



# BECOME THE FUTURE OF THE CONSTRUCTION INDUSTRY

A structured framework for industry apprentices who want to achieve their compulsory 20% Off-the-Job requirement effectively, our co-curricula award allows you to experience the whole industry and tailor your learning



# INTRODUCTION TO THE AWARD

## “IT TAKES A VILLAGE TO RAISE A CHILD”

And it takes an industry to raise an apprentice.

The 20% Off-the-Job learning requirement means a compulsory 52 days per year (minus approximately 4 days of holiday entitlement) for apprentices that are employed full-time. This is pro rata for part-time students. Approximately 26 days of these days are delivered by the training provider, with the apprentice tasked with identifying the remaining 22 days.

There is a significant industry opportunity to utilise non-term time learning to introduce apprentices to other disciplines, specialisms and skills to address the silo approach of construction in a meaningful and practical way.

The Co-Curricula Award has been designed specifically to give a structure to this time, setting challenging objectives to apprentices to discover more about related areas of the built environment, to develop research skills and demonstrate their initiative.

A key aim of the Co-Curricula Award is to enable apprentices to communicate more effectively with colleagues and clients.

Off-the-job learning can take place:

- at the apprentice's desk (reading, online learning, webinars);
- within their organisation (shadowing, in-house training and events); and
- outside the organisation (site visits, industry events, professional body events, external training).

The Education and Skills Funding Agency (ESFA) is responsible for auditing and approving Off-the-Job learning, and they require all this activity to be NEW learning, with the expectation that it should also be a stretch for the apprentice.

Apprentices are usually student members of their Professional Bodies, and they receive some Off-the-Job opportunities through them. However, this can act to reinforce the silos that exist across the industry.

The Co-Curricula Award will follow a similar structure to the Duke of Edinburgh Award, with Bronze, Silver and Gold levels correlating principally to the amount of time invested.



# THE AWARD STRUCTURE

Based on the model of the Duke of Edinburgh award, the Co-Curricula Award has three levels – Gold, Silver and Bronze – and the main difference is the length of time they take to complete and how challenging they are.

## BRONZE AWARD (22 DAYS):

- Local Engagement section: 5 days
- Thought Leadership section: 5 days
- Skills section: 5 days
- Research section: 2 days

*Apprentices also have to do 5 more days in either the Local Engagement, Thought Leadership or Skills sections.*

## SILVER AWARD (25/31 DAYS):

- Local Engagement section: 7 days
- Thought Leadership and Skills sections: one section for 10 days and the other section for 5 days
- Research section: 3 days

*If apprentices didn't do the Bronze Award, they must undertake a further 6 days in either the Local Engagement or the longer of the Thought Leadership or Skills sections.*

## GOLD AWARD (32/38+ DAYS):

- Local Engagement section: 9 days
- Thought Leadership and Skills sections: one section for 11 days and the other section for 6 days
- Research section: 4 days
- Convergent & Creative Thinking section (assignment): 2 days

*If apprentices didn't do the Silver Award, they must undertake a further 6 days in either the Local Engagement or the longer of the Thought Leadership or Skills sections.*

A maximum of two days per section should be from the apprentice's own professional body, and in line with the ESFA guidance, learning cannot be part of what the apprentice already does on the job.



# AWARD SECTIONS

## LOCAL ENGAGEMENT

Local Engagement involves hearing the disparate voices in the local area.

For example:

- resident consultations and stakeholder engagement,
- urban planning,
- smart cities and sustainable cities,
- wildlife and nature conservation,
- heritage preservation,
- crime and terrorism prevention strategies,
- vernacular built environment,
- site visits and investigations,
- public spaces and facilities,
- community redevelopment and activism,
- High Street regeneration,
- city finances and taxes,
- Local Development Plans,
- active transport programmes and public transport initiatives,
- local resource mapping,
- archaeological digs and excavation,
- localised poverty-reduction initiatives,
- homeless outreach support,
- high-impact education activities
- local employment programmes,
- waste and recycling.

## THOUGHT LEADERSHIP

Thought Leadership involves understanding where the industry, or parts of it, are looking to change the narrative and deliver genuine progress.

For example:

- climate change,
- procurement and financing,
- Human Development indices,
- sustainability and natural resources,
- renewable energies,
- courses and content from other disciplines and professional bodies,
- TEDx talks,
- mental health and resilience,
- international and global challenges,
- diversity and equality,
- fire safety and preparedness
- circular economy,
- industry culture and leadership,
- digital and technological tools and convergence,
- developing messages with and for specific audiences (i.e. schools, ex-military),
- future population requirements,
- modern and innovative building materials (i.e. mycelium, solar-panelled roads),



# AWARD SECTIONS

- Wikihouse-type initiatives,
- policy development for the introduction of new technologies,
- WELL buildings,
- accessibility and inclusion.

## SKILLS

Skills involves advanced practical application.

For example:

- skilled site-based trades,
- BIM operation,
- CAD design,
- theodolite use,
- energy performance testing,
- VR and AR development,
- avalanche and flood simulations,
- drone piloting,
- modular build manufacturing,
- geotechnology and groundworks,
- acoustics testing,
- 3D printing and sculpting,
- plastics recycling and reuse,
- air quality assessments,
- fire evacuation simulations,
- crowd management scenarios,
- conflict zone resource planning,
- controlled demolition.

## RESEARCH

Research at the Bronze and Silver level involves creating case studies of best practice for the Building People library.

This research would begin by identifying sources via articles in the trade press and submitted entries to various industry awards, where individuals and organisations have promoted workable solutions to industry challenges.

Apprentices would follow a framework to collate data, information, stats, interviews, images and quotes that form a case study. A copywriter would finalise the case study to retain a house style, and apprentices would receive a byline.

Gold level research would involve apprentices becoming part of a research team alongside academics and subject matter experts, tackling an identified industry problem. This could include deeper independent investigation into topics under the Thought Leadership category. Apprentices will be named as part of the published research team, and research reports will be held on the Building People portal.

**1**

Prior to joining the Award, the apprentice must secure an employer and enrol on an apprenticeship course

**2**

The apprentice's compulsory 20% Off-the-Job commitment begins at the start of their course

**3**

On joining the Award, the apprentice and their employer receive a Welcome Pack

**4**

The apprentice is matched with a mentor from a different discipline within industry

**5**

The apprentice selects the combination of activities they wish to complete for their chosen Award level

**6**

Throughout the Award, the apprentice books onto time-specific industry events and opportunities

**7**

Throughout the Award, the apprentice captures learning evidence for their University Skills Coach

**8**

Apprentice meets with Award Partners to complete practical Skills section activities

9

Apprentice contributes case study or research to the Building People industry portal

13

Employers provide and promote opportunities for apprentices

10

Gold-level apprentices contribute experiential learning as a future tool for industry

14

Apprentice completes their apprenticeship programme, and receives their Award certification

15

Apprentice becomes a mentor to support future apprentices (optional)

11

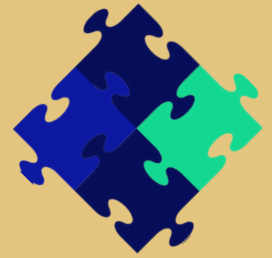
Apprentice accepts industry opportunities, including speaking and editorial invitations (optional)

12

University provides and promotes opportunities for apprentices

16

Qualified apprentice encourages their employer to offer events and opportunities for the Award (optional)



# INDUSTRY SUPPORT

The framework of this Co-Curricula Award is likely to be of interest to individuals within the existing construction workforce, so it is possible that in the future, the Award would be opened up to a wider audience at a higher fee. This Award could also serve as a useful tool to encourage employees in other sectors to experience the built environment and potentially motivate them to join the industry.

## 8 CORE THEMES

The matrix of available content for the Co-Curricula Award is also mapped against eight core themes, so apprentices can work within themes that interest them whilst still achieving the balance of activity types.

Employers and subject matter experts will be encouraged to contribute their knowledge and insight through digital content and experiential learning.

1. Future Cities
2. Environment and Pollution
3. Infrastructure
4. Finance and Resources
5. Human Development
6. Traffic and Transport
7. Growing Cities
8. Health and Wellbeing

## OFFER A CHAIR

Employers and organisations will be encouraged to support the Co-Curricula Award in many simple, cost-effective ways.

By making a chair available for an apprentice at seminars, networking events, site visits, awards dinners, and CPD presentations, employers can involve apprentices in timely industry conversations.

## ADD YOUR EXPERTISE

By sharing information and insight about projects and specialisms, employers of all sizes and disciplines can help to expand the knowledge base of the Co-Curricula Award.

This knowledge is welcome in all formats, including articles and downloads, videos, podcasts, online courses and webinars, site visits, experiential learning, industry events and short in-house placements,

As the Award develops, apprentices will evolve the extent of their understanding and the industry expertise will need to expand accordingly.





# CREATING LEGACY

## CONVERGENT THINKING

Convergent thinking involves collating the learning that the apprentice has experienced.

For Gold level apprentices, this learning is captured to contribute some format of learning, i.e. MOOC/video series/podcast channel/published book, for other apprentices, industry, schools or stakeholders to learn from. This learning will be hosted on the Building People industry portal.

## INDUSTRY OPPORTUNITIES

There are many ways for apprentices to begin their journey to becoming the future leaders of the industry. These are optional, but encouraged.

Editorial - contributing articles and blog posts to industry publications and Professional Body journals, as well as organisation's newsletters.

Speaking Opportunities - conferences, seminars, panels and presentations across the industry. Apprentices could be invited to speak on their experience of making their way into the industry, the Award level they are attempting, or a specific piece of research or insight that they have gathered during the Award.

Podcast Presenter - the Award provides a podcast channel for apprentices to share ideas and learn more from their peers. In addition to the presenting role, apprentices can also opt to act as 'roving reporters', interviewing organisations and individuals for the podcast.

Critical Friend - employers and organisations are encouraged to consider advisory and board level opportunities for apprentices to engage with projects they support and endorse, operating as a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of an organisation's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the organisation or group is working toward. The friend is an advocate for the success of that work.



# ABOUT THE FOUNDERS

## BUILT ENVIRONMENT SKILLS IN SCHOOLS

Creator of the Co-Curricula Award, and passionate believer in the need to support new entrants to the construction workforce in order to build better stuff.

Built Environment Skills in Schools has three core targets:

- Schools - Empowering students as active citizens of the built environment
- Apprentices - Empowering apprentices to challenge industry aspirations and beliefs
- Employers - Empowering employers to change perceptions of the industry

## CSTT

CSTT offers the life changing opportunity of a debt-free surveying apprenticeship, in collaboration with their employers.

They support people to become qualified surveyors, regardless of their academic, social or financial circumstances. The support provided runs from application through to qualification.

As a charitable trust, CSTT's programmes are funded in part by generous donations from the public and businesses.

## AWARDING BODY

Independent from any training provider or industry employer.

Credible enough to warrant recognition across industry.

Broad enough in scope to represent the whole built environment sector without causing conflict.

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# HOW TO GET INVOLVED

There are many ways that employers and individuals can get involved with the Co-Curricula Award, some more formalised than others, some more time-consuming than others. The core roles and their associated responsibilities are outlined below.

## AS A MENTOR:

Mentors can be at any stage of seniority within their career, and from any discipline. Apprentices may select mentors directly from their own networks, or be matched through the Co-Curricula Award. All mentors must register with the Co-Curricula Award, and mentors must work within a different discipline to their apprentice.

1. Mentor registers their details, including their location and discipline
2. Mentor completes the online training programme
3. Mentor supports apprentice to select their combination of Award activities
4. Mentor is available on a monthly basis (by phone or in person) to review activity and suggest ideas

## AS A PARTNER (SUBJECT EXPERT):

Subject experts contribute content and experiential learning opportunities for apprentices. Subject experts can be from any discipline or specialism.

1. Subject expert registers their details, including their organisational information
2. Subject expert completes the online training programme
3. Subject expert uploads content or opportunity to the Building People portal
4. Content is reviewed and added to the repository when approved

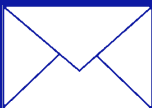
## AS A PATRON:

Patrons support the work of the Co-Curricula Award through sponsorship and donations, board-level participation, promotion or resources. Patrons may also convene or lead research teams for Gold level apprentices.

# THE BUILT ENVIRONMENT CO-CURRICULA AWARD

**For construction apprentices studying any discipline**

A structured framework for industry apprentices who want to achieve their compulsory 20% Off-the-Job requirement, whilst gaining insight across the whole industry and uncovering opportunities to develop as future leaders.



An address, City, Postcode



A phone number



A website

