



# Construction Skills

SECTOR QUALIFICATIONS STRATEGY



## SECTOR QUALIFICATIONS STRATEGY

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Date:	April 2007
Status:	Approved as meeting the SQS Quality Standard as part of the UK Vocational Qualifications Reform Programme
Exemplary Sections:	xxx

Based on Pilot version of the Quality Standard as at December 2006.

## CONTENTS

<b>Key</b> .....	3
<b>Executive Summary</b> .....	6
Summary of Feedback.....	7
<b>Section 1: Scope</b> .....	11
1.1 The Construction Industry.....	11
1.2 Key priorities for the sector .....	17
1.3 Consideration of each home nation’s government policies .....	17
<b>Section 2: Review of Current Provision</b> .....	19
2.1 Purposes, interrelationships and availability of the main qualification types and learning provision .....	19
2.2 Differences in the main types of qualifications across the four UK nations .....	21
2.3 Analysis of the available information about qualifications and other learning provision.....	21
2.4 Value of the portfolio to the sector .....	26
<b>Section 3: Other Uses of Qualifications</b> .....	35
3.1 Qualifications for regulation of practice.....	35
3.2 Qualifications to promote customer confidence and protect consumers / the public ....	35
3.3 Qualifications in Scotland, Northern Ireland, Wales and England .....	35
<b>Section 4: Sector Working Environment</b> .....	36
4.1 Features and characteristics of the working environment informing qualifications .....	36
4.2 Workforce trends and forecasts.....	38
4.3 Features of the working environment for England, Northern Ireland, Scotland and Wales.....	41
<b>Section 5: How ConstructionSkills will help realise the future</b> .....	44
5.1 ConstructionSkills’ view of qualifications and other learning provision in the future ....	44
5.2 How ConstructionSkills will work with partners to realise its view of the future and action plans.....	46
5.3 How ConstructionSkills will prepare information and materials, including action plans	48
5.4 Strategy Strands and Coverage .....	48
<b>Annex 1: Structure for Carrying Out Standards and Qualifications Development Work in ConstructionSkills (CS)</b> .....	53
<b>Annex 2: Qualifications Audit</b> .....	54

Key AB	Awarding Body
ACCAC	Qualifications, Curriculum and Assessment Authority for Wales – now merged with the Welsh assembly Government to become part of the Department for education, Lifelong Learning and Skills (DELLS)
BACH	British Association of Construction Heads
BEABF	Built Environment Awarding Body Forum
BESA	Built Environment Skills Alliance – of Sector Skills Councils
CCEA	Council for Curriculum Examinations and Assessment for Northern Ireland
CQFW	Credit and Qualifications Framework for Wales
CQF	Credit and Qualification Framework
CIC	Construction Industry Council
CITB	Construction Industry Training Board <a href="http://www.cskills.org">www.cskills.org</a>
CITB (NI)	Construction Industry Training Board (N. Ireland) <a href="http://www.citbni.org.uk">www.citbni.org.uk</a>
CQS	Construction Qualification Strategy <a href="http://constructionskills.net/strategicinitiatives/constructionqualificationstrategy/">http://constructionskills.net/strategicinitiatives/constructionqualificationstrategy/</a>
CSCS	Construction Skills Certification Scheme <a href="http://www.cscs.uk.com">www.cscs.uk.com</a>
CSN	Construction Skills Network <a href="http://constructionskills.net/research/constructionskillsnetwork/forecastmodel/constructionskillsnetworkoutputs/uk/">http://constructionskills.net/research/constructionskillsnetwork/forecastmodel/constructionskillsnetworkoutputs/uk/</a>
CSR	Construction Skills Register (Northern Ireland)
DEL	Department for Employment and Learning (DEL NI)
DELLS	Department for Education, Lifelong Learning, and Skills - Wales
DfES	Department for Education and Skills
'Developing' bodies'	Bodies developing units/qualifications such as awarding bodies, manufacturers, professional institutions and universities)
EQF	European Qualifications Framework
EV	External verifier
FE	Further education
FFORWM	Forum for Wales

GDP	Gross domestic product
HE	Higher education
ICT	Information and communications technology
IFCOS	International Forum for Construction Occupational Standards
LSC	Learning and Skills Council
NI	Northern Ireland
NOS	National Occupational Standards
NVQ	National Vocational Qualification
OSAT	On-Site Assessment and Training <a href="http://www.cskills.org/traininglearning/trainingqualifications/onsiteassessment/training/">www.cskills.org/traininglearning/trainingqualifications/onsiteassessment/training/</a>
PIs	Professional institutions
QAGS	Strategic Standards and Qualifications Advisory Group for Scotland
QAGW	Strategic Standards and Qualifications Advisory Group for Wales
QCA	Qualifications and Curriculum Authority
QCF	Qualifications and Credit Framework (England, Wales and Northern Ireland)
QRP	UK Qualification Reform Programme (UKQRP)
SCQF	Scottish Credit and Qualifications Framework
SOC	Standard Occupational Classification codes
SSA	Sector Skills Agreement <a href="http://constructionskills.net/sectorskillsagreement/">http://constructionskills.net/sectorskillsagreement/</a>
SSC	Sector Skills Council
SfB	Skills for Business network of SSCs
SME	Small and Medium Enterprise
SSDA	Sector Skills Development Agency
SQC	Sector Qualification Criteria
SQA	Scottish Qualifications Authority
SQRP	Sector Qualification Reform Programme
SQS	Sector Qualification Strategy

S&QSC	Standards and Qualifications Committee
SVQ	Scottish Vocational Qualification
UK	United Kingdom

## EXECUTIVE SUMMARY

### Introduction

- The Construction Qualification Strategy (CQS) has been produced by ConstructionSkills on behalf of, and in consultation with, the sector.
- Sector Qualification Strategies are evolving over time, in response to the changing needs of the sector and the changing policies and regulations in England, Northern Ireland (NI), Wales and Scotland. Thus, the published Strategy is a working document, subject to review and a 'moving' annex to the Sector Skills Agreement (SSA <http://constructionskills.net/sectorskillsagreement/>).

The first consultative version of this strategy was published in summer 2005 with an audit of existing qualifications, strategy recommendations and actions to take the CQS forward. This first version was developed considering a range of government agencies', regulatory authorities', Credit and Qualifications Framework for Wales (CQFW), Scottish Credit and Qualifications Framework (SCQF), Skills for Business (SfB) network of Sector Skills Councils (SSCs), ConstructionSkills SSA and other source labour market documents. Feedback was obtained in autumn/winter 2005 from twenty-five, employer-focused, consultation workshops in England, Wales, Scotland and NI. The first version was also discussed at a range of sector meetings. Employers and training providers responded on the ConstructionSkills website.

From the feedback a high-level strategy plan with priorities, success criteria and nineteen revised recommendations/'strands' was developed and endorsed by the ConstructionSkills' standards and qualifications committees. The second version strategy was been mapped against the first version's recommendations and reflects changes that have taken place since the first version. The CQS is now in style of the pilot version of the Sector Skills Development Agency's (SSDA) 'Guidance Notes on the Preparation of Sector Qualification Strategies' and format of the 'Quality Standard Template'.

Detailed draft action plans for each home country are being finalised, with ongoing support and advice from UK and home nations' specific committees. The plans consider the country's requirements and priorities and include activities, delivery dates and key dependencies for each strategy strand and an additional strand 20 has been identified. The current discussions regards the Leitch Review of Skills (2006) will be a significant influence in the next evolution of the CQS. For information about how the Construction Qualification Strategy (CQS) is evolving please go to <http://constructionskills.net/strategicinitiatives/constructionqualificationstrategy/>

The aims of the CQS remains to identify the sector's key requirements for qualifications, units, pathways, qualification development and other lifelong learning provision. The CQS will provide a mechanism to determine how existing qualifications, units and other learning provision meets identified sector needs and what changes and action plans are needed to deliver the changes to suit employers and individuals training and working in all four home nations. The CQS identifies effective ways for the sector to work with the bodies that are developing and awarding qualifications/units (including 'developing bodies' such as awarding bodies – ABs, manufacturers, professional institutions – PIs and universities), professional qualifying bodies, certification schemes, home nations' regulatory authorities, CQFW and SCQF. The current limitations of the mechanics of the system, including the availability of qualification data to substantiate feedback from sector representatives and inform the required changes, are considered. The CQS will help establish a process for identifying the feasibility, planning, developing, evaluating, reviewing, validating, communicating and marketing existing and required qualifications/units to meet the sector's needs supported by key stakeholder partners. The CQS and its home nations' action plans will inform home nations' funding plans,

advise training and assessment provision models and identify mechanisms for establishing mutual recognition of qualifications.

ConstructionSkills uses the CQS to ensure a well-planned and structured approach for developing fit-for-purpose qualifications and pathways that meet sector and learner needs. The CQS provides a mechanism for implementing and realising the sector's vision, stated in the SSA, through the support and engagement of key stakeholder partners. The CQS offers a blueprint and focal point that draws together a coherent set of guidelines, principles, priorities and actions providing a steer for bodies planning, developing and awarding qualifications/units and for the home nations' government, regulatory and funding bodies informing, approving and funding qualifications/units and mapping pathways and inter-assessed qualifications.

## **Summary of Feedback**

### **Entry into Industry**

Sector representatives noted that young people are not coming to the industry of the right quality and are poorly prepared. Employers feel that schools, further and higher education are not supplying the industry with people with the basic, expected, skills. Delivery and assessment in general education is putting 'disaffected' young people off. As a result colleges and employers have to fit basic life skills training into an already beleaguered timetable. In England the introduction of Functional Skills into the schools curriculum should help with this. Industry needs better input and liaison with schools and colleges to influence education. The introduction of Diplomas into the school curriculum in England offers a model for achieving this. The image of construction needs lifting. Construction is often seen as a last option and "dumping ground" for underachievers or troublemakers, particularly by teachers and career advisers. Sector representatives recognise that this is because schools often lack an understanding of the industry so provide poor quality guidance and seem to want to push young people to college instead. Schools, teachers, careers advisors and parents need a change of perception and attitude towards construction as a legitimate career option providing young people of all abilities a future. Employers recognise that the industry needs to encourage young people to enter the industry and employers need to take on young people to avoid people finishing training then having no job.

Many young people want to 'study' construction but a suitable range of qualifications are currently not available to attract good people interested in a range of careers and keep their pathways open. Qualifications need to be seen in the context of progression not just employment. In England, Wales and NI, the Edexcel BTEC First qualifications are a good model for general education. The new construction and the built environment vocational GCSE appears a good concept but more publicity, appropriate delivery and less non-vocational content may be needed.

### **Suiting the Construction Workforce**

There is a belief that employers do not require qualifications and prefer to value training, although it is assumed qualifications and training are linked. There is considerable confusion attached to National Vocational Qualification (NVQ) qualifications and new schemes. Learning and training provision needs to recognise the differences between young new entrants and experienced workers. Young people need a more structured and defined learning programme with time to train, mature and be assessed. Most employers would prefer their trainees completing most of the 'occupational knowledge' content of the NVQ in college by day release. An employer can then confirm the person is occupationally competent at a later stage. Existing, mature, workers need more accessible on-site training or short specific learning courses.

There is an urgent need to review the education and training delivery model in England, Wales and NI. Employers are often dissatisfied with further education (FE) learning because it is too quick and narrow due to funding constraints. People may be qualified but do not have the range of knowledge. Higher education (HE) and FE are not supplying candidates with the basic, expected, skills. More time should be spent in FE on a broader vocational qualification covering all aspects, not just the learning linked to a NVQ which is narrow. Newly qualified workers are usually far from occupationally competent in most trades until a further two to three years work experience. Learning content is highly variable between colleges. The content/curriculum of learning programmes needs to be more clearly defined. Employers need to help identify the scope of work the learning needs to cover. In Scotland the standardisation of learning across FE and use of skills tests meets the mark, but CITB-ConstructionSkills' funding for day release programmes is needed.

FE should run learning programmes to meet sector demand and not just to fill spaces. School leavers want to enter construction, but there is a lack of college provision. Specialist occupations have particular problems accessing learning programmes. There are concerns about the quality of college lecturers and tutors lacking modern site experience. Funding is an issue for both resources and teaching. Colleges/providers, employers and CITB-ConstructionSkills need better links and communications. An audit control system tracking students' progression and destinations is required. Funding should focus on industry skills' needs rather than funding regime imperatives. People are being forced through the 'sausage machine' without being able to learn and develop occupational competence in a 'real world' way. Separate funding for training and occupational competence development is needed allowing sufficient training time and the employers' preferred delivery model. People questioned CITB-ConstructionSkills' grant arrangements and Learning and Skills Council' (LSC) funding in England which varies between regions and has age restrictions.

### **The Qualifications Framework**

There should be one qualification structure/framework for all home nations recognised by all authorities. Qualifications recognised as meeting statutory/industry/client body requirements must be recognised by all sectors/industry bodies. The number of awarding bodies (ABs) offering the same qualification needs reducing. More attention needs to be given to how qualifications are taken to the market. The framework is not understood by industry or colleges. Employers need a better understanding of the qualifications, routes and procedures. Qualifications need to be more clearly 'branded' and put into families so people can see the whole range and structure of qualifications with clear career progression routes. Better marketing, information and guidance is needed across all routes and levels, with briefings about new routes. Employers and providers are an essential part of the qualification development process and need to own the qualifications.

Employers in England had a good experience of NVQs, site management diplomas and construction management degrees. The Edexcel BTEC First and Industrial Rope Access Trade Association qualifications were also considered good models.

Employers asked for stability in the industry qualification system. There have been continuous "incessant" changes since 1993 which has been problematic and should be stopped. People need a period of stability to understand the format and routes. There should be improvements and updating rather than new ideas. The industry had become increasingly frustrated by an initiative overload and programmes not delivering.

## **Technical, Supervisory and Management Qualifications**

NVQs do not help the industry at the higher levels. It is inappropriate for technical, supervisory and management occupations to demonstrate occupational and professional competence through the current NVQ regime. Graduates who are asked to do an NVQ level 4 feel they are taking a backward step. An evidence diary endorsed by employers should be used to confirm occupational competence. Continuing professional development work should be included in the NVQ programme. Employers are generally happy with National/Higher National Certificates and degrees, although some considered the National and Higher National Certificate in Construction largely irrelevant, poorly taught, too long and expensive. There are some unused technical qualifications/apprenticeships due to provision, including geographical gaps, and lack of employer awareness and engagement.

## **Higher Education (HE)**

Graduate full-term delivery, including one year industry experience, is about right although the course content may need relating to practice. Some major contractors wondered where foundation degrees sit and if they are needed. There is a lack of part-time provision for master degrees for professionals in specialist areas. Course recruitment and funding is a problem for resource intensive courses.

PIs supported the HE development of common vocational learning outcomes and pathways to professional qualifications, but suggested HE should link rather than be based on national occupational standards (NOS)/NVQs. PIs need to pull together, rather than have different criteria and be brought in with the crafts by producing a family tree.

## **ConstructionSkills' Vision for the CQS**

The CQS provides a basis for future qualification planning and development to achieve ConstructionSkills' vision of giving the industry the necessary support to expand and improve businesses; with construction workers having, and being able to prove they have, the skills levels needed to do the job; recruiting, from the widest pool of talent, half a million quality new entrants with ambition and commitment, by 2010; providing a vocational education and training infrastructure.

## **Strategy Strands**

Action plans are now being agreed for the following twenty strategy strands:

### ***Qualification Strategy Delivery***

1. Establish and maintain one ConstructionSkills' Strategic Standards and Qualifications Committee
2. Develop a UK-wide qualification strategy and home nations' action plans
3. Inform emerging Government policy by construction sector needs

### ***Industry Recognition***

4. Establish and implement a standards and qualifications communications and marketing strategy
5. Establish certification /accreditation schemes and qualification/ programme framework support

### ***Framework of Standards, Qualifications and Units***

6. Develop occupational standards and common learning outcomes
7. Establish principles for developing bodies, regulatory authorities and SSCs working together
8. Develop assessment strategy and methods
9. Develop qualifications, units, Pls' frameworks and pathways (non-higher and higher education)
10. Develop cross-sector qualifications / units to meet sector skills requirements
11. Develop and maintain a qualifications database and audit

### ***Entry to the Industry***

12. Develop and use appropriate employability skill qualifications, including in the 11-19 skills framework
13. Develop fit for purpose frameworks and pathways

### ***Migrant Workers***

14. Establish mutual international recognition

### ***Delivery Infrastructure***

15. Support the provider infrastructure
16. Identify standards, qualifications and career pathways for lecturers, trainers, assessors and verifiers
17. Provide a Lifelong Learning Network
18. Identify standards, qualifications and career pathways for lecturers, trainers, assessors and verifiers

### ***Vocational Education Funding***

19. Obtain funding for completing qualifications and units

### ***Supporting a Sustainable Inclusive Construction Industry***

20. Identify and implement strategies to support cross cutting themes important to the development of a sustainable, inclusive, construction industry

## SECTION 1: SCOPE

### 1.1 The Construction Industry

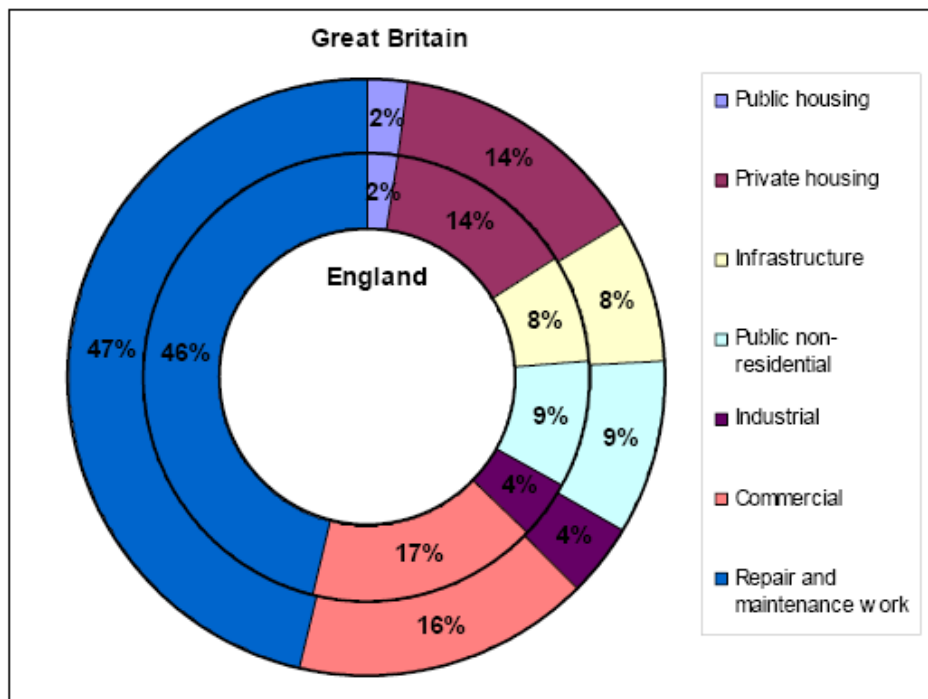
For detailed sector knowledge please refer to the ConstructionSkills' Sector Skills Agreement documents:

[www.constructionskills.net/sectorskillsagreement/ourchallenges/downloadthesectorskillagreement/](http://www.constructionskills.net/sectorskillsagreement/ourchallenges/downloadthesectorskillagreement/)

The following provides summary information.

ConstructionSkills covers a wide range of sectors in the development and maintenance of the built environment. It represents about 8% of the national economy in terms of gross domestic product (GDP) (Fig 1).

Fig 1: Construction output by sector in 2000 prices, Great Britain and England: 2003



Source: Department of Trade and Industry

In terms of the construction sector and its constituent and related industries, Table 1 shows that within the principal industries related to construction activity, construction contracting dominates the sector.

*Table 1: Composition of the Construction Sector and its Constituent and Related Industries, by Number of Firms, UK: 2003*

Sub-sector	ABI Count (% of total firms in sector)
Construction (SIC 45)	69%
Professional services (SIC 74.2)	19%
Manufacture of construction products	7%
Sale of construction products	4%
Mining and quarrying of construction materials	>1%

Source: Annual Business Inquiry, 2003

In the UK as a whole, the sector employs 2.1 million people, has 201,100 enterprises, generates £152bn of turnover (GDP) and over £53bn of value added. Excluding electrical wiring and fitting (SIC 45.31) and plumbing (SIC 45.33) just over 1.8 million people work in the construction contracting sector (SIC 45). A further 225,000 are employed in professional consultancies (SIC 74.2). The industry is the second highest in terms of the proportion of its workforce composed of SMEs and self-employment (80%).

When analysed against other similar labour intensive sectors, the construction industry is the second highest in terms of the proportion of the workforce employed in SMEs (<250 employees) and the sector with the largest share of "one man bands". See Table 2.

The output of the construction industry in the England in terms of market activity doesn't vary greatly from the national picture. **The only variation is that repair and maintenance has 1% less of the total market compared to Great Britain as a whole; the difference being deflected to slightly more activity in the commercial market.**

The construction process is a complex one starting with design and planning through production to ongoing maintenance and refurbishment. Construction work is almost entirely done on a project by project basis, whereby contractors will draw together teams of people who often work for quite a short period of time and then move on to another location or disperse. Much of the work is managed by a main contractor who deals with the client but who subcontracts part of it to smaller firms who specialise in a particular aspect of the process.

Table 2: Construction Companies by Size of Company, UK: 2003

	All Industries		Agriculture, Hunting & Forestry; Fishing		Construction		Manufacturing		Transport, Storage & Communication	
	F	E	F	E	F	E	F	E	F	E
With no employees†	71.3%	14.6%	69.3%	40.0%	85.5%	39.7%	62.5%	6.2%	82.5%	13.6%
1-4	18.9%	10.3%	25.3%	32.4%	10.1%	12.4%	18.0%	4.7%	10.4%	4.7%
5-9	5.0%	6.6%	3.7%	10.9%	2.3%	7.1%	7.5%	4.5%	3.4%	3.7%
10-19	2.6%	6.8%	1.3%	7.3%	1.2%	7.1%	5.2%	6.2%	1.9%	3.9%
20-49	1.4%	7.8%	0.3%	3.1%	0.6%	8.2%	3.7%	9.9%	1.0%	4.9%
50-99	0.4%	5.2%	0.1%	1.7%	0.1%	4.2%	1.4%	8.7%	0.3%	3.4%
100-199	0.2%	5.2%	0.0%	1.3%	0.1%	4.0%	0.8%	9.6%	0.2%	3.8%
200-249	0.0%	1.6%	0.0%	*	0.0%	0.9%	0.2%	3.4%	0.0%	1.2%
TOTAL SME	99.8%	58.1%	99.9%	96.7%	99.9%	83.6%	99.4%	53.2%	99.8%	39.2%
250-499	0.1%	4.9%	0.0%	*	0.0%	3.3%	0.3%	10.4%	0.1%	4.3%
500 or more	0.1%	36.9%	0.0%	*	0.0%	13.3%	0.3%	36.4%	0.1%	56.5%

Source: Small Business Service Analytical Unit

Notes: F = Proportion of Firms E = Proportion of Workforce

† comprises sole proprietorships and partnerships comprising only the self-employed owner-manager(s), and companies comprising only an employee director.

\* denotes that the Labour Force Survey sample size used is too small for a reliable estimate

Analysis undertaken for DTI demonstrates that the UK construction sector, in productivity terms, is far nearer the performance of the US, France and Germany than other sectors of the UK economy. In labour productivity (LP) the UK is within 15% of the performance of the best (USA) and in total factor productivity (TFP) it is comparable with the USA, France and Germany. Compare this with UK manufacturing which is 29% above the worst and 55% below the best.

However, whilst the industry has shown some improvement in its performance over time, there remains a high degree of pressure to improve – particularly value and predictability.

### 1.1.1 Occupations

All the sector's occupations are in the scope of the CQS and are identified in Table 3.

Table 3: Construction Occupations in the Scope of the CQS; 2007

Accessing Operations	Planning Supervision (CDM)
Applied Waterproof Membranes	Plant Maintenance
Built Environment Design	Plastering
Built Environment Development and Control	Post-tensioning
Chimney Engineering	Project Management
Concrete Repairs/Sprayed Concrete	Quantity Surveying Practice
Construction and Civil Engineering	Refractory Operations
Construction Contracting Operations	Removal of Hazardous Waste
Construction Management	Roof Sheeting and Cladding
Construction Plant & Equipment Supervision and Management	Roof Slating and Tiling
Construction Site Supervision and Management	Sealant Applications
Decorative Finishing and Industrial Painting Occupations	Site Inspection
Demolition	Spatial Data Management
Dewatering	Specialised Plant and Machinery
Directional Drilling	Steelfixing
Drilling and Sawing	Stonemasonry
Energy Efficiency	Structural Repairs

Façade Maintenance	Structural Waterproofing
Fitted Interiors	Sub Structural Repairs
Floorcovering	Surveying, Property and Maintenance
Formworking	Thatching
Hoist Installation	Thermal Insulation
Imprinted Decorative Concrete	Tower Cranes
In situ Flooring	Trackworking
Industrial Door Installation	Transportation
Insulation and Building Treatments	Trowel Occupations
Interior Systems	Tunnelling Operations
Maintenance Operations	Underpinning
Mastic Asphaltting	Wall and Floor Tiling
Passive Fire Protection	Water Jetting
Piling	Woodmachining

The UK sector total employment and average annual recruitment requirements are shown in Table 4.

*Table 4: UK Sector Total Employment and Average Annual Recruitment Requirements, 2007*

UK Total employment and Average Annual Requirement by occupation: 2007 – 2011	Employment		Average Annual Requirement
	2007	2011	2007-2011
Senior Executive Managers	9,270	9,820	200
Business Process Managers	64,980	70,950	2,750
Construction Managers	193,250	211,140	6,270
Office-based Staff (excl. Managers)	186,770	201,110	6,350
Other Professions/Technical Staff & IT	34,870	38,630	770
Wood Trades & Interior Fit-out	288,020	320,900	12,650
Bricklayers	100,220	114,370	5,120
Building Envelope Specialist	108,580	123,880	5,560
Painters and Decorators	144,170	163,120	4,380
Plasterers & Dryliners	43,810	47,430	1,480
Roofers	41,530	45,890	2,000
Floorers	42,770	47,120	830
Glaziers	45,820	49,040	1,110
Specialist Building Operatives	59,550	65,500	2,230
Scaffolders	20,870	23,550	1,180
Plant Operatives	42,940	47,080	1,560
Plant Mechanics/Fitters	23,400	24,910	970
Steel Erectors/Structural	26,800	28,780	1,010
Labourers nec	121,920	129,590	1,760
Logistics	35,170	38,800	650
Civil Engineering Operatives nec	62,820	69,190	2,090
Non-construction Operatives	249,810	258,430	

The recruitment requirements identified in Table 4 indicate the potential number of new entrants or existing workers requiring education, training and qualifications to meet the sector's skills requirements. Table 5 identifies the highest qualification level of people of working age in employment. There are constraints associated with the demarcation of Standard Occupational Classification (SOC) Codes which means that it is not possible to accurately report on the

qualification levels of occupations below the SOC minor level and directly relate the recruitment and qualification requirements for the range of sector occupations listed in Table 3.

ConstructionSkills has developed National Occupational Standards (NOS) for all the occupations listed in Table 3 and identified qualifications covering these occupations.

*Table 5: Construction Industry Workforce Qualifications: UK Highest qualification level attained in terms of NVQ equivalents and occupation, people of working age in employment*

	Workforce	NVQ level 4 & above (incl. first degree)	First degree	NVQ level 3	Trade Apprenticeship	NVQ level 2	Below NVQ level 2	Other qualifications	No qualifications
<b>All non-manual &amp; manual occupations</b>	<b>2,514,890</b>	<b>527,426</b>	<b>199,281</b>	<b>496,993</b>	<b>454,850</b>	<b>290,855</b>	<b>294,302</b>	<b>200,442</b>	<b>249,187</b>
2121 Civil engineers	59,887	47,134	22,103	3,854	739	1,227	1,177	4,122	1,633
2431 Architects	40,687	36,787	14,945	893	563	524	102	1,549	270
2434 Chartered surveyors (not Quant. surveyors)	28,903	19,851	7,906	3,430	873	1,101	1,671	1,857	121
2433 Quantity surveyors	35,390	25,459	12,636	4,783	716	3,351	686	251	144
3114 Building & civil engineering technicians	17,118	8,534	3,532	4,183	867	806	983	922	825
3122 Draughts persons	17,532	7,188	1,022	5,242	1,494	1,323	1,002	718	564
Other non-manual	746,338	301,003	116,488	134,022	62,142	106,242	76,594	32,339	33,654
<b>All non-manual</b>	<b>945,854</b>	<b>445,956</b>	<b>178,630</b>	<b>156,407</b>	<b>67,393</b>	<b>114,574</b>	<b>82,215</b>	<b>41,757</b>	<b>37,211</b>
5312 Bricklayers & masons	94,867	2,272	0	27,678	35,017	8,007	9,434	3,634	8,825
5313 Roof tilers & slaters	44,980	547	0	6,165	8,267	5,494	9,309	5,110	10,089
5314 Plumb heating & ventilating engineers	145,616	9,434	1,839	45,272	45,806	18,776	12,676	9,363	4,290
5315 Carpenters & joiners	221,090	12,223	3,068	67,532	73,377	22,100	17,114	10,404	18,341
5323 Painters & decorators	126,083	7,533	2,955	20,943	36,920	10,885	16,992	10,146	22,664
5241 Electricians & electrical fitters	145,843	10,016	1,256	56,160	50,506	15,247	8,805	3,823	1,287
Other manual	790,559	39,446	11,533	116,838	137,564	95,773	137,759	116,207	146,481
<b>All manual</b>	<b>1,569,036</b>	<b>81,470</b>	<b>20,651</b>	<b>340,587</b>	<b>387,457</b>	<b>176,282</b>	<b>212,087</b>	<b>158,685</b>	<b>211,976</b>

Source: Office for National Statistics, Labour Force Survey. Four quarter average, Summer 2005 to Spring 2006 (inclusive).

Notes: Construction Industry defined as (SIC 45 & SIC74.20).

Numbers intended for publication should be rounded to the nearest 1,000 and cells with numbers less than 6,000 should be suppressed. At the 6,000 level numbers can be expected to have a 95% confidence interval of approximately +/- 2,640.

Figures showing numbers with a First Degree as their highest qualification level relate to people with an actual First or Foundation level degree and not to degree equivalent qualifications. Numbers with NVQ level 4 and above include numbers with a First or Foundation level degree.

### **1.1.2 Apprenticeships**

Construction industry apprenticeships are designed to provide all the necessary skills, knowledge and initial experience required for a wide range of specific occupations. They are aimed at 16-19 year-olds and in future in England will include those who have already successfully completed a Young Apprenticeship, which incorporates the GCSE in Construction and the Built Environment. Employers recruit the young people and then work in partnership with colleges and other training providers in delivering the training and assessment required. ConstructionSkills has one of the largest throughputs of Apprenticeship Frameworks across the country issuing in the region of 10,000 completion certificates annually. At Intermediate level a high proportion of trainees will enter self-employment on completion of their apprenticeship and will continue without the need for further formal qualifications. A smaller percentage, around 25%, will be encouraged by their employer to progress to an Advanced Apprenticeship or to achieve NVQ/SVQ Level 3. Advanced Apprenticeships are also aimed at the 16-19 age group. Some Advanced Apprentices may, after successfully completing their training, be encouraged by their employer to progress to a Higher National Certificate; Foundation Degree (in England, Wales and NI); NVQ/SVQ Level 4 and a Level 3 technical or supervisory work role. The industry also has a strong tradition of 'Indentured Apprenticeships' which is a binding contract between Apprentice and Employer. The contracts which exist today are: the 'Construction Apprenticeship Scheme' in England and Wales, which is owned by the industry and administered on behalf of industry by CITB-ConstructionSkills; the Scottish Building Apprenticeships and Training Council, and the Jobskills apprenticeship framework in NI. CITB is one of two organisations that are currently still recognised as an Industry Training Board (ITB) and retain by statute a commitment from industry to raise an annual levy based on payroll. The levy is redistributed to industry through training grants and the largest budget is spent on apprenticeship training. The sector has, for example in England and Wales, in the region of forty-five occupational vocational programmes (NVQs) of which twenty two are actively used in Apprenticeship programmes.

### **1.1.3 General Scope of the SQS**

The CQS context recognises and accommodates the diversity in the industry across all occupational areas, levels and home nations. The strategy draws on examples of good practice and works with differing legislation, frameworks and funding regimes seeking to agree required changes with relevant organisations. The strategy relates to the strategies of overlapping built environment sectors.

The CQS suits the functions and occupations identified in sectors' occupational and functional maps, including cross-sector job roles and functions (such as personnel management) and inter-sector job roles and functions (such as facilities management). The strategy considers the requirements of employers and individuals training and working in the four home nations. The diverse needs of people entering and already in the sector requiring access to learning and qualifications/units are considered. The strategy is not age-specific. Vocational education and training qualifications and programmes at all levels, provided by schools, further and higher education (FE and HE - including subject benchmarks), professional institutions (PIs - including education frameworks and structured continuing professional development), and private training providers (including employers, manufacturers and training groups) both publicly and privately funded, are in the scope. Lifelong learning requirements and pathways for all the

workforce, including employability, skills for work/life, key/core skills, continuing personal development, upskilling existing workers and opportunities to move across the industry are considered. The strategy seeks to influence entry level and 14–19 year old education (including the school, general and vocational curriculum) identifying appropriate support for developing stronger vocational 14–19 provision and the skills and competences needed by learners entering the workforce, FE and HE. The strategy will help to steer bodies that are developing units/qualifications for the sector. The need for mutual recognition of United Kingdom (UK) and non-UK qualifications/units, given the worldwide nature of the sector's work and its migrant workforce is considered. Requirements for units/qualifications for trainers, lecturers, assessors and verifiers are addressed.

## **1.2 Key priorities for the sector**

The ConstructionSkills' SSA <http://constructionskills.net/sectorskillsagreement/> is a collaborative agreement between construction employers, training providers and Government, which ensures the delivery of the right training in the right format for employers and individuals in the workforce, so that the skills needs of the sector are met. It covers the whole construction industry, from craft to professional, both new build and repair and maintenance, across the whole of the UK. The case for change that underpins this SSA has been developed from the outcomes of a thorough skills needs analysis and identifies the construction industry's three major skill challenges of improving business performance, which are supporting lifelong learning to raise the workforce's skill level; qualifying the existing workforce (including developing flexible training and qualification structures) and assisting the effective integration of migrant workers and recruiting qualified new entrants (including increasing apprentice completions and degree applications).

The SSA is seen as a catalyst of change, raising awareness of sector priorities and providing impetus in the right direction. ConstructionSkills through its Council has committed to ensuring the delivery of the SSA as the driver for all activity, nationally and regionally, across the partnership. The SSA is starting to challenge some traditional delivery systems. The CQS provides a basis for future qualification planning and development to achieve the SSA and ConstructionSkills' vision of giving the industry the necessary support to expand and improve businesses; construction workers having, and being able to prove they have, the skills levels needed to do the job; recruiting, from the widest pool of talent, half a million quality new entrants with ambition and commitment, by 2010 and providing a vocational education and training infrastructure.

## **1.3 Consideration of each home nation's government policies**

Each of the UK's countries has its own policies and regulatory frameworks for workforce development, training and education. Strategies also differ between different countries and, to an extent, between English regions. However, the clear common theme is the imperative of improving productivity and competitiveness of sectors through the development of the workforce. ConstructionSkills through strategy strand 3 is identifying and reporting government/regulatory authorities' emerging policy within the UK and home nations so sector committees, including the Standards and Qualifications Sector Group (Annex 1), can influence policy to meet the sector needs. At the time of writing the UK-wide Leitch Review of Skills has recently been published. It highlights 'A compelling vision for the UK', in which a commitment to becoming a world leader in skills by 2020 requires major progress in literacy and numeracy; greater achievement at Levels 2 and 3 linked to a substantial increase in the numbers of apprentices; and substantially increased numbers of adults qualifying at Level 4. Leitch highlights the way forward, in which the UK Government and the devolved administrations in NI, Scotland and Wales 'must now act to decide detailed next steps'. Thus, while the general

direction of policy is consistent, Leitch has provided another strong message that there is much more to be done at all levels from policy development, through implementation and to learning delivery.

Different qualification and credit frameworks are operating and being developed in the four nations of the United Kingdom. The SCQF has twelve levels. It includes community learning and higher education qualifications, alongside work-based, further education and access qualifications. The Qualifications and Credit Framework (QCF) is being developed in England, Wales and NI offering entry at nine levels (a basic entry level, then levels 1 to 8). In Wales this framework will form part of the wider CQFW framework which includes higher education, which is in separate frameworks in England and NI. NVQs/SVQs are currently assigned to the existing five levels in the home nations' frameworks. The respective UK bodies are working together and with European partners to identify relationships and ensure alignment including links to the European Qualification Framework (EQF) which has eight levels. ConstructionSkills has questioned why there are different levels and coverage in the respective home nations' frameworks. The construction workforce needs to be mobile and must be able to operate across the UK and internationally using similar areas of skills/knowledge, whatever their original region. The sector is committed to 'Qualifying the Workforce' using Construction Skills Certification Scheme (CSCS)/ Construction Skills Register (CSR - NI) based on the existing five levels of National Vocational Qualifications (NVQs)/Scottish Vocational Qualifications (SVQs).

The CQS is intended to be 'framework-neutral'. It proposes one set of general principles relating to all qualifications/units across the four nations. Key sector stakeholders have agreed action plans for each home nation, in line with the CQS general principles and accommodating the home nation's individual frameworks, regulatory requirements, policies and initiatives such as Skills for Life, Diplomas, Young Apprenticeships and Skills Academies (England); Foundation Degrees (England, Wales and NI); Skills for Work (Scotland) and the Welsh Baccalaureate Qualification.

## SECTION 2: REVIEW OF CURRENT PROVISION

### 2.1 Purposes, interrelationships and availability of the main qualification types and learning provision

The key purposes of the following main qualification types and learning provision for employers and individuals in the construction sector are entry to the industry including through apprenticeship programmes; qualifying the construction workforce using standards based qualifications for industry recognition; and training suiting the construction workforce. It is important to recognise the distinction between initial skills formation of new entrants, qualifying the existing workforce and continuing professional development.

The main qualification types are:

- basic, key skills and GCSE qualifications in England, Wales and NI and core skills, Standard Grade and new Skills for Work qualifications in Scotland, beside other provision to develop individual's employability skills;
- National Vocational Qualifications (NVQs)/ Scottish Vocational Qualification (SVQs) attesting competence. The skills and knowledge used by many workers in the sector is covered by a small number of units that may be part of one or a number of NVQ/SVQs (for example people installing fixtures and fittings). CSCS/CSR cards are available based on NVQ/SVQ/their units;
- Vocationally Related Qualifications helping people develop underpinning occupational knowledge and skills including:
  - craft construction awards (England, Wales and NI - including those used as technical certificates in apprenticeships) and craft certificates (Scotland);
  - National and Higher Nationals (including those used as technical certificates in apprenticeships in England, Wales and NI) for technical occupations;
- qualifications and training programmes which assist progression from craft to technical, supervision and management;
- HE qualifications for technical, supervisory, management and professional services occupations such as foundation degrees (England, Wales and NI) and degrees (including masters);
- PIs' qualifications, and
- qualifications for lecturers, trainers, assessors and verifiers.

Other learning provision includes training group, manufacturers' and continuing professional development programmes which may not currently lead to nationally recognised qualifications. The sector and its clients require manufacturers' training to effectively use new products and methods of construction, for example to maintain existing properties and provide affordable new housing.

The strategy also considers the mutual recognition of qualifications for migrant workers in the global construction sector.

The sector is committed to an ongoing plan for 'incremental' review and development of NOS, particularly in response to evidence from the sector's Qualifying the Workforce initiative. The development and review of NOS and the functional map is overseen by a peer review process by ConstructionSkills' employer led standard and qualification committee arrangements and carried out in line with the 'Quality Criteria for the development and content of NOS'. NOS are available on the SfB NOS Directory website ([www.ukstandards.org.uk](http://www.ukstandards.org.uk)) and have a variety of uses (Construction Industry Council's 'Standards, Training and Education for Progression – STEP- guidance [www.cisc.org.uk](http://www.cisc.org.uk) ).

An audit (Annex 2) of the sector's qualifications accredited by the Qualifications and Curriculum Authority (QCA) and Scottish Qualifications Authority (SQA) including vocationally related qualifications, Construction Awards, Nationals, Higher Nationals, NVQs/SVQs has been carried out. The audit identifies, where applicable or known, the ABs; when the qualification was last reviewed; the NOS the qualification is linked to; the ConstructionSkills' committee, which validated the qualification as fit-for-purpose; typical pathways; apprenticeship framework(s) the qualification is contained in; whether the NVQ/SVQ is route to a CSCS/CSR card, available to pre-16s or to be taught in Welsh or Gaelic.

The audit does not currently include qualifications that are still available (such as the craft '2000 series' NVQs, the General National Vocational Qualifications and Advanced Vocational Certificates of Education) but have been replaced by revised or more appropriate qualifications and qualifications for lecturers, trainers, assessors and verifiers. HE and PIs' qualifications are not included as data sources are currently fragmented and limited. However, ConstructionSkills has information about a range of training group programmes and manufacturers that provide courses leading to a 'certificate of competence' or 'approved installer recognition' (including brick, block, cement, concrete; civil engineering services, façade maintenance, hardware, interiors, glazing, painting and decorating, passive fire protection; plastics, plant and equipment, plumbing, roofing, security systems, timber, wall and floor tiling) but these are not collated in the audit.

### **2.1.1 Evidence base about current qualifications and other learning provision**

Although there is some data in the SSA information about the take up of relevant training and assessment and identification of appropriate provision, this is limited. The consultants undertaking the UK Qualification Reform Programme (QRP) Strand 4 'Preparatory Rationalisation of Vocational Qualifications' research have also identified data limitations. The sector needs information for national and regional skills forecasts and qualification/units to monitor and support uptake, completion, funding and provision arrangements and for cradle to grave equal opportunities monitoring by race, gender, age and disability. ConstructionSkills has for a number of years been trying to obtain the number of people registering and achieving certificates and centres from individual ABs who are not willing to provide this commercial data. They do provide some data to QCA but due to the Data Protection Act this evidence base about current qualifications and provision is currently not available to the sector. The evidence base for this strategy is therefore based on feedback endorsed by sector committees. ConstructionSkills has produced a training audit methodology statement which it has recently submitted to Sector Skills Development Agency (SSDA) highlighting the need for a common approach to undertake audits across sectors. The proposed methodology includes setting up of a data forum to facilitate data sharing by ABs and a pilot study. Information required by learners, employers and providers about the availability of appropriate provision needs to be made available on a web-based database or directory - strand 11.

### **2.1.2 Learning provision**

ConstructionSkills and the sector is working with a range of ABs and providers to provide on-site assessment and training (OSAT) [www.citb.co.uk/traininglearning/trainingqualifications/onsiteassessmenttraining/](http://www.citb.co.uk/traininglearning/trainingqualifications/onsiteassessmenttraining/). Partnerships are providing integrated on and off-the-job vocational education (including HE), training and assessment linked to apprenticeships, industry certification, professional qualifications and continuing development. The Association of Colleges, Association of Northern Ireland Colleges, British Association of Construction Heads' Senate (BACH), Centre for Education in the Built Environment, Centres of Vocational Excellence, Construction Industry Council's Education Forum, Forum for Wales (FFORWM) and foundation degree network are key partners.

## 2.2 Differences in the main types of qualifications across the four UK nations

Industry feedback has said that there should be one qualification structure/framework for all home nations recognised by all authorities. The current main differences in qualification types are illustrated below:

England, Northern Ireland and Wales	Wales	Scotland
GCSEs		Standard
Specialised Diplomas	Baccalaureate	
A Levels		Higher
Key/functional/employability skills - Skills for Life		Core skills; Skills for Work
Craft construction awards		Craft certificates
'Technical certificates'		
Foundation degrees		

These differences are reflected in the home nations' respective action plans which are currently being prepared with ongoing support and advice from UK and home nation specific committees – strand 2. Employability skills qualifications – strand 12 and 14 -19 year old qualification pathways – strand 13 reflect the following main differences across the respective nations. The sector through ConstructionSkills is taking a lead role in Skills for Life, functional skills, Diploma and Young Apprenticeship initiatives initially in England. In NI this links with the Jobskills apprenticeship framework; in Scotland this relates to reviews and integration of the Skills for Work programme and in Wales the development of fully inclusive pathways including the Welsh Baccalaureate. Strand 9 in England, NI and Wales focuses on current QCA lead test and trials, sector qualification criteria and apprenticeship as a qualification pilot work and a current review of the sectors' Foundation Degree policy working with Foundation Degree Forward. Strand 9 work in Scotland reflects employers' feedback that the current qualifications are mainly meeting their needs. Detailed draft action plans for each home country are being finalised, with ongoing support and advice from UK and home nation specific committees. The additional strand 20 was initially identified in Wales and has been adopted across the home nations to support a sustainable, inclusive industry.

ConstructionSkills and other SSCs have questioned why there are different levels, coverage and credit systems in the respective home nations' and European frameworks and are asking for the proposed levels to be reviewed. Home nations' qualification frameworks have added levels around the existing NVQ/SVQ Levels 4 and 5 but there are no additional levels around Level 3, although a substantial number of the craft, technical and supervisory workforce, career pathways and qualifications are contained in this Level. The industry could continue to use qualification titles and guidance which distinguish UK-wide entry routes and pathways by existing NVQ/SVQ levels; industry-recognised qualification titles and pathways; job titles (such as trainee, apprentice, experienced worker or master); groupings (such as craft, technical, managerial); colours of industry certification cards; job functions (such as installation or design) and links to the European Qualification Framework (EQF).

## 2.3 Analysis of the available information about qualifications and other learning provision

### Use of current qualifications and provision

Due the current limitation in the information about the take up of relevant training and assessment and identification of appropriate provision (see section 2.1) ConstructionSkills is unable to undertake a quantitative analysis of the audit of qualifications (Annex 2). Feedback has however been obtained from discussions at sector meetings and over 150 representatives

from across the industry attending twenty-five, employer-focused, consultation workshops in England, Wales, Scotland and NI; employers and training providers responding on the ConstructionSkills website. Table 6 provides this evidence base.

*Table 6: Evidence Base for Feedback About the Existing Qualifications, Autumn/Winter 2005*

<b>Sector Meetings</b>	
Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC - the Qualifications, Curriculum and Assessment Authority for Wales)	
British Association of Construction Heads (BACH) Senate	
Construction Industry Council (CIC) professional bodies seminar	
Chartered Institute of Building (CIOB) Education Committee	
CITB's Co-ordinating Committee for Vocational Qualifications and Standards (CCVQS)	
Construction and the Built Environment Awarding Body Forum (BEABF)	
Construction and the Built Environment Centres of Vocational Excellence (COVE)	
Major Contractors Group (MCG).	
<b>Attendance at Twenty Five Home Nations' Workshops And Website Responses</b>	
Employers	76
Trade Federations	17
Colleges	14
Centres of Vocational Excellence	13
Private Training Providers	6
On-Site Assessment and Training (OSAT) Centres	4
Learning and Skills Councils (LSCs)	4
Unions	3
Awarding Bodies (ABs) (in addition to BEABF meeting)	3
Qualifications and Curriculum Authority (QCA) Scottish Qualifications Authority (SQA) (in addition to contributions at the sector meetings)	3
British Association of Construction Heads (BACH) (in addition to BACH Senate meeting)	2
Business Links	2
Schools	2
Health and Safety Executive (HSE)	1
Manufacturers	1
Professional Institutions (PIs)	1
<b>Total</b>	<b>152</b>

The feedback was collated in the CQS 'Feedback Report, February 2006' available on the ConstructionSkill's website. The 'Executive Summary, February, 2006' of the feedback was considered and endorsed by ConstructionSkills' Standards and Qualification Committees as representative and the basis for the CQS plan of 'strands' of work activities.

The following sections analysis the evidence obtained from the above industry feedback about how the sector's qualification delivery mechanisms and portfolio of NOS and qualifications meet the needs of employers, new entrants and people already in the workforce and where there are gaps what is, or will be, done to address the needs through the strands of the action plans.

### **2.3.1 Mechanics of the qualification delivery system**

#### ***Working arrangements for qualification delivery***

Evidence from the ConstructionSkills' Built Environment Awarding Body Forum (BEABF) of the sector's ABs (identified in Annex 1) and the home nations' regulatory authorities confirms that the sector has effective working partnerships, individually and collectively. These ABs are aware of the requirements for qualification structures and assessment strategies to be validated by ConstructionSkills' committees. The ABs may work with ConstructionSkills' Validation Groups reviewing and developing NVQs/SVQs. ConstructionSkills have some documentation setting out these protocols but these focus on the peer review validation stage, rather than the initial feasibility, planning, development/review, consultation and completion stages. The documentation is not however readily available to all 'developing bodies' such as ABs not currently operating in the sector, manufacturers, PIs and universities. Universities, schools, manufacturers, PIs, training groups and employers may wish to develop units/qualifications for specific groups of learners and occupational areas to ensure the training will be eligible for national funding. Manufacturers, for example, are launching new products that need new skill sets and training currently not included in any NVQs/SVQs.

The protocols may not currently be followed if the developing body decides, for commercial reasons, to go directly to the regulatory authorities rather than being subject to validation groups involving peer ABs.

ConstructionSkills is currently working with the SfB and ABs' representatives to identify and agree best practice working relationships for SSCs, developing bodies and regulatory authorities, CQFW, and SCQF to ensure quality, fit for purpose qualifications, units and other learning provision - strand 7. ConstructionSkills is also working with QCA and various ABs to address these issues through the Credit and Qualification Framework (CQF) trials and testing programme - strand 9.

#### ***Infrastructure supporting qualification delivery***

Discussions at sector committees identify that developing and providing the range of qualifications and units needed by the sector is currently constrained. ConstructionSkills currently develops NOS and NVQs/SVQs, supported by national funding, which are offered by ABs approved by the sector. ABs develop related vocational qualifications such as Construction Awards and National Certificates with no national development funding but use their commercially backed funding. This does not help the sector develop units which could be used with a mix of NVQs/SVQs/various ABs' related vocational qualification units. ConstructionSkills and ABs can only develop/review qualifications/units to meet industry needs, including small local businesses, if there are sufficient potential candidate numbers to make the development costs feasible and the implementation costs sustainable for national and sector funding bodies and ABs. The market and costs of providing qualifications/units has to be looked at across the range of occupations needed by the sector which may have both large and small candidate numbers, such as thatching and conservation. Qualifications with limited potential candidates have been rationalised with core and option units providing pathways for a number of occupational areas and candidates. ConstructionSkills is involved in the CQF testing and trialling with QCA with the purpose of exploring solutions to a number of these issues - strand 9.

#### ***Sector qualification criteria***

ConstructionSkills have recently worked with QCA and the sector's awarding bodies as part of the SQRP pilot to consider if the development of Sector Qualification Criteria (SQC) would help ensure the design, development and accreditation of new and revised sector qualifications meet sector needs by defining principles and characteristics that must be designed into

qualifications serving sector defined purposes. ConstructionSkills' and the sector's ABs' representatives could find no hard evidence in the current system of vocational qualification approval for the need for SQC. It was considered that 'The statutory regulation of external qualifications in England, Wales and NI – 2004' QCA "purple book" gives sufficient level of guidance, though would benefit from updating to better represent what is generally required by vocational qualifications and reflect current practices such as the BEABF and the ConstructionSkills' Validation Committee including employers, trade unions, PIs, Health and Safety Executive and the regulatory authorities.

### **2.3.2 Funding**

Home nations' funding and CITB grant is currently based on whole qualifications rather than specific units. Funding in England, Scotland and Wales is currently focused on level 2 entitlements and specific age groups, rather than qualifications/units where the sector has skills needs. Funding is usually limited to initial qualifications and does not support career development. For example, there is no funding for a craft person who wants to progress to supervisory qualifications/units. Funding for programmes has to cover the costs of delivering a number of individual qualifications/units. For example, there is not sufficient funding for an apprenticeship requiring an underpinning learning course and also a work-based training, experience and assessment NVQ/SVQ programme. There are disparities between school, FE and HE funding. The sector has to approach various European, national and regional funding bodies for limited sources of funding, rather than using one co-ordinated approach. Sector representatives will through ConstructionSkills and the Built Environment Skills Alliance (BESA) of SSCs inform and influence home nations' funding policies – strand 5 and ConstructionSkills will agree funding targets and skills priorities for the sector - strand 19.

### **2.3.3 Recognition of skills and knowledge**

Feedback confirms that the sector needs to attract, retain and develop a diverse workforce with a range of existing skills and knowledge. Accredited vocationally related qualifications/units that develop people's knowledge and skills (such as a Construction Award or Higher National) have been mapped to individual NVQ/SVQ units. The craft Construction Awards also identify the gaps between the NVQ/SVQ units' knowledge, skills and work-based evidence people need to fill to achieve the NVQ/SVQ. People wanting pathways from other qualifications will not have this information. People already working for an employer may have skills and knowledge for which they have no recognised qualification. There is currently no UK, European or international system for mutual recognition of people's existing skills and knowledge, only qualifications, credit rating systems and transcripts. People, including migrant workers and mature entrants, wishing to complete a construction qualification have to complete initial assessment, profiling or accreditation of prior learning to identify their existing skills and knowledge. ConstructionSkills is involved in a number of stakeholder projects looking to address these issues - strands 9, 12, 13 and 14.

ConstructionSkills is working with the home nations' framework/regulatory/awarding bodies credit rating and levelling qualifications, including the SCQF project for qualifications in the Scottish Apprenticeship Framework. ConstructionSkills has concerns that the credit points system focuses on input and numerical 'volumes of learning' and notional learning times. Identifying notional learning time for designated learning outcomes needs to consider the time learners take to develop the knowledge and skills. The time an individual take depends on the learner's individual abilities, motivation and if they are new entrants or existing workers. For NVQs/SVQs time is also needed to experience and develop competence in a range of work-based activities. Credit based on learning times may rate qualifications that require substantial academic study more highly than the wealth of skills and knowledge individuals gain by work-based qualifications. This credit rating will not identify if the person is competent. Employers and providers considering people applying for a job or course will still need to ask for and look

at each individual's transcript or qualification and unit certificates to identify the learning outcomes and find out what the person actually knows and can do. Providers and candidates will still need to complete accreditation of prior learning/profiling to identify the skills and knowledge candidates already have and the gaps they need to fill. The HE frameworks and EQF recognise that qualifications should have identifiable learning outcomes for the purposes of transparency, comparability, credit transfer and recognition. ConstructionSkills will continue to influence the development of effective credit and levelling systems – strands 6 and 9.

### **2.3.4 Progression**

Clear pathways need to be identified to suit the diverse development needs of businesses and individuals, and their work and personal circumstances. Continuing personal development and pathways for craft people to progress to technical, supervisory and small business qualifications/units need promoting. The credit system needs to identify people's existing skills and knowledge, rather than the number of learning hours they have completed (see page 19). People with craft qualifications develop some supervisory knowledge and skills which they should be encouraged to build on if they complete the construction site supervision units that are based on the same NOS. Academic, vocational and professional learning pathways (including continuing personal development) and qualifying systems need integrating. Individuals, for example, may complete a vocationally related qualification, such as a National Certificate or degree. They then have to have their knowledge assessed again for an NVQ/SVQ and yet again for PI membership. These different qualifications need mapping to identify what knowledge and skills has already been assessed and the gaps that need filling. Academic and work-based programmes need to identify and suit individuals with different learning styles. People undertaking a Foundation Degree starting with a craft Construction Award or NVQ/SVQ may need guidance about how to adjust their ways of learning and to apply their existing craft knowledge, skills and experience to other construction and business contexts. ConstructionSkills will work with developing bodies to develop fit for purpose frameworks and pathways - strands 9 and 13. Proposals are currently being prepared for the ConstructionSkills' Standards and Qualifications Strategic Committee (S&QSC) to consider how ConstructionSkills can enhance sector engagement with higher education, for example by working with the Higher Education Funding Council for England's employer engagement, lifelong learning networks and higher levels skills pathfinder projects.

### **2.3.5 Information and Guidance**

ConstructionSkills provides a specialist careers advisory service and website, supported by PIs' and specialist federations' advisors and specialist databases. Employers and individuals may also approach their local business service advisors, schools and colleges for sector-specific information and guidance. Employers, individuals and their advisors need high quality, impartial, jargon-free information and guidance about the range of available sector-validated vocational and work-based pathways, qualifications and units. It is essential that people are referred, throughout their careers, to ConstructionSkills for information and guidance to suit their specific requirements and to help the whole workforce to continue their personal development. Individuals with diverse backgrounds and interests need to be able to find pathways suiting their personal and employment requirements. Sector representatives recognise that more academically based learners and their advisors (such as HE colleges / universities admissions tutors) need to find out about work-based training routes including apprenticeships and NVQs/SVQs. This will form a strand of the CQS action plans including providing a qualifications database - strand 11.

Sector representatives recognise that construction needs promoting as a first choice, professional, career to attract quality people. Better publicity is needed to help people recognise the skills required across the vast range of occupations and the career progression routes that need exploring. Models of best/good practice of industry engagement including

promotion and induction programmes, project work using construction skills, taster days, Saturday clubs, Skills for Work courses (in Scotland) and pre-apprenticeships should be encouraged and co-ordinated. Employers need to be engaged in these programmes.

### **2.3.6 Lecturers, trainers, assessors, verifiers and teachers qualifications**

Sector representatives including BACH recognise that there is a shortage of qualified lecturers, trainers, assessors and verifiers with appropriate occupational and commercial knowledge and experience. These key occupations lack of recognition including by industry certification schemes. ConstructionSkills has worked with Lifelong Learning UK to develop generic standards, related qualifications and career pathways for teaching and training and the Employment National Training Organisation to establish assessor and verifier standards and NVQ/SVQ units. Teachers delivering the proposed specialised diplomas (England)/baccalaureate programmes (Wales) need industrial knowledge, skills and experience. Lecturers, teachers, trainers, assessors and verifiers must keep up-to-date with construction, business and training best practices and developments. The network for built environment lecturers, teachers, trainers, assessors and verifiers must be maintained, including through the Lifelong Learning Network. This forms strands 16, 17 and 18 of the CQS action plans.

## **2.4 Value of the portfolio to the sector**

Employers said that qualified people perform their job well but, generally speaking, employers will take someone on if the applicant says they can do the job. Employers will often view having a qualification as being secondary. Therefore the achievement of qualifications and standards needs to be driven by clients. Sector representatives recognised that to achieve the objective of a fully qualified workforce issues around the upskilling of the existing workforce must be addressed.

Industry feedback confirms that the sector already has a substantial portfolio of standards, qualifications, units and other learning provision. The sector representatives consulted acknowledged that considerable sector effort has gone into developing, improving and refining these to meet users' needs. Key sector ambassadors have helped to achieve clarity, understanding and commitment to these standards and qualifications. Some people however identified the need for more coherent strategies and better mechanisms to identify what is 'fit for purpose' and that all delivery chain partners should be involved in product development.

Some employers felt that the framework is too complicated and needs rationalising. There may be too many qualifications, possibly driven by the CSCS initiative. Other people suggested there are not too many qualifications because there are many specialisms. Developing bodies should be prepared to use income from large take-up sector qualifications to support the costs of providing low take-up awards. Existing qualifications should be enhanced not duplicated. Broader qualifications with core units and more options may give greater flexibility if the pick and mix of units individuals want can then be delivered. Mandatory units could be endorsed by employers who should also check the person has the optional units relevant to the skills the employer needs.

Sector representatives asked for one qualification structure/framework for all home nations recognised by all authorities. Qualifications recognised as meeting statutory/industry/client body requirements must be recognised by all sectors/industry bodies. The number of awarding bodies (ABs) offering the same qualification needs reducing. More attention needs to be given to how qualifications are taken to the market. The framework is not understood by industry or colleges. Employers felt that they need a better understanding of the qualifications, routes and procedures. Qualifications need to be more clearly 'branded' and put into families so people

can see the whole range and structure of qualifications with clear career progression routes. Better marketing, information and guidance is needed across all routes and levels, with briefings about new routes. Employers and providers recognised that are an essential part of the qualification development process and need to own the qualifications. Employers asked for stability in the industry qualification system. There have been continuous “incessant” changes since 1993 which has been problematic and should be stopped. People need a period of stability to understand the format and routes. There should be improvements and updating rather than new ideas. The industry had become increasingly frustrated by an initiative overload and programmes not delivering.

Sector representatives recognise that ABs’ candidate registration and achievement data is commercially sensitive but needs to be available to SSCs to inform the review and development of qualifications and provision.

#### **2.4.1 Entry into industry**

The sector representatives consulted said that young people are not coming to the industry of the right quality and are poorly prepared. Employers felt that schools, further and higher education are not supplying the industry with people with the basic skills they expected. Delivery and assessment in general education seems to be putting ‘disaffected’ young people off. It was recognised that colleges and employers have to fit basic life skills training into an already beleaguered timetable. Industry needs better input and liaison with schools and colleges to influence education. The image of construction needs lifting. Construction is often seen as a last option and “dumping ground” for underachievers or troublemakers, particularly by teachers and career advisers. Employers felt that schools lack an understanding of the industry so provide poor quality guidance and seem to want to push young people to college instead. They suggested that schools, teachers, careers advisers and parents need a change of perception and attitude towards construction as a legitimate career option providing young people of all abilities a future. Sector representatives recognised that many young people want to 'study' construction but a suitable range of qualifications are currently not available to attract good people interested in a range of careers and keep their pathways open. They suggested that qualifications need to be seen in the context of progression not just employment.

Many young people want to 'study' construction but a suitable range of qualifications are currently not available to interest good people interested in a range of careers and keep their pathways open. Qualifications need to be seen in the context of progression not just employment. In England, Wales and NI the Edexcel BTEC First qualifications are a good model for general education. The new construction and the built environment vocational GCSE appears a good concept but more publicity, appropriate delivery and less academic content may be needed.

ConstructionSkills is building on partnerships established with schools and local communities, including curriculum centres, to encourage young people from diverse backgrounds to experience, enter, train and qualify through a range of construction craft and technical pathways – strand 13. In England and Wales a pilot Single and Double Award GCSE in Construction and the Built Environment has been implemented from September 2005. The target market is 14 to 16 year olds, but the qualification is available to people of all ages at Levels 1 and 2. Young Apprenticeships were introduced in September 2006 and 14 -16 year olds will study for a Level 2 vocational qualification alongside the school curriculum. The Construction and the Built Environment Specialised Diplomas will be a key mechanism in England to encourage post-16 year olds to participate in education and training and use learning pathways from 2009. A baccalaureate programme is being developed in Wales following Future Skills Wales, the Skills and Employment Action Plan for Wales and 14–19 Learning Pathways recommendations.

## **2.4.2 Qualification delivery for new entrants**

Sector representatives in England said that key skills should be taught at school in the 14-19 year old preparation programme and used as the entry benchmark to construction. At present key skills seem poorly presented by schools so more college training time has to be spent upgrading key skills, rather than construction skills. This is adding to the cost of training and developing young people. The way key skills are currently delivered demoralise and stops young people achieving apprenticeship frameworks, although the young people meet employer and NVQ requirements. They should be delivered in the occupational context young people can relate to. The generic key skills end exam/test is not occupationally relevant and is proving to be a barrier. This is proven by looking at the evidence available demonstrating barriers to apprenticeship framework achievement.

The sector recognises that young people need a more structured and defined learning programme than experienced workers. Young people need time to train, mature and be assessed. Most employers would prefer their trainees completing most of the 'academic' content of the NVQ/SVQ in college by day release. An employer can then confirm the person is competent at a later stage.

Employers said they are unhappy with FE training because it is too quick and narrow due to funding, mapping to a NVQ, key skills, assessment and portfolio building. They identified an urgent need to review the training delivery model in England, Wales and NI. People may be qualified but do not have the range of knowledge. HE and FE are not supplying candidates with the basic, expected, skills. More time should be spent in FE on a broader training qualification covering all aspects, not just the training linked to a NVQ which is narrow. Newly qualified workers are usually far from competent in most trades until a further two to three years work experience. Employers noted instances of people with NVQ Levels 2 or 3, assessed by FE centres, incapable of doing the job. Training content is considered by employers to be highly variable between colleges. The content/curriculum of training programmes needs to be more clearly defined. Employers need to help identify the scope of work the training needs to cover.

In Scotland the standardisation of training across FE and use of skills tests meets the mark, but CITB funding for day release programmes is needed.

## **2.4.3 Training to suit the construction workforce**

The consultation identified that there is a belief that employers do not require qualifications and prefer to value training, although it is assumed qualifications and training are linked. There is considerable confusion attached to National Vocational Qualification (NVQ) qualifications and new schemes. Learning and training provision needs to recognise the differences between young new entrants and experienced workers. Young people need a more structured and defined learning programme with time to train, mature and be assessed. Most employers would prefer their trainees completing most of the 'occupational knowledge' content of the NVQ in college by day release. An employer can then confirm the person is occupationally competent at a later stage. Existing, mature, workers need more accessible on-site training or short specific learning courses. ConstructionSkills will be working with the sector to address these concerns in strand 9 and 14 activities.

Sector representatives have identified that there is an urgent need to review the education and training delivery model in England, Wales and NI. Employers are often dissatisfied with further education (FE) learning because it is too quick and narrow due to funding constraints. People may be qualified but do not have the range of knowledge. Employers feel that higher education (HE) and FE are not supplying candidates with the basic, expected, skills. More time should be spent in FE on a broader vocational qualification covering all aspects, not just the learning

linked to a NVQ which is narrow. Newly qualified workers are usually far from occupationally competent in most trades until a further two to three years work experience. Learning content is highly variable between colleges. The content/curriculum of learning programmes needs to be more clearly defined. Employers need to help identify the scope of work the learning needs to cover. In Scotland the standardisation of learning across FE and use of skills tests meets the mark, but CITB-ConstructionSkills' funding for day release programmes is needed. ConstructionSkills will, with sector representatives, audit and develop plans to support the sector's provider infrastructure - strand 15.

Employers suggested that FE should run learning programmes to meet sector demand and not just to fill spaces. School leavers want to enter construction, but there is a lack of college provision. Specialist occupations have particular problems accessing learning programmes. There are concerns about the quality of college lecturers and tutors lacking modern site experience. Funding is an issue for both resources and teaching. Sector representatives recognised that colleges/providers, employers and ConstructionSkills need better links and communications. An audit control system tracking students' progression and destinations is required. Employers said that funding should focus on industry skills' needs rather than funding regime imperatives. The sector feels that people are being forced through the 'sausage machine' without being able to learn and develop occupational competence in a 'real world' way. Separate funding for training and occupational competence development is needed allowing sufficient training time and the employers' preferred delivery model. People questioned CITB-ConstructionSkills' grant arrangements and Learning and Skills Council' (LSC) funding in England which varies between regions and has age restrictions. Sector representatives will through ConstructionSkills agree funding targets and skills priorities for the sector - strand 19.

Qualifications in Scotland are meeting most employers' requirements, although construction and civil engineering services are neglected. Employers consider the Industrial Rope Access Trade Association qualifications good models.

Existing, mature, workers need more accessible on-site training or short specific courses. Some people felt other programmes should have formal recognition because NVQs do not always make people competent. Future frameworks need to recognise wider learning programmes organised by training groups, appreciation courses and company based training, particularly at Level 4 and 5, which could be replicated across industry. Manufacturer based training is often ahead of the game and should be recognised. ConstructionSkills is working with manufacturers and specialist federations as part of the QCA test and trials to develop manufacturers' training programmes as nationally recognised vocational qualifications – strand 9.

#### **2.4.4 National Occupational Standards (NOS) and functional map developments and reviews**

ConstructionSkills have in January 2007 applied to the SSDA for funding its ongoing plan for 'incremental' review and development of NOS; reviews of existing NOS and N/SVQs for Maintenance Operations – Level 2; Formwork – Levels 1, 2 and 3; Fitted Interiors – Level 3; Site Inspection Levels 3 and 4; Planning Co-ordination (Construction Design and Management – CDM) Level 4 and Construction Project Management Level 5. Following the sector's demands for qualified operatives and for CSCS to allow a card to be opened ConstructionSkills are seeking funding to develop NOS and NVQ/SVQs for Industrial Racking Operations - possibly Level 2; Plant Hire and Rental Operations – Level 3 and Plant, Supervising and Planning Lifting Operations – Level 3. ConstructionSkills have also submitted on behalf of BESA to review and analysis a consolidated functional map covering the built environment which is seen as a priority activity for BESA to achieve its purpose of identifying the scope and

overlapping areas of the built environment footprint and to ensure that they are addressed in ways that promote coherence.

#### **2.4.5 NVQs/SVQs**

Although some employers in England reported that they had a good experience of NVQs, some employers see N/SVQ assessment as not being fit-for-purpose or cost effective in England, Wales, Scotland and NI. There are no negative perceptions of SVQs. There may, according to sector representatives, be too many categories in some plant operation NVQs though the assessed route is helping to overcome this. Some employers felt that current qualifications are targeted at the industry's sub-contract culture and may be becoming too small to meet the needs of small and medium enterprises (SMEs) who require traditional crafts people multi-skilled with a broad range of competencies. Employers would prefer additional multi-skilling units as bolt-on options to mainstream NVQs.

The UK QRP Strand 4 'Preparatory Rationalisation of Vocational Qualifications' research has identified thirteen NVQs/SVQs at risk due to low numbers of candidates achieving the qualifications. ConstructionSkills has responded explaining why the qualifications should be retained because they are already planned or under review; CSCS and forthcoming legislation will increase demand or candidates are limited for Level 5 strategic project management qualifications (Annex 2).

Assessment is not considered by sector representatives to recognise the realities of mature entry well. Site-based work-based recording and accreditation practices are considered inadequate. Somebody can complete an assessment and pass the marking criteria but not have the complete skills to achieve the industrial standards. Employers' difficulties associated with OSAT and work based recording are impacting negatively on the image of NVQs, although this may be due to the introduction of grandfather rights by CSCS. OSAT is inconsistent and not standard across all areas.

Sector representatives said that more structured on-site training programmes are needed. Onsite trainers are considered poor and inadequate. Employers recognise they need to be involved in assessment and decide when a person is competent after a time in the workplace. Employer endorsements, which are now used in the craft NVQ assessed route, should be part of the assessment strategy. An evidence diary system endorsed by employers and Pls' recognition processes should be incorporated in assessment for technical, supervision and management occupations. Many people felt that the best method is to test, for example using the assessed route or skills test. Guidelines are however needed as this may only provide a snapshot and not the breadth of evidence. Good competence assessment practice covering diverse approaches needs identifying. Assessment paperwork, material, assessors and verifiers may need some standardising.

External verification (EV), internal verification (IV) and assessment is inconsistent across the UK according to sector representatives. The assessment system needs to be more uniform and comparable whoever assesses or wherever the assessment takes place. Policing is currently inadequate and needs increasing. The development by ConstructionSkills with its own Awarding Body of an experienced worker assessment route is seen to be helping to address this issue. The EV and AB system in England, Wales and NI is seen by sector representatives as adversarial and bureaucratic rather than a capacity and capability building system. EVs are policing without giving any support or guidance. There are insufficient EVs and they are inconsistent across all areas. EVs need to be resourced adequately and better trained.

ABs' assessment strategies need, according to sector representatives, to be flexible to reflect construction in its widest context and be appropriate for all levels. The model and processes

need to be rigorous, consistent, fit-for-purpose, responsive, flexible and simpler to meet the industry/occupation needs and preferences at different levels. Quality systems and assessment models need to consider the different needs of qualifications related to learning programmes and those assessing competence. Employers said that the assessment strategy for higher level qualifications is too complex and bureaucratic. Higher level awards need to be used by all ABs in the same way. More accessible options for assessment need developing including professional discussions. Employers must have a greater input. ConstructionSkills is working with ABs to address this through strand 8 introducing its new whole workforce NVQ/SVQ assessment strategy.

Some people wondered if there are enough assessors and verifiers to meet CQS requirements and what strategies were in place to combat this shortage. More and better experienced and qualified assessors with current occupational experience are needed.

#### **2.4.6 Apprenticeships**

Publicly funded apprenticeship frameworks currently require specified, discrete, qualifications. For example, during an advanced craft apprenticeship in England a craft apprentice must complete an advanced Construction Award (the 'technical certificate'); a craft NVQ Level 3; key skills Level 2 application of number and Level 2 communication including an independently assessed end examination; employment responsibilities and rights. Feedback from sector representatives identifies that employers and apprentices may have difficulty completing all these qualifications and, therefore, the apprenticeship. Apprentices may have difficulty completing the key skills examination which is set in a general, rather than construction-specific context. Employers and apprentices may not need the breadth of knowledge and skills covered by the advanced Construction Award for the work activities of the employer's business. Employers may have difficulty providing apprentices the range of activities required by the NVQ/SVQ. ConstructionSkills has been working with colleges, training providers and employers to ensure the NVQ/SVQ assessment requirements are clearly understood; share best practices for producing work-based portfolios of evidence and improve key skills arrangements.

Some employers suggested that the complexity, general confusion and difficulties of achieving a Modern Apprenticeship Framework in England, Wales and NI is casting a negative shadow on NVQs and the framework need to be simplified. Learning programmes for apprentices need to be 'recognised' as the main core of an apprenticeship. Apprentices cannot currently demonstrate the range of skills employers would expect them to perform unless the employer exposes the apprentice to specific work areas. Colleges can only offer basic, narrow focused, training. Apprentices need a sufficient period of work experience before their true competence can be assessed and this should be through a skills test. The apprenticeship should last at least three and possibly four years but the LSC funding does not allow this. SSCs should be allowed more input into determining funding levels.

ConstructionSkills is in strand 13 activities working with QCA and a range of developing bodies to develop and pilot an apprenticeship as a qualification for a number of craft (including specialists) and technical occupations. The qualification will have a mix of underpinning occupational knowledge and skills and competence based units covering activities in which employers can give apprentices sufficient opportunity to become competent whilst embedding employability/key/core skills. The qualification should suit the range of individuals with diverse existing employability skills and the occupation's specific key/core skills requirements, likely pathways, construction work-based learning and assessment contexts the sector needs .

#### **2.4.7 Progression routes**

Employers recognised that many experienced craft people are reluctant to go back to a college, learning, environment. Good craft people are needed who are not necessarily supervisors.

Progression is the only way up the pay structure and does not necessarily reflect individuals' skills and capabilities. 'Hence the loss of a good crafts person and gain of a bad manager!'

Some employers said there is a 'bridge' across the divide between craft to supervisory and managerial qualifications. Provision is available accommodating wide basis need. Employers had developed people from craft into technical, supervisory or management roles but they were unsure of the pathway. There would be a bridge if more trainees qualified to Level 3 and had full apprenticeship framework completion. The bridge rests with the employer and their knowledge of the progression routes. Progression through supervision/management is more an awareness problem. The transition to first line supervisor is not good or effective, particularly from craft. The progression from craft to technician is perceived not to work following the emergence of NVQs. Professional progression is widely catered for. People however consider there is a lack of logical and clear progression routes which promote the full range of careers. A better, clear, progression pathway is needed, which readily links craft and supervisory qualifications, so the sector has sufficient future managers and supervisors.

The gap between Level 2 and Level 3 qualifications is too big for some students. Some employers suggested Level 3 should be craft, not supervision, based. Advanced skills (for example brickwork) is not 'advanced' only more of the same with some supervision thrown in. Craft Level 3 should contain identifiable higher skills and extend and incorporate more detailed work skills. Two to three year work experience should be acquired before progressing to Level 3 supervisory qualifications.

Sector representatives recognise that NVQ is not always best the route for experienced and good managers. There is no obvious link from craft to supervisory qualifications, like the old City & Guilds system. Craft and higher levels qualifications are different. Standard qualifications are needed so everyone can recognise the qualifications. CIC's NOS/NVQs/SVQs are unwieldy. They should relate to the craft NOS/NVQs/SVQs and be written so they are easy to follow and understand. Craft and technical programmes are not 'joined up'. Achievements in craft programmes need recognising to encourage progression.

Some companies provide a training package and career ladder so people can progress through Levels 3, 4 and 5. Many employers said however that there are no suitable products available for training supervisors. A broad modular supervision/management training programme would be welcomed with a pick and mix basket of recognised Level 3 and 4 units/modules related to, but broader than, the higher level NVQs. Various companies are developing their own technical, supervisory and management programmes which could, if appropriate, be promoted and used by other companies. The programme should meet business needs. Individuals and organisations should be able to 'dip in', on a "just in time" basis, over a longish timeframe, when they encounter new aspects of their role and take on wider responsibilities. The training element needs to be separate from the assessment/NVQ/SVQ so people can develop their people's supervisory and management skills before being signed off by their employer as competent.

Bolt on courses for higher awards, such as National/Higher National Certificates, must be recognised. Funding has prohibited the training. Courses, such as the Site Management Safety Training Scheme, need recognising and integrating as part of higher qualifications. Continuing professional development undertaken by professional service occupations needs recognising and bringing into NVQs. The links between learning and NVQs at the higher levels is poor. Other HE qualifications are seen as better value than NVQs.

## **2.4.8 Technical, Supervisory and Management Qualifications**

Employers feel that NVQ/SVQs do not help the industry at the higher levels. It is inappropriate for technical, supervisory and management occupations to demonstrate occupational and professional competence through the current NVQ regime. Graduates who are asked to do an NVQ Level 4 feel they are taking a backward step. An evidence diary endorsed by employers was suggested to confirm occupational competence. Continuing professional development work should be included in the NVQ programme. Employers are generally happy with National/Higher National Certificates, Site Management Diplomas and degrees, although some considered the National and Higher National Certificate in Construction largely irrelevant, poorly taught, too long and expensive.

Sector representatives recognise that there are some unused technical qualifications/apprenticeships due to provision, including geographical gaps, and lack of employer awareness and engagement. These concerns are being addressed by current apprenticeship reviews – strand 13.

## **2.4.9 Higher Education (HE)**

Sector representatives suggested that PIs need to pull together, rather than have different criteria and be brought in with the crafts by producing a family tree. Following industry feedback the sector's workforce requirements will be considered as a whole by ConstructionSkills standards, qualifications and lifelong learning committee arrangements (Annex 1) - strand 1. PIs supported the HE development of common vocational learning outcomes and pathways to professional qualifications, but suggested HE should link rather than be based on national occupational standards (NOS)/NVQs. Through strand 6 activities ConstructionSkills will continue to develop occupational standards and link these to common learning outcomes.

Employers in England reported that they had a good experience of construction management degrees. Graduate full-term delivery, including one year industry experience, is considered by sector representatives to be about right, although the course content may need relating to practice. Some major contractors wondered where foundation degrees sit and if they are needed. There is a lack of part-time provision for master degrees for professionals in specialist areas. Course recruitment and funding is a problem for resource intensive courses.

ConstructionSkills is carrying out an audit of its activities relating to HE which will assist with populating strand 9 of the CQS action plans. Activities include ConstructionSkills working with employers, PIs, universities, regional colleges, home nations' and regional funding, development and quality assurance agencies, Foundation Degree Forward, private training and assessment providers to provide a range of higher level part and full-time education, training and assessment programmes. Foundation Degree Forward and ConstructionSkills are currently analysing the success of FDs in the construction sector in England, Wales and NI which are based on construction and the built environment subject benchmarks. Universities are working with employers providing site-related practical experience and assessment centres to NVQ/SVQ assessment. ConstructionSkills is working with sector and regional bodies to identify pathways to technical, supervisory and management functions and jobs and professional membership - strands 9 and 13. The sector supports programmes for non-cognate entrants to develop construction-related knowledge and skills and in England Lifelong Learning Networks and higher levels skills pathfinder projects - strand 13 and continuing professional development programmes, including developing management and leadership skills - strand 9. Routes to PI membership by NVQs/SVQs and to CSCS by NVQs/SVQs or mapping to PI's membership requirements are encouraged through ongoing strand 5 activities.

#### **2.4.10 International Qualifications**

ConstructionSkills has been working with the Home Office, CSCS, sector representatives and other construction and the built environment SSCs (such as SummitSkills) to agree requirements for mutual recognition of qualifications - strand 14. ConstructionSkills has, with funding from the UK Co-ordinating Group, undertaken initial benchmarking work with Australia, Belgium, Canada, Estonia, New Zealand and Romania. An International Forum for Construction Occupational Standards (IFCOS) has been established.

## **SECTION 3: OTHER USES OF QUALIFICATIONS**

### **3.1 Qualifications for regulation of practice**

At present the government is committed to driving the cowboys out of the construction industry and raising standards of work and health and safety. Many influential bodies are working towards a policy of a fully qualified workforce by 2010 when it will be compulsory to prove workers' skills and qualifications before they can work on site. Many contractors are already asking for all workers on their site to hold a CSCS card to prove their competence in their stated occupation. Some clients are also specifying that contracts will only be awarded to contractors and sub-contractors with carded workforces. CSCS/ CSR use NVQs/SVQs as the recognised level of competence.

### **3.2 Qualifications to promote customer confidence and protect consumers / the public**

Clients are increasingly being encouraged to look for CSCS/CSR/ NVQs/SVQs as quality standards for construction work and NOS as a common currency.

### **3.3 Qualifications in Scotland, Northern Ireland, Wales and England**

CSCS in England, Wales and Scotland and CSR in NI use NVQs/SVQs as the recognised level of competence.

## **SECTION 4: SECTOR WORKING ENVIRONMENT**

The following section provides a summary of key features and workforce trends in the sector. Further details about what construction skills and training will be needed, when and where, can be identified from SSAs and the national and local knowledge provided by the Construction Skills Network (CSN) with its national and regional 'Observatory Groups' <http://constructionskills.net/research/constructionskillsnetwork/forecastmodel/constructionskillsnetworkoutputs/uk>

### **4.1 Features and characteristics of the working environment informing qualifications**

The following features and characteristics of the construction sector need to be taken into account when designing qualifications and other learning provision to make sure it is accessible to the existing and future workforce.

#### **4.1.1 Shaping up the industry's business performance**

The Egan Review of the industry concluded that construction needed to significantly shape up its business performance in areas such as health and safety, quality defects and cost overruns. The SSAs are responding to this challenge by increasing the number of companies investing in training; developing management and leaderships skills; supporting lifelong learning in construction and developing skills for sustainability.

#### **4.1.2 Supply side challenge**

The initial supply side challenge is to provide employers with a reliable flow of suitably trained new entrants and to ensure that employers are maintaining and improving the skills of their workforce in line with market forces. The evidence presented suggests that the UK is failing on the first part of this challenge and will continue to do so if growth continues.

#### **4.1.3 Brushing up the industry's existing skills**

Over 800,000 construction workers already hold the CSCS 'licence to operate' to prove they have the skills required to work on site. However many people need to brush up their skills to match the industry minimum of a relevant NVQ/SVQ. The SSA propose intensifying and widening the industry's 'Qualifying the Workforce' initiative; developing flexible training and qualification structures for specialist occupations and assisting the effective integration of migrant workers.

The combined findings from the CIC surveys of construction professional services companies give cause for concern that investment in training, by small and medium-sized enterprises in particular, is low. Also, although employer-led training is held to be essential, the actual amount carried out as part of a well-structured programme is less than adequate. Related activities, such as continuing professional development, feature only as a low company priority.

There is insufficient data on which to draw reliable conclusions about the quantity and nature of construction employer training for the overall sector. However, the introduction of standards through CSCS/CSR and the provision of OSAT are widely accepted by larger employers as a positive move and are proving an effective way of qualifying the workforce.

80% of professional services employers experience problems in their existing workforce and the data suggests that a minority of firms experience severe problems in this respect. However, construction employers repeatedly report in surveys that their own workforce is suitably qualified and that the problem is entirely to do with the inflow of people. This suggests

that the skills gaps in the existing workforce are either not apparent to employers or that employers are in denial.

#### **4.1.4 Stepping up the quality of qualified new entrants**

Construction needs half a million new entrants by 2010 to rise to the challenges of working in the industry. Stepping up the quality of these new recruits is also required and this will rely on recruitment from the widest pool of talent possible. To ensure this happens, the SSAs focus on improving understanding of the careers opportunities in construction; increasing apprentice completions and widening opportunities for on-site practice; improving diversity in the industry and increasing applications for construction-related courses. A recent CIC survey of 927 firms found one third of respondents felt that the quality of recruits to HE had fallen. The sector employs and needs to attract people from diverse backgrounds with varied employability skills. Employers and individuals need these underpinning essential skills in order to develop the key/core and occupational knowledge and skills needed for employment and career development.

#### **4.1.5 Skills gaps and development**

Although skills gaps are not perceived as a problem in the existing trades workforce, they do cause difficulties among new starters, professionals and managers. A detailed assessment of management skills in the contracting industry showed gaps in those skills required for the future: proactive business development, design management, technical and practical skills, option and risk appraisal, and business development. In the trades, latent (hidden) skills gaps are preventing the industry from addressing productivity and performance problems. At least 250,000 people in the ConstructionSkills' footprint still need to improve their skills to meet NVQ/SVQ Level 2 requirements.

The industry requires and provides opportunities and pathways for people to develop by specialising in one occupational area and undertaking increasingly complex work, for example developing from Level 2 to Level 3 plastering. People may also broaden their range of skills and knowledge, for example by following a construction operations concreting pathway, then extending it to formworking and steelworking. Some people may move to other occupational areas in the sector, for example from bricklaying to supervision or from town planning to transport planning. To meet the demands of the industry and its clients the workforce must undertake lifelong learning with ongoing continuing development, updating and extending skills and knowledge, for example by moving from town planning into specialist conservation areas of work or for craft people to develop the skills needed to run a business. Employers and learners (including mature and migrant workers) may only want to complete one or two units to fill gaps, or update or certify specific areas of their knowledge and skills. Designers, for example, may wish to prove to their clients and PIs that they are competent in current construction safety design by completing nationally recognised, auditable units as continuing personal/professional development.

#### **4.1.6 Flexible and responsive solutions**

While construction is a major economic force underpinning all other UK industries and public services and employing over two million workers, it is one of the UK's most fragmented industries with heavy reliance on a subcontracted workforce of SMEs employed on a short-term, project-by-project basis. Contractors will draw together teams of people who often work for quite a short period of time and then move on to another location or disperse. Much of the work is managed by a main contractor who deals with the clients but who subcontracts part of it to smaller firms who specialise in a particular aspect of the process. The construction process is a complex one starting with design and planning through production to ongoing maintenance and refurbishment. This transient pattern of employment mean that innovative and flexible

ways for training and assessment are needed to support this highly mobile industry in raising both its skills levels and productivity. This forms a main reason why CITB exists with its statutory levy.

The sector needs a mobile, skilled and qualified workforce able to operate across the UK and internationally using similar areas of skills/knowledge, whatever their original region. The sector is committed to 'Qualifying the Workforce' using CSCS/CSR based on the existing five levels of National Vocational Qualifications (NVQs)/Scottish Vocational Qualifications (SVQs). The sector needs learning matched across nations and ConstructionSkills has questioned why there are different levels and coverage in the respective home nations' frameworks.

#### **4.1.7 Harnessing training opportunities**

One practical and mutually beneficial solution is to harness the training opportunities that occur when all participants in the supply chain – clients, professional services, major contractors and subcontractors – come together to deliver major construction projects. The long-term nature of these large projects provide relevant and opportune work-based training for new entrants and experienced workers, as well as acting as a hub for more community-based sustainable training projects. An important spearhead of this project-based approach is the Skills Academy for Construction.

#### **4.1.8 Current UK training and education provision**

Current UK training and education provision does not provide enough qualified routes of entry into the industry. Whilst FE provision for the main trades appears to be almost sufficient, little more than half of those people who start training become qualified. There is scarce FE provision for specialist or civil engineering occupations, including plant. Professional and technical provision is also very patchy, with particular problems in disciplines such as building services engineering. Electrical provision appears satisfactory but plumbing completions are well below the level required.

Following several years of decline HE establishments are now seeing increasing numbers of starters. HE attracted 10,800 starters in 2003/4, which is an 11% increase on the previous year. Inspections of universities suggest most display good practice. The accreditation of courses by PIs confirms this and employers are similarly supportive.

#### **4.1.9 Construction and other sectors' skills requirements**

The sector and its clients need people with a wide range of skills to complete construction projects and run its businesses, including administrators, building services engineers, cleaners, landscape gardeners and construction people with customer service, sales and business support skills. Other sectors also employ people with construction skills, for example on film sets. Other sectors may tailor some of the construction standards to suit their specific sector needs. ABs have to provide qualifications/units that meet a range of sectors' requirements, assessment and qualification strategies. ConstructionSkills is working with other sectors on specific developments and through BESA, BEABF and the SfB network of SSCs to ensure construction and cross-sector qualifications/units meet the UK construction skills requirements and commonality where appropriate between sectors' assessment and qualification strategies – strand 10.

### **4.2 Workforce trends and forecasts**

The construction industry is a large employer that is currently hindered both by skills shortages in the trades and skills gaps in its managers and professionals. It represents about 8% of the national economy in terms of GDP.

The construction industry is, and has been over the last ten years, a significant employer of labour (2.1 million people and 210,100 enterprises). Since 1996 the employment trend has been positive with a growth of 14%. The majority of employees work for mid-sized (11–250 employees) companies, yet most companies are small (90% have less than 10 employees). In terms of occupational structure, manual workers dominate and they are likely to earn more than manual workers in other sectors – a condition that has applied since 1995 and could indicate that skills shortages are leading to wage inflation.

When analysed against other similar labour intensive sectors, the construction industry is the second highest in terms of the proportion of the workforce employed in small and medium enterprises (those with less than 250 employees) and the sector with the largest share of ‘one man bands’.

Overall the incidence of self-employment in the construction sector has increased more quickly than that of direct employment. For example, between 2000 and 2004 self-employment in the UK construction industry increased by 28% whereas direct employment only increased by 1%. The contracting part of the construction industry relies heavily on a large number of sub-contractors, over a third of who are self-employed. The Labour Force Survey 2004 indicates that, of the 2,166,800 people working in the industry, 804,770 are self-employed. At 37% this figure represents a drop from 40% in 1997, but is still one of the highest in Europe. The flexibility of such a large pool of self-employed labour and the avoidance of employers’ National Insurance contributions are significant financial advantages to prime contractors. The disadvantage is the lack of investment in skills and qualifications by those who are self-employed and migrate from job to job with little security of income and few of the advantages of direct employment.

In addition to highlighting the contribution that the UK construction industry as a whole makes to the UK self-employment population, analysis by occupation also attributes ‘trades consistent with construction (for example, carpenters and joiners)’ as having a large part to play. Self-employment in the four main craft trades (wood trades, bricklaying, plastering and painting & decorating) accounts for 60% of their total employment across the UK. Clearly this strong tendency for career pathways to aim towards self-employment, particularly in the main trades where the financial rewards are perceived as greater, has implications on the future training of individuals moving to self-employment and on how industry can provide sufficient opportunities for new entrants.

The construction workforce is more biased towards lower level qualifications than the overall UK workforce. Apprenticeships are common and in some regions of the United Kingdom almost half the workforce will be trained in this way.

Women account for approximately 10% of the industry’s total employment, but only 1% of manual and 30% of non-manual employment. The manual portion of the sector is the most gender imbalanced in the UK. The proportion of ethnic minorities nearly doubled from 1.5% in 1994 to 2.8% in spring 2004 but this is still significantly lower than the 6.9% present in the total working population. For both these groups, the representation for professional services is higher than for manual occupations, but is still an under-representation compared with the whole workforce.

The construction industry will, over the next 20 years, lose around 30% of its workforce through retirement. Its age profile is significantly biased towards the 30–44 age bracket compared with the UK working population as a whole.

Between 2007 and 2011, the UK construction industry will continue the trend of growth it has enjoyed for the last decade. Although all sectors of the industry are expected to see increases

in output growth, infrastructure and public housing will be the most buoyant. In 2005 2.41 million people were employed in construction and that figure is expected to rise to more than 2.8 million by 2011. Over these seven years, this represents an employment increase of 17.5%. To deliver this growth and replace those who will leave the industry over the period, an average of 87,600 new workers will need to be recruited per year, a slightly higher number than estimated over the 2006-2010 period.

Government spending on education is forecast to be the single largest investment in UK construction in the next five years, eclipsing even the budget for the Olympic build programme. The first three waves of the Building Schools for the Future programme, which will renew or rebuild every secondary school in the country, are all expected to start by 2011. They will release more than £4.7 billion UK-wide for construction and Information Communications and Technology.

Reviewing the wide range of skills and roles that will be required to build the UK in the next five years, 25,000 entrants are needed in the four main trades (bricklaying, carpentry and joinery, painting & decorating, plastering); 20,000 specialists and civil engineering occupations; 17,000 in management and clerical roles; 7,000 in professional and technical roles; 5,000 in plant and logistics; and 14,000 in electrical, plumbing and related trades. The highest increases in employment will be seen in trade skills such as bricklayers and building envelope specialists, such as cladders and roofers, (both 14%), painters and decorators and scaffolders (both 13%) and wood trades workers (11%). A significant requirement for professionals and managers to enter the industry is expected. Over 32% of the recruits forecast for the next five years are needed to fill roles as construction managers, architects and technical staff, or as senior executives, business process managers or office based and technical/IT recruits.

Demographic pressure and the increased popularity of HE will reduce the pool of labour available to the sector, forcing it to look to non-traditional pools which will in turn help to address the gender imbalance.

Whilst there is much anecdotal evidence of the increased use of migrant workers, there is a general lack of data. The CITB-ConstructionSkills study 'Employer Attitudes and Motivations to Learning and Training' indicated that currently only 4% of employers (excluding the self-employed) had employed any non-UK citizen in the last 12 months. Predictably, larger firms are more likely to have recruited migrant workers, but more surprisingly professional service firms were more likely than construction firms to employ migrant workers. Overall, non-UK citizens account for 2% of the total current workforce (6% among the largest firms employing 250 or more across the UK). At least some of these staff spoke English as a second language. 36% of companies employing non-UK citizens expected the proportion of non-UK citizens to grow.

If the current capacity for training does not sustain the industry's projected growth then employers may resolve the deficit in trained people by a combination of actions including hiring untrained people (so further reducing the competence of the workforce which will then affect quality, productivity and performance); 'poaching' trained staff from other firms (thus increasing wage inflation) or improving the productivity of the existing workforce.

Skills shortages (the inability to recruit people with appropriate skills) have a significant impact on the sector, particularly amongst trades and manual labour. Overall this will reduce the ability of firms to win work, lowering the capacity of the industry as a whole and reducing the speed with which the government can create the infrastructure (schools, hospitals and housing) to the level of quality required to improve public services across the country. The industry's investment in management and leadership development needs to focus on preparing for the future rather than just getting better at what the industry does now. The sector must focus on providing the skills to deliver the reform agenda being set by industry 'think tanks' such as the

Strategic Forum for Construction and Constructing Excellence. The industry must be made aware of, and act upon, the skills gaps in the existing workforce. A better trained and qualified workforce would improve the quality, performance and productivity of most companies in the sector.

### **4.3 Features of the working environment for England, Northern Ireland, Scotland and Wales**

ConstructionSkills is developing CQS action plans for each of the four home nations considering the nations' respective SSA 'Strategies in Action'; qualification and training frameworks, the following features of the nations' working environment and the advice of the ConstructionSkills committees including the CITBNI Standards Committee, Strategic Standards and Qualifications Advisory Group for Scotland (QAGS) and Strategic Standards and Qualifications Advisory Group for Wales (QAGW).

#### **4.3.1 England**

Almost 42% of all recruits required to fill construction demand UK-wide will be needed for work in London and the South and East regions. The concentration of Olympics and related projects in the South and East continues to ensure that, while all regions are expected to see some growth between 2007 and 2011, the highest demand will be in the Southern regions. Continuing the trend started in 2006, Greater London, the South East and East should have increased their share of total construction output from 38.4% (2005) to 41.1% by 2011. The Olympics is one of the catalysts for the shift in industry growth from North to South in the coming years. It will be interesting to see if this trend continues beyond 2011 when the Olympic build programme will be largely complete. It seems unlikely that there will be much slowdown in London. Construction in London is likely to be buoyed by major infrastructure projects and developments such as Thames Gateway, long after the 2012 Olympics.

In England regional ConstructionSkills fora plan and agree collaborative actions to address the respective regions' construction skills challenges and deliver the projected growth in construction output. These are described in a series of 'Action for Skills' documents available on <http://constructionskills.net>. Actions to meet regional skills need include, for example, in the north east identifying and providing relevant Skills for Life training; in Yorkshire and the Humber developing flexible qualification structures for specialist occupations; in the West Midlands developing skills for sustainability; in Greater London assisting in developing a migrant labour integration package; in the East Midlands encouraging potential candidates to become trainers and assessors; in the South West reviewing progression routes from craft to professional and supervisory qualifications; in the South East promoting existing courses leading to accredited managerial and supervisory qualifications; in the East and North West promoting the development of foundation degrees.

#### **4.3.2 Northern Ireland**

The only other UK area expected to exceed the average national growth rate is NI. A big public investment programme in schools, health, transport and social housing, worth £14bn between 2006-2015, much of which will go into the built environment, is the main driver of the 4.3% average annual growth rate in the country. To a certain extent NI is playing catch up with the rest of the UK which experienced its main boost to construction from increased public investment earlier in the decade. Construction employment in NI is predicted to exceed 90,000 by 2011, an 11% rise on 2007 levels. The construction industry in NI faces problems of retention which are unique to the province, stemming from its land border with the Republic of Ireland. When the Republic's construction industry is buoyant and wages are high, it can be a magnet for both firms and workers and lead to significant skills shortages in NI. As in many other regions, construction employment in NI will grow at different rates in the trades than in the

professions, with the former growing by 11% between 2007 and 2011 and the latter by 6.7% in the same period. To meet anticipated demand, 2,940 new workers will need to be recruited each year, including 310 building envelope specialists and 290 bricklayers.

The industry is predominately made up of small firms and the self-employed. With a reliance on subcontracting, skills gaps in management and communication skills need to be addressed. There are specific challenges posed by lack of diversity and a migrant workforce. Many firms identify skills gaps in their workforce, yet less than half undertake training. The industry has low levels of literacy compared to the NI average; 17% of the workforce have no formal qualifications. Industry registration schemes have been successful in encouraging health and safety training and competence based assessment against NOS.

The SSA for NI sets out the aim for an industry where the entire workforce is fully qualified, to a minimum of NVQ Level 2 and where industry registration schemes ensure adequate health and safety training for all. This would be an industry with improved management skills, greater literacy, and an awareness of the number and skills needs of migrant workers. The ConstructionSkills Business Plan 2007-2011 Strategies in Action, for NI, to support qualifying the workforce will be delivered through the CQS action plan for NI, dependant on the critical success factor of establishing the CQS as industry approved and nationally recognised. CITB NI will work in the ConstructionSkills partnership to translate the CQS into an effective delivery model for the industry in NI.

#### **4.3.3 Scotland**

Scotland is forecast to provide 8.6% of UK construction employment by 2011. Scotland's construction output is predicted to grow by an annual average of 1.5% between 2007 and 2011, compared to a UK average of 2.6%. Forecast average growth between 2006 and 2010 was 1.9%. Forecast growth in new work sectors is marginally higher than in repair and maintenance. Employment is expected to increase by nearly 8% over the forecast period, with growth slightly higher among trades than professionals. 6,830 new recruits to the construction industry each year, including 1,450 new employees a year for wood trades and interior fit-outs and 810 new construction professionals and technical staff are likely to be required in Scotland. Infrastructure will be Scotland's best-performing construction sector by far between 2007 and 2011, with an annual average growth rate of 6.2%. Much of this will derive from the Scottish Executive's planned strategic road and rail projects. Good growth in public housing output is forecast until 2009 followed by a slight decline. Other new work sectors will experience modest growth from 2007 to 2011, particularly industrial construction. Work on the new Scottish Housing Quality Standard will boost growth in the repair and maintenance sector from 2009. However, between 2006 and 2008, its estimated share of all construction output will fall from 36.4% in 2006 to 34.2% in 2008.

Through its SSA ConstructionSkills in Scotland is working with partners to identify gaps and provide a co-ordinated response to the skills needs and productivity issues facing the Scottish construction industry. Setting the scene for the Scottish SSA for construction and reinforcing its priorities is the 'Modernising Construction' Agenda ('Achieving Construction Innovation and Excellence in Scotland', published in 2003 by the Modernising Construction Strategic Group). The Agenda seeks to improve the industry's performance; create a connected and innovative industry and achieve recognition of the industry's contribution to Scotland. ConstructionSkills connects to the Agenda through membership of the Scottish Construction Forum. ConstructionSkills has with key partners developed a wide range of support for construction firms to engage in training and skills development of both new entrants and existing staff including work with Scottish Enterprise to deliver training plans and OSAT, and the development of a skills action plan with Highlands and Islands Enterprise to meet future construction spend in the area. NOS have been developed and recognised as appropriate by Scottish industry representatives but until last year the SVQ structures were a wider range of

mandatory units reflecting broader Scottish industry practices rather than the occupational specialisms employed in England, NI and Wales requiring NVQ pathways of optional units. Common SVQ and NVQ structures have now been accepted for all occupations, except painting and decorating, to allow greater mobility of labour. The ConstructionSkills Business Plan 2007-2011 for Scotland identifies the critical success factor of getting the CQS recognised as a radical vehicle for changing the standards and qualification framework and delivery in Scotland. ConstructionSkills' Business Services will translate the CQS into an effective delivery model for the industry in Scotland.

#### **4.3.4 Wales**

Forecast growth in construction output in Wales is 2.5% a year between 2007 and 2011, in line with the UK average of 2.6%. The projected growth in construction employment for the period is almost 9%, slightly below the expected overall growth in output, which therefore suggests that productivity is expected to rise. Repair and maintenance output is forecast to grow more than new work, but only by a small margin. This is mainly due to work starting in 2009 under the £1.5 billion Welsh Housing Quality Standards programme. The private commercial sector is set to show the most growth between 2007 and 2011, with an average annual increase of 4.2%. South Wales in particular will benefit from significant regeneration schemes. Both infrastructure and public non-residential sectors are expected to have annual growth rates above 3%. Infrastructure growth is driven primarily by work on the Milford Haven LNG site and additional road projects, while the public non-residential sector will benefit from the six-year Welsh NHS Trusts investment programme. Construction employment in Wales is projected to top 111,600 by 2011, an 8.8% increase on 2007, with particularly high growth in trades (9.1%). This will involve the recruitment of around 5,090 workers a year. It includes 870 recruits for wood trades and interior fit-outs and 520 for professional and technical posts. This represents the highest relative recruitment increase of any area and will pose challenges to training providers. Future Skills Wales research in 2005 identified skills shortages in the skilled trades and associate professionals. In addition to the sector-specific technical and practical skills required, employers placed emphasis on broader employment skills such as customer handling, communication, team working and problem solving skills.

During 2006/7 ConstructionSkills has worked with the Welsh Assembly Government Departments to prepare and publish 'Building Companies; Building Skills - A Strategic Framework for the Built Environment'. The industry is reported as having a generally positive view of skills training provision at Level 3 (craft) and below when analysed by course content and qualification. There is however room to move to a more unitised approach to accreditation of learning; National/Higher National, undergraduate and graduate programmes need to offer more industrial attachments; and other routes into HE and professional qualifications, such as foundation degrees need considering, to retain technical and professional skills in Wales. Support for the sector will be targeted into segments grouped as management/business skills; technical and professional skills (at Level 4 and above); vocational and craft skills (at Levels 2 and 3) and vocational and generic skills below craft (below Level 2 and employability skills). 94% of businesses in the sector employ thirteen people or fewer and many require a multi-skilled workforce where whole specialist qualifications are not always appropriate. A supportive environment is needed to suit SMEs, who may have fairly unsophisticated human resource development systems and practices, with specifically targeted learning opportunities, both in content and delivery. It is recognised that not all businesses in Wales will want to become 'major players'. Many will be content to play a useful role in the supply chain and develop 'supply chain capability'. Those that do wish to grow need to develop entrepreneurial and managerial skills to compete with the 'best in class'. Continuing professional development will become ever-more important as to 'stand still' in business is to be in decline.

The ConstructionSkills Business Plan 2007-2011 for Wales identifies the critical success factor of establishing the CQS as industry approved and nationally recognised.

## SECTION 5: HOW CONSTRUCTIONSKILLS WILL HELP REALISE THE FUTURE

### 5.1 ConstructionSkills' view of qualifications and other learning provision in the future

In February 2005, ConstructionSkills and QCA agreed to develop a CQS as a basis for future qualification planning and development to meet the construction industry's three major skill challenges identified in the ConstructionSkills' Sector Skills Agreement (SSA) **improving business performance**, including supporting lifelong learning to raise the workforce's skill level; **qualifying the existing workforce**, including developing flexible training and qualification structures and assisting the effective integration of migrant workers and **recruiting qualified new entrants**, including increasing apprentice completions and degree applications.

The CQS will help to achieve ConstructionSkills' vision of giving the industry the necessary support to expand and improve businesses; with construction workers having, and being able to prove they have, the skills levels needed to do the job; recruiting, from the widest pool of talent, half a million quality new entrants with ambition and commitment, by 2010; providing a vocational education and training infrastructure.

Collaborative solutions are being proposed to enable the industry to have the qualifications and pathways it needs. There will be an ongoing incremental review of NOS and qualifications responding to evidence from the sector, notably the Qualifying the Workforce initiative. More coherent, but flexible, qualifications and units for specialist occupations will be developed. The sector and its clients require manufacturers' training to effectively use new products and methods of construction, for example to maintain existing properties and provide affordable new housing. Manufacturers' training will be mapped against vocational qualifications so short courses can be developed and recognised for government funding. Innovative pathways to qualifications will be developed to meet the needs of the industry's sectors including enhancing traditional apprenticeship arrangements, widening on-site practice opportunities and increasing completions. Peoples' understanding of construction career opportunities will be improved. Lifelong pathways for ongoing development, including opportunities to move across the industry, will be provided. A unitised framework supporting incremental lifelong learning will be established with a credible and rigorous assessment strategy that responds to the challenges of the large numbers of experienced workers on the OSAT programme. Academic, vocational and professional qualifications and continuing professional development will be integrated across the built environment providing pathways based on NOS. Mechanisms to establish mutual recognition of non-United Kingdom (UK) qualifications will be identified to help to integrate migrant workers into the workforce.

The CQS will ensure a well-planned and structured approach for developing fit-for-purpose qualifications and pathways that meet sector and learner needs. It will provide a mechanism for implementing and realising the sector's vision, stated in the SSA, through the support and engagement of key stakeholder partners. The CQS will be a 'moving' annex to the SSA offering a blueprint and focal point that draws together a coherent set of guidelines, principles, priorities and actions as a basis for future planning and development. The CQS will provide a steer for bodies developing and awarding qualifications/units and the sector home nations' regulatory and funding bodies approving and funding qualifications/units. It will encourage mapping pathways and inter-assessed qualifications.

#### 5.1.1 Aims of the strategy

The CQS aims to identify the sector's key requirements for qualifications, units, pathways, qualification development and other lifelong learning provision. It will determine how well existing qualifications, units and other learning provision meets identified sector needs. The CQS will identify the changes required and produce action plans. Effective ways of working

with the bodies that are developing and awarding qualifications/units, professional qualifying bodies, certification schemes, home nations' regulatory authorities, the Credit and Qualifications Framework for Wales (CQFW) and Scottish Credit and Qualifications Framework (SCQF) will be established with a process for 'developing' bodies (such as awarding bodies – ABs, manufacturers, professional institutions and universities) identifying the feasibility, planning, developing, evaluating, reviewing and validating existing and required qualifications/units to meet the sector's needs. The CQS will ensure sector qualification proposals are communicated to, and supported by, key stakeholder partners and suit employers and individuals training and working in all four home nations. The CQS will advise training and assessment provision models, including identifying mechanisms for establishing mutual recognition of qualifications, and inform home nations' funding plans.

### **5.1.2 Scope of the strategy**

The CQS will suit the functions and occupations identified in sectors' occupational and functional maps, including cross-sector job roles and functions (such as personnel management) and inter-sector job roles and functions (such as facilities management). The requirements of employers and individuals who are training and working in all four home nations will be considered. The CQS will consider the diverse needs of people entering and already in the sector who require access to learning and qualifications/units and not be age-specific. It will include vocational education and training qualifications at all levels provided by schools, further and higher education (including subject benchmarks), professional institutions (including education frameworks and structured continuing professional development), and private training providers (including employers, manufacturers and training groups). The CQS should help steer bodies that are developing units/qualifications for the sector. Lifelong learning requirements and pathways for all the workforce, including employability, skills for work, key/core skills, continuing personal development and upskilling existing workers will be considered. Units/qualifications for trainers, lecturers, assessors and verifiers will be identified. The CQS will seek to influence entry level and 14–19 year old education (including the school, general and vocational curriculum) identifying the skills and competences needed by learners entering the workforce, further and higher education; agreeing the required changes with relevant organisations and identifying appropriate support for developing stronger vocational 14–19 provision. The need for mutual recognition of UK and non-UK qualifications/units, given the worldwide nature of the sector's work and its migrant workforce, will be considered.

The sector's workforce requirements will be considered as a whole by ConstructionSkills standards, qualifications and lifelong learning committee arrangements (Annex 1). ConstructionSkills will continue to encourage the industry to support and sustain an integrated functional map and suite of fit-for-purpose NOS, qualifications and units by incremental review and development. Collaborative solutions will be used to enable the industry to have the qualifications, units and pathways it needs.

ConstructionSkills will maintain an audit of existing qualifications relevant to the construction workforce evaluating the number of centres and candidates registering and achieving certificates. The information required by learners, employers and providers will be made available on a web-based database or directory. Qualifications and units identified in the audit will be reviewed and maintained incrementally where there is clear sector support and feedback including evidence from the sector's Qualifying the Workforce initiative. New qualifications, pathways and units will be developed where there is clear sector support and feedback considering ConstructionSkills and other relevant SSCs' labour market information. All vocationally related construction and the built environment units/qualifications including HE should be linked to NOS and common learning outcomes that provide career pathways. More coherent, but flexible, qualifications and units will be developed for specialist occupations including obtaining recognition and funding for manufacturers' training. Academic, vocational and professional pathways (including continuing personal development) and qualifying systems

across the built environment will be integrated based on NOS with a structured unit outcome-based approach supporting lifelong learning. Qualifications should be developed using a mix of developing bodies' units. Construction qualifications/units will be titled so they can be recognised across the UK. A credit system identifying people's knowledge and skills should be developed and used. The home nations' proposed framework levels should be reviewed.

ConstructionSkills will continue to work with other SSCs, SSDA and home nations' government departments/agencies to promote certification / accreditation schemes based on NOS/NVQs/SVQs. Innovative pathways to qualifications will be developed to enhance apprenticeship arrangements and meet the needs of the industry's sectors, widening on-site practice opportunities and increasing completions. Mutual international recognition for construction standards, qualifications, units and IFCOS will be expanded including mechanisms to help people identify and fill gaps in knowledge and skills.

ConstructionSkills will continue to provide information and guidance about the range of construction career opportunities, pathways, qualifications and units. Guidance will be available to help employers, potential students, their advisors and admissions tutors recognise and participate in CSCS/CSR, NVQs/SVQs, related vocational qualification and apprenticeship programmes. Information and guidance about HE programmes and pathways will be available alongside other construction qualifications. Appropriate employability skill qualifications and delivery methods will be identified and used in schools, colleges and the workplace. The existing SkillMatch web-based system may be used to profile existing workers occupational skills to identify their employability skills. Construction and key/core skill qualifications, including gaps and methods of filling these, will be identified. Coherent, diploma / apprenticeship / baccalaureate programmes will be finalised, used and evaluated. Employers and ConstructionSkills will be involved in reviewing, approving and supporting HE courses and PIs' frameworks.

An infrastructure of vocational education, training and assessment provision will be supported to deliver the range of construction and the built environment qualifications, units and pathways to enable individuals and businesses to develop. Suitable standards, qualifications, career pathways and industry certification scheme recognition will be established for lecturers, trainers, assessors and verifiers. The BEABF and Skills Academy in England should help identify, develop and share best practices and encourage employer engagement. The new NVQ/SVQ assessment strategy will be implemented and monitored. Creative and innovative solutions, including e-assessment and paperless portfolios, will be further developed, evaluated and implemented more widely to support mobile individuals' lifelong learning. Tools to support the lifelong learning profiling / planning / tracking / recording / assessment / review cycle will be further developed, evaluated and used. Funding should be available based on targets and national and regional skills priorities for sector validated qualifications and units. Learners should be able to complete and obtain funding for a selection of units awarded by various developing bodies.

## **5.2 How ConstructionSkills will work with partners to realise its view of the future and action plans**

ConstructionSkills will continue to work across all four home nations through collaborative partnerships to realise its view of the future and action plans through dialogue with employers and practitioners across all home nations. ConstructionSkills will continually reinforce communication of the strategy to provide a greater understanding of qualifications. ConstructionSkills welcomes employers who are interested in developing qualifications/units. Development work needs to involve a group of employers so the qualifications/units suit the range of employers (including SMEs) and are recognised by the sector and its clients to allow transferability and mobility. Employers are encouraged to provide support in the workplace for

training and assessment and value individuals' and their businesses' achievements. Employers should work with providers and individuals planning, recording, profiling, auditing, updating and certifying people's skills and knowledge using the range of available qualifications and units.

ConstructionSkills will continue to work with industry certification schemes including CSCS Board and CSR; federations, unions and PIs lending validity, value and recognition. Clients are advised to ask for and check qualifications during selection processes.

ConstructionSkills will work with the BEABF and individual developing bodies including ABs, universities, manufacturers, PIs, training groups, groups of employers and regulatory bodies to provide the range of qualifications/units needed by the sector. ConstructionSkills and SfB have identified protocols for working with developing bodies and regulatory authorities which are now being reviewed. ConstructionSkills will continue to work with other SSCs and standards setting bodies developing and using cross-sector NOS/qualifications/units.

Schools and local partnerships, such as curriculum centres; FE colleges including the Association of Colleges, Association of NI Colleges, BACH Senate and FFORWM; training and assessment providers including employers, manufacturers, training groups and National Training Federation Wales and HE including the Accelerating Change in Built Environment Education initiative, home nations funding councils, Quality Assurance Agency, Universities UK, Higher Education Academy – Centre for Education in the Built Environment, and Construction Industry Council's Education Forum will be involved.

ConstructionSkills will work with the UK home nations' regulatory authorities, CQFW and SCQF; inspectorate/quality assurance bodies, for example the Adult Learning Inspectorate and Estyn; funding bodies including HE councils, Department for Employment and Learning (DEL NI), Learning and Skills Council, Scottish Executive, Scottish Funding Council for Further and Higher Education; Wales Assembly Government (Department for Education, Lifelong Learning, and Skills - DELLS) and Connexions/Careers Scotland/Careers Wales/Job Centre (NI) to meet the sector's requirements.

Annex 1 shows the new ConstructionSkills committee structure which will establish, evaluate, maintain and implement a coherent, sustainable, construction qualification strategy meeting the whole workforce requirements. ConstructionSkills' Strategic Partnership Panel; Standards and Qualifications Strategy Committee (SQSC) and Validation Group (see below); CITB's Training Committee; CIC's Lifelong Learning Committee and BESA including representatives from all key partners will guide ConstructionSkills' work.

The Standards and Qualifications Strategic Committee (S&QSC) has recently been established between the partner organisations in ConstructionSkills and will be responsible to the ConstructionSkills Strategic Partnership Panel. The S&QSC will provide advice and guidance and lobby as appropriate, to direct the CQS and action plans on the development and maintenance of a coherent and comprehensive framework of standards/benchmarks and qualifications to support the industry's targets for a fully qualified workforce throughout the UK. Members will include federation, PI, AB, HE, FE, school and union representatives. Representatives from the regulatory bodies, SSDA, LSC and Scottish Enterprise will be invited as observers.

The new ConstructionSkills Standards and Qualifications Validation Group members will include employer, PI, HE, FE and union representatives. Representatives from the regulatory bodies, SSDA and BEABF will be invited as observers. Employers and practitioners currently involved in the occupational area in the four home nations, their regions and varied sizes/types of businesses need to realistically advise ConstructionSkills, ABs and providers about their requirements and suggest improvements to existing NOS/qualifications/units including the

content, assessment and delivery methods (such as work-based assignments, e-learning or part-time courses).

The Built Environment Skills Alliance (BESA) which includes representatives from Asset Skills, ConstructionSkills, Energy & Utility Skills, Engineering Construction Industry Training Board, Lantra, Pro Skills and SummitSkills. Other relevant standards setting bodies with an interest in the built environment (including for example SEMTA, Cogent and the rail sector), regulators, ABs, providers and others, including CSCS representatives, may attend by invitation. BESA is predominantly an advisory and liaison group with a focus on development issues. The strength of the group comes from sharing a common interest and maintaining a focus on common issues across the Built Environment. It will aim to work through its members and promote and encourage joint working where this is appropriate and likely to add value.

The BEABF includes ABs and home nations' regulatory authorities supported by the above built environment SSCs/standards setting bodies' standards and qualifications staff. The BEABF oversees the assessment strategies.

CITB-ConstructionSkills Training Committee focuses on operative and craft training, with some interests in technical, supervisory and management occupations employed by companies in-scope to CITB-ConstructionSkills.

CIC Lifelong Learning Committee with its Education and Training and Continuing Professional Development Panels focuses on HE and technical, managerial and professional occupations in professional services employers.

### **5.3 How ConstructionSkills will prepare information and materials, including action plans**

From feedback about the original CQS original consultation document and recommendations a high level strategy plan with priorities, success criteria and following nineteen revised recommendations/'strands' has been developed and endorsed by the ConstructionSkills' standards and qualifications committees inclusive of all home nations. The strands have been mapped against the original consultation recommendations.

Detailed draft action plans for each home country are being finalised considering the country's specific requirements and priorities including an additional strand 20. The plans include activities, delivery dates and key dependencies. The home nations' have identified that some activities, such as NOS related work, will be undertaken UK wide with respective home nation's advice and support. The plans are being made available on <http://constructionskills.net/strategicinitiatives/constructionqualificationstrategy/>

Any requirements for regional action plans have yet to be established by the respective home nations.

### **5.4 Strategy Strands and Coverage**

#### **Qualification Strategy Delivery**

1. Establish and maintain one ConstructionSkills' Strategic Standards and Qualifications Committee.

UK-wide and home nation specific groups will provide a more coherent, fit-for-purpose, whole workforce, approach and lobby with more effective and efficient working arrangements across the ConstructionSkills partnership.

## 2. Develop a UK-wide qualification strategy and home nations' action plans.

A UK-wide strategy inclusive of all home nations, with home nation specific action plans including appropriate UK-wide actions, should lead to accredited qualifications which suit and are valued and used by the UK and individual home nations' construction and built environment workforce.

## 3. Inform emerging Government policy by construction sector needs.

ConstructionSkills' committees (strand 1) will lobby and inform both UK-wide and home nation specific Government policies so home nations' frameworks meet sector's requirements for fit-for-purpose, accredited qualifications / units.

## **Industry Recognition**

## 4. Establish and implement a standards and qualifications communications and marketing strategy.

UK-wide inclusive of all home nations and home nation specific communications and marketing strategies will provide a coherent whole workforce approach with ongoing commitment and momentum to qualifying the workforce. This should improve communication between awarding bodies, providers, employers and ConstructionSkills and lead to better understanding of more clearly 'branded' qualifications, routes and procedures with increased uptake and completion rates providing productivity improvements to the sector.

## 5. Establish certification /accreditation schemes and qualification/ programme framework support.

Support will be provided UK-wide inclusive of all home nations, with home nation specific – for example CSCS in England, Scotland and Wales; CSR in NI. This should lead to one system, linked to standards, for clients and the sector with improved take-up and better higher education and professional institution engagement. Sector qualifications/units meeting statutory/industry/client body requirements should be recognised by all sectors/industry bodies.

## **Framework of Standards, Qualifications and Units**

## 6. Develop occupational standards and common learning outcomes.

UK-wide fit-for-purpose whole workforce occupational standards and common learning outcomes will be developed to meet sector skills needs, inclusive of all home nations, with home nation specific as appropriate. This should allow the development of qualifications/units linked to standards /common learning outcomes leading to productivity, health, safety, welfare and sustainability improvements. The system will include implementing incremental review and updating valued by industry.

## 7. Establish principles for developing bodies, regulatory authorities and SSCs working together.

There will be one set of principles for all developing bodies, UK-wide inclusive of all home nations, with home nation specific – for example with home nations' HE funding bodies. This will provide a comprehensive, effective, readily available protocol for all delivery chain partners involved in product development leading to more attention to how qualifications/units are taken to the market. It will allow recognition of fit-for-purpose programmes organised by training groups, appreciation courses, company and manufacturer based training, continuing professional development.

## 8. Develop assessment strategy and methods.

A UK-wide inclusive strategy of all home nations will be developed allowing home nation specific assessment methods – for example skills testing in Level 3 SVQs. Developing bodies and providers should be able to offer qualifications with fit-for-purpose effective assessment methods suiting the workforce, level and whether learning or competence is being assessed. This should lead to consistent verification and assessment across the United Kingdom, including on-site assessment and training (OSAT) centres with improved completion rates of qualifications / units. Awarding bodies should review their assessment and verification arrangements, including consistency, communications, support to centres, staff training and paperwork.

## 9. Develop qualifications, units, PIs' frameworks and pathways (non-higher and higher education).

Fit-for-purpose qualifications / units /pathways / professional institutions' frameworks will be developed, linked to standards /common learning outcomes, to meet sector skills needs UK-wide inclusive of all home nations with home nation specific – for example NVQs/SVQs; foundation degrees in England, Wales and NI. There should be planned sector-needed, industry supported, developments with a clearly defined curriculum/training strategy and separate certification of training and competence. This should provide a 'joined up' across all levels and a whole workforce approach with gaps filled including broader training qualifications for new entrants; better progression from craft and technician to supervision/management with mix and match, just in time, supervisors/managers units. There should be less variation between providers, improved uptake and completion leading to productivity improvements.

## 10. Develop cross-sector qualifications / units to meet sector skills requirements.

Fit-for purpose UK-wide, inclusive of all home nations, qualifications will be developed providing commonality, mutual recognition and mobility include language, customer services, small business, management and leadership skills.

## 11. Develop and maintain a qualifications database and audit.

A UK-wide audit, inclusive of all home nations' and levels, which can identify and audit existing qualifications and pathways/family trees and help avoid duplication and fill gaps will be developed. This should improve information, guidance and take-up as people will be able to see the whole range and structure of qualifications with clear career progression routes, such as 'family tree' /organisation charts.

## **Entry to the Industry**

## 12. Develop and use appropriate employability skill qualifications, including in the 11-19 skills framework.

UK-wide qualifications and frameworks inclusive of all home nations, with home nation specific - for example Skills for Work in Scotland will be developed and used. The skills taught at school and college will be a suitable entry benchmark to construction and the sector should be able to attract and qualify people from diverse backgrounds. Candidates' motivation, confidence, uptake and completion rates should improve as schools, further and higher education will be able to assess candidates in the occupational context they can relate to. Employers should receive people with the basic, expected, skills and productivity should improve.

### 13. Develop fit for purpose frameworks and pathways

UK-wide frameworks and pathways will be developed, inclusive of all home nations with home nation specific – for example the Diploma in England and the Welsh Baccalaureate Qualification. This should lead to people being able to recognise the skills required across the range of occupations and career progression routes; better quality of applicants and improved registration and completion rates. Progression and employment pathways should be kept open. There should be more structured and defined learning programmes for young/new entrants with time to train (preferably off-the-job), then mature and be assessed by an employer as competent at a later stage. Gap between apprenticeships and supervision should be filled.

### **Migrant Workers**

#### 14. Establish mutual international recognition.

International recognition should be established for migrant workers and UK-wide qualifications, inclusive of all home nations. This should lead to a diverse workforce; guidance for employers and better links with government agencies.

### **Delivery Infrastructure**

#### 15. Support the provider infrastructure.

Home nation specific with UK-wide support – for example the Skills Academy in England. This should lead to more sustainable provision which meets sector demand beside filling colleges. The provision should recognise the differences with young new entrants and experienced workers. There should be a range of provision (locations, occupations and delivery modes) including improved OSAT provision, accessible on-site training or short specific courses for existing, mature, workers. Models of good practice of industry engagement including promotion, induction, work experience and pre-apprenticeship programmes will be provided. Uptake and completion rates should be improved.

#### 16. Identify standards, qualifications and career pathways for lecturers, trainers, assessors and verifiers.

A home nation specific infrastructure will be identified with UK-wide support – for example this strand is already embedded in Scottish infrastructure. Initiatives to attract, retain and appropriately qualify quality staff will be supported leading to career development, improved retention and completion rates and sector recognition for lecturers, trainers, assessors and verifiers.

#### 17. Provide a Lifelong Learning Network.

A home nation specific infrastructure will be identified with UK-wide support – for example this strand is already embedded in Scottish infrastructure. Improved employer engagement, provider practices and quality assurance will be encouraged building on existing networks leading to improved uptake, completion rates, better staff retention and development.

#### 18. Identify standards, qualifications and career pathways for lecturers, trainers, assessors and verifiers.

A home nation specific infrastructure will be identified with UK-wide support – for example this strand is already embedded in Scottish infrastructure. Fit-for-purpose, effective audit systems and tools will be supported to help improve completion rates of qualifications / units.

## **Vocational Education Funding**

19. Obtain funding for completing qualifications and units.

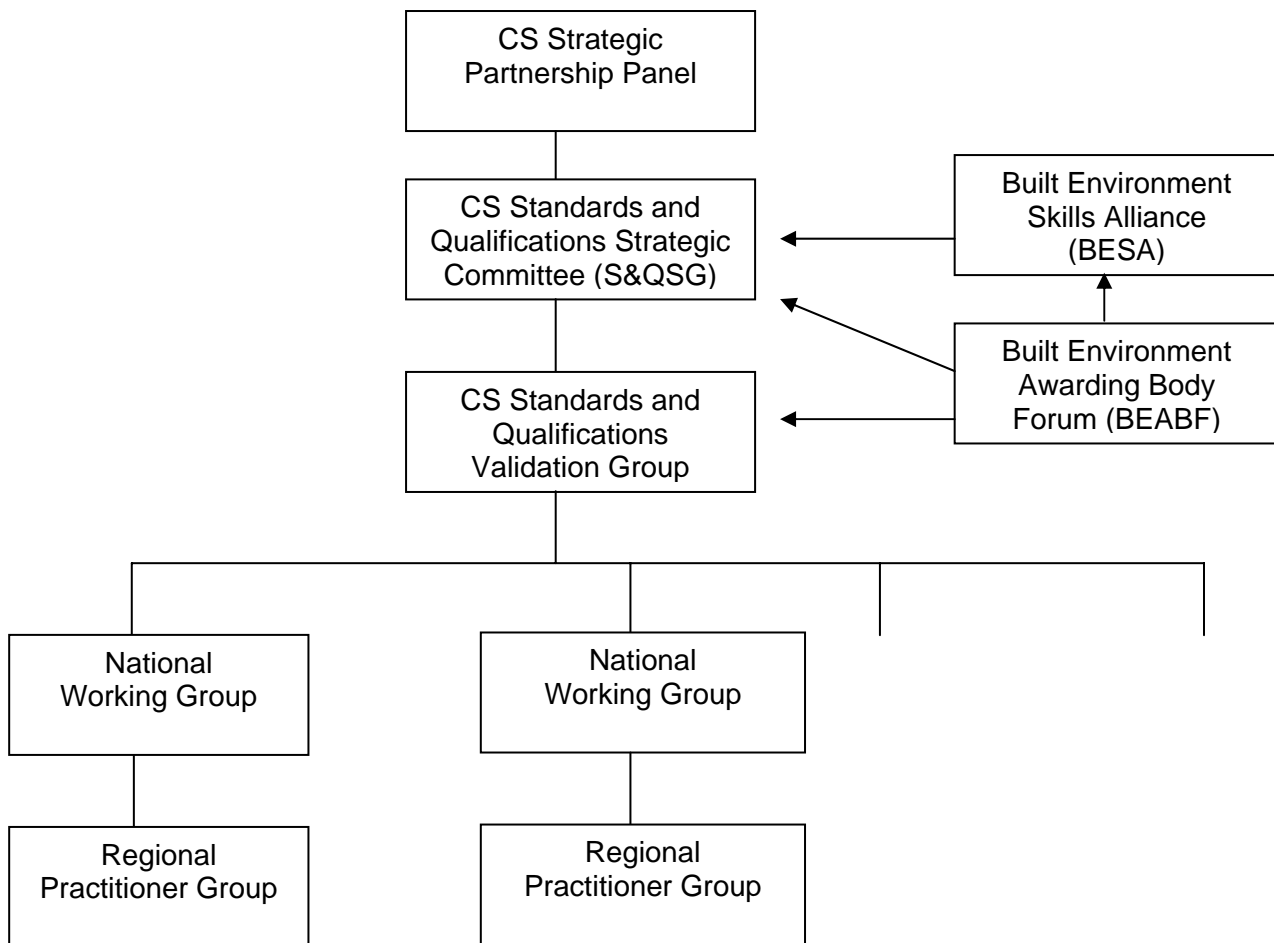
Funding obtained from specific home nations' funding councils for training and competence units, industry skills priorities and preferred delivery modes, not just qualifications for certain levels, age groups or delivery modes. This should help improve take up, completion rates and filling skills gaps.

## **Supporting a Sustainable Inclusive Construction Industry**

20. Identify and implement strategies to support cross cutting themes important to the development of a sustainable, inclusive, construction industry.

UK wide inclusive of all home nations, with home nation specific – for example Welsh language provision. Strategies and cross-cutting themes including economic, environmental and social sustainability, equality and diversity in pathways and qualifications will be identified and supported.

**ANNEX 1: STRUCTURE FOR CARRYING OUT  
STANDARDS AND QUALIFICATIONS DEVELOPMENT WORK IN  
CONSTRUCTIONSKILLS (CS)**



**QQS Annex 2 - An Audit of Construction Vocational Qualifications (England, Northern Ireland and Wales)**  
As at end 2006

**This audit sheet lists vocational qualifications by level**

**The audit excludes:** existing qualifications (such as the GNVQs - General National Vocational Qualifications) which have now been replaced by revised awards.

**The audit currently excludes:** manufacturers'; higher education (such as foundation degrees and degrees); lecturers, trainers, assessors and verifiers qualifications.

the numbers of candidates registered, certificates issued and centres.

**but future data collection and evaluation is planned.**

<b>Key</b>	Accred End Date	Accreditation End Date - the last date candidates can register
	CCVQS	Construction Industry Training Board's Co-Ordinating Committee for Vocational Qualifications and Standards oversee operative and craft standards and qualification validation.
	Cert	Certificate
	CICOSP	Construction Industry Council's Occupational Standards Panel oversee technical, supervisory and management standards and qualification validation.
	CIOB	Chartered Institute of Building
	Dip	Diploma
	FGNVQ	Foundation General National Vocational Qualification
	GCSE	General Certificate in Secondary Education
	GNVQ	General National Vocational Qualification
	IGNVQ	Intermediate General National Vocational Qualification
	NEA	National Energy Action
	NOS	Which National Occupational Standards the qualification is based on.
	NQF	Qualification and Curriculum Authority's National Qualification Framework
	NVQ	National Vocational Qualification
	Pre-16	May be used for people under and over 16 years old
	VCE	Vocational Certificate of Education
	W	Available to be taught in Welsh

Code	Home Nation	Old NQF Level	New NQF Level	Qualification	Title	Awarding Body	Qual No	Accred End Date	NOS	Validated by	Review	W	Pre-16	Progression Routes
ELC	E,W,NI		Entry	Entry Level Certificate	Construction Industries	OCNW	100/3909/0	31/07/2007					Yes	FC/FCA/GCSE/ICA/ACA/AVCE/Fdip/NC/NVQL2/NVQL3
ELC	E,W,NI		Entry	Entry Level Certificate	Preparation for Employment in Plastering	ABC	100/4191/6	31/07/2007					Yes	FC/FCA/GCSE/ICA/ACA/AVCE/Fdip/NC/NVQL2/NVQL3
GCSE	E,W,NI		1 or 2		Construction	CCEA	100/3251/4	31/08/2006			Pilot Sept 06			ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
IDCert	E,W,NI		1	Introductory Certificate	Construction	Edexcel	100/3774/3	31/08/2009					Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
ICDip	E,W,NI		1	Introductory Diploma	Construction	Edexcel	100/3775/5	31/08/2009					Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
GCSE	E,W,NI		1 or 2		Construction and the Built Environment	Edexcel	100/4656/2	31/08/2008			Pilot Sept 06	Yes		ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
GCSE	E,W,NI		1 or 2		Construction and the Built Environment	Edexcel	100/4657/4	31/08/2008			Pilot Sept 06	Yes		ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
FC	E,W,NI	1		Foundation Certificate	Building Craft Occupations	CITB/City & Guilds	100/1255/2	30/11/2005	CITB	CCVQS		W	Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
FCA	E,W,NI	1		Foundation Award	Construction	CITB/City & Guilds	100/2796/8	30/11/2005	CITB	CCVQS				ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft1	E,W,NI	1			Construction and Civil Engineering Services	City & Guilds	Q1053675	31/07/2005						ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft1	E,W,NI	1		Certificate	Dry Stone Walling	Lantra	100/4352/4	31/01/2008					Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft1	E,W,NI	1			Insulation Installing	NEA & City & Guilds	Q1027248	30/09/2004						ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Construction and Civil Engineering Services	City & Guilds	Q1053676	31/07/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Façade Maintenance	City & Guilds	Q1053725	31/12/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Insulation and Remedial Maintenance Operations (Construction)	City & Guilds	100/2241/7	31/05/2007						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2		Certificate	Thermal Insulation	City & Guilds	100/4572/7	30/04/2009						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Construction and Civil Engineering Services (Road Building)	EPIC	Q1053276	31/08/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Fenestration Installation	GQA	100/3856/5	30/06/2009						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Glazing Installation and Maintenance	GQA	Q1053657	31/12/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2		Certificate	Dry Stone Walling	Lantra	100/3553/9	31/01/2008					Yes	ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Fencing	Lantra	100/2357/4	31/07/2006						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
ICA	E,W,NI	2	2	Intermediate Award	Construction	CITB/City & Guilds	100/1254/0	30/11/2005	CITB	CCVQS				NVQL2
ICC	E,W,NI	2	2	Intermediate Certificate	Specialised Plant and Machinery Operations	CITB/City & Guilds	100/3570/9	31/12/2009	CITB	CCVQS				NA/NC/ND/NVQL2/NVQL3
FDip	E,W,NI	2	2	First Diploma	Construction	Edexcel	100/2971/0	30/04/2008	CICOSP	CICOSP			Yes	NC/ND/NVQL3
AVCE	E,W,NI	3	3	Advanced VCE	Construction and the Built Environment	AQA	100/0391/5	31/08/2006						NC/ND/NVQL3
AVCE	E,W,NI	3	3	Advanced VCE	Construction and the Built Environment	Edexcel	100/0374/5	31/08/2006					Yes	NC/ND/NVQL3
AVCE	E,W,NI	3	3	Advanced VCE	Construction and the Built Environment	OCR	100/0384/8	31/08/2006					Yes	NC/ND/NVQL3
AVCEDb	E,W,NI	3	3	Advanced VCE (Double award)	Construction and the Built Environment	AQA	100/0203/0	31/08/2006					Yes	NC/ND/NVQL3
AVCEDb	E,W,NI	3	3	Advanced VCE (Double award)	Construction and the Built Environment	Edexcel	100/0207/8	31/08/2006					Yes	NC/ND/NVQL3
AVCEDb	E,W,NI	3	3	Advanced VCE (Double award)	Construction and the Built Environment	OCR	100/0383/6	31/08/2006					Yes	NC/ND/NVQL3
ACA	E,W,NI	3	3	Advanced Award	Construction	CITB/City & Guilds	100/1790/2	30/11/2005	CITB	CCVQS				NVQL3/NC/ND/FD
NA	E,W,NI	3	3	National Award	Construction	Edexcel	100/2912/6	31/08/2007	CICOSP	CICOSP				NC/ND/NVQL2/NVQL3
Craft3	E,W,NI	3			Fenestration Installation and Surveying	GQA	100/3861/9	30/06/2009						NVQL3/NC/ND/FD
Craft3	E,W,NI	3			Glazing Installation and Maintenance	GQA	Q1053658	31/12/2005						NVQL3/NC/ND/FD
Craft3	E,W,NI	3			Fencing	Lantra	100/2358/6	31/07/2006						NVQL3/NC/ND/FD
Craft3	E,W,NI	3		Certificate	Off-Site Safety Management	OCR	100/1469/X	31/08/2005						NVQL3/NC/ND/FD
NC	E,W,NI	3	3	National Certificate	Civil Engineering	Edexcel	100/1564/4	31/08/2007	CICOSP	CICOSP			Appr	HNC/HND/FD/NVQL3
NC	E,W,NI	3	3	National Certificate	Construction	Edexcel	100/1563/2	31/08/2007	CICOSP	CICOSP			Appr	HNC/HND/FD/NVQL3
ND	E,W,NI	3	3	National Diploma	Civil Engineering	Edexcel	100/1567/X	31/08/2007	CICOSP	CICOSP				HNC/HND/FD/NVQL3
ND	E,W,NI	3	3	National Diploma	Construction	Edexcel	100/1568/1	31/08/2007	CICOSP	CICOSP				HNC/HND/FD/NVQL3
CSSS	E,W,S,NI	3	3	Certificate	Site Supervisory Studies	CIOB	100/2591/1	31/08/2006	CICOSP	CICOSP				FD/NVQL3/NVQL4
HNC	E,W,NI	4	5	Higher National Certificate	Construction	Edexcel	100/3050/5	31/08/2008	CICOSP	CICOSP				FD/NVQL3/NVQL4
HND	E,W,NI	4	5	Higher National Diploma	Construction	Edexcel	100/3049/9	31/08/2008	CICOSP	CICOSP				FD/Degree/NVQL3/NVQL4
CertSM	E,W,S,NI	4	4	Certificate	Site Management	CIOB	100/2594/7	31/08/2006	CICOSP	CICOSP				FD/Degree/NVQL4
DipSM	E,W,S,NI	4	4	Diploma	Site Management	CIOB	100/2593/5	31/08/2006	CICOSP	CICOSP				FD/Degree/NVQL4

**Audit of Construction NVQs**  
As at July 2005

This audit sheet lists NVQs by occupation alphabetically and by level.

The audit excludes: existing qualifications (such as the craft 2000 series NVQs) which have now been replaced by revised awards.

The audit currently excludes: NVQs for lecturers, trainers, assessors and verifiers  
the numbers of candidates registered, certificates issued and centres.  
but future data collection and evaluation is planned.

**Key**

Appr	Apprenticeship framework available
CCVQS	Construction Industry Training Board's Co-Ordinating Committee for Vocational Qualifications and Standards oversee operative and craft standards and qualification validation.
CICOSP	Construction Industry Council's Occupational Standards Panel oversee technical, supervisory and management standards and qualification validation.
CIOB	Chartered Institute of Building
CSCS	Construction Skills Certification Scheme
End date for CSCS industry accreditation	Industry accreditation period
ICE	Institution of Civil Engineers
NOS	Which National Occupational Standards the qualification is based on.
NVQ	National Vocational Qualification
PI Recogn	Professional institution(s) recognise this NVQ as a route to membership.
Prof.	Professional route to a CSCS card is available.
Progress Route	Progression route
Qual	Qualification

Code	NVQ	Level	Title	Awarding Body	Qual No	Accreditation End Date	NOS	Validated by	Review/ New Award	CSCS Industry	Prof.	PI Recogn	Appr Progression Routes	At Risk SSC Response
AOR1	NVQ	1	Accessing Operations and Rigging (Construction)	CITB/City & Guilds	Q1053363	31/10/2005	CITB	CCVQS	New award Autumn 05	Ended			AOR2	
AOR2	NVQ	2	Accessing Operations and Rigging (Construction)	CITB/City & Guilds	Q1053364	31/10/2005	CITB	CCVQS	New award Autumn 05	Ended		Yes	AOR3	
AOR3	NVQ	3	Accessing Operations and Rigging (Construction)	CITB/City & Guilds	Q1053365	31/10/2005	CITB	CCVQS	New award Autumn 05	Ended			OWS/CSS3	
			(Includes fall arrest; lightning conducting engineering; rigging - broadcast, film, video, suspended access equipment; safety net rigging; scaffolding including off-shore, stage, theatre and arena; steeplejacking.)											
AWM1	NVQ	1	Applied Waterproof Membranes	CITB/City & Guilds	100/5079/6	31/08/2008	CITB	CCVQS		04/10/2005			AWM2	
AWM2	NVQ	2	Applied Waterproof Membranes	CITB/City & Guilds	100/5080/2	31/08/2008	CITB	CCVQS		04/10/2005		Yes	OWS3	
			(Includes liquid waterproofing; built up bituminous roofing; single ply roofing.)											
AP5		5	Architectural Practice	Contact CIC		Not currently accredited	CICOSP	CICOSP	Review starting				CPM5	
AT4	NVQ	4	Architectural Technology	Edexcel	Q1052288	31/01/2006	CICOSP	CICOSP	Review starting	Ended	Yes	Yes	AP5	Successor awar
AI502	NVQ	2	Associated Industrial Services Occupations	CITB/City & Guilds	100/5109/0	31/08/2008	CITB	CCVQS		Ended			OWS3	
			(Includes façade maintenance; passive fire protection; water jetting.)											
BC4	NVQ	4	Building Control	ABBE	Q1050071	30/04/2006	CICOSP	CICOSP	Under review	23/03/2007	Yes	Yes	No clear routes.	
BMESS3	NVQ	3	Building Maintenance and Estates Service Supervision	City & Guilds	Q1050895	31/08/2007	CICOSP	CICOSP	Under review	02/06/2006		Yes	BMESM4	
BMESM4	NVQ	4	Building Maintenance and Estates Service Management	City & Guilds	Q1050896	31/08/2007	CICOSP	CICOSP	Under review	02/06/2006		Yes	CM5	
CEC2	NVQ	2	Chimney Engineering	CITB/City & Guilds	100/5112/0	31/08/2008	CITB	CCVQS		Ended			OWS3	
CESD4		4	Civil and Structural Engineering Design	Contact CIC		Not currently accredited	CICOSP	CICOSP	Review starting	Ended			CPM5	
CR	NVQ	?	Conservation and Restoration (Master Craft)						Being developed					
ConvC5	NVQ	5	Conservation Consultancy	Edexcel	Q1052610	30/11/2006	CICOSP	CICOSP	Review starting	30/06/2007			CPM5	Successor awar
ConvC4	NVQ	4	Conservation Control	Edexcel	Q1052610	28/02/2006	CICOSP	CICOSP	Under review	30/06/2007			ConvC5	
CCES1	NVQ	1	Construction and Civil Engineering Services	CITB/City & Guilds	Q1053079	31/12/2005	CITB	CCVQS	New award soon	Ended			CO/EPCHM/RB2	
CCO3	NVQ	3	Construction Contracting	Edexcel/ICE/CIOB	Q1050903	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended		Yes	CCO4	
CCO4	NVQ	4	Construction Contracting	Edexcel/ICE/CIOB	Q1050904	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended			CM5	
CM5	NVQ	5	Construction Contracts Management	ABBE	100/2470/0	31/12/2005	CICOSP	CICOSP	Contracts Management	17/06/2004		Yes	No clear routes.	
CM5	NVQ	5	Construction Contracts Management	Edexcel/ICE/CIOB	Q1052648	31/12/2005	CICOSP	CICOSP	Contracts Management	17/06/2004		Yes	No clear routes.	
CO2	NVQ	2	Construction Operations				CITB	CCVQS	New award soon	Ended			OWS/SPCO3	
			(Includes drainage, general, modular pavement, structural construction; excavation and reinstatement; general building operations; laying kerbs and channels.)											
CPES3	NVQ	3	Construction Plant and Equipment Supervision	Edexcel	Q1023960	31/12/2007	CICOSP	CICOSP	Planned 2005/6	17/06/2004			CPM4	To be reviewed
CPM4	NVQ	4	Construction Plant and Equipment Management	Edexcel	Q1023961	31/12/2007	CICOSP	CICOSP	Planned 2005/6	17/06/2004			No clear routes.	To be reviewed
CPM5	NVQ	5	Construction Project Management	ABBE	Awaited	Awaited	CICOSP	CICOSP	Rev 2003	23/12/2005			No clear routes.	
CPM5	NVQ	5	Construction Project Management	Edexcel	100/3377/4	31/10/2008	CICOSP	CICOSP	Rev 2003	23/12/2005			No clear routes.	The most strate
CSS3	NVQ	3	Construction Site Supervision	ABBE	100/4816/9	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes		CSM4	
CSS3	NVQ	3	Construction Site Supervision	CITB/City & Guilds	100/4511/9	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes		CSM4	
CSS3	NVQ	3	Construction Site Supervision	Edexcel	100/2651/4	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes		CSM4	
CSM4	NVQ	4	Construction Site Management	ABBE	100/4817/0	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes	Yes	CM5	
CSM4	NVQ	4	Construction Site Management	CITB/City & Guilds	100/4512/0	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes	Yes	CM5	
CSM4	NVQ	4	Construction Site Management	Edexcel	100/2652/6	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes	Yes	CM5	
DFIP1	NVQ	1	Decorative Finishing and Industrial Painting Occupations	CITB/City & Guilds	100/5115/6	31/08/2008	CITB	CCVQS		Ended			DFIP2	
DFIP2	NVQ	2	Decorative Finishing and Industrial Painting Occupations	CITB/City & Guilds	100/5116/8	31/08/2008	CITB	CCVQS		Ended		Yes	DFIP3	
DFIP3	NVQ	3	Decorative Finishing and Industrial Painting Occupations	CITB/City & Guilds	100/5117/X	31/08/2008	CITB	CCVQS		Ended		Yes	BMESS/CSS/SI3	
			(Includes decorator and industrial painter.)											
Dem2	NVQ	2	Demolition (Construction)	CITB/City & Guilds	100/5114/4	31/08/2008	CITB	CCVQS					Dem3	
Dem3	NVQ	3	Demolition (Construction)	CITB/City & Guilds	Q1053744	31/01/2006	CITB	CCVQS					CSM4	
EES	NVQ	?	Energy Efficiency Services						Being developed					
EPC2	NVQ	2	Erection of Precast Concrete (Construction)	CITB/City & Guilds	100/3747/0	30/06/2009	CITB	CCVQS		26/08/2006			OWS3	
F12	NVQ	2	Fitted Interiors	CITB/City & Guilds	100/5113/2	31/08/2008	CITB	CCVQS					F13	
F13	NVQ	3	Fitted Interiors	CITB/City & Guilds	100/3366/X	30/09/2008	CITB	CCVQS					CSS3	CSCS will drive
FC1	NVQ	1	Floorcovering	CITB/City & Guilds	100/5096/6	31/08/2008	CITB	CCVQS		Ended			FC2	

FC2	NVQ	2	Floorcovering	CITB/City & Guilds	100/5097/8	31/08/2008	CITB	CCVQS	Ended	Yes	FC3	
FC3	NVQ	3	Floorcovering	CITB/City & Guilds	100/5098/X	31/08/2008	CITB	CCVQS	Ended		CSS3	
FO1	NVQ	1	Formwork Occupations	CITB/City & Guilds	100/5118/1	31/08/2008	CITB	CCVQS	Ended		FO2	
FO2	NVQ	2	Formwork Occupations	CITB/City & Guilds	100/5119/3	31/08/2008	CITB	CCVQS	Ended	Yes	FO3	
FO3	NVQ	3	Formwork Occupations	CITB/City & Guilds	100/5120/X	31/08/2008	CITB	CCVQS	Ended		OWS/CSS3	
HM2	NVQ	2	Highways Maintenance (Includes drainage, flexible pavement, modular pavement construction; concrete and excavation operations; laying kerbs and channels; shallow drainage installation; vehicle fencing.)	CITB/City & Guilds	100/4940/X	29/02/2008	CITB	CCVQS			OWS3	
IBS2	NVQ	2	Industrial Building Systems (Includes autoclaved aerated concrete, steel and timber frame.)	CITB/City & Guilds							OWS3	
IRM	NVQ	?	Insulation and Remedial Maintenance Operations (Will include cavity wall tie; remedial wood preserving and damp proofing.)						Being developed			
IS2	NVQ	2	Interior Systems (Includes access flooring; cavity barrier installation; ceiling fixing; dry lining - fixing and finishing; interior fixer and sheeter.)	CITB/City & Guilds	100/5081/4	31/08/2008	CITB	CCVQS		Yes	CSS/OWS3	
LD1	NVQ	1	Land Drilling	CITB/City & Guilds	Q1052795	31/12/2005	CITB	CCVQS	Review planned		LD2	
LD2	NVQ	2	Land Drilling	CITB/City & Guilds	Q1052796	31/12/2005	CITB	CCVQS	Review planned		OWS3	
MO2	NVQ	2	Maintenance Operations	CITB/City & Guilds	100/3308/7	31/08/2008	CITB	CCVQS		Yes	BMESS3	
MA1	NVQ	1	Mastic Asphalt	CITB/City & Guilds	100/5086/3	31/08/2008	CITB	CCVQS	Ended		MA2	
MA2	NVQ	2	Mastic Asphalt	CITB/City & Guilds	100/5087/5	31/08/2008	CITB	CCVQS	Ended	Yes	MA3	
MA3	NVQ	3	Mastic Asphalt	CITB/City & Guilds	100/5089/9	31/08/2008	CITB	CCVQS	Ended		OWS3	
MB	NVQ	?	Modular Building						Being developed			
OWS3	NVQ	3	Occupational Work Supervision	CITB/City & Guilds	100/5123/5	31/08/2008	CITB	CCVQS	Ended		CSS3/CSM4	
PO2	NVQ	2	Piling Operations	CITB/City & Guilds	Q1052803	31/12/2005	CITB	CCVQS	New award soon		OWS3	
PS4	NVQ	4	Planning Supervision (CDM)	Edexcel	100/3508/4	30/11/2008	CICOSP	CICOSP	Rev 2003	30/06/2007	New role concei	
PM1	NVQ	1	Plant Maintenance	CITB/City & Guilds	100/3344/0	30/09/2008	CITB	CCVQS		Ended	PM2	
PM2	NVQ	2	Plant Maintenance	CITB/City & Guilds	100/3345/2	30/09/2008	CITB	CCVQS		Ended	PM3	
PM3	NVQ	3	Plant Maintenance	CITB/City & Guilds	100/3346/4	30/09/2008	CITB	CCVQS		Ended	Yes	CPES3
PL1	NVQ	1	Plastering (Construction)	CITB/City & Guilds	100/5099/1	31/08/2008	CITB	CCVQS		Ended	PL2	
PL2	NVQ	2	Plastering (Construction)	CITB/City & Guilds	100/5200/4	31/08/2008	CITB	CCVQS		Ended	Yes	PL3
PL3	NVQ	3	Plastering (Construction) (Includes fibrous and solid.)	CITB/City & Guilds	100/5101/6	31/08/2008	CITB	CCVQS		Ended	Yes	CSS3
PT2	NVQ	2	Post-Tensioning Operations	CITB/City & Guilds	100/3347/6	30/09/2008	CITB	CCVQS		Ended	OWS3	CSCS will drive
PCS3	NVQ	3	Property and Caretaking Supervision	ABBE	Q1052275	31/07/2006	CICOSP	CICOSP	Review starting	30/06/2007	PropM4	
PropM4	NVQ	4	Property Management	ABBE	Q1050069	31/04/06	CICOSP	CICOSP	Review starting	30/06/2007	CPM5	
QSP4	NVQ	4	Quantity Surveying Practice	ABBE	Q1054190	30/04/2006	CICOSP	CICOSP	Under review	05/04/2007	Yes	CPM5
R12	NVQ	2	Refractory Installations	CITB/City & Guilds	100/5102/8	31/08/2008	CITB	CCVQS			OWS3	
RB2	NVQ	2	Roadbuilding (Includes machine - bituminous and concrete paving, micro surfacing, pavement marking, planing, road recycling, surface dressing and retexturing; hand - pavement marking.)						New award soon	Ended	OWS3	
RO1	NVQ	1	Roofing Occupations	CITB/City & Guilds	Q1053733	31/12/2005	CITB	CCVQS		Ended	RO/RSC2	
RO2	NVQ	2	Roofing Occupations (Includes metal roofing; roof slater and tiler; thatching.)	CITB/City & Guilds	100/5107/7	31/08/2008	CITB	CCVQS		Ended	Yes	RO/RSC3
RO3	NVQ	3	Roofing Occupations	CITB/City & Guilds	100/5108/9	31/08/2008	CITB	CCVQS		Ended	Yes	CSS3
RSC2	NVQ	2	Roof Sheeting and Cladding	CITB/City & Guilds	100/5082/6	31/08/2008	CITB	CCVQS		Ended	Yes	RO/RSC3
RSC3	NVQ	3	Roof Sheeting and Cladding	CITB/City & Guilds	100/5083/8	31/08/2008	CITB	CCVQS		Ended	Yes	CSS3
SI3	NVQ	3	Site Inspection	ABBE	100/4814/5	31/07/2008	CICOSP	CICOSP	Rev 2002	23/12/2005	SI4	
SI3	NVQ	3	Site Inspection	Edexcel	Awaited		CICOSP	CICOSP	Rev 2002	23/12/2005	SI4	
SI4	NVQ	4	Site Inspection	ABBE	100/4815/7	31/07/2008	CICOSP	CICOSP	Rev 2002	23/12/2005	CPM5	
SI4	NVQ	4	Site Inspection	Edexcel	100/3203/4	31/07/2008	CICOSP	CICOSP	Rev 2002	23/12/2005	CPM5	
SL2	NVQ	2	Site Logistics (Construction)	CITB/City & Guilds	100/2932/1	31/03/2008	CITB	CCVQS		01/12/2005	OWS3	
STS3	NVQ	3	Site Technical Support	Edexcel/ICE/CIOB	Q1050885	31/12/2005	CICOSP	CICOSP	New award soon	Ended	Yes	CSS3/CCM4
SD3		3	Survey Data				CICOSP	CICOSP	New award soon		SD4	
SD4	NVQ	4	Spatial Data Management	ABBE	Q1050070	30/04/2006	CICOSP	CICOSP	Survey Data L4	30/06/2007	No clear routes.	
SPMO2	NVQ	2	Specialised Plant and Machinery Operations				CITB	CCVQS	New award soon	Ended	CPES3	
SPCO2	NVQ	2	Specialist Concrete Occupations (Includes concrete drilling and sawing, repair, decorative and sprayed concrete; insitu flooring.)				CITB	CCVQS	New award soon	Ended	SPCO3	
SPCO3	NVQ	3	Specialist Concrete Occupations (Includes concrete drilling and sawing, repair, decorative and sprayed concrete; insitu flooring.)				CITB	CCVQS	New award soon	Ended	OWS3	
SIO2	NVQ	2	Specialist Installation Occupations (Construction) (Includes door systems; insulated enclosures; joint sealant application; specialised cladding, rainscreen and roofline systems.)	CITB/City & Guilds	100/3539/4	31/01/2009	CITB	CCVQS		Ended	OWS3	
SF2	NVQ	2	Steelfixing Occupations	CITB/City & Guilds	100/5106/5	31/08/2008	CITB	CCVQS		Ended	OWS3	
SM2	NVQ	2	Stonemasonry (Includes banker masonry, memorial masonry, stone cladding and fixing.)	CITB/City & Guilds	100/5084/X	31/08/2008	CITB	CCVQS		Ended	Yes	SM3
SM3	NVQ	3	Stonemasonry (Includes banker masonry, memorial masonry, stone cladding and fixing.)	CITB/City & Guilds	100/5085/1	31/08/2008	CITB	CCVQS		Ended	Yes	BMESS/CSS/OWS/SI3
SSU1	NVQ	1	Sub-Structure Work Occupations (Includes underpinning operations.)	CITB/City & Guilds	100/2931X	01/04/2008	CITB	CCVQS				CSCS will drive
SSU2			Sub-Structure Work Occupations - Underpinning Operations (Includes underpinning operations.)	CITB/City & Guilds	100/5103/X	31/08/2008	CITB	CCVQS		Ended	SSU2	
SSU2			Sub-Structure Work Occupations - Underpinning Operations (Includes underpinning operations.)	CITB/City & Guilds	100/5104/1	31/08/2008	CITB	CCVQS		Ended	SSU3	
SSU3	NVQ	3	Sub-Structure Work Occupations - Underpinning Operations (Includes underpinning operations.)	CITB/City & Guilds	100/5105/3	31/08/2008	CITB	CCVQS		Ended	OWS3	
SS3	NVQ	3	Surveying Support	ABBE	Q1050771	30/04/2006	CICOSP	CICOSP	Review starting	30/06/2007	Yes	QSP4
TD3	NVQ	3	Technical Design (Built Environment)	Edexcel	Q1052998	31/09/07	CICOSP	CICOSP	Review starting	Ended	Yes	AT4
TTM2	NVQ	2	Temporary Traffic Management				CITB	CCVQS	New award soon			



**Audit of Construction Vocational Qualifications (Scotland)**  
As at July 2005

**The audit currently excludes:** manufacturers'; higher education (such as degrees); lecturers, trainers, assessors and verifiers qualifications.  
the numbers of candidates registered, certificates issued and centres.  
**but future data collection and evaluation is planned.**

**Key** NOS Which National Occupational Standards the qualification is based on.  
SQA Scottish Qualifications Authority  
SVQ Scottish Vocational Qualification

Code	Home Nation	Level	Qualification	Title	Awarding Body	Qual Code	Finish Date	NOS	Validated	Progression Routes
NQI2	Scotland	Intermediate 2	National Qualification	Building Crafts	SQA	G79K 11	None stated	Not known	No	NQH/SVQ 2/SVQL3
NQI2	Scotland	Intermediate 2	National Qualification	Construction Craft Skills	SQA	C01M 11	None stated	Not known	No	NQH/SVQ 2/SVQL3
NQI2	Scotland	Intermediate 2	National Qualification	Construction Industry Practice	SQA	C01N 11	None stated	Not known	No	NQH/SVQ 2/SVQL3
NQH	Scotland	Higher	National Qualification	Building and Architectural Technology	SQA	C021 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Building Services	SQA	C023 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Civil Engineering	SQA	C022 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Construction	SQA	C019 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Quantity Surveying	SQA	C01P 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Structural Engineering	SQA	C01R 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQAH	Scotland	Advanced Higher	National Qualification	Building and Architectural Technology	SQA	C021 13	None stated	Not known	No	HNC/SVQL3/SVQL4
NQAH	Scotland	Advanced Higher	National Qualification	Civil Engineering	SQA	C022 13	None stated	Not known	No	HNC/SVQL3/SVQL4
AC	Scotland	Advanced Certificate	Higher National Qualification	Brickwork	SQA	G5GE 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Carpentry and Joinery	SQA	G5GF 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Construction Practice	SQA	G5GN 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Machine Woodworking	SQA	G5GD 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Painting and Decorating	SQA	G5GG 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Plasterwork	SQA	G5GH 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Roof Slating, Tiling and Cement Work	SQA	G5GK 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Stonemasonry	SQA	G5GJ 17	31/07/2010	Not known	No	HNC
HNC	Scotland	Higher National Certificate	Higher National Qualification	Architectural Technology	SQA	G6GF 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Architectural Technology with CAD	SQA	G5JA 15	31/07/2006	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Building Control	SQA	G6GG 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Building Inspection and Supervision	SQA	G6GK 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Building Services Engineering	SQA	G7WE 15	None stated	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Civil Engineering	SQA	G07H 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Construction	SQA	G075 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Construction Management	SQA	G6GH 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Construction Practice	SQA	G5GP 15	31/07/2011	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Painting and Decorating: Supervision	SQA	G6XJ 15	None stated	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Planning	SQA	G055 15	31/07/2007	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Quantity Surveying	SQA	G6GJ 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Topographic Studies	SQA	G050 15	31/07/2005	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Architectural Conservation	SQA	G1KR 16	31/07/2007	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Architectural Technology	SQA	G6GR 16	31/07/2010	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Building Control	SQA	G6GL 16	31/07/2010	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Civil Engineering	SQA	G1N9 16	31/07/2010	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Construction Management	SQA	G6GP 16	31/07/2006	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Planning and General Practice Surveying	SQA	G1K6 16	31/07/2007	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Quantity Surveying	SQA	G6GM 16	31/07/2010	Not known	No	Degree/SVQL4

**Audit of Construction SVQs**

As at July 2005

This audit sheet lists SVQs by occupation alphabetically and by level.

The audit currently excludes: operative and craft SVQs

SVQs for lecturers, trainers, assessors and verifiers  
the numbers of candidates registered, certificates issued and centres.  
but future data collection and evaluation is planned.

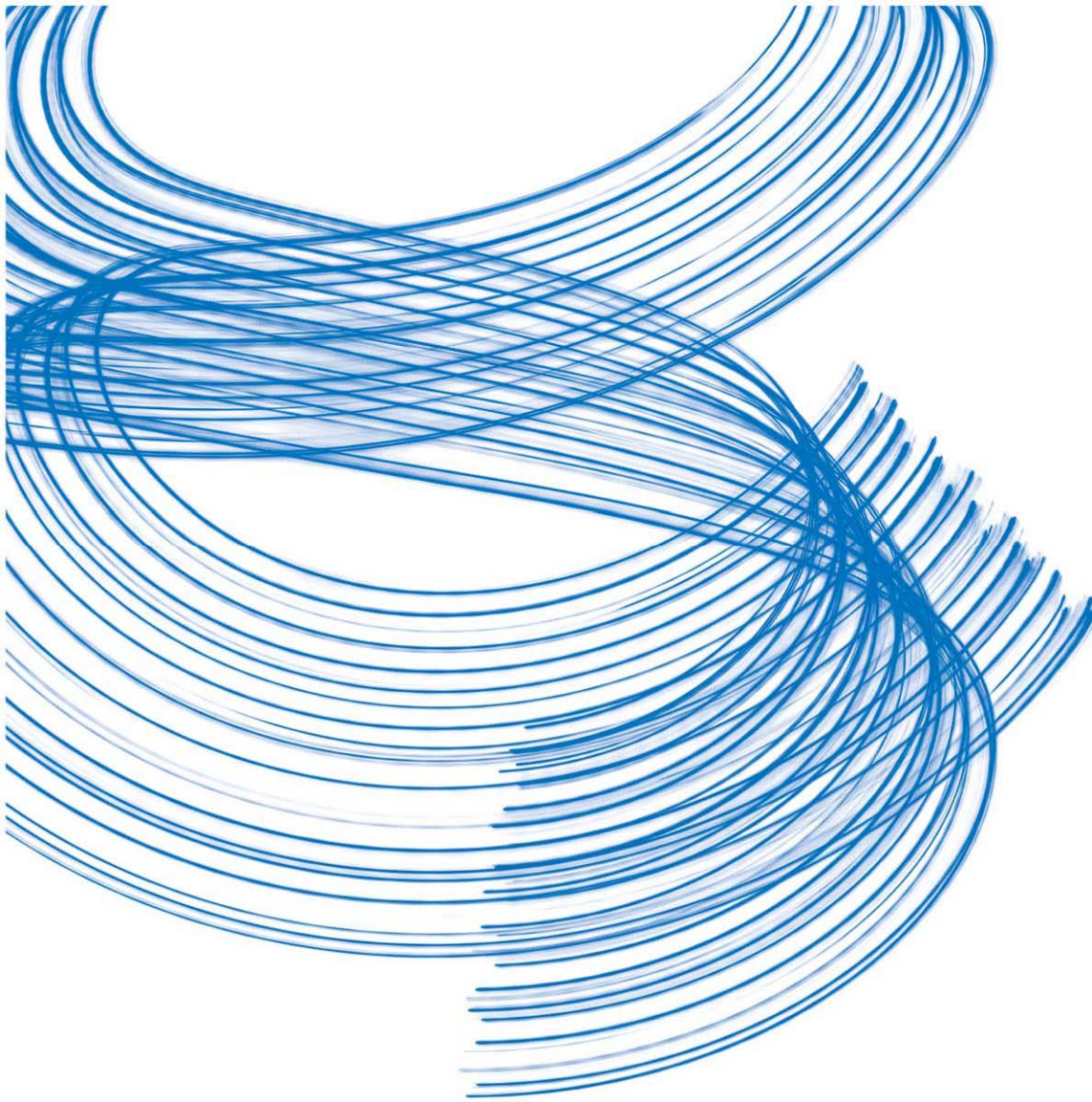
**Key**

Appr  
CCVQS  
CICOSP  
CIOB  
CSCS  
End date for CSCS industry accreditation  
ICE  
NOS  
PI Recogn  
Prof. Route  
Progress Route  
Qual  
SVQ

Apprenticeship framework available  
Construction Industry Training Board's Co-Ordinating Committee for Vocational Qualifications and Standards oversee operative and craft standards and qualification validat  
Construction Industry Council's Occupational Standards Panel oversee technical, supervisory and management standards and qualification validation.  
Chartered Institute of Building  
Construction Skills Certification Scheme  
Industry accreditation period  
Institution of Civil Engineers  
Which National Occupational Standards the qualification is based on.  
Professional institution(s) recognise this SVQ as a route to membership  
Professional route to a CSCS card is available  
Progression route  
Qualification  
Scottish Vocational Qualification

Code	NVQ/ Level Title SVQ	Awarding Body	Code	Accreditation End Date	NOS	Validated by	Review/ New Award	CSCS Industry Accred.	PI Prof. Route	Appr Recogn	Progression Routes	
AT4	SVQ 4 Architectural Technology	SQA	G5F7 24	31/01/2006	CICOSP	CICOSP	Review starting	Ended	Yes	Yes	AP5	
BC4	SVQ 4 Building Control	SQA	G4CF 24	30/06/2006	CICOSP	CICOSP	Under review	23/03/2007	Yes	Yes	CPM5	
ConvC5	SVQ 5 Conservation Consultancy	SQA	G5HV 25	31/01/2006	CICOSP	CICOSP	Review starting	30/06/2007			CPM5	
ConvC4	SVQ 4 Conservation Control	SQA	G5HT24	31/01/2006	CICOSP	CICOSP	Under review	30/06/2007			ConvC5	
AOR1	SVQ 1 Construction: Accessing Operations and Rigging	SQA	G5RA 21	31/12/2005	CITB	CCVQS					AOR3	
AOR2	SVQ 2 Construction: Accessing Operations and Rigging	SQA	G5RB 22	31/12/2005	CITB	CCVQS					AOR3	
AOR3	SVQ 3 Construction: Accessing Operations and Rigging	SQA	G5RC 23	31/12/2005	CITB	CCVQS				Yes	SO3/CSS3	
AWM2	SVQ 2 Construction: Applied Waterproof Membranes	SQA	G5RD/E	31/12/2005	CITB	CCVQS					SO3/CSS3	
BL2	SVQ 2 Construction: Bricklaying	SQA	G6R3 22	31/12/2005	CITB	CCVQS					BL3	
BL3	SVQ 3 Construction: Bricklaying	SQA	G6RC 23	31/12/2005	CITB	CCVQS				Yes	SO3/CSS3	
C&CES1	SVQ 1 Construction and Civil Engineering Services	SQA	G5K5 21	31/07/2005	CITB	CCVQS		Ended			C&CES2	
C&CES2	SVQ 2 Construction and Civil Engineering Services (In-situ Flooring) (Includes construction operations, drilling and sawing, general building operations, highways maintenance, in-situ flooring, public utilities distribution, roadbuilding.)	SQA	Ask SQA	31/07/2005	CITB	CCVQS					SO/CSS/Sl3	
CARP2	SVQ 2 Construction: Carpentry	SQA	G6R7 22	31/12/2005	CITB	CCVQS					CARP3	
CARP3	SVQ 3 Construction: Carpentry	SQA	G6R8 23	31/12/2005	CITB	CCVQS				Yes	CSS/Sl3	
CCO3	SVQ 3 Construction Contracting	SQA	G63R23	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended			Yes	CCO4
CCO4	SVQ 4 Construction Contracting	SQA	G63S 24	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended			CM5	
CM5	SVQ 5 Construction Contracts Management	SQA	G5XJ 25	31/01/2006	CICOSP	CICOSP	Contracts Management	17/06/2004	Yes	Yes	No clear routes.	
FM2	SVQ 2 Construction: Façade Maintenance	SQA	G5RG 22	31/12/2005	CITB	CCVQS					SO3/CSS3	
FC1	SVQ 1 Construction: Floorcovering Occupations	SQA	Ask SQA	31/12/2005	CITB	CCVQS					FC2	
FC2	SVQ 2 Construction: Floorcovering Occupations	SQA	Ask SQA	31/12/2005	CITB	CCVQS					FC2	
FC3	SVQ 3 Construction: Floorcovering Occupations	SQA	Ask SQA	31/12/2005	CITB	CCVQS					SO3/CSS3	
FW1	SVQ 1 Construction: Formworking	SQA	G5PR 21	31/12/2005	CITB	CCVQS					FW2	
FW2	SVQ 2 Construction: Formworking	SQA	G5PS 22	31/12/2005	CITB	CCVQS					FW3	
FW3	SVQ 3 Construction: Formworking	SQA	G5PT 23	31/12/2005	CITB	CCVQS					SO3/CSS3	
HS2	SVQ 2 Construction: Heritage Skills	SQA	G6T9 22	30/11/2006	CITB	CCVQS					SO3/CSS3	
IFS2	SVQ 2 Construction: Interior Fixer and Sheeter	SQA	G775 22	30/06/2008	CITB	CCVQS					CSS3	
IS1	SVQ 1 Construction: Interior Systems	SQA	G5PY 21	31/12/2005	CITB	CCVQS					IS2	
IS2	SVQ 2 Construction: Interior Systems	SQA	Ask SQA	31/12/2005	CITB	CCVQS					IS3	
IS3	SVQ 3 Construction: Interior Systems	SQA	Ask SQA	31/12/2005	CITB	CCVQS					SO3/CSS3	
MA2	SVQ 2 Construction: Mastic Asphalting	SQA	G74P 22	31/10/2005	CITB	CCVQS					MA3	
MA3	SVQ 3 Construction: Mastic Asphalting	SQA	G74T 23	31/10/2005	CITB	CCVQS					SO3/CSS3	
P&D2	SVQ 2 Construction: Painting and Decorating	SQA	G6R4	31/12/2005	CITB	CCVQS					P&D3	
P&D3	SVQ 3 Construction: Painting and Decorating	SQA	G6RD	31/12/2005	CITB	CCVQS				Yes	CSS/Sl3	
PM1	SVQ 1 Construction: Plant Maintenance	SQA	G7C9 21	30/09/2008	CITB	CCVQS					PM2	
PM2	SVQ 2 Construction: Plant Maintenance	SQA	G7CA 22	30/09/2008	CITB	CCVQS					PM3	
PM3	SVQ 3 Construction: Plant Maintenance	SQA	G7CC 23	30/09/2008	CITB	CCVQS				Yes	CPES3	
PL1	SVQ 1 Construction: Plastering	SQA	G6RG 21	31/12/2005	CITB	CCVQS					PL2	
PL2	SVQ 2 Construction: Plastering	SQA	G6R5 22	31/12/2003	CITB	CCVQS					PL3	
PL3	SVQ 3 Construction: Plastering	SQA	G6RF 23	31/12/2003	CITB	CCVQS				Yes	CSS3	
RSC2	SVQ 2 Construction: Roof Sheeting and Cladding	SQA	G5PW 22	31/12/2005	CITB	CCVQS					RSC3	
RSC3	SVQ 3 Construction: Roof Sheeting and Cladding	SQA	G5PX 23	31/12/2005	CITB	CCVQS					CSS3	
RSTC2	SVQ 2 Construction: Roof Slating, Tiling and Cement Work	SQA	G79A 22	31/12/2003	CITB	CCVQS					RSTC3	
RSTC3	SVQ 3 Construction: Roof Slating, Tiling and Cement Work	SQA	G6R6 23	31/12/2003	CITB	CCVQS				Yes	CSS3	
SF2	SVQ 2 Construction: Shopfitting	SQA	G6RL 22	31/12/2005	CITB	CCVQS					SF3	





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**QQS Annex 2 - An Audit of Construction Vocational Qualifications (England, Northern Ireland and Wales)**  
As at end 2006

**This audit sheet lists vocational qualifications by level**

**The audit excludes:** existing qualifications (such as the GNVQs - General National Vocational Qualifications) which have now been replaced by revised awards.

**The audit currently excludes:** manufacturers'; higher education (such as foundation degrees and degrees); lecturers, trainers, assessors and verifiers qualifications.

the numbers of candidates registered, certificates issued and centres.

**but future data collection and evaluation is planned.**

<b>Key</b>	Accred End Date	Accreditation End Date - the last date candidates can register
	CCVQS	Construction Industry Training Board's Co-Ordinating Committee for Vocational Qualifications and Standards oversee operative and craft standards and qualification validation.
	Cert	Certificate
	CICOSP	Construction Industry Council's Occupational Standards Panel oversee technical, supervisory and management standards and qualification validation.
	CIOB	Chartered Institute of Building
	Dip	Diploma
	FGNVQ	Foundation General National Vocational Qualification
	GCSE	General Certificate in Secondary Education
	GNVQ	General National Vocational Qualification
	IGNVQ	Intermediate General National Vocational Qualification
	NEA	National Energy Action
	NOS	Which National Occupational Standards the qualification is based on.
	NQF	Qualification and Curriculum Authority's National Qualification Framework
	NVQ	National Vocational Qualification
	Pre-16	May be used for people under and over 16 years old
	VCE	Vocational Certificate of Education
	W	Available to be taught in Welsh

Code	Home Nation	Old NQF Level	New NQF Level	Qualification	Title	Awarding Body	Qual No	Accred End Date	NOS	Validated by	Review	W	Pre-16	Progression Routes
ELC	E,W,NI		Entry	Entry Level Certificate	Construction Industries	OCNW	100/3909/0	31/07/2007					Yes	FC/FCA/GCSE/ICA/ACA/AVCE/Fdip/NC/NVQL2/NVQL3
ELC	E,W,NI		Entry	Entry Level Certificate	Preparation for Employment in Plastering	ABC	100/4191/6	31/07/2007					Yes	FC/FCA/GCSE/ICA/ACA/AVCE/Fdip/NC/NVQL2/NVQL3
GCSE	E,W,NI		1 or 2		Construction	CCEA	100/3251/4	31/08/2006			Pilot Sept 06			ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
IDCert	E,W,NI		1	Introductory Certificate	Construction	Edexcel	100/3774/3	31/08/2009					Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
ICDip	E,W,NI		1	Introductory Diploma	Construction	Edexcel	100/3775/5	31/08/2009					Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
GCSE	E,W,NI		1 or 2		Construction and the Built Environment	Edexcel	100/4656/2	31/08/2008			Pilot Sept 06	Yes		ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
GCSE	E,W,NI		1 or 2		Construction and the Built Environment	Edexcel	100/4657/4	31/08/2008			Pilot Sept 06	Yes		ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
FC	E,W,NI	1		Foundation Certificate	Building Craft Occupations	CITB/City & Guilds	100/1255/2	30/11/2005	CITB	CCVQS		W	Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
FCA	E,W,NI	1		Foundation Award	Construction	CITB/City & Guilds	100/2796/8	30/11/2005	CITB	CCVQS				ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft1	E,W,NI	1			Construction and Civil Engineering Services	City & Guilds	Q1053675	31/07/2005						ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft1	E,W,NI	1		Certificate	Dry Stone Walling	Lantra	100/4352/4	31/01/2008					Yes	ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft1	E,W,NI	1			Insulation Installing	NEA & City & Guilds	Q1027248	30/09/2004						ICA/AVCE/ICA/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Construction and Civil Engineering Services	City & Guilds	Q1053676	31/07/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Façade Maintenance	City & Guilds	Q1053725	31/12/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Insulation and Remedial Maintenance Operations (Construction)	City & Guilds	100/2241/7	31/05/2007						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2		Certificate	Thermal Insulation	City & Guilds	100/4572/7	30/04/2009						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Construction and Civil Engineering Services (Road Building)	EPIC	Q1053276	31/08/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Fenestration Installation	GQA	100/3856/5	30/06/2009						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Glazing Installation and Maintenance	GQA	Q1053657	31/12/2005						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2		Certificate	Dry Stone Walling	Lantra	100/3553/9	31/01/2008					Yes	ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
Craft2	E,W,NI	2			Fencing	Lantra	100/2357/4	31/07/2006						ACA/AVCE/Fdip/NA/NC/ND/NVQL2/NVQL3
ICA	E,W,NI	2	2	Intermediate Award	Construction	CITB/City & Guilds	100/1254/0	30/11/2005	CITB	CCVQS				NVQL2
ICC	E,W,NI	2	2	Intermediate Certificate	Specialised Plant and Machinery Operations	CITB/City & Guilds	100/3570/9	31/12/2009	CITB	CCVQS				NA/NC/ND/NVQL2/NVQL3
FDip	E,W,NI	2	2	First Diploma	Construction	Edexcel	100/2971/0	30/04/2008	CICOSP	CICOSP			Yes	NC/ND/NVQL3
AVCE	E,W,NI	3	3	Advanced VCE	Construction and the Built Environment	AQA	100/0391/5	31/08/2006						NC/ND/NVQL3
AVCE	E,W,NI	3	3	Advanced VCE	Construction and the Built Environment	Edexcel	100/0374/5	31/08/2006					Yes	NC/ND/NVQL3
AVCE	E,W,NI	3	3	Advanced VCE	Construction and the Built Environment	OCR	100/0384/8	31/08/2006					Yes	NC/ND/NVQL3
AVCEDb	E,W,NI	3	3	Advanced VCE (Double award)	Construction and the Built Environment	AQA	100/0203/0	31/08/2006					Yes	NC/ND/NVQL3
AVCEDb	E,W,NI	3	3	Advanced VCE (Double award)	Construction and the Built Environment	Edexcel	100/0207/8	31/08/2006					Yes	NC/ND/NVQL3
AVCEDb	E,W,NI	3	3	Advanced VCE (Double award)	Construction and the Built Environment	OCR	100/0383/6	31/08/2006					Yes	NC/ND/NVQL3
ACA	E,W,NI	3	3	Advanced Award	Construction	CITB/City & Guilds	100/1790/2	30/11/2005	CITB	CCVQS				NVQL3/NC/ND/FD
NA	E,W,NI	3	3	National Award	Construction	Edexcel	100/2912/6	31/08/2007	CICOSP	CICOSP				NC/ND/NVQL2/NVQL3
Craft3	E,W,NI	3			Fenestration Installation and Surveying	GQA	100/3861/9	30/06/2009						NVQL3/NC/ND/FD
Craft3	E,W,NI	3			Glazing Installation and Maintenance	GQA	Q1053658	31/12/2005						NVQL3/NC/ND/FD
Craft3	E,W,NI	3			Fencing	Lantra	100/2358/6	31/07/2006						NVQL3/NC/ND/FD
Craft3	E,W,NI	3		Certificate	Off-Site Safety Management	OCR	100/1469/X	31/08/2005						NVQL3/NC/ND/FD
NC	E,W,NI	3	3	National Certificate	Civil Engineering	Edexcel	100/1564/4	31/08/2007	CICOSP	CICOSP			Appr	HNC/HND/FD/NVQL3
NC	E,W,NI	3	3	National Certificate	Construction	Edexcel	100/1563/2	31/08/2007	CICOSP	CICOSP			Appr	HNC/HND/FD/NVQL3
ND	E,W,NI	3	3	National Diploma	Civil Engineering	Edexcel	100/1567/X	31/08/2007	CICOSP	CICOSP				HNC/HND/FD/NVQL3
ND	E,W,NI	3	3	National Diploma	Construction	Edexcel	100/1568/1	31/08/2007	CICOSP	CICOSP				HNC/HND/FD/NVQL3
CSSS	E,W,S,NI	3	3	Certificate	Site Supervisory Studies	CIOB	100/2591/1	31/08/2006	CICOSP	CICOSP				FD/NVQL3/NVQL4
HNC	E,W,NI	4	5	Higher National Certificate	Construction	Edexcel	100/3050/5	31/08/2008	CICOSP	CICOSP				FD/NVQL3/NVQL4
HND	E,W,NI	4	5	Higher National Diploma	Construction	Edexcel	100/3049/9	31/08/2008	CICOSP	CICOSP				FD/Degree/NVQL3/NVQL4
CertSM	E,W,S,NI	4	4	Certificate	Site Management	CIOB	100/2594/7	31/08/2006	CICOSP	CICOSP				FD/Degree/NVQL4
DipSM	E,W,S,NI	4	4	Diploma	Site Management	CIOB	100/2593/5	31/08/2006	CICOSP	CICOSP				FD/Degree/NVQL4

**Audit of Construction NVQs**  
As at July 2005

This audit sheet lists NVQs by occupation alphabetically and by level.

The audit excludes: existing qualifications (such as the craft 2000 series NVQs) which have now been replaced by revised awards.

The audit currently excludes: NVQs for lecturers, trainers, assessors and verifiers  
the numbers of candidates registered, certificates issued and centres.  
but future data collection and evaluation is planned.

**Key**

Appr	Apprenticeship framework available
CCVQS	Construction Industry Training Board's Co-Ordinating Committee for Vocational Qualifications and Standards oversee operative and craft standards and qualification validation.
CICOSP	Construction Industry Council's Occupational Standards Panel oversee technical, supervisory and management standards and qualification validation.
CIOB	Chartered Institute of Building
CSCS	Construction Skills Certification Scheme
End date for CSCS industry accreditation	Industry accreditation period
ICE	Institution of Civil Engineers
NOS	Which National Occupational Standards the qualification is based on.
NVQ	National Vocational Qualification
PI Recogn	Professional institution(s) recognise this NVQ as a route to membership.
Prof.	Professional route to a CSCS card is available.
Progress Route	Progression route
Qual	Qualification

Code	NVQ	Level	Title	Awarding Body	Qual No	Accreditation End Date	NOS	Validated by	Review/ New Award	CSCS Industry	Prof.	PI Recogn	Appr Progression Routes	At Risk SSC Response
AOR1	NVQ	1	Accessing Operations and Rigging (Construction)	CITB/City & Guilds	Q1053363	31/10/2005	CITB	CCVQS	New award Autumn 05	Ended			AOR2	
AOR2	NVQ	2	Accessing Operations and Rigging (Construction)	CITB/City & Guilds	Q1053364	31/10/2005	CITB	CCVQS	New award Autumn 05	Ended		Yes	AOR3	
AOR3	NVQ	3	Accessing Operations and Rigging (Construction)	CITB/City & Guilds	Q1053365	31/10/2005	CITB	CCVQS	New award Autumn 05	Ended			OWS/CSS3	
			(Includes fall arrest; lightning conducting engineering; rigging - broadcast, film, video, suspended access equipment; safety net rigging; scaffolding including off-shore, stage, theatre and arena; steeplejacking.)											
AWM1	NVQ	1	Applied Waterproof Membranes	CITB/City & Guilds	100/5079/6	31/08/2008	CITB	CCVQS		04/10/2005			AWM2	
AWM2	NVQ	2	Applied Waterproof Membranes	CITB/City & Guilds	100/5080/2	31/08/2008	CITB	CCVQS		04/10/2005		Yes	OWS3	
			(Includes liquid waterproofing; built up bituminous roofing; single ply roofing.)											
AP5		5	Architectural Practice	Contact CIC		Not currently accredited	CICOSP	CICOSP	Review starting				CPM5	
AT4	NVQ	4	Architectural Technology	Edexcel	Q1052288	31/01/2006	CICOSP	CICOSP	Review starting	Ended	Yes	Yes	AP5	Successor awar
AI502	NVQ	2	Associated Industrial Services Occupations	CITB/City & Guilds	100/5109/0	31/08/2008	CITB	CCVQS		Ended			OWS3	
			(Includes façade maintenance; passive fire protection; water jetting.)											
BC4	NVQ	4	Building Control	ABBE	Q1050071	30/04/2006	CICOSP	CICOSP	Under review	23/03/2007	Yes	Yes	No clear routes.	
BMESS3	NVQ	3	Building Maintenance and Estates Service Supervision	City & Guilds	Q1050895	31/08/2007	CICOSP	CICOSP	Under review	02/06/2006		Yes	BMESM4	
BMESM4	NVQ	4	Building Maintenance and Estates Service Management	City & Guilds	Q1050896	31/08/2007	CICOSP	CICOSP	Under review	02/06/2006		Yes	CM5	
CEC2	NVQ	2	Chimney Engineering	CITB/City & Guilds	100/5112/0	31/08/2008	CITB	CCVQS		Ended			OWS3	
CESD4		4	Civil and Structural Engineering Design	Contact CIC		Not currently accredited	CICOSP	CICOSP	Review starting	Ended			CPM5	
CR	NVQ	?	Conservation and Restoration (Master Craft)						Being developed					
ConvC5	NVQ	5	Conservation Consultancy	Edexcel	Q1052610	30/11/2006	CICOSP	CICOSP	Review starting	30/06/2007			CPM5	Successor awar
ConvC4	NVQ	4	Conservation Control	Edexcel	Q1052610	28/02/2006	CICOSP	CICOSP	Under review	30/06/2007			ConvC5	
CCES1	NVQ	1	Construction and Civil Engineering Services	CITB/City & Guilds	Q1053079	31/12/2005	CITB	CCVQS	New award soon	Ended			CO/EPCHM/RB2	
CCO3	NVQ	3	Construction Contracting	Edexcel/ICE/CIOB	Q1050903	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended		Yes	CCO4	
CCO4	NVQ	4	Construction Contracting	Edexcel/ICE/CIOB	Q1050904	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended			CM5	
CM5	NVQ	5	Construction Contracts Management	ABBE	100/2470/0	31/12/2005	CICOSP	CICOSP	Contracts Management	17/06/2004		Yes	No clear routes.	
CM5	NVQ	5	Construction Contracts Management	Edexcel/ICE/CIOB	Q1052648	31/12/2005	CICOSP	CICOSP	Contracts Management	17/06/2004		Yes	No clear routes.	
CO2	NVQ	2	Construction Operations				CITB	CCVQS	New award soon	Ended			OWS/SPCO3	
			(Includes drainage, general, modular pavement, structural construction; excavation and reinstatement; general building operations; laying kerbs and channels.)											
CPES3	NVQ	3	Construction Plant and Equipment Supervision	Edexcel	Q1023960	31/12/2007	CICOSP	CICOSP	Planned 2005/6	17/06/2004			CPEM4	To be reviewed
CPEM4	NVQ	4	Construction Plant and Equipment Management	Edexcel	Q1023961	31/12/2007	CICOSP	CICOSP	Planned 2005/6	17/06/2004			No clear routes.	To be reviewed
CPM5	NVQ	5	Construction Project Management	ABBE	Awaited	Awaited	CICOSP	CICOSP	Rev 2003	23/12/2005			No clear routes.	
CPM5	NVQ	5	Construction Project Management	Edexcel	100/3377/4	31/10/2008	CICOSP	CICOSP	Rev 2003	23/12/2005			No clear routes.	The most strate
CSS3	NVQ	3	Construction Site Supervision	ABBE	100/4816/9	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes		CSM4	
CSS3	NVQ	3	Construction Site Supervision	CITB/City & Guilds	100/4511/9	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes		CSM4	
CSS3	NVQ	3	Construction Site Supervision	Edexcel	100/2651/4	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes		CSM4	
CSM4	NVQ	4	Construction Site Management	ABBE	100/4817/0	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes	Yes	CM5	
CSM4	NVQ	4	Construction Site Management	CITB/City & Guilds	100/4512/0	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes	Yes	CM5	
CSM4	NVQ	4	Construction Site Management	Edexcel	100/2652/6	30/09/2007	CICOSP	CICOSP	Rev 2002	Ended	Yes	Yes	CM5	
DFIP1	NVQ	1	Decorative Finishing and Industrial Painting Occupations	CITB/City & Guilds	100/5115/6	31/08/2008	CITB	CCVQS		Ended			DFIP2	
DFIP2	NVQ	2	Decorative Finishing and Industrial Painting Occupations	CITB/City & Guilds	100/5116/8	31/08/2008	CITB	CCVQS		Ended		Yes	DFIP3	
DFIP3	NVQ	3	Decorative Finishing and Industrial Painting Occupations	CITB/City & Guilds	100/5117/X	31/08/2008	CITB	CCVQS		Ended		Yes	BMESS/CSS/SI3	
			(Includes decorator and industrial painter.)											
Dem2	NVQ	2	Demolition (Construction)	CITB/City & Guilds	100/5114/4	31/08/2008	CITB	CCVQS					Dem3	
Dem3	NVQ	3	Demolition (Construction)	CITB/City & Guilds	Q1053744	31/01/2006	CITB	CCVQS					CSM4	
EES	NVQ	?	Energy Efficiency Services						Being developed					
EPC2	NVQ	2	Erection of Precast Concrete (Construction)	CITB/City & Guilds	100/3747/0	30/06/2009	CITB	CCVQS		26/08/2006			OWS3	
F12	NVQ	2	Fitted Interiors	CITB/City & Guilds	100/5113/2	31/08/2008	CITB	CCVQS					F13	
F13	NVQ	3	Fitted Interiors	CITB/City & Guilds	100/3366/X	30/09/2008	CITB	CCVQS					CSS3	CSCS will drive
FC1	NVQ	1	Floorcovering	CITB/City & Guilds	100/5096/6	31/08/2008	CITB	CCVQS		Ended			FC2	

FC2	NVQ	2	Floorcovering	CITB/City & Guilds	100/5097/8	31/08/2008	CITB	CCVQS	Ended	Yes	FC3	
FC3	NVQ	3	Floorcovering	CITB/City & Guilds	100/5098/X	31/08/2008	CITB	CCVQS	Ended		CSS3	
FO1	NVQ	1	Formwork Occupations	CITB/City & Guilds	100/5118/1	31/08/2008	CITB	CCVQS	Ended		FO2	
FO2	NVQ	2	Formwork Occupations	CITB/City & Guilds	100/5119/3	31/08/2008	CITB	CCVQS	Ended	Yes	FO3	
FO3	NVQ	3	Formwork Occupations	CITB/City & Guilds	100/5120/X	31/08/2008	CITB	CCVQS	Ended		OWS/CSS3	
HM2	NVQ	2	Highways Maintenance (Includes drainage, flexible pavement, modular pavement construction; concrete and excavation operations; laying kerbs and channels; shallow drainage installation; vehicle fencing.)	CITB/City & Guilds	100/4940/X	29/02/2008	CITB	CCVQS			OWS3	
IBS2	NVQ	2	Industrial Building Systems (Includes autoclaved aerated concrete, steel and timber frame.)	CITB/City & Guilds							OWS3	
IRM	NVQ	?	Insulation and Remedial Maintenance Operations (Will include cavity wall tie; remedial wood preserving and damp proofing.)						Being developed			
IS2	NVQ	2	Interior Systems (Includes access flooring; cavity barrier installation; ceiling fixing; dry lining - fixing and finishing; interior fixer and sheeter.)	CITB/City & Guilds	100/5081/4	31/08/2008	CITB	CCVQS		Yes	CSS/OWS3	
LD1	NVQ	1	Land Drilling	CITB/City & Guilds	Q1052795	31/12/2005	CITB	CCVQS	Review planned		LD2	
LD2	NVQ	2	Land Drilling	CITB/City & Guilds	Q1052796	31/12/2005	CITB	CCVQS	Review planned		OWS3	
MO2	NVQ	2	Maintenance Operations	CITB/City & Guilds	100/3308/7	31/08/2008	CITB	CCVQS		Yes	BMESS3	
MA1	NVQ	1	Mastic Asphalt	CITB/City & Guilds	100/5086/3	31/08/2008	CITB	CCVQS	Ended		MA2	
MA2	NVQ	2	Mastic Asphalt	CITB/City & Guilds	100/5087/5	31/08/2008	CITB	CCVQS	Ended	Yes	MA3	
MA3	NVQ	3	Mastic Asphalt	CITB/City & Guilds	100/5089/9	31/08/2008	CITB	CCVQS	Ended		OWS3	
MB	NVQ	?	Modular Building						Being developed			
OWS3	NVQ	3	Occupational Work Supervision	CITB/City & Guilds	100/5123/5	31/08/2008	CITB	CCVQS	Ended		CSS3/CSM4	
PO2	NVQ	2	Piling Operations	CITB/City & Guilds	Q1052803	31/12/2005	CITB	CCVQS	New award soon		OWS3	
PS4	NVQ	4	Planning Supervision (CDM)	Edexcel	100/3508/4	30/11/2008	CICOSP	CICOSP	Rev 2003	30/06/2007	OWS/CPM5	New role concei
PM1	NVQ	1	Plant Maintenance	CITB/City & Guilds	100/3344/0	30/09/2008	CITB	CCVQS		Ended	PM2	
PM2	NVQ	2	Plant Maintenance	CITB/City & Guilds	100/3345/2	30/09/2008	CITB	CCVQS		Ended	PM3	
PM3	NVQ	3	Plant Maintenance	CITB/City & Guilds	100/3346/4	30/09/2008	CITB	CCVQS		Ended	CPES3	
PL1	NVQ	1	Plastering (Construction)	CITB/City & Guilds	100/5099/1	31/08/2008	CITB	CCVQS		Ended	PL2	
PL2	NVQ	2	Plastering (Construction)	CITB/City & Guilds	100/5200/4	31/08/2008	CITB	CCVQS		Ended	Yes	PL3
PL3	NVQ	3	Plastering (Construction) (Includes fibrous and solid.)	CITB/City & Guilds	100/5101/6	31/08/2008	CITB	CCVQS		Ended	Yes	CSS3
PT2	NVQ	2	Post-Tensioning Operations	CITB/City & Guilds	100/3347/6	30/09/2008	CITB	CCVQS		Ended	OWS3	CSCS will drive
PCS3	NVQ	3	Property and Caretaking Supervision	ABBE	Q1052275	31/07/2006	CICOSP	CICOSP	Review starting	30/06/2007	PropM4	
PropM4	NVQ	4	Property Management	ABBE	Q1050069	31/04/06	CICOSP	CICOSP	Review starting	30/06/2007	CPM5	
QSP4	NVQ	4	Quantity Surveying Practice	ABBE	Q1054190	30/04/2006	CICOSP	CICOSP	Under review	05/04/2007	Yes	CPM5
R12	NVQ	2	Refractory Installations	CITB/City & Guilds	100/5102/8	31/08/2008	CITB	CCVQS			OWS3	
RB2	NVQ	2	Roadbuilding (Includes machine - bituminous and concrete paving, micro surfacing, pavement marking, planing, road recycling, surface dressing and retexturing; hand - pavement marking.)						New award soon	Ended	OWS3	
RO1	NVQ	1	Roofing Occupations	CITB/City & Guilds	Q1053733	31/12/2005	CITB	CCVQS		Ended	RO/RSC2	
RO2	NVQ	2	Roofing Occupations (Includes metal roofing; roof slater and tiler; thatching.)	CITB/City & Guilds	100/5107/7	31/08/2008	CITB	CCVQS		Ended	Yes	RO/RSC3
RO3	NVQ	3	Roofing Occupations	CITB/City & Guilds	100/5108/9	31/08/2008	CITB	CCVQS		Ended	Yes	CSS3
RSC2	NVQ	2	Roof Sheeting and Cladding	CITB/City & Guilds	100/5082/6	31/08/2008	CITB	CCVQS		Ended	Yes	RO/RSC3
RSC3	NVQ	3	Roof Sheeting and Cladding	CITB/City & Guilds	100/5083/8	31/08/2008	CITB	CCVQS		Ended	Yes	CSS3
SI3	NVQ	3	Site Inspection	ABBE	100/4814/5	31/07/2008	CICOSP	CICOSP	Rev 2002	23/12/2005	SI4	
SI3	NVQ	3	Site Inspection	Edexcel	Awaited		CICOSP	CICOSP	Rev 2002	23/12/2005	SI4	
SI4	NVQ	4	Site Inspection	ABBE	100/4815/7	31/07/2008	CICOSP	CICOSP	Rev 2002	23/12/2005	CPM5	
SI4	NVQ	4	Site Inspection	Edexcel	100/3203/4	31/07/2008	CICOSP	CICOSP	Rev 2002	23/12/2005	CPM5	
SL2	NVQ	2	Site Logistics (Construction)	CITB/City & Guilds	100/2932/1	31/03/2008	CITB	CCVQS		01/12/2005	OWS3	
STS3	NVQ	3	Site Technical Support	Edexcel/ICE/CIOB	Q1050885	31/12/2005	CICOSP	CICOSP	New award soon	Ended	Yes	CSS3/CCM4
SD3		3	Survey Data				CICOSP	CICOSP	New award soon		SD4	
SD4	NVQ	4	Spatial Data Management	ABBE	Q1050070	30/04/2006	CICOSP	CICOSP	Survey Data L4	30/06/2007	No clear routes.	
SPMO2	NVQ	2	Specialised Plant and Machinery Operations				CITB	CCVQS	New award soon	Ended	CPES3	
SPCO2	NVQ	2	Specialist Concrete Occupations (Includes concrete drilling and sawing, repair, decorative and sprayed concrete; insitu flooring.)				CITB	CCVQS	New award soon	Ended	SPCO3	
SPCO3	NVQ	3	Specialist Concrete Occupations (Includes concrete drilling and sawing, repair, decorative and sprayed concrete; insitu flooring.)				CITB	CCVQS	New award soon	Ended	OWS3	
SIO2	NVQ	2	Specialist Installation Occupations (Construction) (Includes door systems; insulated enclosures; joint sealant application; specialised cladding, rainscreen and roofline systems.)	CITB/City & Guilds	100/3539/4	31/01/2009	CITB	CCVQS		Ended	OWS3	
SF2	NVQ	2	Steelfixing Occupations	CITB/City & Guilds	100/5106/5	31/08/2008	CITB	CCVQS		Ended	OWS3	
SM2	NVQ	2	Stonemasonry (Includes banker masonry, memorial masonry, stone cladding and fixing.)	CITB/City & Guilds	100/5084/X	31/08/2008	CITB	CCVQS		Ended	Yes	SM3
SM3	NVQ	3	Stonemasonry (Includes banker masonry, memorial masonry, stone cladding and fixing.)	CITB/City & Guilds	100/5085/1	31/08/2008	CITB	CCVQS		Ended	Yes	BMESS/CSS/OWS/SI3
SSU1	NVQ	1	Sub-Structure Work Occupations (Includes underpinning operations.)	CITB/City & Guilds	100/2931X	01/04/2008	CITB	CCVQS				CSCS will drive
SSU2			Sub-Structure Work Occupations - Underpinning Operations (Includes underpinning operations.)	CITB/City & Guilds	100/5103/X	31/08/2008	CITB	CCVQS		Ended	SSU2	
SSU2			Sub-Structure Work Occupations - Underpinning Operations (Includes underpinning operations.)	CITB/City & Guilds	100/5104/1	31/08/2008	CITB	CCVQS		Ended	SSU3	
SSU3	NVQ	3	Sub-Structure Work Occupations - Underpinning Operations (Includes underpinning operations.)	CITB/City & Guilds	100/5105/3	31/08/2008	CITB	CCVQS		Ended	OWS3	
SS3	NVQ	3	Surveying Support	ABBE	Q1050771	30/04/2006	CICOSP	CICOSP	Review starting	30/06/2007	Yes	QSP4
TD3	NVQ	3	Technical Design (Built Environment)	Edexcel	Q1052998	31/09/07	CICOSP	CICOSP	Review starting	Ended	Yes	AT4
TTM2	NVQ	2	Temporary Traffic Management				CITB	CCVQS	New award soon			



**Audit of Construction Vocational Qualifications (Scotland)**  
As at July 2005

**The audit currently excludes:** manufacturers'; higher education (such as degrees); lecturers, trainers, assessors and verifiers qualifications.  
the numbers of candidates registered, certificates issued and centres.  
**but future data collection and evaluation is planned.**

**Key** NOS Which National Occupational Standards the qualification is based on.  
SQA Scottish Qualifications Authority  
SVQ Scottish Vocational Qualification

Code	Home Nation	Level	Qualification	Title	Awarding Body	Qual Code	Finish Date	NOS	Validated	Progression Routes
NQI2	Scotland	Intermediate 2	National Qualification	Building Crafts	SQA	G79K 11	None stated	Not known	No	NQH/SVQ 2/SVQL3
NQI2	Scotland	Intermediate 2	National Qualification	Construction Craft Skills	SQA	C01M 11	None stated	Not known	No	NQH/SVQ 2/SVQL3
NQI2	Scotland	Intermediate 2	National Qualification	Construction Industry Practice	SQA	C01N 11	None stated	Not known	No	NQH/SVQ 2/SVQL3
NQH	Scotland	Higher	National Qualification	Building and Architectural Technology	SQA	C021 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Building Services	SQA	C023 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Civil Engineering	SQA	C022 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Construction	SQA	C019 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Quantity Surveying	SQA	C01P 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQH	Scotland	Higher	National Qualification	Structural Engineering	SQA	C01R 12	None stated	Not known	No	NQAH/HNC/SVQL3
NQAH	Scotland	Advanced Higher	National Qualification	Building and Architectural Technology	SQA	C021 13	None stated	Not known	No	HNC/SVQL3/SVQL4
NQAH	Scotland	Advanced Higher	National Qualification	Civil Engineering	SQA	C022 13	None stated	Not known	No	HNC/SVQL3/SVQL4
AC	Scotland	Advanced Certificate	Higher National Qualification	Brickwork	SQA	G5GE 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Carpentry and Joinery	SQA	G5GF 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Construction Practice	SQA	G5GN 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Machine Woodworking	SQA	G5GD 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Painting and Decorating	SQA	G5GG 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Plasterwork	SQA	G5GH 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Roof Slating, Tiling and Cement Work	SQA	G5GK 17	31/07/2010	Not known	No	HNC
AC	Scotland	Advanced Certificate	Higher National Qualification	Stonemasonry	SQA	G5GJ 17	31/07/2010	Not known	No	HNC
HNC	Scotland	Higher National Certificate	Higher National Qualification	Architectural Technology	SQA	G6GF 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Architectural Technology with CAD	SQA	G5JA 15	31/07/2006	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Building Control	SQA	G6GG 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Building Inspection and Supervision	SQA	G6GK 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Building Services Engineering	SQA	G7WE 15	None stated	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Civil Engineering	SQA	G07H 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Construction	SQA	G075 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Construction Management	SQA	G6GH 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Construction Practice	SQA	G5GP 15	31/07/2011	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Painting and Decorating: Supervision	SQA	G6XJ 15	None stated	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Planning	SQA	G055 15	31/07/2007	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Quantity Surveying	SQA	G6GJ 15	31/07/2009	Not known	No	Degree/SVQL4
HNC	Scotland	Higher National Certificate	Higher National Qualification	Topographic Studies	SQA	G050 15	31/07/2005	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Architectural Conservation	SQA	G1KR 16	31/07/2007	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Architectural Technology	SQA	G6GR 16	31/07/2010	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Building Control	SQA	G6GL 16	31/07/2010	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Civil Engineering	SQA	G1N9 16	31/07/2010	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Construction Management	SQA	G6GP 16	31/07/2006	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Planning and General Practice Surveying	SQA	G1K6 16	31/07/2007	Not known	No	Degree/SVQL4
HND	Scotland	Higher National Diploma	Higher National Qualification	Quantity Surveying	SQA	G6GM 16	31/07/2010	Not known	No	Degree/SVQL4

**Audit of Construction SVQs**

As at July 2005

This audit sheet lists SVQs by occupation alphabetically and by level.

The audit currently excludes: operative and craft SVQs

SVQs for lecturers, trainers, assessors and verifiers  
the numbers of candidates registered, certificates issued and centres.  
but future data collection and evaluation is planned.

**Key**

Appr  
CCVQS  
CICOSP  
CIOB  
CSCS  
End date for CSCS industry accreditation  
ICE  
NOS  
PI Recogn  
Prof. Route  
Progress Route  
Qual  
SVQ

Apprenticeship framework available  
Construction Industry Training Board's Co-Ordinating Committee for Vocational Qualifications and Standards oversee operative and craft standards and qualification validat  
Construction Industry Council's Occupational Standards Panel oversee technical, supervisory and management standards and qualification validation.  
Chartered Institute of Building  
Construction Skills Certification Scheme  
Industry accreditation period  
Institution of Civil Engineers  
Which National Occupational Standards the qualification is based on.  
Professional institution(s) recognise this SVQ as a route to membership  
Professional route to a CSCS card is available  
Progression route  
Qualification  
Scottish Vocational Qualification

Code	NVQ/ Level SVQ	Title	Awarding Body	Code	Accreditation End Date	NOS	Validated by	Review/ New Award	CSCS Industry Accred.	PI Prof. Route	Appr Recogn	Progression Routes
AT4	SVQ 4	Architectural Technology	SQA	G5F7 24	31/01/2006	CICOSP	CICOSP	Review starting	Ended	Yes	Yes	AP5
BC4	SVQ 4	Building Control	SQA	G4CF 24	30/06/2006	CICOSP	CICOSP	Under review	23/03/2007	Yes	Yes	CPM5
ConvC5	SVQ 5	Conservation Consultancy	SQA	G5HV 25	31/01/2006	CICOSP	CICOSP	Review starting	30/06/2007			CPM5
ConvC4	SVQ 4	Conservation Control	SQA	G5HT24	31/01/2006	CICOSP	CICOSP	Under review	30/06/2007			ConvC5
AOR1	SVQ 1	Construction: Accessing Operations and Rigging	SQA	G5RA 21	31/12/2005	CITB	CCVQS					AOR3
AOR2	SVQ 2	Construction: Accessing Operations and Rigging	SQA	G5RB 22	31/12/2005	CITB	CCVQS					AOR3
AOR3	SVQ 3	Construction: Accessing Operations and Rigging	SQA	G5RC 23	31/12/2005	CITB	CCVQS				Yes	SO3/CSS3
AWM2	SVQ 2	Construction: Applied Waterproof Membranes	SQA	G5RD/E	31/12/2005	CITB	CCVQS					SO3/CSS3
BL2	SVQ 2	Construction: Bricklaying	SQA	G6R3 22	31/12/2005	CITB	CCVQS					BL3
BL3	SVQ 3	Construction: Bricklaying	SQA	G6RC 23	31/12/2005	CITB	CCVQS				Yes	SO3/CSS3
C&CES1	SVQ 1	Construction and Civil Engineering Services	SQA	G5K5 21	31/07/2005	CITB	CCVQS		Ended			C&CES2
C&CES2	SVQ 2	Construction and Civil Engineering Services (In-situ Flooring) (Includes construction operations, drilling and sawing, general building operations, highways maintenance, in-situ flooring, public utilities distribution, roadbuilding.)	SQA	Ask SQA	31/07/2005	CITB	CCVQS					SO/CSS/Sl3
CARP2	SVQ 2	Construction: Carpentry	SQA	G6R7 22	31/12/2005	CITB	CCVQS					CARP3
CARP3	SVQ 3	Construction: Carpentry	SQA	G6R8 23	31/12/2005	CITB	CCVQS				Yes	CSS/Sl3
CCO3	SVQ 3	Construction Contracting	SQA	G63R23	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended			CCO4
CCO4	SVQ 4	Construction Contracting	SQA	G63S 24	31/01/2006	CICOSP	CICOSP	Construction Contracting Operations	Ended			CM5
CM5	SVQ 5	Construction Contracts Management	SQA	G5XJ 25	31/01/2006	CICOSP	CICOSP	Contracts Management	17/06/2004	Yes	Yes	No clear routes.
FM2	SVQ 2	Construction: Façade Maintenance	SQA	G5RG 22	31/12/2005	CITB	CCVQS					SO3/CSS3
FC1	SVQ 1	Construction: Floorcovering Occupations	SQA	Ask SQA	31/12/2005	CITB	CCVQS					FC2
FC2	SVQ 2	Construction: Floorcovering Occupations	SQA	Ask SQA	31/12/2005	CITB	CCVQS					FC2
FC3	SVQ 3	Construction: Floorcovering Occupations	SQA	Ask SQA	31/12/2005	CITB	CCVQS					SO3/CSS3
FW1	SVQ 1	Construction: Formworking	SQA	G5PR 21	31/12/2005	CITB	CCVQS					FW2
FW2	SVQ 2	Construction: Formworking	SQA	G5PS 22	31/12/2005	CITB	CCVQS					FW3
FW3	SVQ 3	Construction: Formworking	SQA	G5PT 23	31/12/2005	CITB	CCVQS					SO3/CSS3
HS2	SVQ 2	Construction: Heritage Skills	SQA	G6T9 22	30/11/2006	CITB	CCVQS					SO3/CSS3
IFS2	SVQ 2	Construction: Interior Fixer and Sheeter	SQA	G775 22	30/06/2008	CITB	CCVQS					CSS3
IS1	SVQ 1	Construction: Interior Systems	SQA	G5PY 21	31/12/2005	CITB	CCVQS					IS2
IS2	SVQ 2	Construction: Interior Systems	SQA	Ask SQA	31/12/2005	CITB	CCVQS					IS3
IS3	SVQ 3	Construction: Interior Systems	SQA	Ask SQA	31/12/2005	CITB	CCVQS					SO3/CSS3
MA2	SVQ 2	Construction: Mastic Asphalting	SQA	G74P 22	31/10/2005	CITB	CCVQS					MA3
MA3	SVQ 3	Construction: Mastic Asphalting	SQA	G74T 23	31/10/2005	CITB	CCVQS					SO3/CSS3
P&D2	SVQ 2	Construction: Painting and Decorating	SQA	G6R4	31/12/2005	CITB	CCVQS					P&D3
P&D3	SVQ 3	Construction: Painting and Decorating	SQA	G6RD	31/12/2005	CITB	CCVQS				Yes	CSS/Sl3
PM1	SVQ 1	Construction: Plant Maintenance	SQA	G7C9 21	30/09/2008	CITB	CCVQS					PM2
PM2	SVQ 2	Construction: Plant Maintenance	SQA	G7CA 22	30/09/2008	CITB	CCVQS					PM3
PM3	SVQ 3	Construction: Plant Maintenance	SQA	G7CC 23	30/09/2008	CITB	CCVQS				Yes	CPES3
PL1	SVQ 1	Construction: Plastering	SQA	G6RG 21	31/12/2005	CITB	CCVQS					PL2
PL2	SVQ 2	Construction: Plastering	SQA	G6R5 22	31/12/2003	CITB	CCVQS					PL3
PL3	SVQ 3	Construction: Plastering	SQA	G6RF 23	31/12/2003	CITB	CCVQS				Yes	CSS3
RSC2	SVQ 2	Construction: Roof Sheeting and Cladding	SQA	G5PW 22	31/12/2005	CITB	CCVQS					RSC3
RSC3	SVQ 3	Construction: Roof Sheeting and Cladding	SQA	G5PX 23	31/12/2005	CITB	CCVQS					CSS3
RSTC2	SVQ 2	Construction: Roof Slating, Tiling and Cement Work	SQA	G79A 22	31/12/2003	CITB	CCVQS					RSTC3
RSTC3	SVQ 3	Construction: Roof Slating, Tiling and Cement Work	SQA	G6R6 23	31/12/2003	CITB	CCVQS				Yes	CSS3
SF2	SVQ 2	Construction: Shopfitting	SQA	G6RL 22	31/12/2005	CITB	CCVQS					SF3





The UK Commission aims to raise UK prosperity and opportunity by improving employment and skills. Our ambition is to benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a worldclass leader in productivity, in employment and in having a fair and inclusive society: all this in the context of a fast-changing global economy.

Because employers, whether in private business or the public sector, have prime responsibility for the achievement of greater productivity, the UK Commission will strengthen the employer voice and provide greater employer influence over the employment and skills systems.

Having developed a view of what's needed, the UK Commission will provide independent advice to the highest levels in government to help achieve those improvements through strategic policy development, evidence-based analysis and the exchange of good practice.

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