

The Sector Skills Council
for Building Services Engineering

Summit^{SKILLS}

**advanced
apprenticeship**
framework

Building Services Engineering Technicians

For England and Wales

Framework code 282. Issue Number BSEAA/07/062a. Approved by AAG 18 August 2006

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

CONTENTS

| | |
|--|---------------|
| Summary of Amendments | 4 |
| Summary of the Mandatory Outcomes | 6 |
| Contact Details | 6 |
| Section 1 Framework Overview | |
| Introduction | 7 |
| Occupations/Job Roles | 8 |
| Standard Setting Bodies | 8 |
| Awarding Bodies | 8 |
| The Target Group | 8 |
| Partners in the Programme | 9 |
| Employed Status | 9 |
| Section 2/3 - Planning and Framework Content | |
| NVQs | 10 |
| Key Skills | 10 |
| Technical Certificates | 11 |
| Employment Responsibilities and Rights (ERR) | 12 |
| Considerations and Planning | 12 |
| Section 4 – Implementation of the Framework | |
| The Apprentice | 13 |
| The Employer | 13 |
| The Providers | 13 |
| LSCs, WAG Regional Offices | 14 |
| Entry Requirements | 14 |
| Training Agreement | 15 |
| Individual Apprenticeship Plan | 16 |
| Induction | 16 |
| On- and Off-The-Job Training | 17 |
| Minimum Periods of Training | 17 |
| Health and Safety | 17 |
| Equal Opportunities | 19 |
| Monitoring and Reviews | 20 |
| Complaints Procedure for Apprentices | 20 |
| Early Leaving and Termination of Apprenticeship | 21 |
| Transfer arrangements from previous frameworks | 21 |
| Section 5 - Achievement | 22 |
| Section 6 - Progression | 22 |
| Section 7 - Framework Monitoring, Evaluation and Review | 23 |
| Section 8 - Other Information | 24 |

Useful Publications and Support Materials

Useful Contacts

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

ANNEXES

| | | |
|---------|---|----|
| ANNEX A | Sample Training Agreement | 25 |
| ANNEX B | NVQ Qualification Reference Numbers | 29 |
| ANNEX C | Technical Certificate details..... | 30 |
| ANNEX D | Partners involved in Advanced/Modern Apprenticeships..... | 32 |
| ANNEX E | An example Individual Apprenticeship Plan..... | 35 |
| ANNEX F | Employment Rights and Responsibilities Evidence Sources | 39 |
| ANNEX G | Key Skills Requirements for Certification | 42 |
| ANNEX H | Progression/Career Paths..... | 43 |

NOTE: The Advanced Apprenticeship Framework (AA) is referred to as a Modern Apprenticeship Framework (MA) in Wales and funded by the Welsh Assembly Government's Department of Education, Lifelong Learning and Skills. However, the requirements detailed in this document are applicable to both frameworks.

For the purpose of this document the Welsh Assembly Government's Department of Education, Lifelong Learning and Skills will be referenced as WAG.

**ADVANCED APPRENTICESHIP FRAMEWORK: Building Services
Engineering Technicians [Version 2, March 2003]
Framework Sector Code 282**

Summary of Amendments

1. Rationale for second minor amendment

Version 2 of this Advanced Apprenticeship reflects the National Occupational Standards, through the NVQs and VRQs (Technical Certificates) identified below (1.1 - 1.3) for,

- 1.1 Site Supervision (Q1028193) – expiry date 31.07.2006
- 1.2 Design Engineering (Q1028194) – expiry date 31.07.2006
- 1.3 Building Services Engineering (National Certificate - 50018322) – expiry date 31.08.2010

A combination of a review of the NVQ structures which reflect the competencies at Technician level in the key industries of the Building Services Engineering Sector (Air Conditioning & Refrigeration; Electrotechnical; Heating & Ventilation; Plumbing) and the expiry date of the above identified NVQs resulted in a revised NVQ structure for the sector being approved by UKCG in September 2005. Albeit the revised NVQ structure differs from those used in Version 2 of the framework, the relevant NOS are still reflected accordingly. Therefore, the amendment to Version 2 of the framework is the replacement of the NVQs identified in 1.1 & 1.2 with the,

NVQ3: Building Services Engineering Technology and Project Management
(100/5986/6TPA – expiry date 31.12.2010)

This rationale and its associated amendments, detailed in section 2, were approved by AAG 18 August 2006. A second minor amendment is now required to reflect the re-accreditation of the National Certificate in Building Services Engineering (100/1565/6) and now has a qualification accreditation number of QAN 500/1832/2. The structure and content of this qualification have not changed and therefore is still retained as the “Technical Certificate” requirement for the mandatory outcomes of the framework. All the requirements of the framework remain as those in Version 2a/01/07/06.

2. Amendment Details

- 2.1 The NVQ3 (100/5986/6TPA) provides a core and options structure (See 3 below) that will facilitate for supervision, design and technical pathways for “Technician Apprentices” in the key industries of the sector identified above.
- 2.2 The National Certificate in Building Services Engineering (100/1565/6) reflects the knowledge requirements of the NVQ3: Building Services Engineering Technology and Project Management (**now QAN 500/1832/2**) and therefore is retained as the “Technical Certificate” requirement for the mandatory outcomes of the framework.
- 2.3 NVQ3s removed from the framework are
 - 2.3.1 Site Supervision (Q1028193)
 - 2.3.2 Design Engineering (Q1028194)

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

2.4 NVQ3 replacing those identified in 2.3

2.4.1 Building Services Engineering Technology and Project Management
(100/5986/6TPA)

2.5 The Key Skills mandatory outcome requirements remain, i.e. Application of Number, Communications and Information Technology all at Level 2

2.6 Identifying the amended framework as Version 2b with an implementation date for of 1 March 2008

2.7 All references to the National Certificate in Building Services Engineering (100/1565/6) have been amended accordingly to reference the National Certificate in Building Services Engineering (500/1832/2)

**3. Building Services Engineering Technology and Project Management
Level 3 (100/5986/6TPA): Qualification Structure**

MANDATORY UNITS

SST 1 Monitor and implement health and safety during building services engineering projects

SST 2 Monitor and implement building services engineering projects in the work location

OPTIONAL UNITS (3 from 6)

SST 3 Apply design principles to building services engineering projects

SST 4 Contribute to estimating & tendering processes for building services engineering projects

SST 5 Monitor commissioning & testing procedures for building services engineering projects

SST 6 Apply contract conditions for building services engineering projects

SST 7 Provide technical & functional information to relevant people

SST 8 Contribute to planning work methods, resources and systems to meet building services engineering project work requirements

Advanced Apprenticeship for Building Services Engineering Technicians

Summary of the Mandatory Outcomes

Framework Sector Code: 282

| Advanced Apprenticeship | Level |
|--|--------------|
| NVQs | |
| Building Services Engineering Technology and Project Management (100/5986/6TPA) | 3 |
| TECHNICAL CERTIFICATE(s) | |
| BTEC National Certificate in Building Services Engineering (500/1832/2) | 3 |
| KEY SKILLS | |
| Communication | 2 |
| Application of Number | 2 |
| Information Technology | 2 |
| EMPLOYMENT RIGHTS AND RESPONSIBILITIES (ERR) | |
| Integrated in the Induction Programme, the NVQ and the Technical Certificate Requirements | |

Contact Details

| | |
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1. **Advanced Apprenticeship for Building Services Engineering Technicians: Framework Overview**

Introduction

1.1 The Building Services Engineering Sector embraces the industries of,

- Air Conditioning & Refrigeration
- Electrotechnical Services
- Heating & Ventilation
- Plumbing

These industries are responsible for the design, installation, maintenance and management of the systems and services that provide,

- climate control
- communication
- heating
- lighting
- power
- security
- water
- heating & ventilating
- air conditioning
- refrigeration
- drainage & sanitation
- fire prevention
- energy conservation

in buildings, structures and “on-site” locations of for example floodlighting, public highways, petrol stations, quarries, storage and processing plants.

1.2 The diversity of the Building Services Engineering sector offers a scope of opportunity for individuals to develop and enhance their technical and management skills in a variety of applications and job roles from design to installation and servicing or from planning to project management.

1.3 As implied in 1.2 Building Services Engineering Technicians can be involved in particular roles subject to the business requirements of their employer. To ensure an apprentice embarking on a career as Building Services Engineering Technician has the opportunity to develop the relevant competencies this framework facilitates for supervisory/management, design and technical career pathways

1.4 Successful completion of the framework will also furnish an apprentice with the knowledge and skills to progress to a higher level qualification and evidence that meets the requirement for professional recognition as an “Engineering Technician”.

Occupations/Job Roles

1.5 Examples of occupations/job roles for: Building Services Engineering Technicians are;

- Project Manager
- Installation/Project Designer
- Estimator

Standard Setting Bodies

1.6 Summitskills is the Sector Skills Council (SSC) for the Building Services Engineering Sector.

In terms of this “Advanced Apprenticeship Framework”, Summitskills has the responsibility of representing, and being accountable to, the Building Services Engineering Sector for;

- Developing National Occupational Standards (NOS), National Vocational Qualifications (NVQ) and Scottish Vocational Qualifications (SVQ)
- Endorsing qualifications, such as NVQs, SVQs and Technical Certificates, which reflect the National Occupational Standards
- Working with sector employers, manufacturers, vocational education & training providers, funding agencies, awarding and accrediting bodies to develop and establish deliverable education and training programmes
- Monitoring “Education/Training Frameworks”
- Identifying skills gaps and shortages
- Developing and establishing career pathways
- To act as “developers” and “guardians” of apprenticeship frameworks, ensuring that the framework’s outcomes reflect the competence needs within the Building Services Engineering sector

Awarding Bodies

1.7 The two principle awarding bodies for the qualifications in the framework are:

- Edexcel – National Certificate in Building Services Engineering (500/1832/2)
- EAL – NVQ3: Building Services Engineering Technology and Project Management (100/5986/6TPA)

SummitSkills are responsible for issuing Advanced Apprenticeship certificates to apprentices who successfully complete the requirements of the framework

The Target Group

1.8 The Advanced Apprenticeship framework provides a work-based training, learning, development and assessment programme for relevant new entrants ^[1] to the sector of all ages.

[1] New entrants – an apprentice who is undertaking a learning and assessment programme in keeping with the requirement of this framework’ with no experience in the Building Engineering Services sector.

Partners in the Programme

- 1.10 Employers play an active role by providing apprentices with opportunities to learn in their workplace, and many are supported by local providers who provide training and assessment services. The Small Business Service (SBS) supports small employers. In Wales, Business Connect supports small to medium businesses. The local LSC/WAG regional office provides funding towards the apprentice's training programme, which is backed up by an Individual Apprenticeship Plan and each party signs a Training Agreement (refer to Annex A for a sample).

Employed Status of Advanced Apprentices in the Building Services Engineering Sector

- 1.11 It is recommended that all Advanced Apprentices will be employed from the commencement of training. The commencement date will be the date the Training Agreement was first signed. In exceptional circumstances where an Advanced Apprentice is not employed, the reasons for this must be clear and agreed between all parties involved. Also, a timetable and criteria for employment must be agreed.
- 1.12 In addition to this, the Advanced Apprentice must be treated in a similar way to those persons who are already in employed status.
- 1.13 All Advanced Apprentices will be provided with the skills, knowledge and understanding to be able to do the job to the National Occupational Standards required by their job role in the Building Services Engineering sector.

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- Information Technology Level 2

- 2.3.3 The above three key skills and levels are the minimum required to successfully complete an Advanced Apprenticeship and should be separately certificated.
- 2.3.4 SummitSkills acknowledge that the wider key skills of *Improving Own Learning and Performance*, *Problem Solving and Working with Others* are integrated into the requirements of the Level 3 NVQ identified above (2.2). Therefore separate certification is not required.
- 2.3.5 Advanced Apprenticeship candidates who have achieved a good (A*-C) GCSE in English (Welsh) or Maths need not be asked to attempt levels 1 or 2 key skill qualifications in communication or application of number. This applies only to those apprentices starting on or after 1 September 2001. If a Welsh GCSE proxy is being claimed, then the portfolio must either be entirely in Welsh, or dual language - Welsh and English with no particular minimum percentage. A portfolio entirely through the medium of English would not be acceptable. Where GCSE A*-C English (Welsh) or Maths are being claimed as a 'concession' against the whole level 1 or 2 key skills qualification, a maximum period of five years will be allowed between the award (i.e. date of certification) of the GCSE and the registration (start) date of the Modern Apprenticeship programme.
- 2.3.6 The Welsh Assembly Government has agreed that where SSCs require the same key skills mandatory outcomes in both England and Wales, then the Apprenticeship Approvals group (AAG) will act as the approvals body. However, where the key skills requirements are different for Wales, Welsh Assembly Government approval must be sought. Welsh Assembly Government will expect to see evidence of consultation with employers to justify the key skills components of frameworks.
- 2.3.7 Also see **Annex G** for "Apprenticeship Completion Certificate" Key Skills requirements

2.4 Technical Certificate Requirement

- 2.4.1 Technical Certificates focus on the knowledge and understanding which underpins the NVQ competencies and can have knowledge to facilitate progression to HE or higher levels of working. Technical Certificates may also cover wider aspects of the occupation/sector as determined by SummitSkills. They are a structured approach to progressive learning and assessment, including external assessment, and are capable of being delivered through a taught programme of off-the-job learning that should reflect the on-the-job learning and experience at the appropriate level of the occupational NVQ (2.2).
- 2.4.2 There may be instances where an apprentice will be exempt from achievement of a technical certificate as part of their apprenticeship, for example, if they have already achieved an award that is one of the recognised qualifications that meet the requirements for a technical certificate and has been agreed by the SSC, or if the apprentice has achieved an award that is a level higher than that required by the framework.

To avoid any difficulties at the point of claiming the Advanced Apprenticeship completion certificate, providers must gain written agreement to any exemptions during the initial development of the apprentice's Individual Apprenticeship Plan

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ADVANCED APPRENTICESHIP FRAMEWORK

from SummitSkills.

Where an apprentice is exempt from the technical certificate, they may be encouraged to achieve an alternative acceptable qualification or one at a higher level that meets the requirement for a technical certificate.

2.4.3 The Technical Certificate requirement for this Advanced Apprenticeship Framework is the:

National Certificate in Building Services Engineering (500/1832/2) – Annex C

2.5 Employment Rights and Responsibilities

2.5.1 Employment Responsibilities and Rights (ERR) include material covering:

- the rights and responsibilities of workers (including equal opportunities legislation)
- the organisation, disciplines and representative structures of the industries concerned
- the impact on the sector of public law and policies.

2.5.2 The ERR component of the framework is covered through a combination of the Induction programme, the NVQ and the Technical Certificate. See **Annex F** for evidence sources.

3. Considerations and Planning

This Advanced Apprenticeship framework is designed to meet:

- the industry's diverse training needs for Building Services Engineering Technicians and provide the opportunity to progress to Project Engineers or Design Engineer levels
- The Chartered Institution of Building Services Engineers' (CIBSE) and the Institution for Engineering & Technology (IET) requirements for professional recognition at Engineering Technician level (Eng.Tech.)

4 Implementation of the Framework

4.1 The apprentice agrees to:

- apply themselves to their training and assessment, by attending courses and other on- or off-the-job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme
- take responsibility for their own learning and development
- behave in a considerate and responsible manner, with due regard to their own and others' equality of opportunity, and to the health and safety of others and themselves in their working and learning environment.

4.2 The Employer

4.2.1 The employer should provide the apprentice with a working environment and job role/activities, within which it is possible for them to achieve the apprenticeship.

4.2.2 Employers must be prepared to:

- actively promote the value of the apprenticeship within the organisation, and ensure that other staff are fully aware of the needs of the apprentice
- take an active part in the recruitment of the apprentice
- employ, or sponsor, and pay the apprentice in accordance with agreed terms and conditions, ensuring that they are treated exactly equal with current employees
- undertake legal and contractual responsibilities for the health and safety of the apprentice
- ensure conformity with their equal opportunities policy
- ensure that sufficient time and resources are made available for the apprentice to fulfil their training and assessment commitments
- actively contribute to the regular review of the apprentice's progress
- fulfil the role of provider where no external provider is used and all training is carried out in-house.

4.3 Providers

Providers have a key role to play in the successful implementation of the apprenticeship. Their performance will be monitored by a number of organisations including the LSC/National Council WAG and Adult Learning Inspectorate (ALI)/Estyn. They should:

- ensure that all staff involved in the delivery of the apprenticeship have access to copies of the full framework documents and any other supporting literature and understand the specific requirements of the apprenticeship
- ensure that all aspects of the programme are delivered in compliance with the framework requirements, the quality standards laid down by the ALI/Estyn and all contractual quality and financial requirements of the local LSC/WAG regional office. This includes the qualifications and experience of those delivering training
- ensure that particular attention is paid to the integration of all aspects of the programme (NVQ, Key Skills, technical certificates and additional requirements) to ensure a developmental and coherent experience for apprentices

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- Initiate requests for the Advanced Apprenticeship Completion Certificate ensuring that all evidence of completion is available for SummitSkills/LSC/National Council WAG audit purposes. The provider is also responsible for paying the Completion Certificate fee.

4.4 Local Learning and Skills Councils(LSC)/WAG Regional Offices

4.4.1 Local LSCs/WAG regional offices work in partnership with local employers, providers and the Connexions/Careers Service/Careers Wales to ensure that there are Advanced Apprenticeship programmes available to meet local, regional and national needs. They have an important part to play in promoting this apprenticeship locally, and in monitoring and assuring the quality. Local LSCs/WAG regional offices intending to deliver this framework are required to:

- ensure the quality of implementation of the framework
- contribute funding towards the costs and delivery of the framework as appropriate, in line with national rates
- help employers identify suitable providers and assessment services
- promote Advanced Apprenticeships in their locality
- ensure that each apprentice has an Individual Apprenticeship Plan, underwritten by a Training Agreement, which is agreed and signed by the apprentice, the employer and the provider

4.5 Entry Requirements

4.5.1 All apprentices will be required to complete a comprehensive application form. SummitSkills recommend that candidates should undertake an appropriate aptitude test. Examples of appropriate aptitude tests may include Verbal Comprehension, Numerical Computation, Mechanical Comprehension and Spatial Recognition.

4.5.2 The Building Services Engineering sector has always required new entrants into the sector of appropriate ability and is able to offer a varied and rewarding career in a challenging engineering environment. There are several careers to choose from and the selection criteria will vary according to the type of employer. The ultimate responsibility for selection will therefore rest with the individual employer.

4.5.3 Because of the need for Building Services Engineering Technician apprentices to be able to achieve a Level 3 qualification, it is recommended that candidates should have four GCSEs at grade C or above in Maths, English, a Science subject, such as Physics and Chemistry, and one other subject.

Other selection criteria may include:

- Motivation to succeed within the sector
- Willingness to learn and apply that learning in the workplace
- Enthusiasm and attitude to work
- Ability to demonstrate that they have the potential to complete the qualifications which are part of the apprenticeship
- Willingness to communicate effectively with a range of people
- Being numerate and literate
- A mix of 'A' levels and GCSEs in appropriate subjects

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- GNVQs in construction and the built environment at Intermediate or Advanced Level
- The potential to benefit from the AMA/MA and with diligent study and application, to succeed in achieving the NVQ
- Appropriate attainment in a previous course which may be at NVQ Level 2
- Acceptance on to the NC/HNC by the approved centre
- National record of achievement/progress file.

4.5.4 Whilst SummitSkills recommends the above selection criteria, it is for guidance only. No young person should be turned down on the basis of educational qualifications alone.

4.5.5 The terms and conditions of employment including pay and arrangements for linking pay and progression are matters for agreement between the employer and the apprentice.

4.6 Training Agreement

4.6.1 The employer, apprentice and the local LSC/WAG regional office must sign a training agreement, normally within four weeks of starting the apprenticeship. This agreement lays down the commitment and responsibility of each party to the apprenticeship. A sample Training Agreement is provided in Annex A as an interim measure, until the LSC/National Council WAG has developed a national standardised Training Agreement. SummitSkills is happy for these agreements to be used, as long as they meet the requirements laid out in the Annex.

4.6.2 Initial Assessment

New entrants will need to be assessed before, or where this is not possible, immediately on entry to an AMA/MA in order to ensure their suitability for the programme, the occupational sector and their potential to achieve the mandatory outcomes. The details of the assessment carried out must be in writing and must be kept. Initial assessment needs to be carried out by experienced personnel and the local LSC/WAG regional office or local provider should be able to advise on this.

New entrants who are assessed as suitable for an AMA/MA and are shown to need additional support will receive relevant extra help to enable them to progress towards completion of their apprenticeship.

4.7 Individual Apprenticeship Plan

All apprentices must have an Individual Apprenticeship Plan (Annex E) which is agreed and signed by the employer, apprentice, provider and local LSC/WAG regional office. It:

- clearly identifies the person and includes their signature
- sets out the start date and the intended duration of their learning
- contains a brief statement of the apprentice's employment or career objectives
- sets out planned attendance both on and off the job learning as required
- includes the apprentice's prior learning and assessed needs and specifies a duration which allows the apprentice a reasonable prospect of successful completion of the framework
- specifies by name, level and reference number NVQ qualification(s) which the apprentice aims to achieve
- specifies all units of the NVQ and any other agreed qualifications, key skills, technical certificates and additional requirements which will be achieved during the apprenticeship, and the timescales in which these are likely to be achieved
- sets out any agreed support arrangements, including review of progress
- provides adequate information on how units of the whole NVQ and any other agreed elements of the training are learnt and assessed
- ensures that apprentices will have unrestricted access to information on the arrangements
- take into account best practice, drawing on good practice guides, inspection, evidence and other relevant sources.

4.8 Induction

- 4.8.1 A formal induction process is a mandatory requirement of Advanced Apprenticeships. The company/organisation elements of induction are the responsibility of the employer. The employer or provider undertakes other elements.
- 4.8.2 Induction should be seen as a process, rather than a one-off event, and employers and providers will need to select the most appropriate method and timescales for inclusion in the Individual Apprenticeship Plan.
- 4.8.3 The content of the induction programme will vary according to the employer's requirements. However, by the end of the induction programme, every apprentice must:
- understand and be trained in the organisation's health and safety policies and procedures (including fire, accident and emergency)
 - have an understanding and awareness of any confidentiality, safety and security issues related to the sector and be provided with and understand the correct use of personal protective clothing and equipment
 - have an awareness and understanding of equal opportunities and anti-discriminatory issues
 - understand their own and the organisation's responsibilities, including the procedure for making a complaint
 - have an overview of the organisation's business, the sector within which it operates, its structure, personnel and terms and conditions

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- be familiar with the physical working environment
- be introduced to the key people who will be involved in their training, assessment and supervision
- have an awareness and understanding of the organisation's policies, procedures and values
- understand the purpose and requirements of apprenticeship, including NVQ training and assessment, technical certificates and key skills
- understand and have agreed their Individual Apprenticeship Plan and contract of employment which will be signed by the apprentice, employer, provider and local LSC/WAG regional office
- understand and have agreed and signed their Training Agreement.

4.8.4 Knowledge gained during induction can be used as evidence for the

4.8.5 Should the apprentice change employer or provider during the apprenticeship, the induction process should be repeated to ensure that all relevant information concerning the new organisation (or provider) has been provided. Where an apprentice moves around within a large organisation, is on a placement with another organisation, or is working with a provider as well as an employer, an induction to each setting will be required.

4.9 On- and Off-The-Job Training

4.9.1 [New Entrants](#) are entitled to receive appropriate learning away from the direct working environment and providers and employers should work together to manage this process.

4.9.2 The minimum time for off-the-job training will depend on mode of training delivery and availability of work experience. Off-the-job training is defined as learning that takes place:

- within the workplace, but away from the normal day to day work responsibilities, for example, using a computer or distance learning materials in a separate room or office
- away from the workplace at the premises of a learning centre or local college.

4.10 Minimum Periods of Training

The majority of AMA/MAs will need a minimum of 36-48 months to achieve an NVQ Level 3 In this sector. However, these timescales are indicative only, as the pace of the apprentice's progress will depend on a number of internal and external factors.

4.11 Health and Safety

4.11.1 All partners involved in the implementation of apprenticeships must adhere to their statutory responsibilities for health and safety as follows:

- A safe working environment for apprentices must be provided whilst they are at work or in training
- Appropriate training on health and safety in the workplace must be given to each apprentice

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- Awareness of, and compliance with, legislation relating to the Health and Safety at Work Act 1974 and the Working Time Regulations 1998 must be demonstrated
- The apprentice must be aware of and comply with their statutory responsibility for health and safety at work. This relates to their own safety and to the safety of others in the work place. They must also be aware of, and comply with, any additional health and safety procedures laid down by their employer/provider
- Local LSCs are responsible for monitoring the compliance of providers to their statutory health and safety obligations and will carry this out through their Quality Assurance procedures
- Providers will monitor the compliance of employers with Health and Safety statutory requirements.

4.11.2 The induction training will include an awareness of the Health and Safety at Work Act. The objectives to be achieved are contained in the Basic Safety Foundation Module and are reproduced here:

- Describe the law with regard to health and safety at work
- Explain their duties with regard to health and safety at work in respect of themselves and others
- Identify and use correctly the appropriate protective clothing and equipment for any mechanical engineering services task
- List the main conditions that lead to accidents occurring in the workplace
- Undertake recognised courses of action in the event of a workplace injury to themselves or others
- Inspect, erect and use access equipment
- Health and hygiene
- Electrical safety
- Identify industrial gas cylinders
- Lift, move and carry heavy or awkwardly shaped objects in complete safety without personal injury
- Recognise the potential safety hazards associated with power and hand tools and the safe practices to adopt
- Describe methods of fire prevention
- Define problem areas resulting from untidiness and poor housekeeping
- Safely use heating and cutting equipment utilised by the MES industry
- State the correct procedures for locating and isolating services before commencement of cutting or drilling activities, where applicable
- Describe the structural considerations necessary when cutting into floors, walls and ceilings
- List general rules for the observance of safe practices.

4.11.3 Employers are responsible for the health and safety of apprentices and need to have and implement a satisfactory health and safety policy, including an established procedure for the management and monitoring of the policy. A copy of the policy should be given to each apprentice.

4.11.4 LSCs/WAG regional offices, Training Delivery Centres and Managing Agents should explicitly state their legal obligations for health and safety. They will additionally need to provide details of their safety policy regarding supervision of apprentices, steps to be taken to monitor work placements, details of safety

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

literature to be issued to apprentices and details of the necessary personal protective clothing and equipment that should be provided.

- 4.11.5 Health and safety training is an ongoing and integral part of the NVQ the apprentice will be undertaking.
- 4.11.6 Risk Assessment - Employers, as part of their statutory responsibilities under the Management of the Health and Safety at Work Regulations 1999, are required to:
- assess the risk to **new entrants** before they start work
 - take account of their inexperience and lack of awareness of existing or potential risks and immaturity
 - address specific factors in the risk assessment
 - take account of the risk assessment in determining whether the young person should be prohibited from certain work activities, except where it is necessary for their training and where:
 - risks are reduced as far as reasonably practicable
 - proper supervision is provided by a competent person
 - check their employers' liability insurance to ensure that no exclusions apply.

4.12 Equal Opportunities

- 4.12.2 Whilst equal opportunities has been identified here under a separate heading, the principles relate to all those systems and procedures which have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.
- 4.12.3 There should be open recruitment of Advanced Apprentices to the programme, which is available to all **new entrants**, regardless of gender, ethnic origin, religion or disability who meet the stated selection criteria.
- 4.12.4 All partners involved in the delivery of the apprenticeship - local LSCs/WAG regional offices, providers, assessment centres and employers - must be committed to a policy of equal opportunities and must have a stated equal opportunities policy and procedure.
- 4.12.5 Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with the following legislation:
- The Sex Discrimination Act, 1975 and Code of Practice
 - The Race Relations Act, 1976 and Code of Practice
 - The Disability Discrimination Act, 1995 and Code of Practice.
- 4.12.6 All parties to the AMA/MA and providers (FE Colleges, Managing Agents) must ensure genuine equality of opportunity for all apprentices and will not discriminate on the grounds of gender, race, religion or disability (where this does not affect the ability of the person to carry out their duties within the BSE industry).
- 4.12.7 Providers will monitor equality of opportunity practice and procedures within their own organisation and take positive action when necessary. It is also

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion.

4.12.8 Local LSCs/WAG regional offices have overall responsibility to monitor practice to ensure that providers meet the criteria specified in their quality management systems. This includes monitoring the representation of apprentices in terms of gender, ethnicity and disability to ensure that it reflects, as far as possible, the levels of representation within the local community

4.12.9 SummitSkills will retain overall responsibility for the development of the Advanced Apprenticeship and for monitoring equality of opportunity, primarily by the analysis of the LSC/National Council WAG statistical returns. Where questions arise concerning policy and practice, SummitSkills will work closely with the local LSCs/WAG regional offices concerned to identify causes and to implement positive action where appropriate.

4.13 Monitoring and Reviews

The Individual Apprenticeship Plan and the progress of apprentices should be reviewed regularly, at a minimum every 12 weeks. The reviews should take place more frequently where lack of progress or other factors are causing concern. Any changes to the Individual Apprenticeship Plan must be agreed with the apprentice. Where additional help has been identified, the review will include the extent to which extra support is successfully addressing those needs.

4.14 Complaints Procedure for Apprentices

4.14.1 Occasionally an apprentice may wish to make a formal complaint or grievance during their training. All apprentices:

- have the right to complain
- have the right to investigation of genuine complaints
- must be informed of the complaints procedure by their provider
- must be informed of the outcome of their complaints.

4.14.2 The LSC has issued guidance for local LSCs and National Contracts Service (NCS) on handling complaints made against providers, local LSCs/NCS and the LSC National Office. As part of their Quality Assurance framework, National Council WAG will be revising complaints procedures. Where an apprentice has a complaint against their employer regarding employment issues, this is a matter for the employer and employee where employment law provides appropriate remedies.

4.14.3 Providers must ensure that apprentices are fully informed of the complaints procedures and are given every support throughout the complaint process. The LSC/NCS/National Council WAG will expect the apprentice to have exhausted the provider's complaints process before approaching them unless the provider is being unreasonable.

4.15 Early Leaving and Termination of Apprenticeship

- 4.15.1 The processes outlined in this framework have been designed to ensure that the right person is matched to the right occupation and at the right level. The monitoring, review and support mechanisms will reduce the chances of the apprentice leaving the programme before completing the full apprenticeship.
- 4.15.2 In the case of employed apprentices, if the employer is not able to continue with the apprenticeship, either through redundancy or where the relationship between the apprentice and the employer has broken down, the employer's terms and conditions of employment will apply. The local LSC/WAG regional office and provider will apply all reasonable endeavours to help the apprentice find an alternative apprenticeship, including those apprentices who are not employed.

4.16 Transfer Arrangements from Previous Framework

- 4.16.1 The final registration date for the Advanced Apprenticeship Framework Building Services Engineering Technician (Version 2 – 03.03) *was* 30 June 2006
- 4.16.2 The start registration date for the Advanced Apprenticeship Framework Building Services Engineering Technician (Version 2b/01/01/08) is 01 March 2008
- 4.16.3 Any decision to retain existing apprentices under the preceding frameworks, or transfer them onto the new framework *must* be made in the best interests of the apprentice, agreed by them and their employer and both *must* record the decision on a revised Individual Apprenticeship Plan.
- 4.16.4 The Sector Code for this framework is **282** which is also recorded on the Individual Apprenticeship Plan (5.4).
- 4.16.5 Any exemptions for an apprentice who is starting Advanced Apprenticeship Framework Building Services Engineering Technician (Version 2a – 06.06) programme in terms of Key Skills and Technical Certificate requirements *must* be formally endorsed by Summitskills.

5 Achievement

- 5.1 The Key Operating Principles outline the national requirements for the award of Advanced Apprenticeship Completion Certificates.
- 5.2 The successful apprentice will receive an Advanced Apprenticeship Completion Certificate from SummitSkills. This is separate from, and in addition to, those certificates awarded for the achievement of the individual components of the framework e.g. NVQ, key skills and technical certificate.
- 5.3 Providers are responsible for claiming the National Completion Certificate from the SummitSkills and for providing evidence of completion of the mandatory outcomes.
- 5.4 SummitSkills requirements for claiming the certificate are:

On successful completion of the five milestones constituting the framework to include:

- NVQ Level 3
- Key Skills
- Communication level 2
- Application of Number level 2
- Information Technology level 2
- BTEC National Certificate in Building Services Engineering.

SummitSkills will provide a Advanced Apprenticeship Completion Certificate. Details of the NVQs achieved will be recorded in the Engineering Services SKILLcard scheme. Membership of the SKILLcard scheme is voluntary. It is free to Advanced Apprentices for the duration of their apprenticeship. The apprentice will be issued with a SKILLcard bearing their name, colour photograph, unique registration number and the qualifications they are aiming for. On completion of the apprenticeship, the apprentice **may** apply to have the card updated to include the NVQ qualifications achieved.

- 5.5 Completion certification request forms for AMA/MAs are available from the SummitSkills website www.summitskills.org.uk or direct from Angela Gennery, SummitSkills Ltd. Vega House, Opal Drive, Fox Milne, Milton Keynes, MK15 0DF, Telephone 01908 303961

6 Progression

On successful completion of the Advanced Apprenticeship for Building Services Engineering Technicians, an apprentice will have the skills, knowledge and qualifications:

- To enhance their technical competence by undertaking learning & assessment programmes that lead to Building Services Engineering sector related Level 4 NVQs
- To undertake appropriate Further/Higher Education learning programmes such as sector related HNC/HNDs
- To progress in their career into such job roles as a Design Engineer, Estimator, Project Manager; Site/Workshop Supervisor/Manager, Consultant Engineer

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- That will contribute to the requirements for professional recognition as a “Engineering Technician” with the Chartered Institution of Chartered Engineers (CIBSE) and the Institution of Engineering & Technology (IET)

Also see **Annex H: Building Services Engineering Career Paths**

7 Framework Monitoring, Evaluation and Review

7.1 Providers submit regular information (via the Individual Learner Record/WAG Trainee Database Record) to the LSC/National Council WAG about the number of apprentices:

- recruited by age, gender, ethnic origin, disability, programme
- leaving the programme, including reasons for leaving
- who have achieved the mandatory outcomes of the programme
- the number who have left the programme with the NVQ and/or part qualifications only.

7.2 SummitSkills is responsible for monitoring the take up and achievement of the apprenticeship. Monitoring information is provided on a regular basis via the LSC/National Council WAG. Monitoring will inform the evaluation and review of frameworks.

8. Other Information

8.1 Useful Publications and Support Materials

All apprentices should receive appropriate health and safety documentation which is available from a wide variety of sources. The following list is for guidance:

- *Health and Safety in Building and Construction
- *COSHH Regulations
- *Safe Manual Handling
- *What you should know about Personal Protective Equipment
- *Electrical Safety at Work
- Welding Safety (available from HVCA Publications)
- H & V Safety Guide (available from HVCA Publications)
- Be Safe - A Guide to Health and Safety in Training (available from the Department for Education and Skills)

*These publications are available from Scriptographic Publications Ltd, FREEPOST (G1/2094), Channing House, Butts Road, Alton, Hampshire, GU34 1BR. Tel: 01420 541 738 www.scriptographic.co.uk

Further useful publications and support materials include:

- Workplace Development: Mentoring for Work-Based Training; DfES Ref No.GPS/WD2/1/99
- Modern Apprenticeships Equal Opportunities Checklist (CRE)
- Modern Apprenticeships: Guide for small businesses (free)
- Recruitment and Selection of Modern Apprentices (DfES)
- Information/Best Practice about Key Skills – Learning for Work

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

8.2 **Useful Contacts**

| | |
|---|--|
| <p>Careers Wales www.careerswales.com Careers Service Association – Wales Ltd – 01443 409 422 North West – 01286 679 199 Cardiff and Vale – 029 2090 6700 Mid Glamorgan – 01443 842 207 Powys – 01597 828 988 North East – 01352 750456 West Wales – 01792 352 000 Gwent – 01495 756 666</p> | <p>National Council of WAG 08456 088 066 www.elwa.org.uk National Council for Higher Education Tel: 029 2076 1861 WAG Mid Wales –01686 622 494 WAG South West Wales –01792 354 000 WAG South East Wales – 01443 663 663 WAG North Wales – 01745 538 501</p> |
| <p>Connexions www.connexions.gov.uk</p> | <p>National Contracting Service Tel: 0845 0194170</p> |
| <p>DfES General: www.dfes.gov.uk Lifelong learning: www.lifelonglearning.co.uk Publications: Prolog, Prolog House Milner Road, Sudbury, Suffolk CO10 Tel: Prolog at 0845 602 2260</p> | <p>QCA 83 Piccadilly London W1J 8QA Tel: 020 7509 5555 www.qca.org.uk</p> |
| <p>Equal Opportunities Commission Arndale House, Arndale Centre Manchester M4 3EQ Tel: 0161 833 9244 www.eoc.org.uk</p> | <p>Small Business Service www.smallbusinessadvice.org.uk</p> |
| <p>Health & Safety Books PO Box 1999 Sudbury Suffolk, CO10 6FS</p> | <p>EMTA Awards Ltd. (EAL) 3365 Century Way Thorpe Park Leeds LS 15 8ZB Tel: 0113 232 1959</p> |
| <p>ACRIB Kelvin House 76 Mill Lane Carshalton Surrey SM5 2JR Tel: 0208 647 7033 www.acrib.org.uk</p> | <p>City & Guilds 1 Giltspur Street London EC1A 9DD Tel: 0207 294 2468 www.city-and-guilds.co.uk</p> |
| <p>Commission for Racial Equality Wales 14th floor, Capital Tower Greyfriars Road Cardiff CF1 3AG 029 2038 8977 www.cre.gov.uk/wales/index.html</p> | <p>National Training Partnership 4 Furnival Road The Quayside Sheffield S4 7YA 0114 290 0553 www.ntp.co.uk</p> |

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

| | |
|--|--|
| <p>Welsh Assembly Government 029 2082 5111 Training, Skills and Careers Policy Division www.wales.gov.uk</p> | <p>Equal Opportunities Commission Windsor House, Windsor Lane Cardiff CF10 3GE Email: wales@eoc.org.uk 029 2034 3552 www.eov.org.uk</p> |
| <p>ACCAC Castle Buildings Womanby Street Cardiff CF10 9SX 029 2037 5400 www.accac.org.uk</p> | <p>Business Connect Wales 08457 96 97 98 www.businessconnect.org.uk</p> |
| <p>NTP Wales/Cymru PO BOX 3028 Cardiff CF3 0XQ Mike Howells 02920 770099 e-mail mhowells@ntp.co.uk</p> | <p>Training and Employment Agency Adelaide House 9-21 Adelaide Street Belfast BT2 8DC 01232 257 806</p> |
| <p>Estyn Anchor Court Keen Road Cardiff South Glamorgan CF24 5JW 029 2044 6446 www.wales.gov.uk/subieducationtraining/content/tecs/about-e.htm</p> | <p>Edexcel One90 High Holburn London WC1V 7BH 0870 240 3941</p> |

Annex A

Sample Training Agreement

| |
|--|
| <p>This Agreement between:</p> <p>Employer _____</p> <p>—</p> <p>of</p> <p>_____</p> <p>—</p> <p>and Apprentice</p> <p>_____</p> <p>—</p> <p>and Parent/Guardian</p> <p>_____</p> <p>—</p> <p>(if aged under 18) and Learning and Skills Council/ ELWa National Council</p> <p>_____</p> <p>—</p> <p>is made _____ on date</p> <p>_____</p> |
|--|

1.0 The Employer's Responsibilities

- 1.1 To employ, or sponsor, and pay the Apprentice in accordance with agreed terms and conditions.
- 1.2 To agree jointly with the local Learning and Skills Council/WAG National Council and Apprentice, an Apprenticeship Plan ensuring that satisfactory progress is maintained. Any changes to the plan to be agreed at review stages.
- 1.3 To provide, as far as is reasonably practical, the experience, facilities and training necessary to achieve the training objectives specified in the Apprenticeship Plan without loss of wages and to treat the Apprentice fairly and reasonably as an employee would be treated.
- 1.4 If the Apprenticeship is terminated due to redundancy, to attempt, with the assistance of relevant organisations, to arrange employment for the Apprentice, for the duration of the Apprenticeship, with another company.
- 1.5 To undertake legal and contractual responsibilities for the Health and Safety of the Apprentice.
- 1.6 To ensure conformity with the employer's equal opportunities policy

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

2.0 The Apprentice's Responsibility

- 2.1 To work for the Employer to the best of her or his ability and in accordance with the Employer's policies and procedures.
- 2.2 To observe the Employer's terms and conditions of employment.
- 2.3 In both working and training, to be diligent and punctual and to attend courses, keep records, take part in and contribute to the review process, undertake assessments in order to achieve Apprenticeship Plan objectives and keep the employer informed of progress towards those objectives.
- 2.4 At all times to behave in a safe and responsible manner and in accordance with the requirements of Health and Safety legislation relating to the individual's responsibilities and to promote and act in the Employer's best interests.

3.0 The Local Learning and Skills Council/WAG Regional Office

- 3.1 To check that the contents of the Apprenticeship Plan fulfil the nationally and industry/sector agreed criteria for the AMA/MA.
- 3.2 To ensure that the training meets the LSC/WAG Quality Assurance process including Health and Safety obligations required of local LSCs/WAG regional offices and their suppliers.
- 3.3 If the Employer is unable to complete the Apprenticeship, then the local LSC/WAG regional office shall use its best endeavours to ensure that the Apprentice is offered the opportunity to transfer to another organisation who will be able to provide a Apprenticeship Plan substantially similar to the existing Apprenticeship Plan.
- 3.4 For making payments to the Employer and/or Provider as set out in the current applicable LSC/WAG National Council Employer/Provider Agreement.

I understand the responsibilities as defined above and agree to this undertaking.

Signed _____ for
Employer

Date _____

Signed _____ Apprentice

Date _____

Signed _____ Parent/Guardian (if aged under
18)

Date _____

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

Signed _____ local LSC/WAG regional office representative

Date _____

—

Copies to:

- Apprentice
- Employer
- Provider
- Local LSC/WAG regional office

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

Annex B

Advanced Apprenticeship/MA in

BUILDING SERVICES ENGINEERING TECHNICIANS

(Please complete the tables below and include with your submission to the SfB AAG. The qualifications to be listed are those that are a mandatory requirement. You do not need to fill in the shaded boxes.)

| Framework Code | | | Framework Issue Number |
|----------------|---|---|------------------------|
| 2 | 8 | 2 | Version 2b/01/01/08 |

Implementation date 01/03/08

Name of SSC/SSB SummitSkills

Competence Based Element

| Title | Level | Qualification Reference Number | Awarding Body | Occupational Sector <i>(to be completed by LSC National Office)</i> | Funding Rate 16-18 <i>(to be completed by LSC National Office)</i> | Funding Rate 19+ <i>(to be completed by LSC National Office)</i> |
|--|-------|--------------------------------|---------------|--|---|---|
| NVQ: Building Services Engineering Technology and Project Management | 3 | 100/5986/6TPA | EAL | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

Knowledge Based Element

| Title of knowledge based qualification | Level | Qualification Reference Number | Awarding Body | Number of Guided Learning Hours (GLH)* | Funding Rate 16-18 (to be completed by LSC National Office) | Funding Rate 19+ (to be completed by LSC National Office) |
|--|--------------|---------------------------------------|----------------------|---|--|--|
| BTEC National Certificate in Building Services Engineering | 3 | 500/1832/2 | Edexcel | 720 | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* NB. These must be the recommended GLH detailed by the Awarding Body. Incorrect GLH information will lead to incorrect funding of providers.

Key Skills

| Title of Key Skill | Level | Funding Rate 16-18 (to be completed by LSC National Office) | Funding Rate 19+ (to be completed by LSC National Office) |
|---------------------------|--------------|--|--|
| Communication | 2 | | |
| Application of Number | 2 | | |
| Information Technology | 2 | | |

Annex C

National Certificate in Building Services Engineering (500/1832/2)

| Mandatory Core Units (five units required) | Assessment |
|--|---------------------|
| 1. Health, Safety and Welfare | Portfolio |
| 2. Construction and the Environment | External Assessment |
| 3. Construction Technology and Design | Portfolio |
| 4. Construction Science and Materials | External Assessment |
| 5. Analytical Methods | Portfolio |
| Specialist Unit (one unit required) | |
| 24. Heating | External Assessment |
| Specialist Optional Unit (six units required) | |
| 6. Planning Organisation and Control of Resources | Portfolio |
| 7. Graphical Detailing | Portfolio |
| 8. Measurement, Tendering and Estimating | Portfolio |
| 9. Surveying Processes | Portfolio |
| 18. ICT and CAD | Portfolio |
| 20. Applied Mathematics | External Assessment |
| 25. Ventilation and Air Conditioning | Portfolio |
| 26. Plumbing Technology | Portfolio |
| 27. Electrical Installation A | Portfolio |
| 28. Electrical Installation B | Portfolio |
| 29. Building Services Engineering | Portfolio |
| 30. Electrical Principles | Portfolio |
| 31. Services Controls | Portfolio |
| 32. Refrigeration Technology | Portfolio |
| 33. Employer Related Project | Portfolio |
| 39. Thermofluids | Portfolio |

The four disciplines encompassed within the framework, and therefore requiring course outline for these disciplines, can be derived from the units detailed above. The respective discipline areas are:

- Heating and Ventilating
- Electrical
- Refrigeration
- Plumbing

These disciplines and their course content are derived as follows:

- Five Mandatory Core Units
- One Specialist Unit
- Six Specialist Optional Units

The following structure allows for a number of pathways that will satisfy the requirements for a number of disciplines within BSE.

Annex D

Partners Involved in Advanced/Modern Apprenticeships

Awarding Bodies

Awarding Bodies are responsible for quality assuring the individual qualifications that make up this apprenticeship. They do this by monitoring the assessment process and awarding the NVQs, Key Skills, technical certificates and unit certificates. Awarding Bodies are not responsible for the overall quality of the AMA/MA programmes.

Adult Learning Inspectorate/Estyn

The Adult Learning Inspectorate (ALI) and Estyn are responsible for inspecting all government-funded work based training in England and Wales respectively. Both inspect those holding contracts for government-funded training to ensure that national quality standards are being met, to interview apprentices and to offer advice and support where standards are felt to be deficient. Reports are made public on the Internet.

Connexions/Careers Service

Connexions is a careers advice and youth support service which replaces local Careers Services. It integrates careers, health, youth and other services for **13 – 19 year olds and helps to prepare this cohort of potential apprentices for the transition to work and adult life, with access to a Personal Adviser who will:**

- provide advice and guidance on career options, including AMA/MAs
- identify the potential of **new entrants** and refer them to employers and providers for vacancies and programmes
- encourage new entrants to stay in education or training so that they can reach their full potential
- provide a Connexions Card for each young person which will provide rewards for learning, such as discounts on travel, learning materials and other services, including a dedicated website.

Careers Wales

Careers Wales, established on 1 April 2000, is the national brand for the new all age careers information, advice and guidance services. It provides services to schools and colleges, **new entrants**, adults and employers.

Careers Wales has a central role in the promotion of learning by assisting new entrants to make informed choices about career options and identify the learning opportunities associated with specific careers routes. Careers Wales will:

- work with all new entrants from the age of 12 onwards to ensure that they have the preparation, support and advice needed to make a successful transition to further/continuing education, training and employment
- place particular emphasis on work with **new entrants** in danger of dropping out by providing them with additional tailored support to help them re-engage in learning

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- provide specialist support for those **new entrants** with identified special needs
- ensure that unemployed **new entrants** receive timely and effective help to secure and retain a suitable placement in education, training or employment.

LSC National Contracting Service

The National Contracting Service was set up to provide a one-stop-shop for national and multi-site employers and their representatives, in order to provide a single point of contact for LSC services especially contracting to:

- national employers with over 500 employees, who have a centralised personnel and payment system, but whose workforce is spread over more than one local LSC area
- providers who act on behalf of national employers
- providers that have been established by employers and/or trades unions to provide a service to a specific industry sector
- large multi-site public sector organisations (Armed Forces, NHS, Royal Mail, and Civil Service), where an umbrella organisation covers a number of independent units.

National Training Partnership Limited

The National Training Partnership (NTP) provides a high quality contract management and administrative support service for industry and commerce. They have a major contract to supply support services to the National Contracts Service of the LSC as well as accessing government funding for learning in Scotland and Wales.

The NTP operation in Wales, based in Cardiff, is currently working with over 50 large national employers and training providers (and as a consequence, small to medium sized enterprises (SMEs) in their sectors) in accessing funding for delivering Modern Apprenticeships, National Traineeships, NVQs, carrying out administration and audit. NTP is currently responsible for delivering nearly 600 training places (most of which are employed status Modern Apprenticeships) throughout Wales.

Small Business Service

The Small Business Service (SBS) provides a range of services to SMEs based in England. The definition of a SME is “individuals starting a business, sole traders, partnerships and limited companies or other businesses with up to 250 employees

Local LSCs contract with their SBS providers to ensure that SMEs can access the following range of services:

- information, advice and referral to a wide range of workforce development services and providers
- advice and support to help organisations progress to recognition against the Investors in People Standard

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

- advice and access to support on identifying training needs and skills development such as company training plans and key workers and management development.

As part of their seamless service to SMEs, SBS providers should hold information and, where relevant, application packs, providing access to AMA/MAs.

Business Connect Wales

Business Connect provides business advice and support to small to medium businesses in Wales, online or through a helpline. It is supported by WAG, Welsh Development Agency Local Authorities, Enterprise Agencies and other local partners.

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BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

Annex E

An example Apprenticeship Training Plan

| Apprenticeship Training Plan for Apprentice Building Services Engineering Technicians | | | |
|---|--|---------------------------|---|
| PERSONAL DETAILS | | | |
| Full Name | <input style="width: 95%;" type="text"/> | Date of Birth | <input style="width: 95%;" type="text" value="/ /"/> |
| NI Number | <input style="width: 95%;" type="text"/> | Training Credit No. | <input style="width: 95%;" type="text"/> |
| Telephone Number | <input style="width: 95%;" type="text"/> | School | <input style="width: 95%;" type="text"/> |
| Guarantee Group | Yes <input type="radio"/> No <input type="radio"/> | Extended Guarantee Group | <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> |
| CAREER / EMPLOYMENT OBJECTIVES | | | |
| DETAILS OF PRIOR LEARNING / ACHIEVEMENTS | | | |
| QUALIFICATIONS DETAILS | | | |
| NVQ Level 3 Title | <input style="width: 95%;" type="text"/> | Ref No. | <input style="width: 95%;" type="text"/> |
| NVQ Level 4 Title | <input style="width: 95%;" type="text"/> | Ref No. | <input style="width: 95%;" type="text"/> |
| Expected Achievement Date | <input style="width: 95%;" type="text"/> | | |
| National Certificate | <input style="width: 95%;" type="text"/> | Expected Achievement Date | <input style="width: 95%;" type="text"/> |
| Higher National Certificate | <input style="width: 95%;" type="text"/> | Expected Achievement Date | <input style="width: 95%;" type="text"/> |
| Key Skills | <input style="width: 95%;" type="text"/> | Expected Achievement Date | <input style="width: 95%;" type="text"/> |
| Awarding Body | <input style="width: 95%;" type="text"/> | NTO | <input style="width: 95%;" type="text"/> |

SUMMITSKILLS
 BUILDING SERVICES ENGINEERING TECHNICIANS
 ADVANCED APPRENTICESHIP FRAMEWORK

| | | | | | |
|--------------------------------------|---|--------------------------|---|---------------------|---|
| OFF-THE-JOB TRAINING PROVIDER | | | | | |
| | | | | | |
| Contact | | Telephone No. | | | |
| Start Date | | Anticipated Leaving Date | | | |
| Hours Per Week | M | T | W | T | F |
| | | | | | |
| | | Mode | | Actual Leaving Date | |
| | | | | | |
| EMPLOYER | | | | | |
| | | | | | |
| Name | | | | | |
| Contact | | Tele. No. | | | |
| Address | | | | | |
| | | | | | |
| | | Post Code | | | |
| Hours Per Week | M | T | W | T | F |
| | | | | | |

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

SIGNATURES

We have discussed and agreed how the Training under this Plan is to be structured and delivered and we confirm that no changes can be made without our agreement.

Apprentice Signature

Date

Employer Signature

Date

First Amendment Signature

Apprentice

Date

Employer

Date

Second Amendment Signature

Apprentice

Date

Employer

Date

SUMMITSKILLS
 BUILDING SERVICES ENGINEERING TECHNICIANS
 ADVANCED APPRENTICESHIP FRAMEWORK

REVIEW ARRANGEMENTS

| Milestone | Review Date | Initials | | Achievement Date / Comments |
|-----------|-------------|----------|-----|-----------------------------|
| | | TA | APP | |
| No. 1 | | | | |
| No. 2 | | | | |
| No. 3 | | | | |
| No. 4 | | | | |

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

Annex F

EMPLOYMENT RESPONSIBILITIES AND RIGHTS: Themes, Outcomes & Evidence Source

| THEME | OUTCOMES | EVIDENCE SOURCE | | |
|---|--|-----------------|-----------------------|-----|
| | | INDUCTION | TECHNICAL CERTIFICATE | NVQ |
| | <i>The candidate can demonstrate knowledge and understanding of</i> | | | |
| 1. LEGISLATION, PROCEDURES and INFORMATION | ☐ Aspects of employment law including - Contracts of employment; Anti-discrimination provisions (gender, race, disability, age); Working hours and holiday entitlements; Sickness absence and sick pay; Data Protection; Health & Safety | * | * | |
| | ☐ Industry specific areas of legislation and regulation relevant to their occupation and organisation | * | * | * |
| | ☐ Rights and responsibilities of individuals, organisations and the public | * | * | |
| | ☐ Grievance Procedures at work/ training and what they can expect to happen, e.g. Sex and Race Discrimination Acts; Bullying; Disciplinary actions | * | | |
| | ☐ Procedures for requesting/recording time off work for - illness; medical/dental reasons; holidays; family reasons; public duties (<i>e.g. acting as a juror</i>); trades union duties | * | | |
| | ☐ Personal Information – Personnel Record; Statement of Earnings | * | | |
| | ☐ Health & Safety regulations and codes of practice applicable to their workplace and job | * | * | * |
| | ☐ Safety of self and others while at work - environment, materials, tools and activities involved | * | * | * |
| | Sources and types of information and advice on employment issues; <ul style="list-style-type: none"> • within their organisation – guidelines and manuals, managers and other officials | * | | |

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

| | <ul style="list-style-type: none"> from outside their organisation - citizen's advice bureaux, trades unions, internet, trade associations, professional bodies | * | | |
|---|--|-----------------|-----------------------|-----|
| THEME | OUTCOMES | EVIDENCE SOURCE | | |
| | <i>The candidate can demonstrate knowledge and understanding of</i> | INDUCTION | TECHNICAL CERTIFICATE | NVQ |
| 2. THE ELECTROTECHNICAL SECTOR; <ul style="list-style-type: none"> - Industries and occupations - Roles and responsibilities - Representative bodies - Organisations - Industry/organisation principles and codes of practice - Public Relations | <input type="checkbox"/> The principle industries and supply chains | * | * | * |
| | <input type="checkbox"/> What their organisation does and its characteristics | * | | |
| | <input type="checkbox"/> Recent developments/changes to their industry and how these have affected their organisation and occupation | * | * | |
| | <input type="checkbox"/> Their main responsibilities at work and how their occupation fits into the organisation's structure and supports its operation | * | | |
| | <input type="checkbox"/> The importance of effective interactions with colleagues and contacts in the workplace | * | | * |
| | <input type="checkbox"/> The main types of representative bodies relevant to their industry, occupation and organisation, to include as appropriate: | * | | |
| | <input type="checkbox"/> Trades Unions | * | | |
| | <input type="checkbox"/> Professional Bodies | * | * | |
| | <input type="checkbox"/> Trade and Employer Associations | * | | |
| | <input type="checkbox"/> Consumer Groups | * | | |
| | <input type="checkbox"/> Regulatory Bodies responsible for protecting public interests | * | | |
| | <input type="checkbox"/> Sector Skills Council (SSC) responsible for their industry and occupation | * | | |
| | <input type="checkbox"/> How their organisation interacts with different groups, both directly and through representative bodies, and why this is relevant to the organisation's operation | * | | * |
| <input type="checkbox"/> The principles by which their organisation operates and how these are made known to – employees; customers; suppliers; the community | * | | | |
| <input type="checkbox"/> The codes of practice which apply to their occupation, industry and organisation | * | * | * | |

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

| | | | | |
|--|--|------------------------|--------------------------|-----|
| | ☐ Consequences that might arise from failure to meet these codes of practice | * | * | * |
| | ☐ Standards of good practice expected of their occupation | * | * | * |
| | ☐ Issues of public concern that are relevant to their industry, organisation and/or occupation, e.g. environmental | * | * | * |
| | ☐ The main effects on their organisation of any changes that have occurred in public opinion on relevant issues | * | * | |
| | ☐ The steps their organisation and/or representative bodies in the industry have taken to address issues of public concern | * | * | |
| THEME | OUTCOMES | EVIDENCE SOURCE | | |
| | <i>The candidate can demonstrate knowledge and understanding of</i> | INDUCTION | TECHNICAL CERTIFICATE | NVQ |
| 3. CAREER PROGRESSION, PATHWAYS and DEVELOPMENT | ☐ The occupation that their development programme prepares them to enter | * | | |
| | ☐ The main career pathways into which their occupation fits | * | | |
| | ☐ The education, training and development opportunities provided for them by their organisation and what they need to do to make use of them | * | | |
| | ☐ Sources of information and advice about their industry, organisation, occupation, training, education and career are available, and how to use them; - within their organisation, e.g. personal development plans, training materials, organisational brochures | * | | |
| | - From outside sources, e.g. education and training providers, careers advisers, professional bodies, internet, trade and general press | * | | |

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

Annex G

ADVANCED APPRENTICESHIP for Building Service Engineering Technicians & KEY SKILLS

The minimum mandatory Key Skills requirements for the above framework is **Information Technology – Level 2, Application of Number – Level 2 and Communication – Level 2**. The means of attaining these requirements and the evidence required for Apprenticeship and Advanced Apprenticeship completion certification will be subject to whether or not the apprentice is undertaking a Key Skills qualification. The chart below identifies means of attainment and evidence requirements for certification

| APPRENTICESHIP REGISTRATION | MEANS OF ATTAINMENT FOR APPRENTICES <u>UNDERTAKING</u> A KEY SKILLS QUALIFICATION | EVIDENCE FOR CERTIFICATION | MEANS OF ATTAINMENT FOR APPRENTICES <u>NOT UNDERTAKING</u> A KEY SKILLS QUALIFICATION | EVIDENCE FOR CERTIFICATION |
|-----------------------------|---|---|--|--|
| PRIOR TO SEPTEMBER 2001 | 1. Portfolio of evidence and external test or 2. Portfolio of evidence and proxy qualification (GCSE Grades A -C in Maths, English/Welsh and ICT awarded no more than five years before start of apprenticeship) | Key Skills Awarding Body Certificates for, <ul style="list-style-type: none"> • Communication • Application of Number • IT <i>For levels see above</i> | GNVQ in; <ul style="list-style-type: none"> • IT • Communications • Application of Number awarded no more than five years before start of apprenticeship <i>For levels see above</i> | Awarding Body Certificates |
| POST SEPTEMBER 2001 | 1. Portfolio of evidence and external test or 2. Portfolio of evidence and proxy qualification (GCSE Grades A -C Maths, English/Welsh and ICT awarded no more than five years before start of apprenticeship) | Key Skills Awarding Body Certificates for, <ul style="list-style-type: none"> • Communication • Application of Number • IT <i>For levels see above</i> | 1. GCSE Grades A -C in Maths, English/Welsh and ICT or 2. GNVQ in; <ul style="list-style-type: none"> • IT • Communications • Application of Number GCSEs and GNVQs must be awarded no more than five years before start of apprenticeship <i>For levels see above</i> | Awarding Body Certificates Awarding Body Certificates |

Annex H

Career Paths in Building Services Engineering

SUMMITSKILLS
BUILDING SERVICES ENGINEERING TECHNICIANS
ADVANCED APPRENTICESHIP FRAMEWORK

The Sector Skills Council
for Building Services Engineering

Building Services Engineering Careers Map

Summit SKILLS

