studied in previous modules, with the practical aspects of site management. Students will be encouraged to identify key areas of practice within their own working environment and to assess and evaluate processes. The students will then apply knowledge and understanding gained on the module to improve production efficiency and sustainability applied to a work-based project.

Learning, Teaching and Assessment

Learning & Teaching

Knowledge and understanding

The teaching, learning and assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). This ensures all programmes promote a logical learning journey for students. The approach adopted is student-centred learning design, that supports the educational needs of our diverse student community. Learning has been designed with flexibility in mind to support students to adopt their own learning experience best suited to their needs.

Students are taught through online learning resources available to them, including customised text material, study papers, learning activities and interactive media. These are complemented by a variety of Tutor-facilitated sessions and interactions, using a range of media for enhancement of the learning experience.

Students are encouraged to research beyond the material provided and undertake self-directed learning throughout their programme.

Intellectual skills

Learning and teaching methods are applied to enable the development of cognitive skills. These skills are aligned to those used by Construction Site Supervisors, but also meet the needs of working in other industries. These skills are developed through interaction with multi-media learning resources, self-directed learning and via participation in student-centred learning activities. The approach to assessment is tutor-guided and formative feedback on these skills is given appropriate emphasis.

Subject practical skills

Examples of subjects specific to construction site supervision include the management of the construction project in the Introduction to Site Operations module where skills are developed in managing, planning and controlling the production of building; this includes the management of health and safety. With the module relating to construction site operations within the global arena, students are encouraged to relate the topics to their own working environment.

Key/Transferable skills

The Induction module sets out the importance of transferable skills. These skills are developed through the programme, utilising study and assessment. This can be via virtual learning environment (VLE) discussion, tuition discussion, problem-solving exercises, which are conducted individually or in groups, and coursework, which provides the ideal combination to internalise these aspects though different learning methods.

Assessment

The assessment strategy for the programme is guided by the UCEM-wide Learning, Teaching and Assessment Strategy (LTAS 2020-2025). The aim of UCEM's assessments is to allow students an opportunity to demonstrate what they have learned using a range of formats and which encourage critical self-reflection linked to personal development. To support this, assessments are clearly related to module learning outcomes and the activities within the module support students in achieving these.

UCEM's practice is to require assessments to be vocationally and professionally relevant. Assessments are built that have direct application to industry standards, and that enable students to learn through real world scenarios and working practice. This involves the generation of tasks based on problems, scenarios or case studies from recent real-world situations that reflect and/or replicate the vocational requirements of the industry and the international nature of the subject matter. All elements of assessments are discipline-specific for each programme as well as supporting the acquisition and promotion of transferable skills, including research skills development.

Formative assessment and feedback opportunities are provided throughout the programme in a variety of formats to motivate guide and develop students through their learning. Students are required to complete various pieces of coursework in the modules which are assessed within set time frames. Detailed feedback is provided on tutor-assessed work, which explains how the mark was derived, what was done well and what could be improved for future assessments. Objective testing is also utilised in formative (including self-assessment) and summative assessment.

All assessment contributing to progression or award is subject to moderation policies. Moderation at UCEM is designed to reflect the quality of the student submission and the benchmark standards for the various levels of undergraduate study. Moderation of marking accords with QAA recommended best practice to ensure that marking criteria have been fairly, accurately, and consistently applied during first marking.

Assessment Diet

The types of assessments used on this programme will include coursework (such as essays, reports, portfolios, reflections, problem or short questions or video presentations), computer-based assessments, and computer marked assessments (CMAs). The exact combinations of assessment will vary from module to module; however, a basic overview can be found below.

In general, there will be 2 assessments per module. The first assessment is usually either coursework or a CMA. The second assessment is usually coursework. Some modules may have up to a maximum of 4 assessments.