

# apprenticeship FRAMEWORK

## Building Products Industry Occupations

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

### Latest framework version?

For any previous versions of this framework: [www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)

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# Building Products Industry Occupations - Non-Statutory (Wales)

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# Framework information

## Information on the Issuing Authority for this framework:

Proskills

The Apprenticeship sector for occupations in printing, mineral extraction and processing, health and safety and process and manufacturing of furniture, glass, ceramics, coatings and paper (also includes glazing, building products, wood and mining).

Issue number: 5	<b>This framework includes:</b>
Framework ID: FR02252	Level 2 <input checked="" type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 30/10/2013	<b>This framework is for use in: Wales</b>

## Short description

The Building Products Industry Occupations framework provides work based training for young people and adults to undertake key technical and practical roles in the Building Products industries.

This is a Level 2 Foundation Apprenticeship in Building Products Occupations and the minimum expected duration for completion is 12 months.

The framework contains details of the vocational qualifications, knowledge based technical qualifications, essential skills Wales (Communication & Application of Number) and employee rights and responsibilities that are required for an Apprenticeship in Building Products Industries.

Apprentices undertake training both on and off-the-job at their workplace and some training can also be undertaken away from the workplace, delivered by a local training provider or a further education college.

Progressional Apprenticeship frameworks at Level 3 and 4 are under development for both Clay and Concrete operations

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# Contact information

## Proposer of this framework

[This framework is published by Proskills UK on a non-statutory basis prior to the designation of Issuing Authorities for Wales.]

## Developer of this framework

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## Contact Details

Who is making this revision [Lisa Williamson]

Your organisation [Proskills UK]

Your email address: [

# Revising a framework

## Why this framework is being revised

[Updated contact details

## Summary of changes made to this framework

](no information)

## Qualifications removed

](no information)

## Qualifications added

](no information)

## Qualifications that have been extended

](no information)

# Purpose of this framework

## Summary of the purpose of the framework

The UK Building Products industries play a key role in the supply of essential products to the UK's construction industry including bricks, blocks, roofing, tiles, pipes and much more. The industry has an annual turnover in excess of £7.25 billion.

### The industry covers the manufacture of:

- Refractory ceramic products
- Bricks, tiles and construction products in fired clay
- Concrete and plaster products for construction purposes
- Fibre cement
- Other articles of concrete, plaster and cement
- Abrasive products
- Other non-metallic mineral products
- Ceramic insulators and insulating fittings

All of these industrial areas are covered by this Apprenticeship framework and it will be promoted as a programme of training for employees of any age to follow.

Building Products industries can be directly effected by any downturn in the UK construction sector. However, there is evidence that things are beginning to stabilise and there has been some recorded growth in construction activity over the last year.

It is not only a tough economic climate that has an impact on companies in the Building Products sector, but increased competition, changing consumer demands, advancing technologies and changing working practices all mean that it is vital to ensure the presence of appropriate training for the industry to help employers prepare their staff for the future, whilst continuing to improve their productivity and competitiveness.

Despite its great success in reducing emissions and waste in recent years, low carbon and sustainability will continue to be drivers for the Building Products industry moving forwards. Better processes and exploitation of materials will be key, as will improvements in customer service, other added-value services and health, safety and environmental issues. Multi-skilling of existing employees will be increasingly vital in both the short and medium term.

Around 22% of the employers in the Building Products sector recognise that increasing employee skills will be important over this period, and a similar proportion will be looking to increase the importance of training in their company. Around three quarters of the Building Products workforce are in larger companies, 29% of which report having skills gaps. Current

skill gaps are most common in the Process, Plant & Machine Operatives, Managerial and Skilled Trades groups, and the most common types of gaps are those relating to technical, practical, or job-specific skills. The continuing presence of a recognised Apprenticeship framework for the industry will ensure that there is suitable training provision to help to address these skills gaps.

The challenges created by competition, changing consumer demands and advancing technologies all call for a competent, capable and adaptable workforce. The Building Products Apprenticeship is designed to provide the best possible preparation for achieving skilled occupational status within the industry for both young and older workers, against the backdrop of an ever changing and increasingly demanding environment.

The new framework addresses the changing market, the operational needs of employers and the increasing amounts of legislative and regulatory compliance requirements within the industry, all of which require a competent, skilled and adaptable workforce. Training alone will not deliver the learning required by the current workforce and succession planning for both workforce development and replacement is very necessary - Apprenticeships are viewed as a vital component of any employer's action plans for succession planning.

The training and assessment provided within this Apprenticeship framework are acknowledged as a suitable mechanism to help provide a workforce that is able to take forward innovation and change. The revised framework can help offer solutions to the current and future economical, environmental and technological challenges facing Building Products industries and will help to create stability in the demography of the industry. Apprenticeships will help address the current skills gaps, and predicted future shortages, and provide a sound preparation to help fill more senior positions in the future.

The framework offers, not just young people but also older workers, the opportunity of continual professional development as they progress in their careers. The framework is part of a wider programme of work, which Proskills is undertaking to attract younger people into the Building Products sector.

Careers materials, including a dedicated careers website [www.prospect4u.co.uk](http://www.prospect4u.co.uk) promote the Building Products Industry. An ageing workforce has made Apprenticeship frameworks more important than ever as a tool for recruiting, retaining and developing appropriately skilled people within the Building Products industry.

The Building Products sector has a diverse range and scope of generic occupational areas. The job roles in the Intermediate Level 2 framework cover operational and technical occupations in both Clay and Concrete Technologies.

The purpose of this Apprenticeship framework is to provide a structure that will ensure that

training and assessment is carried out systematically and meets with the requirements of the employer, the Apprentice and all those ensuring that the programme provides added value and quality. The component parts of this Apprenticeship help meet the needs of the industry: these are essentially a sound understanding of the complexities of manufacturing processes, underpinned by skills and principles.

Progressional frameworks at Level 3 and 4 are currently under development for both Clay and Concrete.

## **Aims and objectives of this framework (Wales)**

The aim of this framework is to continue to meet the current skills gaps and changing skills needs of employers in Building Products Industries by attracting new recruits from a range of diverse backgrounds and to upskill the existing workforce to ensure that they have the required skills, knowledge and experience to help businesses to remain competitive, profitable and responsive to change.

### **The objectives of this framework are:**

- To contribute to the tackling of the intermediate skills gaps in Wales, by expanding our Building Products Occupations Apprenticeship numbers to create a modern class of technicians. They will have transferable skills, gained as a result of both academic study and practical on-the-job experience.
- To attract new recruits into Building Products Industries from a range of diverse backgrounds to address current skills gaps in the industry and to increase the number of previously unrepresented groups (women, ethnic minorities and those with a disability) It also aims to meet the specific challenges of an ageing workforce.
- To provide opportunities for existing staff in Building Products industries to upskill to equip them with the necessary skills and knowledge to face the many challenges facing the industry and that they can respond effectively to the changes in developing new products, new markets, technological advances and legal and environmental requirements.
- To provide quality, sector specific skills development for those who wish to attain the highest possible standards within their chosen occupational area and provide progressional opportunities to facilitate them working to their greatest potential.

To provide career progression into employment at higher levels within Building Products industries or, for those who wish to pursue additional learning, in a Further or Higher Education arena.]

# Entry conditions for this framework

The selection process for all Building Products employers is likely to include an interview to ensure that potential Apprentices have selected the right framework to meet both their needs and those of the employer.

This process provides an opportunity for employers and Apprentice applicants to consider, discuss and assess an individual's prior learning, experience and interests. An employer can then identify where this may be suitable as an appropriate foundation for undertaking the selected Apprenticeship and the individual's potential to successfully complete the framework. Where appropriate, they can also use this initial interview process as a way of tailoring the programme to meet individual learning and support needs.

Apprenticeship applicants are welcomed from a range of diverse backgrounds and it is anticipated that they may have a range of differing experiences, achievements and/or qualifications. The demonstration of relevant, transferable prior learning will form an important part of any employer's Apprentice selection process. There is a possibility that much of the evidence presented for previous achievements and/or qualifications can be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfers, where this is possible.

Examples of requirements that will be considered as a suitable basis for entry to the framework include:

- Previous work experience or employment, supported by a portfolio of evidence **or**
- Voluntary or community based work **or**
- Proof of completion of non-accredited courses **or**
- Achievement of Awards, Certificates or Diplomas in a related industry such as Manufacturing, Engineering, Construction or Creative industries **or**
- Achievement of a 14-19 Diploma in Manufacturing & Product Design or Construction & the Built Environment or Creative and Media **or**
- Welsh Baccalaureate - Foundation, Intermediate or Advanced Diploma **or**
- GCSEs in English, Maths and Science

Literacy and numeracy skills are highly desirable, and this Building Products Foundation Level Apprenticeship framework does facilitate the development of these skills and learning support can

be tailored to provide Apprentices with the individual assistance they require. Employers are especially interested in applicants who can demonstrate a positive, “can do” attitude with a willingness to work hard and develop new skills and knowledge.

Work in Building Products industries varies greatly according to the employer's business. Some processes are highly automated whilst others are still carried out by hand. Many Building Products roles require manual skills, lifting and handling heavy equipment (although many factories do have lifting devices) and spending long periods standing; so physical fitness is important. Some work functions may be carried out outdoors.

Apprentices should be aware that, for many of the job roles within Building Products industries they will be required to work in a factory based environment. The range of job roles available is very varied and ranges from those requiring very traditional manual skills to ones which are controlled and monitored by sophisticated technology systems and involve both basic and complex manufacturing processes. Many roles involve repetitive processes that require both patience and good attention to detail. Overtime, shift work and weekend working may be required by some employers.

|

# Level 2

Title for this framework at level 2

## Foundation Level Apprenticeship in Building Products Industry Occupations

Pathways for the framework at level 2:

- |            |  |
|------------|--|
| Pathway 1: | Production Operations - Multi-Skilled (Clay)         |
| Pathway 2: | Stockyard Operations (Clay)                          |
| Pathway 3: | Pre-Cast and Pre-Stressed Unit Operations (Concrete) |
| Pathway 4: | Stockyard Operations (Concrete)                      |

# Level 2, Pathway 1: Production Operations - Multi-Skilled (Clay)

## Description of this pathway

Production Operations - Multi-Skilled (Clay)

(Total Credit Value = 136)

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

There are no additional requirements other than the general entry conditions.



Job title(s)	Job role(s)
Extruder Operator	Monitors and operates the extrusion machinery to maintain the optimum feed of freshly mixed material to the pressing process.
Press Operator	Oversees the correct operation of the pressing machinery for the manufacture of Bricks, Tiles, Pipes and other Building products, resolves problems and carries out routine maintenance.
Forming Process Operator	Oversees the correct operation of the crushing and rolling machinery which combines the clay in the correct proportions for the production line. Resolves machine problems and carries out routine maintenance.
Setter	Sets the clay building product, in various configurations, on the kiln car ready for drying/firing. This role involves quality control of the wet product.
De-hacker	Unloads the fired product from kiln cars and stacks the finished product ready for packaging and dispatch. This role also involves quality control of the finished product.

# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 2 Diploma in Multi-Station Production Operations for the Building Products Industry

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/4114/6	PAA/VQSET	110	648-726	N/A

## Knowledge qualifications available to this pathway

### K1 – Level 2 Certificate In Clay Building Products

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/1791/0	PAA/VQSET	14	64	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

**COMPETENCE:** Learners must achieve 11 Mandatory Units and 3 Optional Units; 1 Optional Unit to be taken from Option Group 1 and 2 Optional Units to be taken from Option Group 2.

NB: Knowledge and competence units must be taken together i.e. if 'Contribute to Sustainability...' is chosen, 'How to Contribute to Sustainability...' must also be completed, and vice-versa.

**KNOWLEDGE:** Apprentices must achieve all 6 mandatory units. |

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☐   **NO**   ☒

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PATHWAY:

There are no pre-defined routes of entry into the Building Products Occupations Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Building Products sector careers are widely available and all provide a good basis for entry to this pathway.

The Welsh Baccalaureate, any learning undertaken as part of the Welsh 14-19 Pathways programme or any other relevant programmes, that combine academic and vocational training, are recognised routes into an Apprenticeship framework. GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Building Products industry employers, along with English, Mathematics, IT and Business Studies.

There is a possibility that many of these may be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfer, where this is possible.

The Foundation/Higher Diploma in Manufacturing and Product Design will provide an excellent route into the Building Products sector. In addition, the Construction and Built Environment Foundation/Higher Diploma also provides an excellent platform for individuals interested in progression into the Building Products industry.

Some entry level jobs in the Building Products industry can be offered without qualifications, if a good impression is created at interview. Showing enthusiasm, good communication skills, providing proof of a mature attitude and problem solving skills will all help an Apprenticeship application and an Apprentice's successful completion of the framework. Many of the required skills can be developed while an Apprentice is employed if they have the right attitude. Previous work experience in the Building Products industry, or a related discipline, is also a valuable foundation for entry into this pathway.

Many Building Products manufacturing jobs, require manual skills and involve working with your hands, handling heavy equipment, and spending long periods standing; so physical fitness is important. Apprentices should be aware that, for many of the job roles within Building Products industries they will be required to work in a factory based environment.

The range of job roles available is very varied and ranges from those requiring more traditional manual skills to ones which are controlled and monitored by sophisticated technology systems, involving both basic and complex manufacturing processes. Many job roles involve repetitive processes that require both patience and good attention to detail. Overtime, shift work and weekend working may be required by some employers and some work functions may be performed outdoors. Much of the work relies heavily on teamwork and good communication skills and these are highly valued by Building Products employers.

#### **PROGRESSION FROM THIS PATHWAY INCLUDES:**

- Continuing to develop your craft and technical skills and experience in Building Products Occupations and striving to "be the best" in your chosen occupational route and have pride in your work.
- Participating in relevant in-house company training or external learning, where available and/or offered.
- Broadening and developing your skill base by progression into other job roles within the Building Products industry - "horizontal progression"
- Progressing into higher level jobs within the Building Products industry such as Shift Manager/ Supervisor, Senior Technician, Kiln/Dryer Controller or into other functional areas such as research and developing product ranges and production methods, marketing, sales, planning, procurement, finance or warehouse and distribution.
- Undertaking the Level 3 Certificate in Clay Technology.
- Undertaking related Construction sector qualifications, for on-site work.
- Undertaking related Engineering sector qualifications.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design, Construction and the Built Environment.
- Undertaking Assessor and Verifier qualifications.
- Progressing to Level 4 Foundation Degree in Clay Technology. **Entry to this will require additional study to be undertaken.**

Take a closer look at your career options and progression opportunities in Building Products Industries by visiting: [www.prospect4u.co.uk/](http://www.prospect4u.co.uk/)

]

#### **UCAS points for this pathway:**

[Framework Developer to complete with relevant info]

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☒    **NO**    ☐

## Delivery and assessment

**It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.**

**The 9 required national outcomes/standards for ERR are that an Apprentice:**

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well.
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer.
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities.
4. Knows and understands the role played by their occupation within their organisation and industry.
5. Has an informed view of the types of career pathways that are open to them.
6. Knows the types of representative bodies relevant to their industry and organisation, and their main roles and responsibilities.
7. Knows where and how to get information and advice on their industry, occupation, training and career.
8. Can describe and work within their organisation's principles and codes of practice.
9. Recognises and can form a view on issues of public concern that affect their organisation



and industry.

As part of this framework, ERR is required to be formally delivered and assessed. However, this does not need to be by the achievement of an accredited QCF unit. Employer Induction processes will play a central role in the delivery of ERR and this can be supported, and evidenced by, the use of an ERR workbook. Completed workbooks will be formally signed off by the Apprentice, their Employer and Provider and can be used as a mode of assessment to confirm an Apprentice's knowledge and understanding of their employee rights and responsibilities.

A copy of a suitable ERR workbook for the Building Products Industry is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

Successful achievement of all 9 ERR national standards must be demonstrated and evidenced at the point of certification by the Assessor's completion of a verification sign off sheet confirming that all 9 ERR outcomes have been successfully achieved, demonstrated and evidenced by the Apprentice. If the Proskills ERR booklet is used, there is a suitable sign off sheet at the back of the booklet which, once appropriately signed and dated, is acceptable evidence for certification purposes. Alternatively, a separate ERR completion declaration form is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum 280 Guided Learning Hours (GLH) per year requirement for this pathway.**

*Note: If a Provider wishes to deliver and demonstrate achievement of ERR by an Apprentice's completion of an accredited QCF unit, then the following unit would be suitable:*

Unit Title: Employment Rights and Responsibilities in the Process and Manufacturing Industries

Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

**NOTE: QCF units for ERR are also available from other Awarding Organisations**

# Level 2, Pathway 2: Stockyard Operations (Clay)

## Description of this pathway

Stockyard Operations (Clay)

**Total Credit Value = 65**

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

*(no information)*

Job title(s)	Job role(s)
Stockyard Operative	Manage the stock and pick, check and load finished building products for distribution.

# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 2 Diploma in Stockyard Operations for the Building Products Industry

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/4097/X	PAA/VQSET	39	155-170	N/A

## Knowledge qualifications available to this pathway

### K1 – Level 2 Certificate in Clay Building Products

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/1791/0	PAA/VQSET	14	64	N/A

## Combined qualifications available to this pathway

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N/A

## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

**COMPETENCE:** Learners must achieve 9 Mandatory Units and 4 Optional Units; 2 Optional Units to be taken from Option Group 1 and 2 Optional Units to be taken from Option Group 2.

NB: Knowledge and competence units must be taken together i.e. if 'Contribute to Sustainability...'

is chosen, 'How to Contribute to Sustainability...' must also be completed, and vice-versa.

**KNOWLEDGE:** Apprentices must achieve all 6 Mandatory Units.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☐   **NO**   ☒

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PATHWAY:

There are no pre-defined routes of entry into the Building Products Occupations Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Building Products sector careers are widely available and all provide a good basis for entry to this pathway.

The Welsh Baccalaureate, any learning undertaken as part of the Welsh 14-19 Pathways programme or any other relevant programmes, that combine academic and vocational training, are recognised routes into an Apprenticeship framework. GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Building Products industry employers, along with English, Mathematics, IT and Business Studies.

There is a possibility that many of these may be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfer, where this is possible.

The Foundation/Higher Diploma in Manufacturing and Product Design will provide an excellent route into the Building Products sector. In addition, the Construction and Built Environment Foundation/Higher Diploma also provides an excellent platform for individuals interested in progression into the Building Products industry.

Some entry level jobs in the Building Products industry can be offered without qualifications, if a good impression is created at interview. Showing enthusiasm, good communication skills, providing proof of a mature attitude and problem solving skills will all help an Apprenticeship application and an Apprentice's successful completion of the framework. Many of the required skills can be developed while an Apprentice is employed if they have the right attitude. Previous work experience in the Building Products industry, or a related discipline, is also a valuable foundation for entry into this pathway.

Many Building Products manufacturing jobs, require manual skills and involve working with your hands, handling heavy equipment, and spending long periods standing; so physical fitness is important. Apprentices should be aware that, for many of the job roles within Building Products industries they will be required to work in a factory based environment. The range of job roles



available is very varied and ranges from those requiring more traditional manual skills to ones which are controlled and monitored by sophisticated technology systems, involving both basic and complex manufacturing processes. Many job roles involve repetitive processes that require both patience and good attention to detail. Overtime, shift work and weekend working may be required by some employers and some work functions may be performed outdoors. Much of the work relies heavily on teamwork and good communication skills and these are highly valued by Building Products employers.

#### **PROGRESSION FROM THIS PATHWAY INCLUDES:**

- Continuing to develop your craft and technical skills and experience in Building Products Occupations and striving to "be the best" in your chosen occupational route and have pride in your work.
- Participating in relevant in-house company training or external learning, where available and/or offered.
- Broadening and developing your skill base by progression into other job roles within the Building Products industry - "horizontal progression"
- Progressing into higher level jobs within the Building Products industry such as Shift Manager/ Supervisor, Senior Technician, Kiln/Dryer Controller or into other functional areas such as research and developing product ranges and production methods, marketing, sales, planning, procurement, finance or warehouse and distribution.
- Undertaking the Level 3 Certificate in Clay Technology.
- Undertaking related Construction sector qualifications, for on-site work.
- Undertaking related Engineering sector qualifications.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design, Construction and the Built Environment.
- Undertaking Assessor and Verifier qualifications.
- Progressing to Level 4 Foundation Degree in Clay Technology. Entry to this will require additional study to be undertaken.

Take a closer look at your career options and progression opportunities in Building Products Industries by visiting: <http://www.prospect4u.co.uk>

UCAS points for this pathway:

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☒    **NO**    ☐

## Delivery and assessment

It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.

The 9 required national outcomes/standards for ERR are that an Apprentice:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well.
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer.
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities.
4. Knows and understands the role played by their occupation within their organisation and industry.
5. Has an informed view of the types of career pathways that are open to them.
6. Knows the types of representative bodies relevant to their industry and organisation, and their main roles and responsibilities.
7. Knows where and how to get information and advice on their industry, occupation, training and career.
8. Can describe and work within their organisation's principles and codes of practice.
9. Recognises and can form a view on issues of public concern that affect their organisation

and industry.

As part of this framework, ERR is required to be formally delivered and assessed. However, this does not need to be by the achievement of an accredited QCF unit. Employer Induction processes will play a central role in the delivery of ERR and this can be supported, and evidenced by, the use of an ERR workbook. Completed workbooks will be formally signed off by the Apprentice, their Employer and Provider and can be used as a mode of assessment to confirm an Apprentice's knowledge and understanding of their employee rights and responsibilities.

A copy of a suitable ERR workbook for the Building Products Industry is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

Successful achievement of all 9 ERR national standards must be demonstrated and evidenced at the point of certification by the Assessor's completion of a verification sign off sheet confirming that all 9 ERR outcomes have been successfully achieved, demonstrated and evidenced by the Apprentice. If the Proskills ERR booklet is used, there is a suitable sign off sheet at the back of the booklet which, once appropriately signed and dated, is acceptable evidence for certification purposes. Alternatively, a separate ERR completion declaration form is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum 280 Guided Learning Hours (GLH) per year requirement for this pathway.**

Note: If a Provider wishes to deliver and demonstrate achievement of ERR by an Apprentice's completion of an accredited QCF unit, then the following unit would be suitable:

Unit Title: Employment Rights and Responsibilities in the Process and Manufacturing Industries

Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

**NOTE: QCF units for ERR are also available from other Awarding Organisations**

# Level 2, Pathway 3: Pre-Cast and Pre-Stressed Unit Operations (Concrete)

## Description of this pathway

Pre-Cast and Pre-Stressed Unit Operations (Concrete)

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Pre-Cast Unit Operative	Produce pre-cast concrete products to specification for use in various applications, whilst conforming to all the relevant health, safety and environmental legislation.
Pre-Stressed Unit Operative	Produce pre-stressed concrete products to specification for use in various applications, whilst conforming to all the relevant health, safety and environmental legislation.

# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 2 Certificate In Pre-cast and Pre-stressed Concrete Unit Manufacture

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/4120/1	PAA/VQSET	25	69-84	N/A

### C1 – MPQC Level 2 Certificate in Precast and Prestressed Concrete Unit Manufacture (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/4716/1	Mineral Products Qualifications Council	25	69-84	N/A

## Knowledge qualifications available to this pathway

### K1 – Level 2 Award In Principles of Pre-Cast Concrete Operations

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2406/9	PAA/VQSET	10	37	N/A

## Combined qualifications available to this pathway

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N/A

## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1 and C2

**COMPETENCE:** Learners must achieve 12 Mandatory Units and 10 Optional Units. 6 Optional Units must be taken from 3 of the Option Groups 1a-f; and 4 Optional Units must be taken from 2 of the Option Groups 2a-e. Both units must be completed from each chosen Option Group.

**KNOWLEDGE:** Learners must achieve **10 Credits** from 5 Mandatory Units.



# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**   ☐    **NO**   ☒

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PATHWAY:

There are no pre-defined routes of entry into the Building Products Occupations Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Building Products sector careers are widely available and all provide a good basis for entry to this pathway.

The Welsh Baccalaureate, any learning undertaken as part of the Welsh 14-19 Pathways programme or any other relevant programmes, that combine academic and vocational training, are recognised routes into an Apprenticeship framework. GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Building Products industry employers, along with English, Mathematics, IT and Business Studies.

There is a possibility that many of these may be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfer, where this is possible.

The Foundation/Higher Diploma in Manufacturing and Product Design will provide an excellent route into the Building Products sector. In addition, the Construction and Built Environment Foundation/Higher Diploma also provides an excellent platform for individuals interested in progression into the Building Products industry.

Some entry level jobs in the Building Products industry can be offered without qualifications, if a good impression is created at interview. Showing enthusiasm, good communication skills, providing proof of a mature attitude and problem solving skills will all help an Apprenticeship application and an Apprentice's successful completion of the framework. Many of the required skills can be developed while an Apprentice is employed if they have the right attitude. Previous work experience in the Building Products industry, or a related discipline, is also a valuable foundation for entry into this pathway.

Many Building Products manufacturing jobs, require manual skills and involve working with your hands, handling heavy equipment, and spending long periods standing; so physical fitness is important. Apprentices should be aware that, for many of the job roles within Building Products industries they will be required to work in a factory based environment. The range of job roles

available is very varied and ranges from those requiring more traditional manual skills to ones which are controlled and monitored by sophisticated technology systems, involving both basic and complex manufacturing processes. Many job roles involve repetitive processes that require both patience and good attention to detail. Overtime, shift work and weekend working may be required by some employers and some work functions may be performed outdoors. Much of the work relies heavily on teamwork and good communication skills and these are highly valued by Building Products employers.

### **PROGRESSION FROM THIS PATHWAY INCLUDES:**

- Continuing to develop your craft and technical skills and experience in Concrete Products Occupations and striving to "be the best" in your chosen occupational route and have pride in your work.
- Participating in relevant in-house company training or external learning, where available and/or offered.
- Broadening and developing your skill base by progression into other job roles within the Concrete Products industry - "horizontal progression"
- Progressing into higher level jobs within the Concrete Products industry such as Shift Manager/ Supervisor, Senior Technician, Kiln/Dryer Controller or into other functional areas such as research and developing product ranges and production methods, marketing, sales, planning, procurement, finance or warehouse and distribution.
- Undertaking related Construction sector qualifications, for on-site work.
- Undertaking related Engineering sector qualifications.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design, Construction and the Built Environment.
- Undertaking suitable professional qualifications available through the British Precast Concrete Society, The Institute of Concrete Technology and the Concrete Society.
- Undertaking Assessor and Verifier qualifications.

Take a closer look at your career options and progression opportunities in Building Products Industries by visiting: <http://www.prospect4u.co.uk>

### **UCAS points for this pathway:**

Framework Developer to complete with relevant info

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☒    **NO**    ☐

## Delivery and assessment

It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.

**The 9 required national outcomes/standards for ERR are that an Apprentice:**

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well.
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer.
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities.
4. Knows and understands the role played by their occupation within their organisation and industry.
5. Has an informed view of the types of career pathways that are open to them.
6. Knows the types of representative bodies relevant to their industry and organisation, and their main roles and responsibilities.
7. Knows where and how to get information and advice on their industry, occupation, training and career.
8. Can describe and work within their organisation's principles and codes of practice.
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

As part of this framework, ERR is required to be formally delivered and assessed. However, this does not need to be by the achievement of an accredited QCF unit. Employer Induction processes will play a central role in the delivery of ERR and this can be supported, and evidenced by, the use of an ERR workbook. Completed workbooks will be formally signed off by the Apprentice, their Employer and Provider and can be used as a mode of assessment to confirm an Apprentice's knowledge and understanding of their employee rights and responsibilities.

A copy of a suitable ERR workbook for the Building Products Industry is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

Successful achievement of all 9 ERR national standards must be demonstrated and evidenced at the point of certification by the Assessor's completion of a verification sign off sheet confirming that all 9 ERR outcomes have been successfully achieved, demonstrated and evidenced by the Apprentice. If the Proskills ERR booklet is used, there is a suitable sign off sheet at the back of the booklet which, once appropriately signed and dated, is acceptable evidence for certification purposes. Alternatively, a separate ERR completion declaration form is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum 280 Guided Learning Hours (GLH) per year requirement for this pathway.**

Note: If a Provider wishes to deliver and demonstrate achievement of ERR by an Apprentice's completion of an accredited QCF unit, then the following unit would be suitable:

Unit Title: Employment Rights and Responsibilities in the Process and Manufacturing Industries

Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

**NOTE: QCF units for ERR are also available from other Awarding Organisations**

# Level 2, Pathway 4: Stockyard Operations (Concrete)

## Description of this pathway

Stockyard Operations (Concrete)

**Total Credit Value = 64**

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Stockyard Operative	Manage the stock and pick, check and load finished concrete products for distribution. Movement of large, heavy items may require the use of cranes.



# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 2 Diploma in Stockyard Operations for the Pre-Cast and Pre-Stressed Concrete Operations

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/4263/1	PAA/VQSET	42	131-177	N/A

## Knowledge qualifications available to this pathway

### K1 – Level 2 Award In Principles of Pre-Cast Concrete Operations

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2406/9	PAA/VQSET	10	37	N/A

## Combined qualifications available to this pathway

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N/A

## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

**COMPETENCE:** Learners must achieve the 7 Mandatory Units and all Units must be completed from 4 of the Option Groups 1a-l; and all Units must be completed from 2 of the Option Groups 2a-e.

**KNOWLEDGE:** Learners must achieve **10 Credits** from 5 Mandatory Units.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**    ☐    **NO**    ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**   ☐    **NO**   ☒

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PATHWAY:

There are no pre-defined routes of entry into the Building Products Occupations Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Building Products sector careers are widely available and all provide a good basis for entry to this pathway.

The Welsh Baccalaureate, any learning undertaken as part of the Welsh 14-19 Pathways programme or any other relevant programmes, that combine academic and vocational training, are recognised routes into an Apprenticeship framework. GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Building Products industry employers, along with English, Mathematics, IT and Business Studies.

There is a possibility that many of these may be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfer, where this is possible.

The Foundation/Higher Diploma in Manufacturing and Product Design will provide an excellent route into the Building Products sector. In addition, the Construction and Built Environment Foundation/Higher Diploma also provides an excellent platform for individuals interested in progression into the Building Products industry.

Some entry level jobs in the Building Products industry can be offered without qualifications, if a good impression is created at interview. Showing enthusiasm, good communication skills, providing proof of a mature attitude and problem solving skills will all help an Apprenticeship application and an Apprentice's successful completion of the framework. Many of the required skills can be developed while an Apprentice is employed if they have the right attitude. Previous work experience in the Building Products industry, or a related discipline, is also a valuable foundation for entry into this pathway.

Many Building Products manufacturing jobs, require manual skills and involve working with your hands, handling heavy equipment, and spending long periods standing; so physical fitness is important. Apprentices should be aware that, for many of the job roles within Building Products industries they will be required to work in a factory based environment. The range of job roles

available is very varied and ranges from those requiring more traditional manual skills to ones which are controlled and monitored by sophisticated technology systems, involving both basic and complex manufacturing processes. Many job roles involve repetitive processes that require both patience and good attention to detail. Overtime, shift work and weekend working may be required by some employers and some work functions may be performed outdoors. Much of the work relies heavily on teamwork and good communication skills and these are highly valued by Building Products employers.

### **PROGRESSION FROM THIS PATHWAY INCLUDES:**

- Continuing to develop your craft and technical skills and experience in Concrete Products Occupations and striving to "be the best" in your chosen occupational route and have pride in your work.
- Participating in relevant in-house company training or external learning, where available and/or offered.
- Broadening and developing your skill base by progression into other job roles within the Concrete Products industry - "horizontal progression"
- Progressing into higher level jobs within the Concrete Products industry such as Shift Manager/ Supervisor, Senior Technician, Kiln/Dryer Controller or into other functional areas such as research and developing product ranges and production methods, marketing, sales, planning, procurement, finance or warehouse and distribution.
- Undertaking related Construction sector qualifications, for on-site work.
- Undertaking related Engineering sector qualifications.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design, Construction and the Built Environment.
- Undertaking suitable professional qualifications available through the British Precast Concrete Society, The Institute of Concrete Technology and the Concrete Society.
- Undertaking Assessor and Verifier qualifications.

Take a closer look at your career options and progression opportunities in Building Products Industries by visiting: <http://www.prospect4u.co.uk>

### **UCAS points for this pathway:**

Framework Developer to complete with relevant info

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?    **YES**    ☒    **NO**    ☐

## Delivery and assessment

It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.

**The 9 required national outcomes/standards for ERR are that an Apprentice:**

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well.
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer.
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities.
4. Knows and understands the role played by their occupation within their organisation and industry.
5. Has an informed view of the types of career pathways that are open to them.
6. Knows the types of representative bodies relevant to their industry and organisation, and their main roles and responsibilities.
7. Knows where and how to get information and advice on

their industry, occupation, training and career.

8. Can describe and work within their organisation's principles and codes of practice.
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

As part of this framework, ERR is required to be formally delivered and assessed. However, this does not need to be by the achievement of an accredited QCF unit. Employer Induction processes will play a central role in the delivery of ERR and this can be supported, and evidenced by, the use of an ERR workbook. Completed workbooks will be formally signed off by the Apprentice, their Employer and Provider and can be used as a mode of assessment to confirm an Apprentice's knowledge and understanding of their employee rights and responsibilities.

A copy of a suitable ERR workbook for the Building Products Industry is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

Successful achievement of all 9 ERR national standards must be demonstrated and evidenced at the point of certification by the Assessor's completion of a verification sign off sheet confirming that all 9 ERR outcomes have been successfully achieved, demonstrated and evidenced by the Apprentice. If the Proskills ERR booklet is used, there is a suitable sign off sheet at the back of the booklet which, once appropriately signed and dated, is acceptable evidence for certification purposes. Alternatively, a separate ERR completion declaration form is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum 280 Guided Learning Hours (GLH) per year requirement for this pathway.**

Note: If a Provider wishes to deliver and demonstrate achievement of ERR by an Apprentice's completion of an accredited QCF unit, then the following unit would be suitable:

Unit Title: Employment Rights and Responsibilities in the Process and Manufacturing Industries Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

**NOTE: QCF units for ERR are also available from other Awarding Organisations**



# How equality and diversity will be met

## OVERVIEW

The delivery of an Apprenticeship framework must be in environments that are free from prejudice and discrimination where all learners can contribute fully and feel that their contribution to the industry is valued. There must be no discriminatory practices in the selection and recruitment of Apprentices to this programme. It is available to all people, regardless of age, gender, ethnic origin, religion/belief, sexual orientation or disability, who meet the stated selection criteria.

This Building Products Apprenticeship aims to promote diversity, opportunity and inclusion by offering a high-quality learning opportunity to all who meet the required entry conditions.

## ISSUES

A recent Labour Force Survey shows that the majority of the current Building Products workforce is full time and directly employed. The largest occupational groups in the industry are process, plant and machine operatives, skilled trades occupations and managers and senior officials. 87% of the workforce is male, only 16% of employees have a disability and nearly 70% are over 35 years old.

The Building Products industries operates an open recruitment policy but is currently not attracting, in sufficient numbers, females, applicants from black and minority ethnic groups or those with a difficulty or disability. The industry recognises that it is not making the most of this pool of untapped talent, which could help the Ceramics industry to meet their skills gaps and shortages.

Another key challenge for Building Products industries is that their current workforce is ageing, with a particular shortfall of employees aged 16-24 (currently only 7% of workforce). Effective succession planning needs to start now in order to meet future gaps in the workforce as older workers leave the industry - attracting younger people into the industry will be key to addressing this issue.

## **BARRIERS**

The reasons for the imbalances in the current make up of Building Products industries workforces are largely down to its historical poor image and a misconception that jobs in the process manufacturing industries involve heavy, dirty, dangerous and manual work. The wide range of challenging and varied career opportunities within Building Products industries are not widely known. It is not currently a career of choice for many first time job seekers or for those considering a career change. This is especially so in the case of young people.

However, the Building Products industry of the 21st Century is very dynamic and progressive and makes good use of cutting edge technology and processes whilst, at the same time, retaining many of the traditional skills and processes. The industry needs to raise awareness of its innovativeness and diversity and to overcome the current misconceptions. The industry has an excellent safety record.

## **ACTIONS**

Entry to a career in any of the Building Products industries is non-exclusive and there are no significant barriers to entry and progression within any of its occupational roles. As a way of addressing the issue of attracting young people into the industry, Proskills has developed a number of Schools Into Industry Programmes. These are industry-backed programmes designed to educate and engage young people in the world of process manufacturing and to raise awareness of the exciting and challenging career opportunities available within these industries.

DigIT! to BuildIT! is an industry-based project and competition for schools, which is mapped to the national curriculum and Diplomas. It familiarises students with the Building Products industry through researching and designing products, and investigating different aspects of the industry – from the manufacture of different types of building products (bricks, blocks, tiles) to their many uses. For more information please visit: [www.proskills.co.uk/schools-competitions](http://www.proskills.co.uk/schools-competitions).

This schools initiative is seen as being a key contributor to increasing awareness of the complexity and diversity of career opportunities within Building Products industries and attracting greater numbers of school leavers into the industry.

The schools into industry programmes are currently running very

successfully in England and, following a number of pilot schemes, there are plans to make them available to schools in Wales.

The Proskills career website [www.prospect4u.co.uk](http://www.prospect4u.co.uk) has been developed to help raise the profile and set the skills standards and qualifications for the process and manufacturing sector and ensures that the skills system delivers against the current and future needs of the industries it represents.

The process and manufacturing sector, which includes Building Products, is full of exciting and rewarding career opportunities and this website helps individuals to find all the information they need about getting started in any of these innovative industries.

Proskills regularly attend regional and national careers fairs and skills events to promote Apprenticeships. This provides an ideal opportunity to actively address equality and diversity issues within all of their industries.

The Foundation Level 2 Building Products Apprenticeship is seen as a vital route to encourage and facilitate a greater diversity of individuals into the industry and a current marketing plan is in place to widely promote Apprenticeships and to increase take-up figures by raising awareness of the opportunities available within this exciting and developing industry. It is also suitable for those already working in the industry and offers an opportunity for individuals to develop and expand their skills and knowledge, facilitate and encourage their progression within the industry and to contribute to workforce retention and succession planning.

In order to encourage and facilitate career progression and workforce retention, Apprenticeship frameworks at Level 3 and 4 are currently under development, for both Clay and Concrete.

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# On and off the job training

## Summary of on- and off-the-job training

### LEGAL REQUIREMENT

The Specification of Apprenticeship Standards for Wales (SASW) states that an Apprenticeship framework must specify the minimum number of on-the-job training hours and the minimum number of off-the-job training hours an Apprentice must receive to complete the framework and how these are to be evidenced.

**An Apprenticeship framework must specify that on-and off-the-job training must either have been received:**

Whilst working under an Apprenticeship Agreement;

**or**

During a qualifying period ending on the date of application for an Apprenticeship Certificate. A qualifying period of five years is recommended, but to meet the needs of their sector, frameworks may set a shorter or longer timescale than five years as the qualifying period.

Within Wales no distinction is made between whether the on-the-job or off-the-job training hours relate to the competencies qualification or the technical knowledge qualification: what is important is that a framework gives both the prospective apprentice and the employer an accurate indication of the nature of the learning commitment required to complete the framework and become competent.

### **All On and Off The Job training should:**

- Be planned, reviewed and evaluated jointly between the Apprentice and a tutor, teacher, workplace supervisor or manager and, where relevant, the Apprentice's coach or mentor.
- Allow the Apprentice access to support from a tutor, teacher, mentor or manager, as and when required by the Apprentice.
- Be completed while working under an Apprenticeship Agreement and delivered during contracted working hours.
- Be delivered through one or more of the following methods: individual and group teaching, distance learning, e-learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study.
- Be systematically and formally recorded. For example, in a log book or diary, completed attendance records or on an electronic/online recording system, witness testimonies or video recordings.

The minimum recommended **TOTAL LEARNING HOURS (LH )** for each pathway in the Foundation Level 2 Building Products framework are as follows:

Pathway 1 Production Operations - Multi-Skilled (Clay): **966**

Pathway 2 Stockyard Operations (Clay): **473**

Pathway 3 Pre-Cast and Pre-Stressed Unit Operations (Concrete): **360** (this LH requirement is the

same for both competency qualifications)

Pathway 4 Stockyard Operations (Concrete): **422** |

## Off-the-job training

### OFF THE JOB TRAINING HOURS

**OFF THE JOB** training is defined as time for learning activities which take place outside of normal work duties. Off-the-job training may include any activity where an Apprentice receives any form of instruction, tuition, assessment or progress reviews. For example, (but not exclusively) private study, coaching, mentoring, e-learning, distance learning or classroom training may count as off-the-job training.

An Apprenticeship framework may specify that off-the-job training undertaken before the Apprentice started their Apprenticeship may count towards the off-the-job training required for the Apprenticeship if it was undertaken in relation to an accredited qualification contained in the framework for which an Apprenticeship Certificate is to be applied for.

### OFF THE JOB LEARNING HOURS (LH) FOR ALL PATHWAYS IN LEVEL 2 FOUNDATION APPRENTICESHIP:

**Pathway 1 Production Operations - Multi-Skilled (Clay):** For this pathway, an Apprentice will need to complete a recommended **minimum of 278 LH off the job**.

**Pathway 2 Stockyard Operations (Clay):** For this pathway, an Apprentice will need to complete a recommended **minimum of 278 LH off the job**.

**Pathway 3 Pre-Cast and Pre-Stressed Unit Operations (Concrete):** For this pathway, an Apprentice will need to complete a recommended **minimum of 251 LH off the job**. both competency qualifications have the same requirements

**Pathway 4 Stockyard Operations (Concrete):** For this pathway, an Apprentice will need to complete a recommended **minimum of 251 LH off the job**.

### How this requirement will be met

**OFF THE JOB** training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the individual Apprentice. As such, the stated minimum requirement of hours for off the job learning may be reduced accordingly. However, the minimum hours required in total for off the job training for this framework must still be able to be verified as part of the certification process.

### PREVIOUS ATTAINMENT

If a learner enters an Apprenticeship Agreement having previously attained part, or all, of the relevant qualifications contained therein, then this prior learning need can be recognised using either a QCF Credit transfer (where appropriate) or through recording of exemptions for certificated learning that is outside of the QCF. For example, Principal Learning qualifications. For learners that have previously achieved the relevant qualifications, they must have attained these **within 3 years** of applying for the Level 2 Foundation Apprenticeship Certificate. This is to ensure the currency of their

previous attainment.

## PREVIOUS EXPERIENCE

If a learner enters an Apprenticeship Agreement with previous work-related experience, this prior learning needs to be recognised but, in order to count towards an Apprenticeship certification, it does need to be recorded using the correct procedures. Please contact the appropriate Awarding Body for details of their "Recognition of Prior Learning" procedures. For more information on QCF Guidance on Claiming Credit please visit : [www.qcda.gov.uk/resources/4374.aspx](http://www.qcda.gov.uk/resources/4374.aspx)

For learners with prior uncertificated learning experience, the off the job learning must have been attained **within 3 years** of applying for the Level 2 Foundation Apprenticeship Certificate. Alternatively, they should have been continuously employed in the relevant job role in the industry for **3 years duration**.

The **OFF THE JOB** learning for the Foundation Level 2 Building Products framework will consist of the following:

- Level 2 Certificate in Clay Building Products (64 LH) - Pathways 1 and 2 or Level 2 Award in Principles of Pre-Cast Concrete Operations (37 LH) - Pathways 3 and 4

- Level 1 or Level 2 Essential Skill Wales in Communication (*alternatively Key Skill Level 1 or Level 2 Communication*)\* (60 LH)

- Level 1 or Level 2 Essential Skill Wales in Application of Number (*alternatively Key Skill Level 1 or Level 2 Application of Number*)\* (60 LH)

- Company training - this will include induction, ERR, Health & Safety and any relevant practical and technical training. Attendance on any training or instructional learning sessions away from the Apprentice's workstation - this could be on or off site. (30 LH)

- Mentoring (approx 1 hour per week for the duration of the framework) (40 LH)

- Appraisal/Assessment relating to the Apprentice's participation and progress in the framework (approx 2 hrs quarterly, dependent on individual support needs). (6 LH)

**\* NB: Key Skills qualifications can be accepted as alternatives to Essential Skills Wales qualifications, where they have been achieved before 31st August 2011.**

## EVIDENCE FOR OFF THE JOB LEARNING - Level 2

- Copy of certificate for the knowledge qualification - Level 2 Certificate in Clay Technology or Level 2 Award in Principles of Pre-Cast Concrete Operations.

- Copies of certificates for Essential Skills Wales Communication and Application of Number (or qualifying Key Skills certification).

- Copy of completed and signed ERR booklet (if used). Alternatively, verified evidence that all 9 national ERR outcomes have been achieved.

- Log book, diary, portfolio evidence recorded by the Apprentice documenting off the job coaching,

mentoring and support received. This can include evidence of where off the job learning opportunities and/or activities have been met.

- Course attendance records for both on-site and off site training/learning interventions (records may be held electronically)

- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required off the job training hours have been carried out.

- Verification from Providers that they are satisfied that the recommended **minimum** requirements for off the job learning hours for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of off the job training has been achieved (e.g. mentoring, appraisal, assessment, off workstation instruction etc).

All **Off the Job learning** must be formally recorded in either a diary, workbook, portfolio, course attendance records or by an electronic recording system. This evidence needs to be checked, verified and signed off as valid by all relevant parties. For example, the Apprentice, their Employer, the Provider and Assessor. It can also be checked by the External Verifier.

Evidence of the off the job learning hours **may** be requested when applying for an Apprenticeship Completion Certificate. ]

## On-the-job training

**ON THE JOB** training includes workplace activity where skills, knowledge and competencies are being gained and applied in the course of an Apprentice's normal work duties.

### ON THE JOB LEARNING HOURS (LH) FOR ALL PATHWAYS IN LEVEL 2 FOUNDATION APPRENTICESHIP:

**Pathway 1 Production Operations - Multi-Skilled (Clay):** For this pathway, an Apprentice will need to complete a recommended **minimum of 688 LH on the job**.

**Pathway 2 Stockyard Operations (Clay):** For this pathway, an Apprentice will need to complete a recommended **minimum of 195 LH on the job**.

**Pathway 3 Pre-Cast and Pre-Stressed Unit Operations (Concrete):** For this pathway, an Apprentice will need to complete a recommended **minimum of 109 LH on the job**. (the LH requirements are the same for either Competency qualification)

**Pathway 4 Stockyard Operations (Concrete):** For this pathway, an Apprentice will need to complete a recommended **minimum of 171 LH on the job**.

## How this requirement will be met

**ON THE JOB** training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the individual Apprentice. As such, the stated **minimum requirement** of hours for on the job learning may be reduced accordingly. However, the minimum hours required in total for on the job training for this framework must still be able to be verified as part of the certification process and an Apprentice's occupational competence demonstrated and evidenced.

**On The Job** training may include any activity where an Apprentice receives any form of instruction, tuition, guidance, support or feedback whilst carrying out their day-to-day job role. Typically, it consists of an Apprentice successfully meeting and demonstrating all of the skills and competencies contained in the competency qualification relevant to their chosen pathway and any time spent receiving regular, constructive on the job support, feedback and review on their job related performance.

## PREVIOUS ATTAINMENT

If a learner enters an Apprenticeship Agreement having previously attained part, or all, of the relevant qualifications contained therein, then this prior learning need can be recognised using either a QCF Credit transfer (where appropriate) or through recording of exemptions for certificated learning that is outside of the QCF. (Same as above for off the job) For learners that have previously achieved the relevant qualifications, they must have been certified **within 3 years** of applying for either the Foundation or Apprenticeship Certificate.

## PREVIOUS EXPERIENCE

Apprentices who commence training under an Apprenticeship Agreement with an employer may bring a range of prior experience with them. When an Apprentice can claim 30% (or more) of the total on the job training hours required for their chosen pathway then their learning programme should be tailored accordingly. Prior learning could have been acquired from previous education, employment or other vocational programmes.

Training Providers are encouraged to identify specific on the job training opportunities that customise and contextualise the Apprentice's prior learning to their new workplace and job role. This may include selecting appropriate additional units from QCF qualifications relevant to the workplace or Essential Skills at a higher level than that specified in the framework.

The **ON THE JOB** learning for the Foundation Level 2 Building Products framework will consist of the following:

- Level 2 Diploma in Multi-Station Production Operations for the Building Products Industry  
**Pathway 1 (648-726 LH) or**  
Level 2 Diploma in Stockyard Operations for the Building Products Industry



**Pathway 2** (155-170 LH) or

Level 2 Certificate in Pre-Cast and Pre-Stressed Concrete Unit Manufacture

**Pathway 3** (69-84 LH) or

Level 2 Diploma in Stockyard Operations for the Pre-Cast and Pre-Stressed Concrete Operations **Pathway 4** (131-177 LH)

- Regular on the job support, feedback, reviews, mentoring etc (40 LH)

## EVIDENCE FOR ON THE JOB LEARNING - Level 2

- Copy of Certificate for the relevant Level 2 competency qualification (**as listed above**)
- Log book, diary, portfolio evidence recorded by the Apprentice documenting on the job coaching, mentoring and support received. This can include evidence of where on the job learning opportunities and/or activities relating to ERR have been met.
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required on the job LH has been carried out.
- Course attendance records for any "at workstation" training/learning interventions (records may be held electronically).
- Verification from Providers that they are satisfied that the recommended **minimum** requirements for **on the job** learning hours for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of on the job training has been achieved (e.g. mentoring, appraisal, assessment , at workstation instruction etc).

All **On the Job** learning hours must be formally recorded in either a diary, workbook, portfolio, course attendance records or by an online system. This evidence needs to be checked, verified and signed off as valid by all relevant parties. For example, the Apprentice, their Employer, Provider and Assessor. It can also be checked by the External Verifier.

*In order to facilitate the recording and evidencing of **On The Job** LH, an organisation may choose to nominate an "Accountable Manager" (such as the company Training Manager, or someone who is part of the company management team) to take responsibility for regularly checking that an Apprentice has completed at least the recommended minimum number of On The Job LH (or pro rata, if appropriate). They can use the Apprentice's log book/diary as a good source of supporting evidence.*

Assessors also have a responsibility to verify satisfactory completion of the required On The Job LH.

Evidence of the on the job learning hours **may** be requested when applying for an

Apprenticeship Completion Certificate. ]

# Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]
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## Improving own learning and performance

[There is currently no requirement for the Wider Key Skill of "**Improving Own Learning and Performance**" as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of this Level 2 Foundation framework.

For example, the achievement of the relevant competency and knowledge qualification (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to improve their own learning and performance. ]

## Working with others

[There is currently no requirement for the Wider Key Skill of "**Working With Others**" as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of this Level 2 Foundation framework.

For example, the achievement of the relevant competency and knowledge qualification (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to work with others. ]

## Problem solving

[There is currently no requirement for the Wider Key Skill of "**Problem Solving**" as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of this Level 2 Foundation framework.

For example, the achievement of the relevant competency and knowledge qualification (including ERR) and participation in employer specific induction

programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to problem solve. |

# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)