

Civil Engineering Apprenticeship Roles and Career Pathways

This guide has been developed by the Local Government Association in association with Spark & Associates, using the knowledge and experiences of Local Authorities (LAs) across England. It aims to help Councils and their staff understand the career opportunities available through apprenticeships. This guide focusses on Civil Engineering roles, and how apprenticeships can create a progression pathway in that occupational area. The existence of apprenticeship mapping to job roles and career progression routes is an indicator of a Mature Council on the LGA's Maturity Model and is an important stage in developing a sustainable long-term apprenticeship plan. Enabling career progression via apprenticeships is a great way to increase the impact of your apprenticeship programme by targeting staff development and supporting retention. It also facilitates growth in apprenticeship numbers – because employees don't just 'stop' at one apprenticeship – they will be looking to the next step.

Hints and Tips on How to Use this Guide

The main element of this guide is the progression pathway diagram on the next page. This shows all the apprenticeships linked to this occupational area. It also provides suggestions for entry points to careers in this field. Ensuring lower-level front line employees are aware of career pathways available to them will aid retention. A focus on those front line staff can also support a Council's Social Mobility aims – [this report](#) by the Social Mobility Commission tells you more on this.

The diagram shows the name of the apprenticeship, the linked job titles are likely to be different so it's important to review the content of the apprenticeship to see whether it fits the role and job description. You can find details of the content on the apprenticeships page on the [IFATE's website](#).

The [LGA's mapping tool](#) and your training provider can also support you by comparing your role with the requirements of the apprenticeship to ensure the right one is being delivered to fit both the job and individual's level of experience.

When progressing to a higher level of apprenticeship in some cases job titles may change or it's possible an employee progresses to a more senior role with more responsibility but keeps the same job title. In either case what is important is that at least 12 months of teaching and training is required to reach competence in the requirements of the apprenticeship. Again, your training provider can help you determine this by undertaking an initial assessment of the apprentice's skills and experience.

How Apprenticeships can Form a Career Pathway in Planning Services

This guide shows the progression routes to a career in Civil Engineering and related occupations, and how a long-term career can be supported through professional development using apprenticeships. Development pathways are not always linear and can include sideways steps to gain specialist skills and knowledge, or to move into a different field in the occupational area. Talk to your line manager or HR department for more information on the apprenticeships available in your organisation.

Read alongside the LGA's complementary tool: **Civil Engineering Career A-Z**

LAs are competing in a competitive market for skills so having a robust workforce strategy to be able to attract and grow your own talent and offer progression is key to recruit and retain – this can be particularly true for occupations like Civil Engineering where attracting and retaining qualified professionals can be challenging for Councils. Apprenticeships can play a key part in supporting this.

Clear and well communicated progression routes are a way to aid retention. We know from experience that once a member of staff has been with an LA for an extended period (e.g., 12-18 months plus), there is a big jump in length of service, offering apprenticeships as entry routes and further development leads to that longevity.

The diagram below shows the opportunities open to individuals in a range of roles in this field. It also illustrates how entry level careers in the area have the potential to develop into professional qualification and careers in a range of areas – creating a sustainable talent pipeline. This can be particularly important when you have an ageing workforce – which can often be the case in well-established LA Teams.

When planning your department's apprenticeship and workforce strategy consider:

- How apprenticeships can promote you as an employer of choice – offering routes to professional qualification for school leavers, graduates, and others. Offering apprenticeships in these types of areas also helps promote perhaps lesser known career within LAs.
- That apprenticeships in this occupational area can create opportunities for existing staff:
 - For those already working within the department, apprenticeships can aid retention by offering formal qualifications to those that may not have them, or provide the necessary expertise and professional qualifications required for progression they may otherwise not have achieved.
 - For those working elsewhere in the council it can offer career change after restructure or next steps for your apprentices or front line workers (e.g. as a first step in a specialist career from an admin role).

Progression points lend themselves to management roles and the mapped apprenticeships, in addition to some of the other generic apprenticeships – such as Project Management and Improvement.

Specific Civil Engineering Apprenticeships

Civil Engineering Technician L3

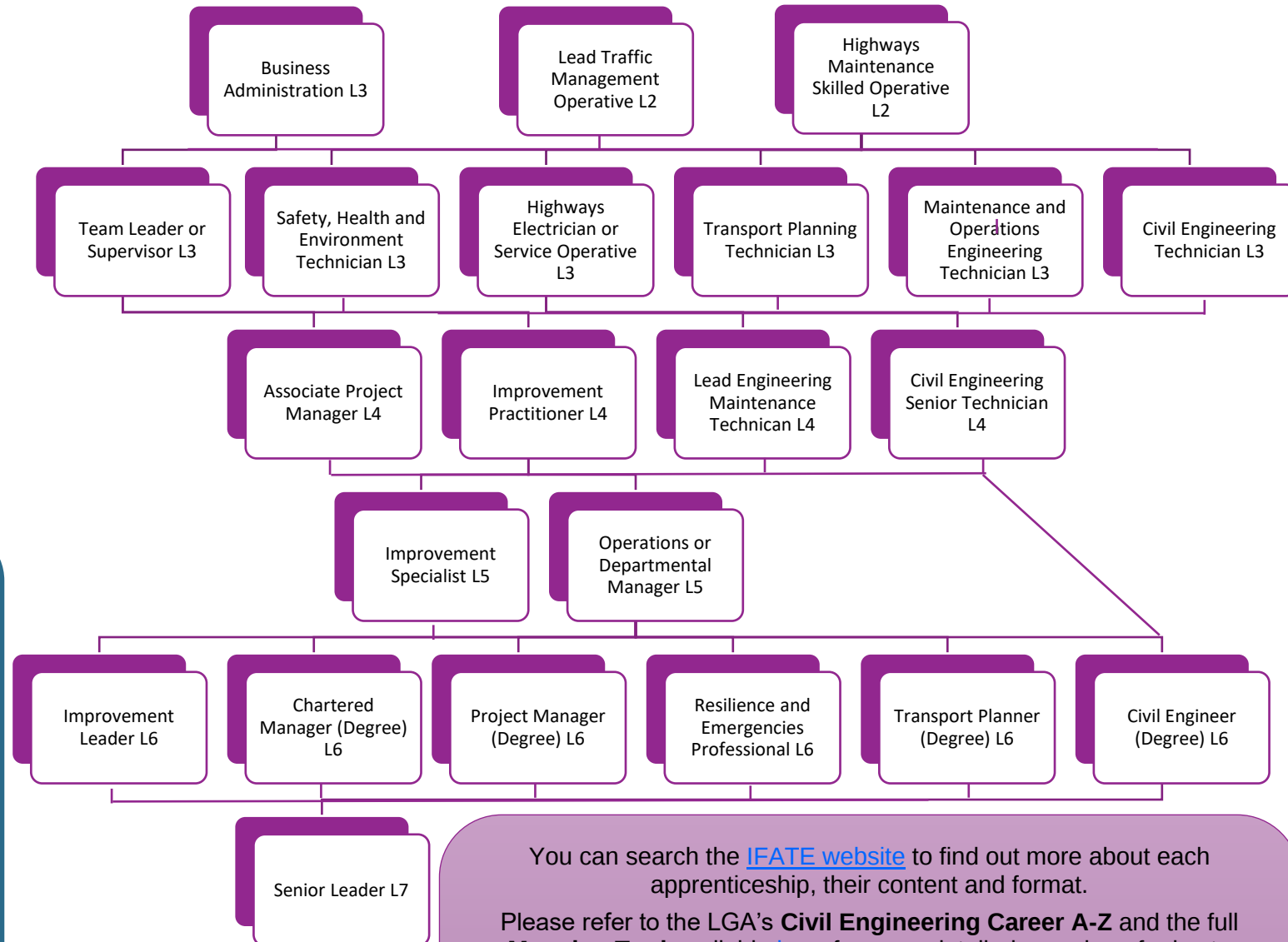
Civil Engineering Senior Technician L4

Civil Engineer (Degree) L6

Managerial Skills and Opportunities across Departments

Consider the appropriate level of apprenticeship for the individual when looking to use an apprenticeship as progression to management roles. In some cases, an apprenticeship lower than their last apprenticeship or other qualification level may be the next step on the career pathway. It's key to ensure robust initial assessment prior to starting any apprenticeship to ensure it is the right programme and they are eligible (in some cases a shorter more bespoke course could be more suited). When planning delivery it's worth considering building larger cross-function cohorts (for example in Management, Improvement, Project Management), which can also encourage cross departmental working.

Broader Civil Engineering Department Pathway



You can search the [IFATE website](#) to find out more about each apprenticeship, their content and format.

Please refer to the LGA's **Civil Engineering Career A-Z** and the full **Mapping Tool** available [here](#) for more detailed mapping of roles to apprenticeships.

Check **IFATE's Revisions Status Report** detailing the apprenticeships undergoing revision, showing the stage they have reached and an overview of why they are being reviewed. Find out more about how to use this report [HERE](#).

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