Accelerating Change in Built Environment Education (ACBEE)

Case Studies of High Quality

CONSTRUCTION INDUSTRY COUNCIL - PROGRESSION PROJECT

OCCUPATIONAL STANDARDS IN THE BUILT ENVIRONMENT

Summary of Case Study

The Construction Industry Council (CIC) Progression project identified and developed mechanisms to help facilitate personal development, progression, linkage and articulation between academic, vocational and professional qualifications for the higher levels of the Built Environment sector. This is based on use of the built environment sector’s map of industry-devised benchmark Occupational Standards (with their inherent knowledge specifications). These provide a common language to overcome barriers to individual progression, harmonise development processes and ensure education and training better meet the needs of industry.

CIC carried out the work with 8 Professional Institutions and in consultation with other professional bodies and industry and academic interest groups. The project consolidated earlier work and developed, tested and published, models, maps and guidance for application by employers, academic and training providers, professional institutions and awarding bodies. This will enable them to develop, change and align their programmes to better reflect the evolving needs of industry and help individuals to progress within it.

Characteristics

<table>
<thead>
<tr>
<th>Partnership Approach</th>
<th>Clear Objectives</th>
<th>Appropriate Measures</th>
<th>Modularity</th>
<th>Industry Relevance</th>
<th>Best Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Team-Work</td>
<td>Other – please specify: Application of core industry mechanism</td>
<td></td>
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</table>

Basic Information

<table>
<thead>
<tr>
<th>Name of Main Author(s):</th>
<th>Collaborative project (Project manager: David Cracknell – CIC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial/Professional Collaborator:</td>
<td>Association of Building Engineers; British Institute of Architectural Technologists; Chartered Institute of Building; Institution of Civil Engineers; Institute of Clerks of Works of Great Britain; Institute of Highways Incorporated Engineers; Institute of Maintenance and Building Management; RICS with CITB ConstructionSkills</td>
</tr>
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</table>

Department: Lifelong Learning

Institution: Construction Industry Council (CIC) http://www.cic.org.uk/

Email: dcracknell@ Cic.org.uk elizabeth@biat.org.uk

David Cracknell (CIC) Elizabeth Brookfield (BIAT)

Contact Telephone Number: 0207 399 7403

Case Study Title: Progression Project

Theme: Potentially supports directly or indirectly virtually all ACBEE themes

For further information contact Aled Williams, email: a.w.williams@salford.ac.uk; tel: 0161 295 5944
Teaching Context

<table>
<thead>
<tr>
<th>Subject Area Covered / Module Title</th>
<th>Applies to the whole of the built environment technical, managerial and professional occupational areas</th>
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<tbody>
<tr>
<td>Keywords:</td>
<td>Progression; Occupational Standards; academic, vocational, professional, industry linkage</td>
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<tr>
<td>For how long has this project run?</td>
<td>1 year (Builds on 13 years development work)</td>
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<tr>
<td>Subject Area:</td>
<td>Architecture / Landscape / Planning / Building / Surveying / Housing / Engineering (All built environment)</td>
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Participants

<table>
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<tr>
<th>Number of Students:</th>
<th>Applicable to all built environment students</th>
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<tr>
<td>Number of Staff involved:</td>
<td>Applicable to all built environment F/HE</td>
</tr>
<tr>
<td>Level / Year:</td>
<td>U/G ; P/G ; Other - Applicable to all levels</td>
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The Author(s)

<table>
<thead>
<tr>
<th>Please provide brief details of the Author(s) prior experience in this field:</th>
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<tbody>
<tr>
<td>§ David Cracknell</td>
</tr>
<tr>
<td>Has had a leading role in the development of sector higher level Occupational Standards and their implementation in industry, academia and professional areas for over 10 years. He also has former experience in architectural practice (17 years) and as senior lecturer in F/HE (8 years). The cumulative experience of the professional/industry project team is very substantial.</td>
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Written Statement

Please submit a brief description of your case study (500 words), using the headings provided to frame your submission:

a. Collaboration between education, industry &/or professional bodies.

This was a collaborative project as indicated in the Summary and basic information above. The project also built on a substantial number of earlier projects involving numerous participants from industry federations, employers and practitioners, further and higher education bodies, professional institutions, awarding bodies, accrediting bodies and counterpart organisations in the EU. The project work involved extensive consultation amongst the industry, education and professional community.

b. A measurable set of objectives for each partner in the collaboration.

Project objective: To investigate the use and integration of National Occupational Standards and vocational award structures with the qualifying requirements of Professional Institutions for Professional Formation, in conjunction with, and acceptable to, the UK built environment Professional Institution interests. To develop, test, refine and disseminate model(s), maps and guidance for the matching/ use of Occupational Standards to provide progression, linkage and articulation between academic, vocational and professional award structures for the higher levels of the Built Environment sector, in the context of the Qualifications Framework.

c. Identify subject, issue or theme in case study with wide appeal in the built environment.

The industry's higher level Occupational Standards have been developed for industry people, by industry people. They define the competence needed to successfully complete work in industry job functions to a nationally recognised standard. Competence is defined in terms of workplace performance that can be demonstrated through specified practical ‘evidence’ from the workplace, supported by structured underpinning knowledge and understanding that enables competence to be transferred to the appropriate range of industry situations. The Occupational Standards represent a benchmark of industry-specified best practice and provide a powerful multi-purpose tool for the sector - designed to improve the performance of Industry, by enhancing the performance of people in the workplace and by influencing training and vocational education to meet contemporary industry needs and serve the changing purpose of the sector.
### d. Describe the context, both within the educational provider and the industry partner.

Previous work has identified and developed links between higher level academic programmes and Occupational Standards and their knowledge specifications. This has produced mechanisms to show how:

- Academic courses can be matched to Occupational Standards;
- Academic assessment can be utilised for industry NVQ/SVQ evidence;
- Academic programmes can be developed to support and run in parallel with higher level NVQ/SVQs, including joint industry/academia delivery;
- The profile of knowledge and key skills contained within the built environment higher level Occupational Standards can be used to develop tools for strategic education and training provision, course design, identification of shared development needs and individual career management.

Earlier work also produced guidance for industry employers and practitioners about the use of Occupational Standards for individual and organisational needs including recording work experience, setting personal development objectives, identifying educational and training needs and continuing professional development.

The Progression project has now:

- reviewed existing Professional Institution requirements/practice and current initiatives (the Professional Institutions involved in the project have mapped their Membership requirements to industry Occupational Standards/NVQs/SVQs);
- investigated and consulted on issues for Occupational Standards, matching and qualification linkage;
- developed principles of, and models for, progression and articulation;
- applied, consulted on and refined models and guidance;
- produced a guidance tool to disseminate and support the implementation of the models.

### e. Describe the evaluation of the impact of the case study over time.

Measurements of improvements achieved through application of the principles of the Progression Project might include:

For individual academic and training providers, professional institutions and awarding bodies:

- Numbers of qualifying programmes using, or matching to, industry Occupational Standards
- Numbers of qualifying programme Occupational Standards - links with other academic and training providers, professional institutions and awarding bodies
- Numbers of students/applicants enabled to progress to other Occupational Standards-linked programmes.

For the industry as a whole:

- Numbers of individual academic and training providers’, professional institutions’ and awarding bodies’ qualifying programmes using, or matching to, industry Occupational Standards
- Numbers of qualifying programme Occupational Standards-links between academic and training providers, professional institutions and awarding bodies

Numbers of students/applicants enabled to progress to between Occupational Standards-linked programmes.
# Learning Methods & Resources

## Objectives / Learning Outcomes:
The Occupational Standards provide a complete structured specification of knowledge and understanding for all the technical, managerial and professional occupations of the built environment directly derived from the benchmark industry performance requirements. These provide a full range of available learning outcomes for use by academic and training providers.

## Outputs:
A web-based guidance tool (STEP – Standards, Training and Education for progression) to disseminate and help further the implementation of the models. The interactive guide sets out specific advice for employers, academic and training providers and professional institutions on the application of Occupational Standards for a variety of individual and organisational performance/development purposes.

## Teaching Method(s):
A brief description of what you actually did. What sort of activities & interaction occurred?
The section ‘d’ statement above indicates the range of activities that have been undertaken. Examples of application include:

- Joint delivery of degree/NVQ programme to the mutual benefit of course deliverers, students and employers;
- Application of the Occupational Standards to inform the content of HNCs, Foundation Degrees, and other degree programmes;
- ‘8’ Professional Institutions have mapped their performance and knowledge requirements for membership to the Occupational Standards;
- One Professional Institution has developed a complete Occupational Standards based structure which encompasses membership requirements and assessment processes, QAA benchmarking of recognised academic degree programmes and NVQ recognition;
- A major international consultancy has used Occupational Standards to identify the training need of its international project managers and develop a support programme with a UK university;
- Common Graduate Learning Outcomes are being developed updated for built environment programmes for adoption and recognition by industry Professional Institutions – these will be mapped to Occupational Standards.

## Assessment Procedures:
A brief description of any assessment methods used.
The work of the project leads to a potential dual-value assessment model which could cover:

- assessment of knowledge and some performance for matched academic qualifications alongside some NVQ/SVQ units to allow candidates to gain qualifications/part-qualifications simultaneously;
- assessment of performance and some knowledge for Professional Membership and some NVQ/SVQ units to allow candidates to gain the qualifications simultaneously;
- simultaneous assessment of performance and some knowledge to complete NVQ/SVQ(s) for structured Continuing Professional Development.

## Support requirements:
- For you and/or the students.
- Funding/costs.
- Did you or the participants need/get technical support?
The work on the project was resourced from QCA funding, supplemented with voluntary input from participating Institutions.

CIC staff provided direct support to participants.

Substantial guidance material already exists.
### ‘Good Practice’ Tips

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<tr>
<th>Further advice and pointers - incl. enablers / barriers / proposals for improvement.</th>
<th>The Progression project directly addressed the issues and barriers that exist in the inter-relationship between academic, training, professional and industry processes and structures. These were directly addressed in the outcomes of the project and the guidance and solutions provided. A follow-on project is already planned to update and implement the work further.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can other staff or partners reproduce this technique / method?</td>
<td>Other partners from academia, the professions and industry can apply and reproduce the method by using the published guidance and the Occupational Standards, both of which are freely accessible on the web.</td>
</tr>
</tbody>
</table>

### Supplementary Information

| Any other factors which you wish to be considered? | The industry’s Occupational Standards provide a central tool for the industry and are a significant part of the national strategy being developed through government and the Sector Skills Development Agency, and within the sector by ConstructionSkills. There is a programme of regular updating of the sector’s Occupational Standards to reflect changes in industry practice. They thus provide a current source of recording industry’s competence and skills needs, and hence a reliable touchstone for academia and industry to use as a joint agenda. |