IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:
afoscalliance.org/frameworkslibrary/index.cfm?id=FR02167

Issue date: 18 June 2013

Issued by
Instructus

apprenticeship
FRAMWORKS ONLINE
www.afo.sscalliance.org

Document status:
Issued
Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where all of the conditions of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must STILL consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where BSL is the primary language of the Apprentice.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the minimum grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are above the SASE regular minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, do not apply to industry-specific minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:

## Surveying (England)

### Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework summary</td>
<td>4</td>
</tr>
<tr>
<td>Framework information</td>
<td>5</td>
</tr>
<tr>
<td>Contact information</td>
<td>6</td>
</tr>
<tr>
<td>Revising a framework</td>
<td>7</td>
</tr>
<tr>
<td>Purpose of the framework</td>
<td>8</td>
</tr>
<tr>
<td>Entry conditions</td>
<td>11</td>
</tr>
<tr>
<td>Level 3: Surveying</td>
<td>12</td>
</tr>
<tr>
<td>Pathway 1: Surveying</td>
<td>13</td>
</tr>
<tr>
<td>Equality and diversity</td>
<td>21</td>
</tr>
<tr>
<td>On and off the job guided learning</td>
<td>23</td>
</tr>
<tr>
<td>Personal learning and thinking skills</td>
<td>26</td>
</tr>
<tr>
<td>Additional employer requirements</td>
<td>29</td>
</tr>
</tbody>
</table>
Framework summary

Surveying

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Surveying

Competence qualifications available to this pathway:
C1 - Level 3 NVQ Diploma in Surveying, Property and Maintenance

Knowledge qualifications available to this pathway:
K1 - BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment

Combined qualifications available to this pathway:
N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills
Framework information

Information on the Issuing Authority for this framework:

Instructus

The Apprenticeship sector for occupations in air conditioning, building services engineering, business and administration, cleaning, customer service, digital/information technology, electrical, engineering, environmental, health and safety, human resources, industrial relations, management, marketing and sales (also includes contact centres and third sector), plumbing, property and refrigeration.

### This framework includes:

- **Level 3**

### Issue number: 3

**Framework ID:** FR02167

**Date this framework is to be reviewed by:** 30/08/2013

This framework is for use in: **England**

### Short description

The Advanced Apprenticeship is an entry point to the profession at Level 3 and its aim is to attract new talented people into the sector from a wide range of backgrounds. Surveying offers a diverse range of roles and this apprenticeship covers Building Surveying, General Practice, Maintenance, Valuation and Quantity Surveying.
Contact information

Proposer of this framework

Asset Skills on behalf of employers in the sector including London councils and Transport for London supplier network.

Developer of this framework

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Issued by:
Issuer contact name: Michelle Jay
Issuer phone: 07879 555 739
Issuer email: mjay@assetskills.org.
Revising a framework

Contact details

<table>
<thead>
<tr>
<th>Who is making this revision:</th>
<th>Gill Spatcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your organisation:</td>
<td>Asset Skills</td>
</tr>
<tr>
<td>Your email address:</td>
<td><a href="mailto:gspatcher@assetskills.org">gspatcher@assetskills.org</a></td>
</tr>
</tbody>
</table>

Why this framework is being revised

- To add ABBE qualification (see below for details)
- To incorporate NAS statement on apprenticeship quality

Summary of changes made to this framework

- To add ABBE qualification (see below for details)
- To incorporate NAS statement on apprenticeship quality
- To add apprenticeship definition
- Amendment to Guided learning hours

Qualifications removed

N/A

Qualifications added

600/9051/0 ABBE Level 3 NVQ Diploma in Surveying, Property and Maintenance

Qualifications that have been extended

N/A
Purpose of this framework

Summary of the purpose of the framework

Definition of Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the sector

Surveying is a diverse profession covering a wide range of disciplines. The Royal Institution of Chartered Surveyors (RICS) has described the Surveyors role as essentially to measure, value, protect and enhance all the world’s physical assets.' This apprenticeship offers an entry route at Level 3 into the profession and covers the disciplines of Building Surveying, Property Valuation and Maintenance, General Practice and Quantity Surveying.

There are 56,000 Chartered Surveyors employed in England and a significant percentage are employed in the private sector. This would cover surveying firms, specialist property consultancies, house building companies, property developers, building and civil engineering consultancies, retailers, banks, insurance institutions and utilities. There also opportunities in the public sector which cover local authorities, the Valuation Office Agency, universities, loss adjustor's, housing associations and hospital trusts.

While the property sector is experiencing challenges in the recovering economy, there are signs of a general improvement in performance with 20% of employers planning to move into other areas of activity to develop their business within the next 12 months. 11% of establishments reported skill shortages and the skills found particularly lacking were technical, practical or job specific. Despite the economic downturn the Royal Institution of Chartered Surveyors (RICS) believes that there is still a shortage of building surveyors. In a recent survey,70% of property companies aim to ‘grow moderately’ but only 17% of companies expected to ‘grow rapidly’ over the next three years.18% of companies stated they had spent more time on training compared to the same period last year, 12% stated they have spent
more money on training. The majority of respondents (53%) claimed that the level of investment and time spent on training has remained the same. A large proportion of the workforce is over 45 years old, with a small % under 35, indicating the need for replacement demand.

Challenges faced by the property sector companies include:

- Market share - Expanding the business by attracting new clients, while dealing with competition from other business
- Legislation - Ensuring that employees are up to date with changes in legislation such as the green agenda and energy efficiency
- Technology – keeping up to date with changes in technology such as energy efficiency measures and materials
- Investing for future growth as and when economic conditions improve
- Increasing internationalism of the sector which requires knowledge of different cultures and economies and travel outside of the UK

Future competences required by the sector include:

- Addressing legislative changes
- Low carbon – energy efficiency
- The increased internationalism of projects which require a different skill set
- The development of business consultancy skills to manage a wide range of projects and developments and to help the company compete for business

In order to obtain/develop skills in the above areas it is likely that employers within the surveying sector will have to invest time and money in recruitment and training. The apprenticeship will help to bring younger people into the sector and bridge the skills gap.

Employers have been involved in the design of the qualifications in the framework which will develop the critical skills required within the sector.

The framework will also contribute to meeting the wider skills priorities for England by:

- Providing flexible access to a high quality Level 2 skills programme, which act as a real alternative to GCSEs and A levels for those who prefer this style of learning and achievement
- Incorporating skills to improve the general literacy, numeracy and ICT in England
- Using technical and competence qualifications, valued by employers, to help their businesses grow and remain competitive
- Developing Apprentice’s Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives
- Developing Apprentice’s employability skills, making them more attractive to all employers whichever career they choose
- Providing a career pathway into jobs and training at Level 3 and higher, to provide the skills which the economy needs to grow
For more information about the state of the sector please visit: 
http://www.assetskills.org/Research/LabourMarketInformation/LabourMarket.aspx

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**Aims and objectives of this framework (England)**

The aim of the apprenticeship is to attract new and talented people into the sector from a wide range of backgrounds.

The objectives are to:

1. attract new people from under-represented groups into the sector helping to fill current and future skills gaps
2. provide an entry route at Level 3, which offers an alternative to HE, but allowing progression to FE/HE
3. provide a flexible route into a career in Surveying and into level 4 jobs and higher, through further education and training, leading to professional status
Entry conditions for this framework

Employers are looking to attract applicants from a wide range of backgrounds and experience, some of whom may have had experience, paid or unpaid, within the sector. Some of the routes into the Surveying apprenticeship are as follows:

- achieved a Construction and the Built Environment Diploma (14 - 19)
- A levels
- GCSEs
- Intermediate (Level 2) Apprenticeship in Construction or a related area

Applicants will be expected to have basic literacy and numeracy skills on which this apprenticeship will build, be willing to work as part of a team and communicate with a range of sector related professionals. There will be a need to work outdoors and on building sites for some Surveying roles, and there could be work at heights.

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

If accredited prior learning has taken place Asset Skills recommends that the apprenticeship programme be tailored to allow the apprentice to undertake new learning and develop new skills, including learning at a higher level.
Level 3

Title for this framework at level 3

Surveying

Pathways for this framework at level 3

Pathway 1: Surveying
Level 3, Pathway 1: Surveying

Description of this pathway

Total number of credits for this framework is 155. This consists of the following:

- Competency qualification = 85
- Knowledge qualification = 60
- Functional Skills = 10

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

There are no additional requirements other than the general entry conditions.
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity Surveyor Technician</td>
<td>Assisting with the following: measurement and drafting bills of quantities, procurement and the organisation of work programmes.</td>
</tr>
<tr>
<td>Building Surveyor Technician</td>
<td>Assisting with the following: assessing the condition of property, monitoring building projects and the organisation of work programmes. Setting out measurement equipment and taking measurements.</td>
</tr>
<tr>
<td>General Practice Surveyor Technician</td>
<td>Assisting with the following: assessing the condition of property, processing property agreements such as rentals, acquisitions and disposals, and property management. Setting out measurement equipment and taking measurements.</td>
</tr>
<tr>
<td>Maintenance Surveyor Technician</td>
<td>Assisting with the following: assessing the condition of property, planning, implementing and monitoring maintenance schedules and works.</td>
</tr>
<tr>
<td>Valuation Surveyor Technician</td>
<td>Assisting with the valuation of organisations' properties for various purposes such as taxation/investment, rental income or re-development. Also assessing the market value of properties for lending purposes. Involvement with dispute resolution.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a</td>
<td>600/0726/6</td>
<td>Edexcel</td>
<td>85</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>C1b</td>
<td>600/9051/1</td>
<td>ABBE</td>
<td>85</td>
<td>250</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1a</td>
<td>500/7140/3</td>
<td>Edexcel</td>
<td>60</td>
<td>360</td>
<td>40 - 140</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The knowledge qualification underpins and provides a greater depth of knowledge to complement the competency qualification.
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Generic ICT Functional Skills are too broad to accommodate the requirements of the job roles. Training will be given to apprentices to use specialist and in-house software systems.

Progression routes into and from this pathway

Progression into this Level 3 Advanced Apprenticeship

Applicants will come from a variety of routes which may include any of the following:

- previous experience in the sector
level 2 Intermediate Apprenticeship in Construction or a related sector
14 - 19 Diploma in Construction and the Built Environment
A levels and/or GCSEs

Progression from this Advanced Apprenticeship

- level 6 NVQ Diploma in Surveying, Property & Maintenance Management
- HNC and Foundation Degrees in Building Surveying, Estate/Property Management/Residential Surveying/ Construction
- membership of professional organisations leading to professional/chartered status

At the start of the apprenticeship, or on completion, apprentices can apply for Associate RICS membership, which recognises knowledge and skills developed in the workplace over a minimum period of two years.

There are a number of professional organisations who recognise skills and knowledge gained through an apprenticeship. The apprentice will learn about the range of professional organisations by completing the Employment Rights and Responsibilities Workbook.

For further information about FE/HE courses in Surveying visit: http://www.assetskills.org/HigherEducation/HigherEducationHome.aspx

For further information about careers in Surveying visit: http://www.assetskills.org/CareersandTraining/CareersHome.aspx

For further information about AssocRICS visit: http://associate.rics.org/uk-home11/how-to-qualify

UCAS points for this pathway:
(no information)
Employee rights and responsibilities

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be delivered through a workbook which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

RECOGNITION OF ERR:

Asset Skills has developed an ERR workbook which meets the requirements. This workbook is mandatory and it is intended to be completed during induction. The workbook must be assessed and must be signed off by the apprentice, the training provider and the employer. The workbook must be retained in the apprentice's portfolio for quality assurance purposes. The sign off sheet, back page of the workbook, must be submitted to the certification authority in order to obtain the final apprenticeship certificate.

The workbook can be downloaded at
http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/Surveying_Apprenticeship_Information.aspx
The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Within the Surveying sector in England 91% of Chartered Surveyors are male and 9% female. 96% are classed as white and 6% have a disability. In terms of age, figures suggest there is a dearth of young people in the sector under the age of 35. These figures would indicate that females, young people, BMEs and disabled are under-represented in the sector.

Likely reasons for these imbalances include:

• A general lack of knowledge amongst the population about the breadth and variety of job roles within Surveying
• A perception that Surveying is a construction related industry when in fact there are a variety of job roles
• That you need to have a degree in order to become a Surveyor
• Lack of knowledge about accessing the profession

Asset Skills is taking the following steps to address diversity issues in the workforce:

• Raising awareness in schools about Surveying as a career through job profiles cards and career progression pathway information
• Teaching resources for schools
• Use of non stereotypical images on the careers website and materials
• Case studies for the property sector which present under-represented groups as an important part of the property workforce
• Working with Women in Property to promote Surveying as a career
• Working with the Royal Institution of Chartered Surveyors (RICS) to promote the new Associate qualification (see below)

In addition to the above RICS has been actively involved in making the profession more diverse and open to people from low to middle income families. The new Associate qualification (AssocRICS) which recognises the skills and knowledge gained within the competency qualification is seen as a driver of increased social mobility into the profession. Therefore this apprenticeship is seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry, therefore entry conditions to this framework are extremely flexible.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the 8 protected characteristics of:
1. Age 
2. Disability 
3. Gender 
4. Gender reassignment 
5. Marriage and civil partnerships 
6. Pregnancy and maternity 
7. Race 
8. Religion and Belief 
9. Sexual orientation

Asset Skills will monitor take up and achievement of all Apprenticeships through its Property Employer Group and continue to take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.
On and off the job guided learning (England)

Total GLH for each pathway

The total amount of on and off the job guided learning hours (GLH) for this apprenticeship is 720 hours made up as follows:

- 250 GLH for the Level 3 NVQ Diploma in Surveying
- 360 GLH for the BTEC Level 3 Subsidiary Diploma in Surveying
- 90 GLH for all Key/Functional Skills
- 20 GLH for PLTS and ERR induction and recording

The minimum duration for both levels is twenty four months. For apprentices aged 19 or over, the length of the programme can be reduced for relevant prior learning which has been recorded. Where this is the case the apprenticeship will not be less than 6 months.

Minimum off-the-job guided learning hours

The minimum number of off-the-job GLH for the framework is 450 which represents GLH for the BTEC knowledge qualification and 90 GLH for functional skills. In the first year a minimum of 225 GLH must be completed and the remaining 225 in the second year.

How this requirement will be met

Off-the-job GLH should:

• achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
• be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
• allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
• be delivered during contracted working hours;
• recording will be via a log sheet, timesheets and registers.

Off-the-job GLH can be delivered through the following:
- Group teaching
- Individual teaching
- E-learning
- Coaching
- Mentoring
- Feedback and assessment
- Private study
- Appraisals
- Company training
- ERR induction, monitoring and recording
- PLTS induction, monitoring and recording

Evidence for off-the-job will include:

- BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (Surveying)
- Key or Functional Skills certificates
- A declaration form signed by the provider stating that off-the-job GLH has been met

**Minimum on-the-job guided learning hours**

The minimum number of on-the-job GLH for the framework is 270 which represents GLH for the NVQ competency qualification and 20 GLH for PLTS and ERR induction and recording. In the first year a minimum of 135 GLH must be completed and the remaining 135 GLH in the second year.

**How this requirement will be met**

On-the-job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- recording will be via a simple log or diary recording what training and learning has taken place and placed in the apprentice's portfolio.
Examples of on-the-job learning can include:

- coaching and mentoring
- job shadowing
- company updates and briefings
- PLTS induction, recording and monitoring
- ERR induction, recording and monitoring
- e-learning
- private study during contracted work time
- company training
- feedback and assessment
- individual and group teaching relating to the Key/Functional Skill qualifications

Evidence for on-the-job GLH will include:

- Level 3 NVQ Diploma
- PLTS Workbook signed by the apprentice and training provider
- ERR Workbook signed by the apprentice and training provider
- A declaration form signed by the Provider stating that the on the job GLH has been met.
Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All of the six Personal, Learning and Thinking Skills (PLTS) have been mapped to the mandatory units of the competency qualification. Edexcel have signposted the BTEC qualification to PLTS and this can be viewed in the centre handbook. The apprentice will need to complete the Asset Skills PLTS Workbook in order to evidence PLTS and to help them recognise the skills they have developed. The workbook will need to be placed in the apprentices portfolio for quality assurance purposes and the sign off sheet sent to the certifying authority for final certification.

The mapping documentation and the workbook can be found on the Asset Skills website:

http://www.assetskills.org/QualificationsAndStandards/Apprenticeships/Surveying_Apprenticeship_Information.aspx

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others’ ideas and experiences in inventive ways
- questioning own and others’ assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Apprentices must be introduced to Creative Thinking during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Independent enquiry

Independent Enquiry involves:
• identifying questions to answer and problems to resolve
• planning and carrying out research, appreciating the consequences of decisions
• exploring issues, events or problems from different perspectives
• analysing and evaluating information, judging its relevance and value
• considering the influence of circumstances, beliefs and feelings on decisions and events
• supporting conclusions, using reasoned arguments and evidence

Apprentices must be introduced to Independent Enquiry during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Reflective learning

Reflective Learning involves:

• assessing yourself and others, identifying opportunities and achievements
• setting goals with success criteria for your personal development and work
• reviewing progress, acting on the outcomes
• inviting feedback and dealing positively with praise, setbacks and criticism
• evaluating experiences and learning to inform your future progress
• communicating your learning in relevant ways for different audiences

Apprentices must be introduced to Reflective Learning during induction so that they learn to recognise for themselves when and where they are practising these skills.

Team working

Team Working involves:

• collaborating with others to work towards common goals
• reaching agreements, managing discussions to achieve results
• adapting behaviour to suit different roles and situations, including leadership roles
• showing fairness and consideration to others
• taking responsibility, showing confidence in yourself and your contribution
• providing constructive support and feedback to others

Apprentices must be introduced to Team Working during induction so that they learn to recognise for themselves when and where they are practising these skills.
Self management

Self Management involves:

• seeking out challenges or new responsibilities and showing flexibility when priorities change
• working towards goals, showing initiative, commitment and perseverance
• organising time and resources, prioritising actions
• anticipating, taking and managing risks
• dealing with competing pressures, including personal and work-related demands
• responding positively to change, seeking advice and support when needed
• managing your emotions and building and maintaining relationships

Apprentices must be introduced to Team Working during induction so that they learn to recognise for themselves when and where they are practising these skills

Effective participation

Effective Participation involves:

• discussing issues of concern, seeking resolution where needed
• presenting a persuasive case for action
• proposing practical ways forward, breaking these down into manageable steps
• identifying improvements that would benefit others as well yourself
• trying to influence others, negotiating and balancing diverse views to reach workable solutions
• acting as an advocate for views and beliefs that may differ from your own

Apprentices must be introduced to Effective Participation during induction so that they learn to recognise for themselves when and where they are practicing these skills.
Additional employer requirements

There are no additional employer requirements for this apprenticeship framework.