

# **Occupational Maps**

**Consultation response**

**May 2018**

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# Foreword by the Chief Executive of the Institute for Apprenticeships

The revolution in technical education in England starts here.

These are not just words. A high quality, world-class technical education system, which learners and employers can trust in and be proud of, is the foundation of a successful and productive country.

We know that the new T level qualifications, which the Institute will be responsible for, must raise standards, and maintain them. The Sainsbury Report envisaged two pathways for learners who didn't want to take an academic route – apprenticeships and T levels – and recommended the development of a framework of 15 routes to skilled employment so learners could choose the best path.

The occupational maps provide this framework and they must be clearly defined, easy to navigate and accessible.

We asked you in December 2017 to work with us to ensure the maps are fit for purpose. We needed your views and feedback, drawing upon your expertise in technical education and employment, from the classroom to the boardroom.

We consulted with you to ensure accuracy, to identify skilled occupations not already captured or any occupations that should be moved to different clusters or pathways. The results of that consultation are included in this document. Thank you for your feedback and your candour.

And what have we found? For starters, and reassuringly, there is certainly general support for the maps and the dual apprenticeship/T level pathways. There was still some lack of understanding about the purpose of the occupational maps, and in particular what is meant by an occupation. There was also some confusion about the difference between an apprenticeship and a T level – in particular the difference between on the job training/work experience study. In addition, you have voiced concern about how the maps will remain current and forward-looking.

The analysis of the 386 responses is now complete. The Institute's route panels, as owners/stewards of their maps, have reviewed them and made decisions about the changes needed. We can now present the revised occupational maps, together with an overview of what the consultation told us. This includes how the maps will be digitalised and kept up to date and their role in prioritising standards for review and standards for development.

Your feedback and input will ensure that we determine the skills and training expected to be delivered as part of each separate qualification for years to come.

The occupational maps will be the driver of the new technical education system. So thank you again for all your responses. Your feedback and input will ensure these maps work for everyone – for employers to be able to tap into greater and more diverse talent and for learners to get the skills they need to flourish in an ever more competitive workplace.

**Sir Gerry Berragan, CEO, Institute for Apprenticeships**

## Executive summary

This section provides a high-level summary of the Government's response to the public consultation on the occupational maps.

## Occupational Maps

Occupational maps document all the skilled occupations that can be achieved through an apprenticeship or Technical Level (T level) qualification. The occupations are grouped together to show linkages between them and possible routes for progression. For the purposes of the maps, an occupation is defined as *a set of jobs whose main tasks and duties are characterised by a high degree of similarity*.

The occupational maps provide the basis for the Institute's future development of T level qualifications, and will also provide a useful guide for individuals considering technical education and employers interested in offering it. They are owned, and will be reviewed regularly, by the respective route panels, made up of industry and assessment experts, to ensure they remain accurate, up to date and forward looking.

A Glossary of the terms used when referring to the occupational maps can be found in Annex C.

## Consultation

From December 2017 to February 2018, the Institute undertook a public consultation to assess the accuracy of the occupational maps. In particular, this focused on whether all relevant occupations are included and whether they are organised in the most appropriate way. This document provides a route-by-route analysis of the 386 consultation responses received, and the Institute's commentary on how it has addressed proposed changes. Any relevant changes have been made in the revised occupational maps that accompany this consultation. A full list of the organisations that responded to the consultation can be found in Annex B.

Overall, the responses revealed general support for the occupational maps, the occupations listed and the way in which they are organised, as well as the dual apprenticeship and T level pathways. Respondents recognised the value of the occupational maps for individuals, employers and training providers.

## Next Steps

An updated version of the maps is published on the Institute's [website](#) alongside this consultation response. These maps are live documents and will be updated regularly to ensure they remain an accurate reflection of the occupational route. route panels will regularly review the maps and they will be updated on a quarterly basis.

The maps will continue to play an important part in the development of T levels. T levels will be based on standards within the pathways and will initially be introduced at Level 3. There are, however, certain routes, pathways and clusters that the [Post-16 Skills Plan](#) identified as being appropriate solely for apprenticeships.

In the coming months we will make further improvements to the maps to clearly show the opportunities for progression.

# 1. Introduction

## 1.1 Background

In July 2016, the Government published the report of the [Independent Panel on Technical Education](#) (the Sainsbury Report) and the [Post-16 Skills Plan](#). The Panel made 34 recommendations on how to reform the technical education system, to ensure that individuals can develop the technical knowledge and skills needed by employers and industry. The Government accepted all of the recommendations in the Post 16 Skills Plan and brought forward the Technical and Further Education Act 2017 ('the 2017 Act').

One of the Panel's recommendations was for a framework of 15 routes to skilled employment (see Annex A). This became the basis of the creation of 15 occupational maps, detailing the skilled occupations in each route for which apprenticeships or Technical Education level (T level) qualifications can be developed. T levels are new classroom-based technical qualifications that will be available alongside apprenticeships, as part of a high-quality technical education offer. Government has recently published its response to the consultation on [T level Implementation](#), and this consultation response sits alongside it.

## 1.2 Occupational Maps

Each occupational map details the occupations in a particular route that can be achieved through an apprenticeship or T level qualification. An occupation is defined as '*a set of jobs whose main tasks and duties are characterised by a high degree of similarity*'<sup>1</sup>. The occupational maps group occupations at different levels, with related knowledge, skills and behaviours into pathways. Within each pathway, occupations at the same level are grouped into clusters.

The UK economy is dynamic, so the occupational maps are intended to be live documents and will be updated regularly as occupations evolve and new ones emerge.

To ensure occupational maps remain up-to-date, each map is owned by a route panel, made up of industry experts. You can find out more about the route panels [here](#). They have responsibility for ensuring the maps remain up to date as new apprenticeship standards are approved and existing ones reviewed. route panels will also set the strategic direction of the route, identifying additional occupations that need to be developed where appropriate.

## 1.3 Consultation

The Institute for Apprenticeships (referred to in this document as 'the Institute') took responsibility for the occupational maps in November 2017. As part of our commitment to the employer-led development of apprenticeship standards and T level qualifications, we conducted a public consultation (from December 2017 to February 2018) to assess whether all the relevant occupations are included in the maps, and whether these are organised in the most appropriate way. We published the proposed maps online, alongside a survey for respondents to complete. The consultation generated 386 responses from a wide range of organisation types and

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<sup>1</sup> [Resolution Concerning Updating the International Standard Classification of Occupations](#) (2007); International Labour Organisation.

individuals, spanning professional bodies, employers, further education colleges, training providers and assessment organisations. A series of ten consultation events were also held across the country, covering both T levels and the Occupational maps, with over 500 people attending. A full list of organisations that responded to the consultation is included in Annex B.

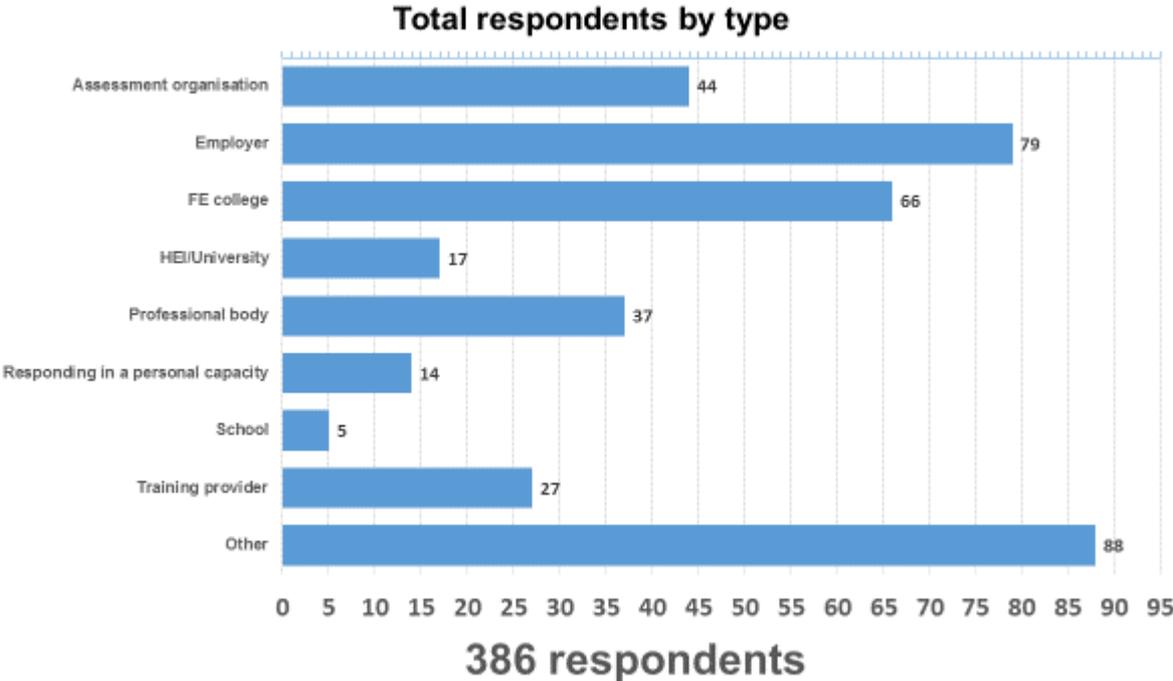
These responses were analysed by the Institute, with oversight from the route panels. This document responds to the key comments received, first by answering some general queries and then by responding to comments on each of the occupational maps in turn. Each of the 15 occupational maps have been updated in line with this, and to reflect the progress made in developing and approving standards since the maps were last published. The updated maps are published alongside this document.

# 2. Summary of the consultation responses received and analysis undertaken

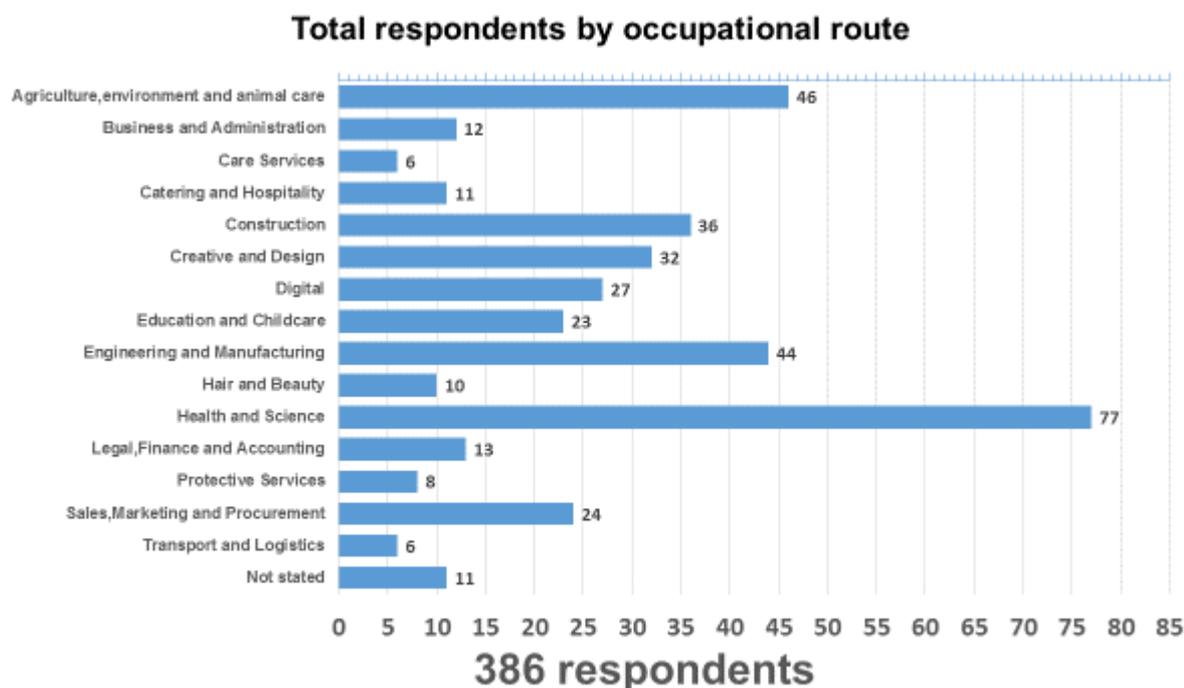
## 2.1 Consultation responses received

The consultation generated 386 responses. A breakdown of the respondents by category is provided below:

**Table 1: Total consultation respondents by type**



**Table 2: Total consultation respondents by Occupational Route**



## 2.2 Analysis undertaken

The Institute reviewed and analysed all responses received for each occupational map. Responses were grouped under the two core themes of the consultation – identification of a new occupation and suggestions to move an occupation to an alternative map or to an alternative pathway or cluster within a map.

It was not possible to undertake the same level of analysis on the new occupations identified by respondents without the additional detail which is provided by trailblazers when they submit an occupation proposal to the Institute for approval. An alternative evaluation has, therefore, been used. There will be an opportunity for route panels to review each occupation in detail once an occupation is provided by a trailblazer.

For those responses identifying a potential new occupation, research was undertaken to establish whether it was a valid occupation, in line with the Institute’s quality statement and occupational requirements. The Institute has a set of requirements that must be met, as part of the apprenticeship approval process, for an occupation to be judged appropriate for an apprenticeship standard or T level. The occupations proposed for inclusion in the maps have been assessed against these requirements, as far as the available evidence has allowed. The Institute’s requirements for an occupation are listed below on page 9.

Responses suggesting moving an occupation to an alternative map were checked against existing standards, in both suggested maps, to determine if there were similarities and to identify best fit. In instances where it was not clear where the occupation was best suited, the respective route panels were asked to review the knowledge, skills and behaviours to confirm the allocation. The feedback from the respective route panels was reviewed and confirmed by the Approvals and Funding Committee (a subcommittee of the Institute’s Board). In addition, the maps reflect decisions on occupations made by each route panel and the Approvals and Funding Committee since November 2017.

## 3. General Questions on the Occupational Maps from the Consultation

A number of common queries were raised in the responses relating to:

- the purpose of the occupational maps,
- the definition of an occupation,
- the treatment of occupations that span multiple routes and
- how the maps will be kept up to date.

These are clarified below:

### 3.1 Purpose of the Occupational Maps

A number of respondents asked for clarification on the purpose of the maps. Occupational maps document all the skilled occupations that can be achieved through an apprenticeship or T level qualification in each of the 15 occupational routes (see Annex A for details). The maps group occupations with related knowledge, skills and behaviours into pathways, making it easier to see the opportunities for career progression within that particular route. Within each pathway, occupations at the same level are grouped into clusters, to show how skills learnt can be applied to other related occupations.

The occupational maps will provide a useful guide to show the technical education options available for individuals, as well as employers and training providers who are interested in offering it. In addition, they provide the basis for the development of T level qualifications, which will cover all of the occupations listed on the maps at Level 3, apart from those identified by the [Post-16 Skills Plan](#) as being appropriate solely for apprenticeships. The T levels will be initially developed at Level 3 and will cover all occupations within the respective pathway.

For further information on the T level programme, please refer to the [Government Response to Implementing the T level Programme](#), which has been published alongside this document.

### 3.2 Definition of an Occupation

An occupation is defined as *a set of jobs whose main tasks and duties are characterised by a high degree of similarity*. The Institute has a set of requirements, used as part of the approvals process, which must be met for an occupation to be judged appropriate for an apprenticeship standard or T level. The occupations proposed for inclusion in the maps have been assessed against these requirements, as far as the available evidence has allowed. The Institute's requirements for an occupation are for it to be:

- Transferable to a range of employers
- Sufficiently broad, deep and skilled to require at least a year of employment and training, with 20% of this being off-the-job
- Capable of providing full occupational competence for new entrants
- Recognised and stand-alone

Further information on the Institute's occupational requirements can be found on our [website](#).

### 3.3 Treatment of Occupations that Span Multiple Routes

Where occupations have knowledge, skills and behaviours that span across multiple routes, the respective route panels will have the opportunity to review and comment on the apprenticeship standard to determine which route is the most appropriate.

An occupation will only appear once across the occupational maps. It will be placed in the map which has the best alignment with its knowledge skills and behaviours.

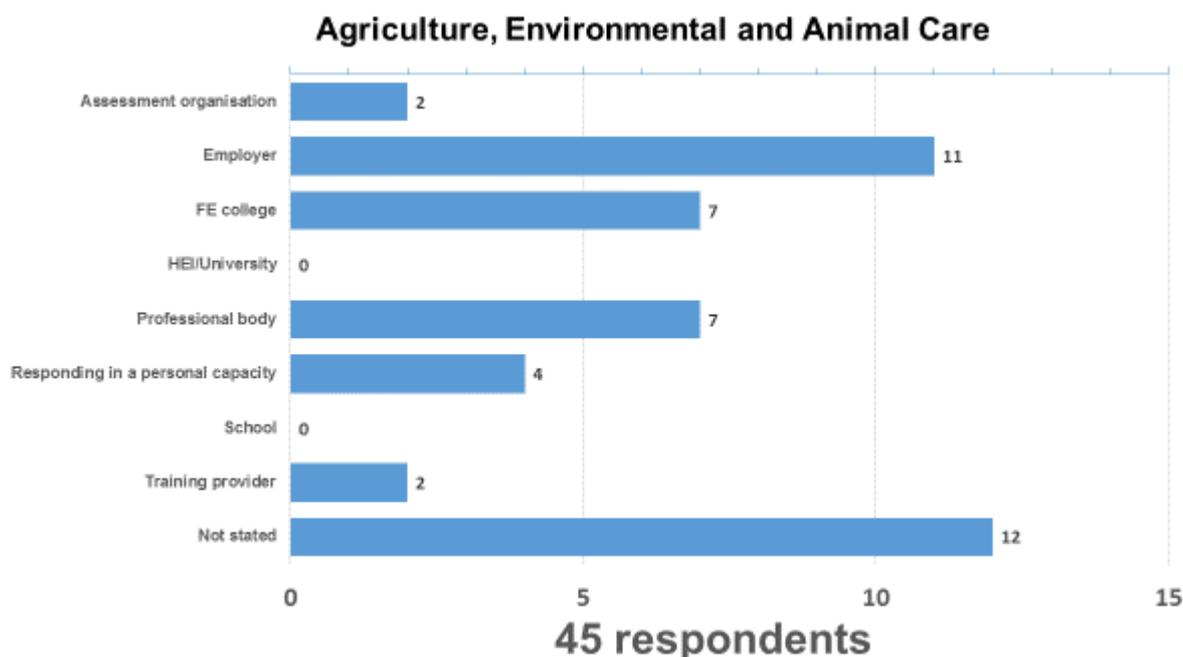
### **3.4 Keeping the Occupational Maps up to Date**

Each route panel, made up of industry experts, will play the central role in ensuring that the maps remain current and forward looking as they review and approve new apprenticeships. They will also regularly look at strategic issues facing the industries covered by the map.

## 4. Agriculture, Environmental and Animal Care

This section summarises the occupations that have been added and removed from the Agriculture, Environmental and Animal Care occupational map as a result of the consultation and responds to additional comments that were submitted.

### 4.1 Breakdown of respondents



### 4.2 Summary of responses

Respondents proposed additional occupations for inclusion on the map and, after analysis, the following occupations have been added as standards awaiting development:

- Agricultural Engineer (Level 6/7)
- Animal Health Inspector (Level 4/5)
- Tree Surgeon (Level 6/7)
- Veterinary (Surgeon) (Level 6/7)

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that they were likely to be covered by existing standards or standards under development:

- Landscape Heritage Officer
- Landscape Heritage Professional
- Forest Officer (Level 4)

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Habitat Advisor
- Horticulture Therapist

- General Farmworker

Respondents suggested that Floristry should sit on this occupational map. Following consultation with the respective route panels, this occupation has been moved to this route from Sales, Marketing and Procurement. However, the Sales, Marketing and Procurement route panel will continue to provide feedback on this standard.

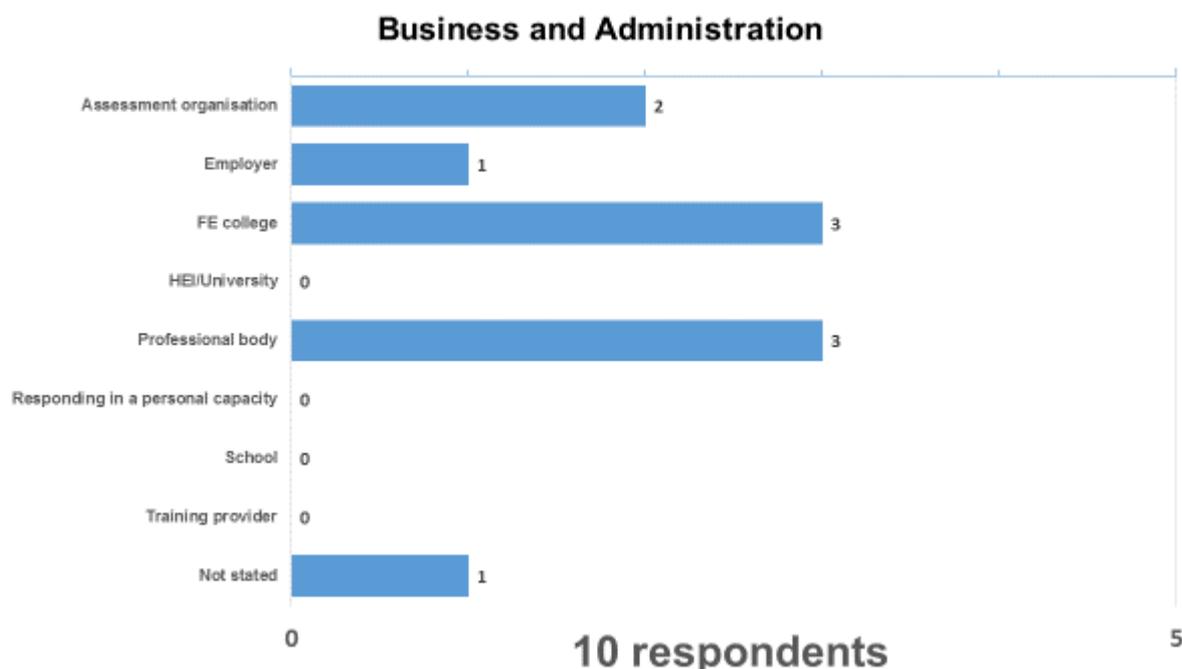
### **4.3 Further comments**

As part of the overall improvements to this map, we have grouped the Horticulture Pathway into Productive Horticulture and Landscape clusters, and added new descriptions of these clusters to better reflect the scope of the Horticulture Industry.

## 5. Business and Administration

This section summarises the occupations that have been added and removed from the Business and Administration occupational map as a result of the consultation and responds to additional comments that were submitted.

### 5.1 Breakdown of respondents



### 5.2 Summary of responses

The occupations below were identified as missing from this Occupational Map, having already been agreed for development. They have been added appropriately to the revised map.

- Library Information and Archive Services Assistant (Level 3)
- Lead Employability Practitioner (in development Level 4)

In addition, respondents suggested that the existing Learning and Development Consultant/Business Partner (Level 5) was moved to this route. Both the Business and Administration and Education and Childcare route panels agreed to the transfer.

The Business and Administration and Engineering and Manufacturing route panels also agreed that the following occupations should be transferred to this route:

- Improvement Technician (Level 3)
- Improvement Practitioner (Level 4)
- Improvement Specialist (Level 5)
- Improvement Leader (Level 6)

Several occupations were identified as not belonging in this occupational map, including some that are on another occupational map, and have been removed:

- Entrepreneur
- Professional Economist
- Resource Technical Manager
- Stock Control Clerk

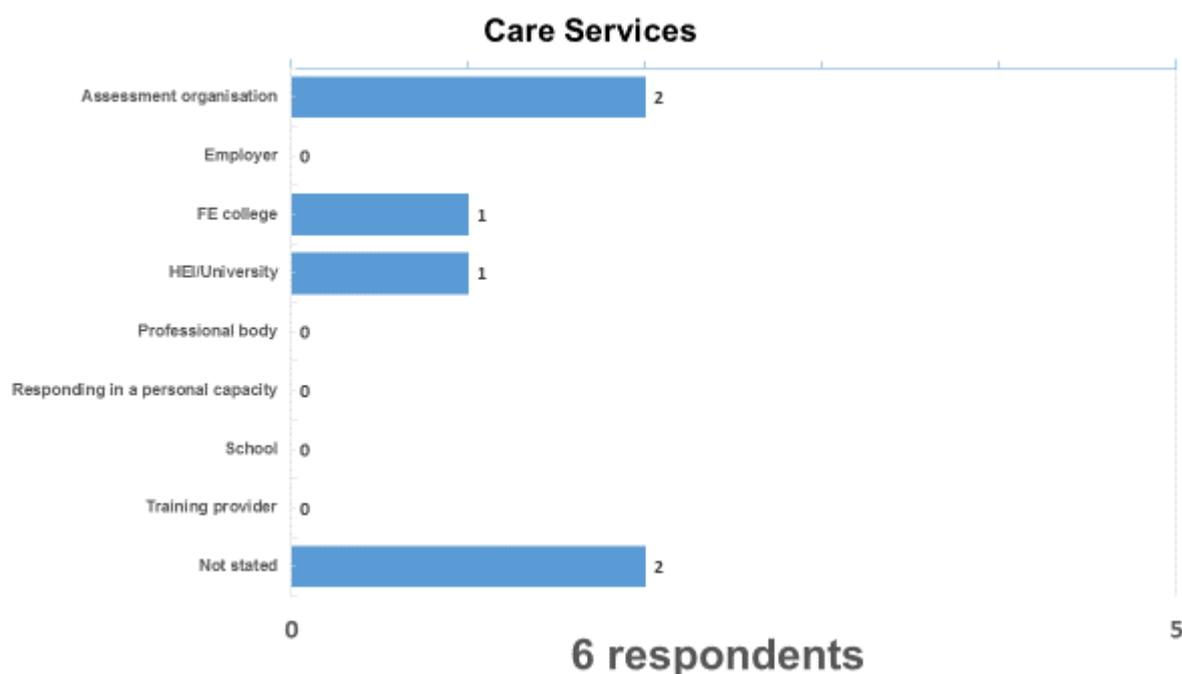
### **5.3 Further comments**

Respondents highlighted that this particular route includes broad occupations that cut across a variety of industries. The route panel will look at this in detail during the route review.

## 6. Care Services

This section summarises the occupations that have been added and removed from the Care Services occupational map as a result of the consultation and responds to additional comments that were submitted.

### 6.1 Breakdown of respondents



### 6.2 Summary of responses

Respondents proposed additional occupations for inclusion on the map and, after analysis, the following occupation has been added as a standard awaiting development:

- Counselling (Level 4/5 and/or Level 6/7)

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that they were likely to be covered by existing apprenticeship standards or those under development:

- Youth Worker (Level 5/6)
- Worker with Parents and Families with Complex Needs
- Children and Adolescent Mental Health Worker
- Lead Mental Health Worker
- Housing Officer

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Foster Carer
- Substance Misuse Worker
- Lead Substance Misuse Worker

- Independent Advocator Worker
- Lead Independent Advocator Worker
- Service Manager
- Social Care Play Therapist (Level4/5)

### **6.3 Further comments**

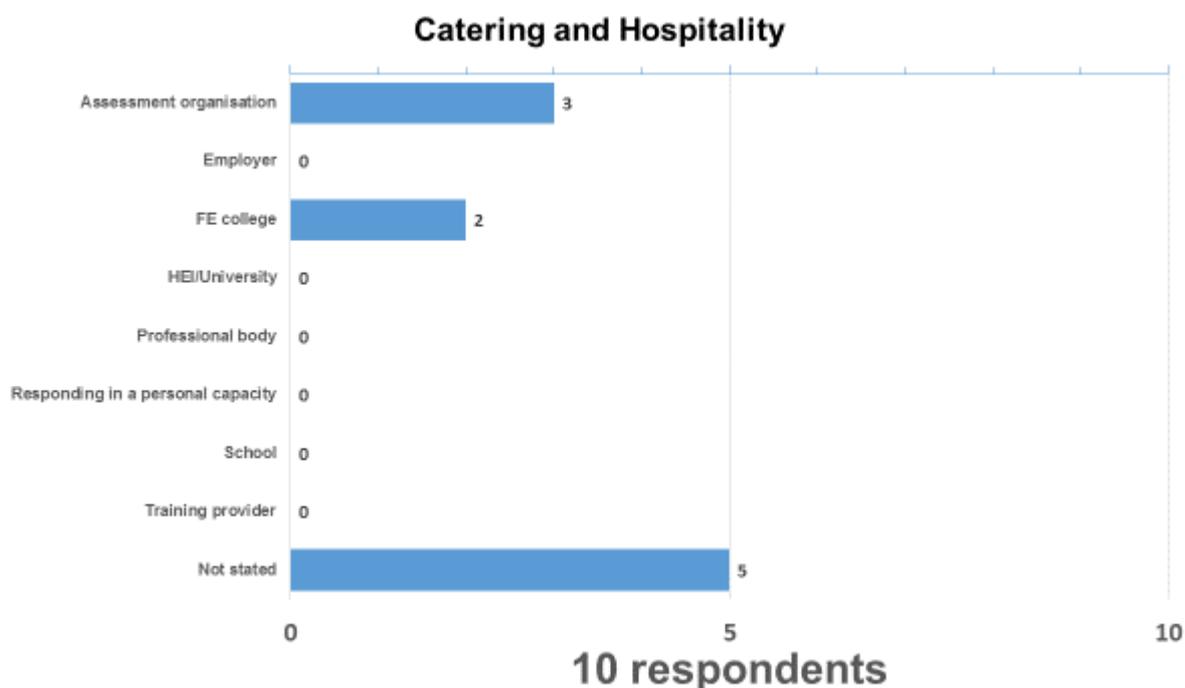
Respondents identified the significant overlap between this occupational map and that for Health and Science. As the Institute continues to improve access to the maps, we will develop links between them.

Respondents commented that Care Services should be considered for Technical Level qualifications, as restricting these occupations to apprenticeships could result in insufficient numbers of trained employees to meet employer demand and restrict choice for learners. We have made Department for Education aware of these comments.

## 7. Catering and Hospitality

This section summarises the occupations that have been added and removed from the Catering and Hospitality occupational map as a result of the consultation and responds to additional comments that were submitted.

### 7.1 Breakdown of respondents



### 7.2 Summary of responses

Respondents proposed an additional occupation for inclusion on the map and, after analysis, the following occupation has been added:

- Pastry Chef (Level 3)

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that they were likely to be covered by existing apprenticeship standards, or those under development:

- Craft Butcher and Craft Baker
- Licensed Retail Member/ Supervisor
- Barista Supervisor
- Meeting, Convention and Event Planner

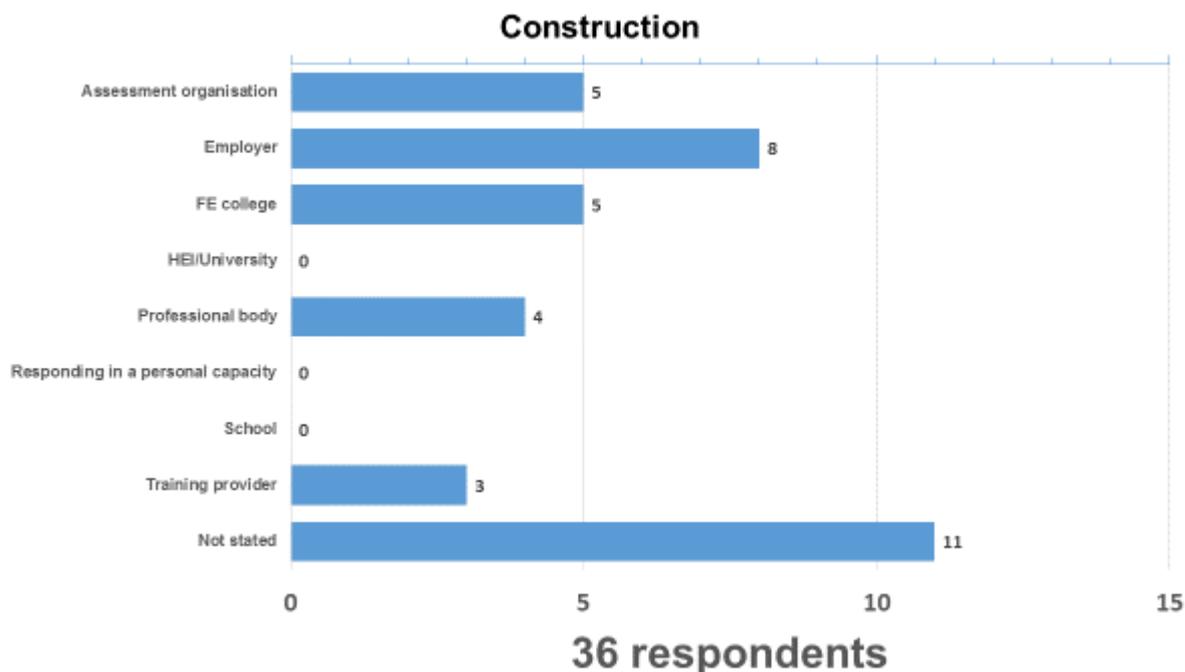
### 7.3 Further comments

All responses highlighted that there should be a mix of apprenticeship and College learning options for this route, to reflect learner preferences, noting that Colleges can provide simulated work environments.

## 8. Construction

This section summarises the occupations that have been added and removed from the Construction occupational map as a result of the consultation and responds to additional comments that were submitted.

### 8.1 Breakdown of respondents



### 8.2 Summary of responses

Respondents proposed additional occupations for inclusion on the map, and after analysis, the following occupations have been added:

- Chartered Building Services Design Engineer (Level 6)
- Construction Contracts Manager
- Thatcher (this has currently been placed on this route, but will be reviewed in parallel with the Creative and Design route panel to assess which route aligns best with the relevant knowledge, skills and behaviours).

The following occupations were proposed for inclusion however, Institute and route panel analysis concluded that they were likely to be covered by existing standards or standards under development:

- Senior Civil Engineering Technician (Level 4/5)
- Chartered Civil Engineer (Level 7)
- Construction Health and Safety Manager
- Senior Building Services Technician (Level 4/5)
- Building Services Engineering Foreman
- Building Services Engineering Supervisor
- Building Services Engineering Commissioning Manager
- Building Services Engineering Contracts Manager
- Building Services Engineering Project Engineer

- Construction Project Management
- Road Building Technician
- Building Fire Inspector
- Site Inspector

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Planning Enforcement Technician
- Tendering and Estimating Technician
- Built Environment Design Technician
- Building Conservation Manager
- On-Site Manufacturer
- Road Safety Marking Technician

The existing Water Treatment Operative (Level 2) and Water Technician (Level 3) occupations were recommended for inclusion on this map. The Construction and Engineering and Manufacturing route panels agreed they should remain on the Engineering map, based on the analysis of the relevant knowledge, skills and behaviours.

### **8.3 Further comments**

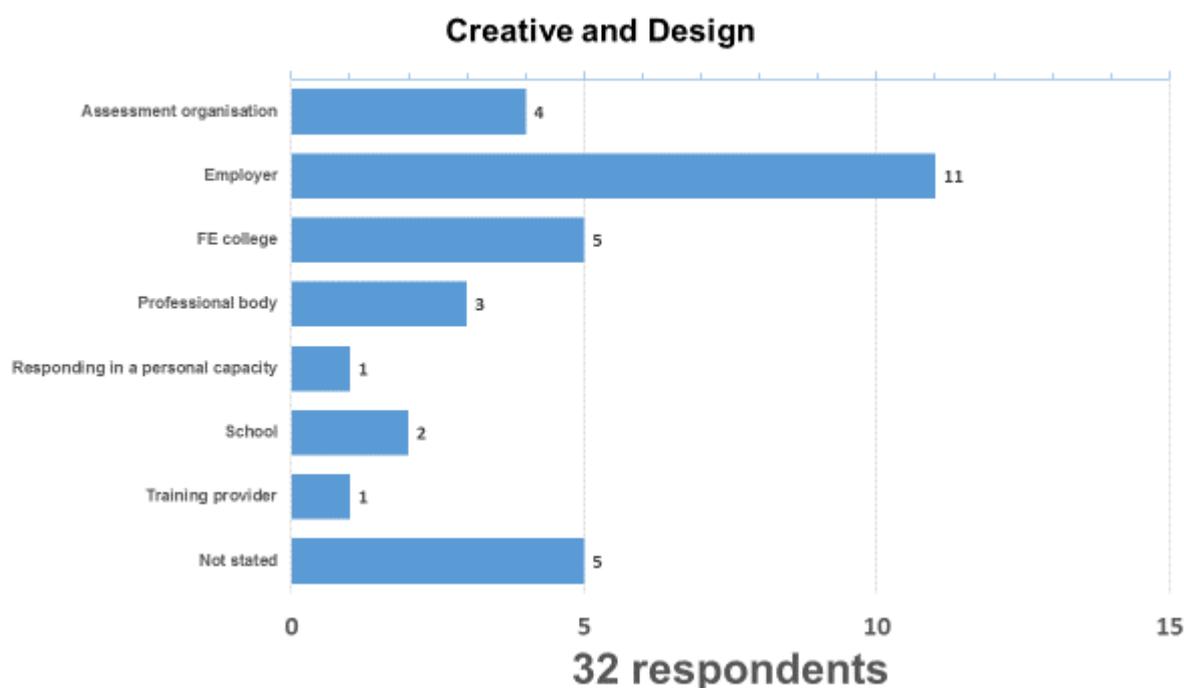
Several respondents raised questions about titling of particular occupations. The route panel is already considering titling across the route as part of the apprenticeship approval process and over time, this will bring greater consistency. This process will be completed when the route and relevant pathways are reviewed.

Respondents requested the creation of a new Rail, Road and Plant cluster in the Onsite Construction pathway. As many of the occupations that could sit in this have not yet been developed, it is difficult to determine if they have similar knowledge, skills or behaviours. The route panel will consider these occupations through their review and approval of standards and at during the route review.

## 9. Creative and Design

This section summarises the occupations that have been added and removed from the Creative and Design occupational map as a result of the consultation and responds to additional comments that were submitted.

### 9.1 Breakdown of respondents



### 9.2 Summary of responses

The following occupations were proposed for inclusion; however Institute and route panel analysis concluded that they were likely to be covered by existing standards or standards under development:

- Jeweller
- Gemsetter
- Silversmith
- Restorer/Conservator
- Pattern Cutter
- Museum/ Heritage Learning Facilitator/ Producer

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Programmer (Lighting and Sound)
- Video Designer
- Technician Manager
- Creative Director
- Projectionist
- Film/projection/video production for live events
- Scriptwriter

- Moulder
- Polisher
- Metal Worker
- Studio/ technical assistants
- 2D Artist
- 3D Artist
- Junior 3D Artist.

Respondents suggested that Advanced Sewing Machinist should sit on the Engineering and Manufacturing route as it has very similar knowledge skills and behaviour to the Sewing Machinist (Level 2) standard. Following consultation with the respective route panels, this occupation has been moved.

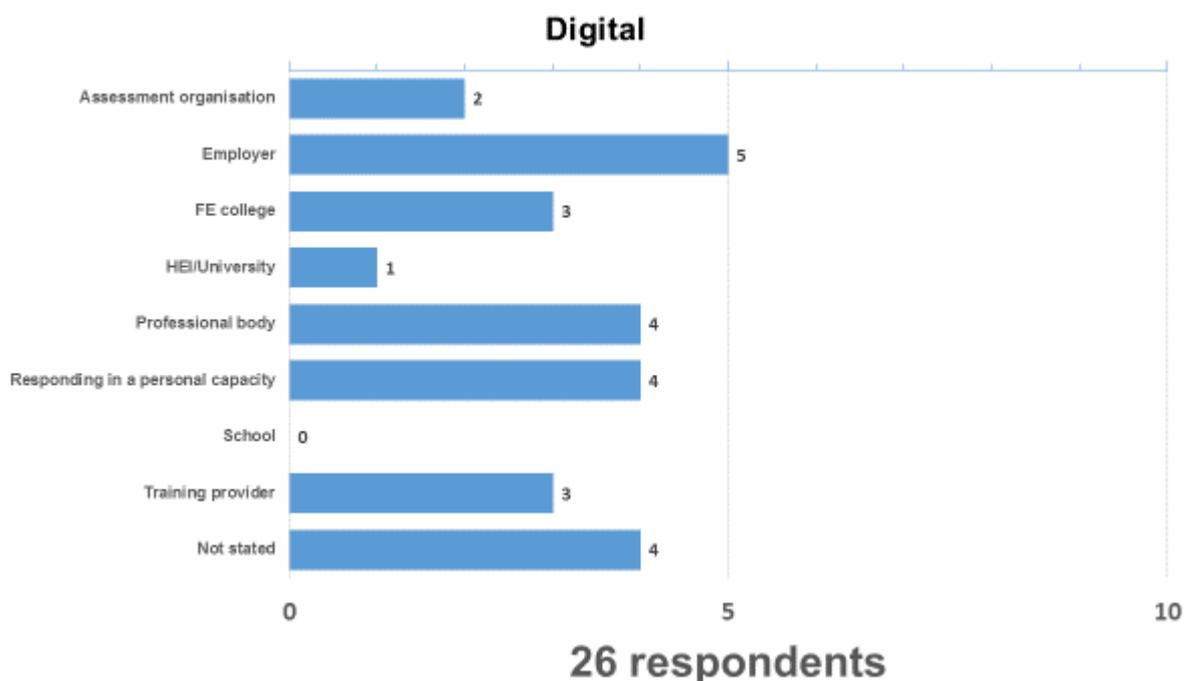
### **9.3 Further comments**

Respondents noted that there is no coverage of the performing arts on this Occupational Map, including occupations such as Musician, Dancer, Choreographer and Actor. The route panel will discuss the place of Performing Arts occupations as part of the wider route review.

## 10. Digital

This section summarises the occupations that have been added and removed from the Digital occupational map as a result of the consultation and responds to additional comments that were submitted.

### 10.1 Breakdown of respondents



### 10.2 Summary of responses

Respondents identified the following occupations as missing from this occupational map, having already been agreed for development:

- Digital User Experience (Level 4)

Respondents proposed additional occupations for inclusion on the map, and after analysis, the following occupations have been added:

- Web Development/ Web Design (Level 4/5)
- Data Architect (Level 6/7)
- Data Analyst/ Administrator (Level 3)

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that they were likely to be covered by existing standards or standards under development:

- Computer and Information Systems Manager
- Cyber Security
- Digital Business Administrator
- Level Designer
- Systems Designer
- Motion Editor

- Virtual Reality Software Developer
- Interface Designer
- 5G Mobile Technology Specialist (Level 4). (As 5G technology is not expected to be rolled out in the UK until 2020, it was not possible to determine the relevant associated occupations at this point).

The following occupations were proposed for inclusion, however Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Audio Engineer
- Technical Artist
- UX Artist, Level Editor
- Data Privacy Specialist
- 3D Artist

Respondents identified that Digital Marketer (Level 3), Digital Marketer (Level 6) and IT Technical Salesperson did not belong on this occupational map. The respective route panels agreed that both these should move to the Sales, Marketing and Procurement map. The Digital route panel will continue to provide feedback on the digital content of this standard.

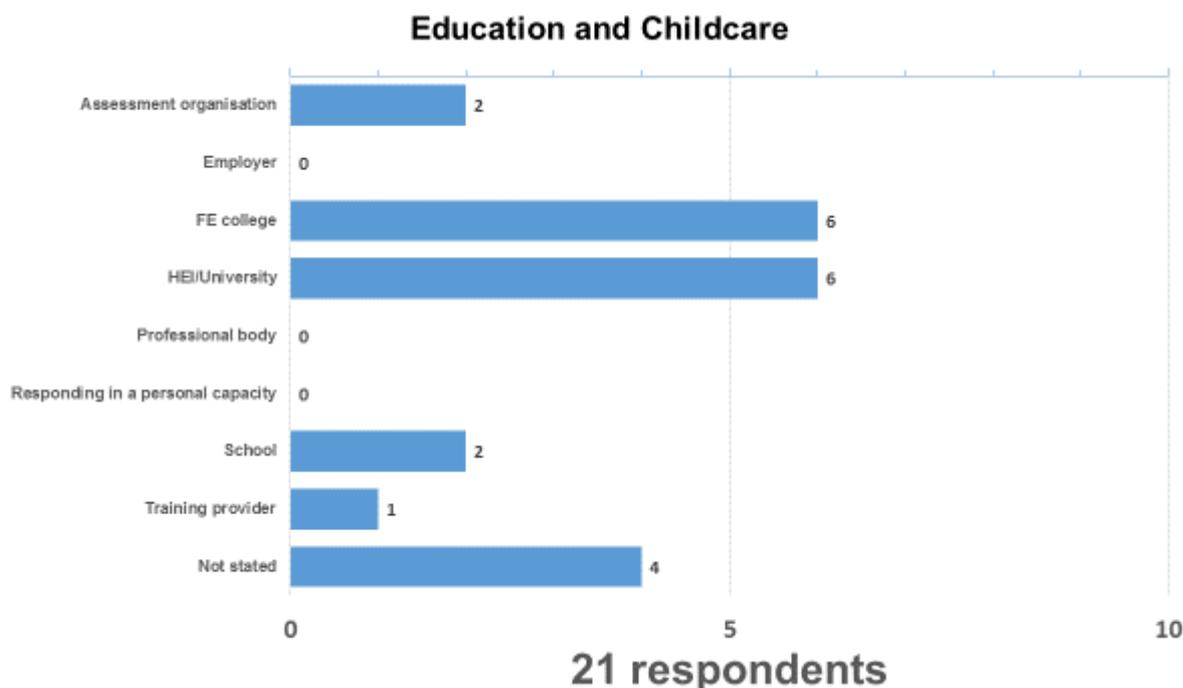
### **10.3 Further comments**

The main theme coming through was the need to keep refreshing the digital map to keep up to date with the fast pace of technological change. The route panel is very aware of this issue, and will continue to ensure the occupational map is regularly updated.

## 11. Education and Childcare

This section summarises the occupations that have been added and removed from the Education and Childcare occupational map as a result of the consultation, and responds to additional comments that were submitted.

### 11.1 Breakdown of respondents



### 11.2 Summary of responses

Respondents proposed additional occupations for inclusion on the map, and after analysis, the following occupations have been added as standards awaiting development:

- Early Years Assistant (Level 2)
- Early Years Teacher with Early Years status, which has replaced the Early Years Professional at the Professional level

The following occupations were proposed for inclusion; however Institute and route panel analysis concluded that they were likely to be covered by existing standards or standards under development:

- Children's Mental Health Assistant (Level 5)
- Teaching Support (Level 5)
- Special Needs Assistant.

The following occupation was proposed for inclusion, however Institute and route panel analysis concluded that there is insufficient evidence at this time for this to be considered as an occupation for the development of an apprenticeship standard:

- Playworker

As referenced above, respondents suggested that Learning and Development Consultant/Business Partner has be moved to the Business and Administration map. Following consultation with the respective route panels, this has been moved.

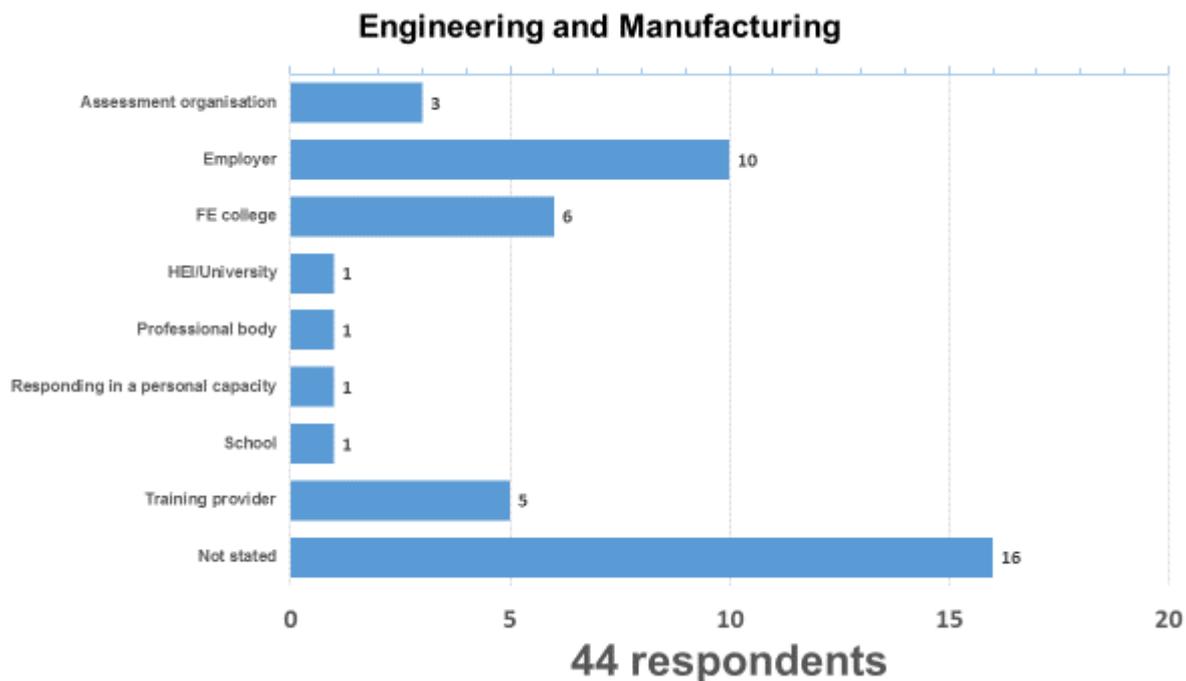
### **11.3 Further comments**

Respondents requested that the Secondary/Tertiary Support Assistant cluster be re-named to Primary/Secondary/Tertiary Teaching and Support Assistant. This change has now been made.

## 12. Engineering and Manufacturing

This section summarises the occupations that have been added and removed from the Engineering and Manufacturing occupational map as a result of the consultation, and responds to additional comments that were submitted.

### 12.1 Breakdown of respondents



### 12.2 Summary of responses

Respondents proposed additional occupations for inclusion on the map, and after analysis, the following occupations have been added as standards awaiting development:

- Electrical Maintenance, (Level 3)
- Materials Engineer, (Level 6), (added as Materials Science and Technology Professional L6)
- Electronic Engineer, (Level 6) (added as Electronic Systems Principal Engineer L7)
- Telecommunications Engineer
- Simulation and Modelling Engineer
- Medical Device / Medical Engineer, (Level 6)
- Lean Manufacturing Professional (Level 6/7)
- Fabrication Technologist and Welding Technologist (Level 4 or above)
- Caravan and Trailer technician

The following occupations were proposed for inclusion; however Institute and route panel analysis concluded that they were likely to be covered by existing standards or standards under development:

- Mechanical and Electrical Fitter.

The following occupations were proposed for inclusion, however Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Circuit Designer
- Assembler
- 

Respondents suggested that the standards below should sit on the Business and Administration route. Following consultation with the respective route panels, they have been moved.

- Improvement Technician (Level 3)
- Improvement Practitioner (Level 4)
- Improvement Specialist (Level 5)
- Improvement Leader (Level 6)

As referenced above, respondents suggested that Advanced Sewing Machinist should sit on the Engineering and Manufacturing route as it has very similar knowledge skills and behaviour to the Sewing Machinist (Level 2) standard. Following consultation with the respective route panels, this occupation has been moved.

### **12.3 Further comments**

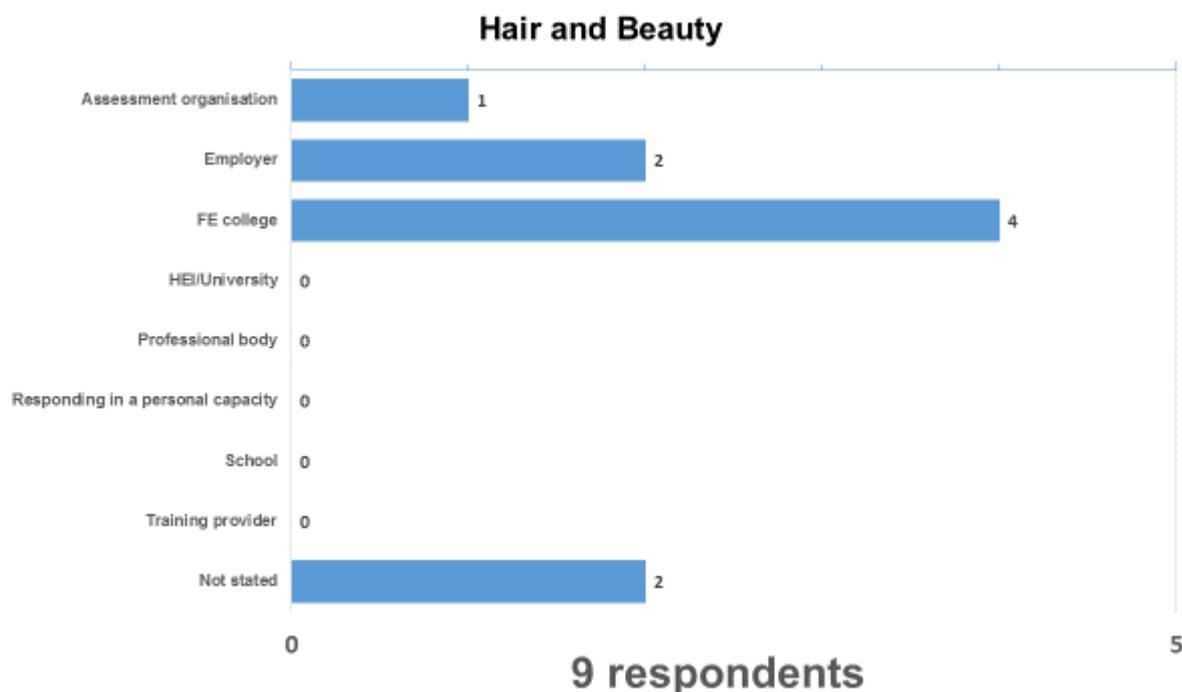
Respondents commented that Lean Manufacturing should be incorporated into a range of appropriate apprenticeship standards, as well as having a distinct standard at Level 6 or 7. The route panel will consider this as part of their review and approval of apprenticeship standards. Respondents suggested that a Fashion and Textiles should be added. This will be considered as part of the Route review.

Respondents suggested that an Automotive Engineering pathway should be considered, however the route panel decided that the currently pathways sufficiently covered the occupations.

## 13. Hair and Beauty

This section summarises the occupations that have been added and removed from the Hair and Beauty occupational map as a result of the consultation, and responds to additional comments that were submitted.

### 13.1 Breakdown of respondents



### 13.2 Summary of responses

Respondents proposed the following as an additional occupation for inclusion on the map and, after analysis, this has been added as a standard awaiting development.

- Spa Treatments (Level 2)

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Creative Hairstylist
- Micropigmentation Professional: Cosmetic
- Micropigmentation Professional: Medical
- Senior Barber
- Senior Nail Technician (Level 3)

Holistic Therapist was proposed for inclusion. There is currently a proposal for this occupation in development and the route panel will review it in due course.

### 13.3 Further comments

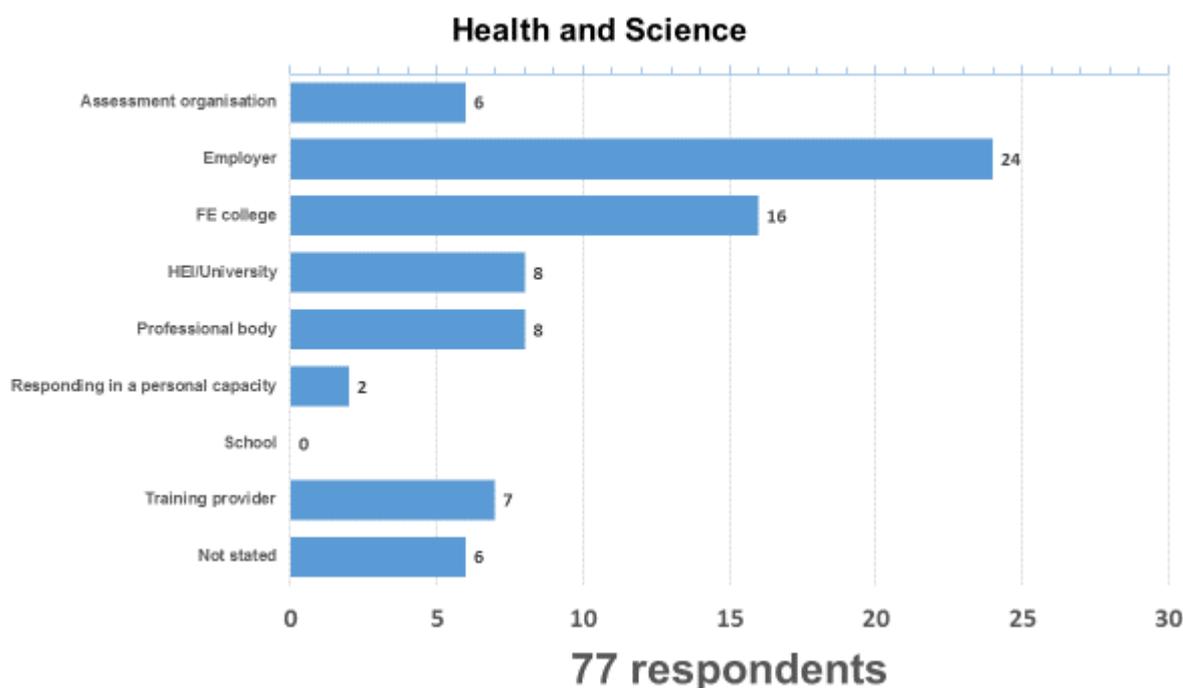
Respondents suggested that the Massage Therapist standard (currently under development) should include Reiki, acupuncture and crystal healing. This suggestion will be provided to relevant the relevant trailblazer group to consider.

A number of responses supported Hairdressing being an apprenticeship only pathway, because of the client service aspect of the role. We have provided this feedback to the Department for Education.

## 14. Health and Science

This section summarises the occupations that have been added and removed from the Health and Science occupational map as a result of the consultation and responds to additional comments that were submitted.

### 14.1 Breakdown of respondents



### 14.2 Summary of responses

Respondents proposed additional occupations for inclusion on the map and, after analysis, the following occupations have been added as standards awaiting development:

- Bioinformatics Technician
- Cell Biology/Microbiology Technician
- Chemoinformatics Technician
- Clinical Data Manager
- Dental Hygienist
- Environmental Technician
- Mental Health Practitioner with a Child and Adolescent option (Level 4/5)
- Quality Assurance Technician
- Sports Psychologist

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that they were likely to be covered by existing standards or those under development:

- Rehabilitation Engineer
- Sustainability Business Specialist
- Elite Sports Performance

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Sports Development
- Advanced Coach
- Advanced Health and Exercise Specialist
- Clinical Health and Exercise Specialist
- Elite Performance Advanced Specialist
- Exercise Referral Instructor
- Group Exercise Instructor
- Health Supervisor
- Recreation Advanced Specialist
- Specialist Chartered Physical Activity Practitioner

### 14.3 Further comments

Some respondents suggested the title of this route be changed to Health, Science and Physical Activity. While the Institute has overall responsibility for the structure and content of the 15 maps, only the Secretary of State for Education has the power change the titles of route s. We have made the Department for Education aware of these comments.

Several comments referred to the Chartered Institute for the Management of Sport and Physical Activity's occupational map, which respondents commented did not align with the Institute's map. The maps have been specifically focused on those occupations that can be achieved through an apprenticeship or T level.

Respondents suggested the names of clusters be reviewed, to help maximise their relevance. This will be considered as part of the route review.

Respondents suggested renaming the Community Exercise, Fitness and Health pathway to Community Exercise, Physical Activity and Sport and Health. This change has been made. Respondents suggested the 'apprenticeships-only' restriction be removed for standards at Levels 2 and 3 in the Community Exercise, Fitness and Health cluster, as there is not currently the infrastructure and/ or employer support for taking on apprenticeships. However, the Institute's internal assessment and route panel consideration concluded that the 'apprenticeships only' condition should remain, as there was insufficient justification for the change at this stage. Respondents commented that Sports Rehabilitator is not at the right level and should be moved to the professional cluster. This change has been made.

## 15. Legal, Finance and Accounting

This section summarises the occupations that have been added and removed from the Legal, Finance and Accounting occupational map as a result of the consultation and responds to additional comments that were submitted.

### 15.1 Breakdown of respondents



### 15.2 Summary of responses

Respondents proposed additional occupations for inclusion on the map, and after analysis, the following occupations have been added as standards awaiting development:

- Corporate Treasurer (Level 4)
- Tax Support Assistant (Level 2/3)
- External Audit (L7)

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards and/or they are likely to be covered in other standards:

- Change Management
- Corporate Development
- Management Consulting

Respondents suggested that Conveyancing Technician (Level 4) should be broadened to address other specialities of law. This standard has already been approved for delivery. However, we will ensure the trailblazer is made aware of this feedback.

### 15.3 Further comments

Respondents commented that the name and description of the Legal Assistant cluster is too narrow, and suggested the title be changed to Paralegal and the description broadened. The Institute and route panel decided changing the name to Paralegal would be confusing, as it would share the name of an occupation within the cluster. However, the Panel revised the description to read 'Under supervision, provide legal support; delivering advice, research and document drafting and/or processing files, providing administrative support and dealing with clients'.

Respondents asked for the description of the Legal Technician cluster to be widened to encompass other areas of law e.g. Family Law, Civil Litigation, Criminal Law, Company and Business Law. This change has been made.

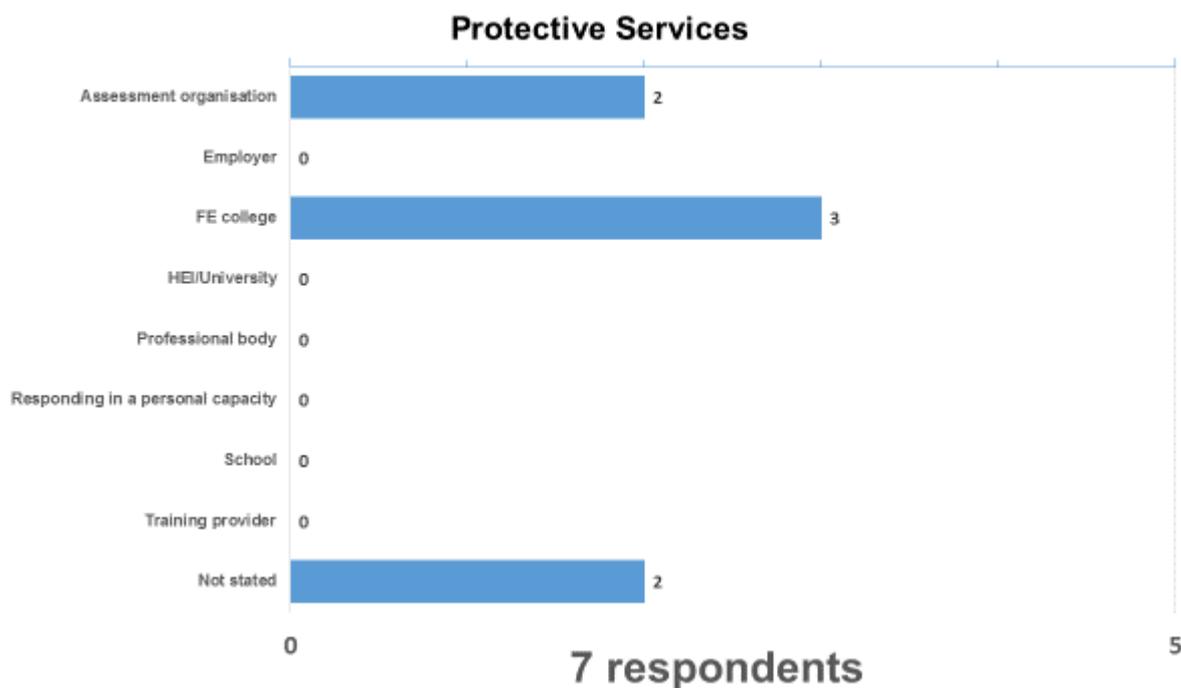
Respondents asked for the Legal Professional cluster to be re-named Lawyer, as this is the term used by industry. The route panel agreed to re-name it Legal Professional/Lawyer, to reflect the terminology used by industry.

Respondents requested that the Accounting Pathway be re-named Accountancy. This change has been made.

## 16. Protective Services

This section summarises the occupations that have been added and removed from the Protective Services occupational maps as a result of the consultation and responds to additional comments that were submitted.

### 16.1 Breakdown of respondents



### 16.2 Summary of responses

Respondents proposed that the following occupation be included on the map. After analysis, it has been added as a standard awaiting development:

- Trading Standards Officer (Level 4)

The following occupation was proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for this to be considered as an occupation for the development of an apprenticeship standard:

- Prison Warden (Governor).

The following standards awaiting development have been removed from the map as Institute and route panel analysis concluded that these occupations cannot be achieved through an apprenticeship or technical education:

- Chief Fire Officer
- Chief Superintendent Police
- Superintendent Police
- Police Sergeant

Respondents identified that the following occupations were on this occupational map when they had previously been allocated to Transport and Logistics. The occupations have been moved.

- Aviation Operations Manager (Level 4)
- Aviation Ground Operative (Level 2)

## 17. Sales, Marketing and Procurement

This section summarises the occupations that have been added and removed from the Sales, Marketing and Procurement occupational map as a result of the consultation and responds to additional comments that were submitted.

### 17.1 Breakdown of respondents



### 17.2 Summary of responses

Respondents proposed the following occupations for inclusion on the map, and after analysis, they have been added:

- Sales Manager (Level 5)

15.2 The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that they were likely to be addressed by existing standards or those under development:

- Sales Merchandiser
- Head Merchandiser
- Digital Marketing Specialist
- Market Research Analyst

The following occupations were proposed for inclusion; however, Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Brand Manager
- Buyer
- Visual Merchandiser
- Consumer Insights Analyst

- Contact Centre Operations
- Product Manager
- Online Marketing Manager
- Tour Guide
- Consumer Insights Analyst

As referenced above, respondents suggested that Floristry should not sit on this occupational map. Following consultation with the respective route panels, this occupation has been moved to the Agriculture, Environmental and Animal Care map. However, the Sales, Marketing and Procurement route panel will continue to provide feedback on this standard.

Also, as previously referenced, respondents identified that Digital Marketer (Level 3), Digital Marketer (Level 6) and IT Technical Salesperson did not belong on the Digital occupational map. The respective route panels agreed that both these should move to the Sales, Marketing and Procurement map. The Digital route panel will continue to provide feedback on the digital content of this standard.

### **17.3 Further comments**

Respondents suggested the titles of clusters in the Procurement Pathway be reviewed, to ensure they are using the correct terminology and reflect current practice. Following the Institute and route panel's analysis, there was agreement with this suggestion and they have been re-titled as follows:

- Procurement Officer - applies key tasks associated with the work of procurement and supply.
- Procurement Manager - provides advice and guidance to key stakeholders on the performance of organisational procedures and processes connected with procurement and supply. Develops, improves and fulfils organisational and functional objectives in procurement and supply.
- Procurement Professional - formulates direction and advice, manages change, and leads and influences both internal and external stakeholders in procurement and supply.

## 18. Transport and Logistics

This section summarises the occupations that have been added and removed from the Transport and Logistics occupational maps as a result of the consultation, and responds to additional comments that were submitted.

### 18.1 Breakdown of respondents



### 18.2 Summary of responses

The following occupations were proposed for inclusion; however, the Institute and route panel analysis concluded that there is insufficient evidence at this time for these to be considered as occupations for the development of apprenticeship standards:

- Taxi and Private Hire
- Flight Captain
- Airport Duty Operations Manager

The route panel identified two pairs of occupations awaiting development that are likely to have very similar knowledge skills and behaviours and recommended the removal of:

- Logistical Operations Transport Supervisor
- Logistics Operations Warehousing Supervisor

### 18.3 Further comments

Respondents suggested that Express Delivery Operative be moved from the Logistics to the Transport pathway, as the knowledge skills and behaviour were a better fit. The panel agreed and moved Express Delivery Manager (Level 6) for the same reason.

Respondents provided rationale for and against the route being considered for T levels. Some highlighted that several of the occupations had pre entry requirements such as the need for a driving license. Others highlighted a concern that restricting these technical occupations could result in low skilled employees.

## Annex A: The 15 Routes to Skilled Employment

The 15 Routes to skilled employment, as identified by the [Sainsbury Review](#), are:

1. Agriculture, Environmental and Animal Care
2. Business and Administration
3. Care Services
4. Catering and Hospitality
5. Construction
6. Creative and Design
7. Digital
8. Education and Childcare
9. Engineering and Manufacturing
10. Hair and Beauty
11. Health and Science
12. Legal, Finance and Accounting
13. Protective Services
14. Sales, Marketing and Procurement
15. Transport and Logistics

## Annex B: List of Organisations that Responded to the Consultation

| Organisation                                      |
|---|
| Aberdeen Sports Village                           |
| Accenture   |
| Access Creative College                           |
| Accrington Rossendale College                     |
| Active IQ   |
| Active Nation                                     |
| Adrow Ltd   |
| Agriskills Forum                                  |
| AHDB  |
| Ambassador Theatre Group                          |
| AoC Sport   |
| Arm Ltd   |
| Armonia   |
| Aspire Housing                                    |
| Association for Project Management                |
| Association of Chartered Certified Accountants    |
| Association of Colleges                           |
| Association of Corporate Treasurers               |
| Association of Employment and Learning Providers  |
| Association of Licensed Multiple Retailers (ALMR) |
| Association of Sound Designers                    |
| Aston University Engineering Academy              |
| Atos  |
| Awarding Organisation                             |
| Barmcote Dental Practice                          |
| Barnet Southgate College                          |
| BCS, The Chartered Institute for IT               |
| Beau Sejour Leisure Centre (States of Guernsey)   |
| Bedford college                                   |
| Berkshire College of Agriculture                  |
| BESA  |
| Big Creative Academy (post 16)                    |
| Bishop Burton College                             |
| Blackburn College                                 |
| Blackpool and The Fylde College                   |
| Blue Cross  |
| Bridgwater and Taunton College                    |
| Bristow Helicopters Limited                       |
| British Army                                      |
| British Association of Landscape Industries       |

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| British Beer and Pub Association   |
| British Fashion Council  |
| British Florists Association   |
| British Institute of Facilities Management (BIFM)                              |
| British Library  |
| British Marine   |
| British Printing Industries Federation   |
| British Wheel of Yoga  |
| Brooksby Melton College  |
| BT   |
| Cadcoe   |
| Canterbury Christ Church University  |
| Cardiff Metropolitan University  |
| Chair of the Engineering and Manufacturing, Manufacturing Process Panel        |
| Chameleon School of Construction Ltd   |
| Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) |
| Chartered Institute of Horticulture  |
| Chartered Institute of Legal Executives (CILEx)                                |
| Chartered Institute of Personnel and Development                               |
| Chartered Institute of Plumbing & Heating Engineering                          |
| Chartered Institute of Procurement & Supply                                    |
| Chartered Management Institute   |
| CIBSE  |
| CITB - the Construction Industry Training Board                                |
| City & Guilds  |
| Compliance (Air and Water) Limited   |
| Confor: Promoting forestry and wood  |
| Construction & the Built Environment Education Advisory Committee.             |
| Cornwall College   |
| Craven College   |
| Creative & Cultural Skills   |
| Creative Skillset  |
| CREST International  |
| DCMS   |
| Defence Equipment & Support  |
| Design Council   |
| Digital Care Consultancy   |
| Double Negative  |
| Dudley MBC   |
| Dyson School of Design Engineering   |
| Early Childhood Studies Degrees Network (ECSDN)                                |
| East Durham College  |
| ECITB  |
| Edens Education Ltd  |

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| Edge Hill University   |
| Energy and Utility Skills                                    |
| Engineering Council  |
| English Heritage Trust                                       |
| Erewash Borough Council                                      |
| Esh Training Solutions                                       |
| Everybody Sport & Recreation                                 |
| Everything Training Consultants Ltd                          |
| Expertina Ltd  |
| Faculty of Health and Wellbeing, Sheffield Hallam University |
| Fareham College  |
| Fashion Retail Academy                                       |
| FDQ  |
| Flowers by Natrass   |
| Food and Drink Federation                                    |
| Football Association   |
| Forestry Commission England                                  |
| Foster + Partners  |
| Framestore   |
| Freedom PT Training  |
| Fusion Hair and Beauty Consultants Ltd                       |
| Fusion Lifestyle   |
| Future Fit Training Ltd                                      |
| futureCodersSE CIC   |
| Garden Organic   |
| Gateshead College  |
| Geo Strategies Ltd   |
| Goldsmiths - University of London                            |
| Goldsmiths' Centre   |
| Greencore Foods  |
| Greenkeepers Training Committee Ltd                          |
| Greenwich Leisure LTD  |
| group x training   |
| GTA England  |
| HALF Fish  |
| Hartpury College   |
| Health Education England                                     |
| Highway Electrical Association                               |
| Historic England   |
| Historic Royal Palaces                                       |
| ICAEW  |
| idverde  |
| IEMA institute of Management and Assessment                  |
| Institute of Certified Bookkeepers                           |

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| Institute of Conservation  |
| Institute of Export & International Trade                        |
| Institute of Science & Technology                                |
| Institute of Swimming  |
| Institute of the BFA (Training & Education arm)                  |
| Institute of The Motor Industry                                  |
| IQL UK   |
| ITEC North East  |
| Jemini Oxford Ltd  |
| Joseph Chamberlain 6th Form College                              |
| Jubilee Hall Trust   |
| KEITS Training Services Ltd                                      |
| Kingston Maurward College  |
| Land-Based Engineering Training and Education Committee (LE-TEC) |
| Landex ' Land Based Colleges Aspiring to Excellence'             |
| LDN Group  |
| leadinthewater.com   |
| Leeds Collge of Building   |
| Leisure-net Solutions Ltd  |
| London Borough of Newham   |
| London Institute of Banking and Finance                          |
| Long Road VI Form College  |
| Manufacturing Technologies Association                           |
| Melanie Webb Flower School                                       |
| Middlesex FA   |
| MOLA   |
| Morgan Sindall Construction and Infrastructure                   |
| Myerscough College   |
| National Archives  |
| National College for Motorsport, part of Bedford College Group   |
| National Day Nurseries Association                               |
| National Education Union   |
| National Farmers Union   |
| National Hairdressers Federation                                 |
| National Heritage Ironwork Group, and GW Conservation            |
| National Land Based College                                      |
| National Skills Academy for Financial Services                   |
| National Skills Academy for Food and Drink                       |
| National Skills Academy for Rail                                 |
| National Theatre   |
| National Trust   |
| NCFE   |
| Nelson and Colne College   |
| Nest Studios Ltd   |

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|---|
| New College Durham  |
| New College Pontefract  |
| Newcastle College   |
| NextGen Skills Academy  |
| NOCN  |
| North Lancs Training Group                                      |
| North West Leicestershire District Council                      |
| North West Regional College                                     |
| Northern Regional College                                       |
| Not Just Bouquets   |
| Nuffield Health   |
| NWRC  |
| One Dance UK  |
| Pearson   |
| People 1st  |
| Pet Industry Federation   |
| Places for People Leisure                                       |
| Plymouth City Council   |
| Plymouth Marjon University, / University of St Mark and St John |
| Pm Training   |
| Portsmouth College  |
| Powell Dobson Architects Ltd.                                   |
| Propertymark Qualifications                                     |
| Queen Elizabeth Hospital King's Lynn NHS Foundation Trust       |
| RCVS  |
| Reaseheath College  |
| Traiblazer Apprenticeship Forestry Sub Group                    |
| Revenue service   |
| RG Specialist Solutions Ltd                                     |
| Royal Botanic Gardens, Kew                                      |
| Royal Forestry Society  |
| Royal Horticultural Society                                     |
| Royal Navy  |
| Royal Society of Biology  |
| Royal Society of Chemistry                                      |
| RSPCA (Royal Society for the Prevention of Cruelty to Animals)  |
| Saipem  |
| Sarah's Designs, Florist Studio                                 |
| SCC   |
| SCL Education Group   |
| Scunthorpe United Community Sport & Education Trust             |
| Semta   |
| Skills for Care   |
| SLM Ltd "Everyone Active"                                       |

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| Society and College of Radiographers                               |
| Society for Editors and Proofreaders                               |
| Solent University  |
| Space Engineering Services   |
| Sport England  |
| St Brendan's Sixth Form  |
| Sunderland College   |
| T level Financial Panel  |
| T level Legal Panel  |
| T Level Panel Construction BSE Pathway                             |
| T Level Panel Healthcare Science                                   |
| T level Science Panel (Combined Response)                          |
| T2 Consulting  |
| Tarmac   |
| Tate   |
| Technician Apprenticeship Consortium (TAC)                         |
| Thatch Advice Centre   |
| Thomas Cook Airlines   |
| Towards Vision   |
| Truro & Penwith College  |
| Tyne Metropolitan college  |
| UAL Awarding Body (a department of University of the Arts London). |
| UK Screen Alliance   |
| UK STEM Ltd  |
| ukactive   |
| Uniper Technologies Limited  |
| United Kingdom Fashion & Textile Association (UKFT)                |
| Unity Software   |
| University of Bolton   |
| University of Central Lancashire                                   |
| University of Cumbria  |
| University of Derby  |
| University of East London  |
| University of Northampton  |
| University of Sheffield / Dental Schools Council                   |
| University of Warwick  |
| University of Wolverhampton  |
| Vets4Pets  |
| Victoria & Albert Museum   |
| Virgin Active  |
| W A Livesey - Independent Consultant                               |
| Watford Borough Council  |
| Welsh Grooming Academy   |
| West Malling Flowers Ltd   |

|                              |
|------------------------------|
| West Nottinghamshire College |
| White Light Ltd              |
| YMCA Awards                  |
| York Conferences Ltd         |

## Annex C: Glossary

**Apprenticeship Standard:** An apprenticeship standard describes the occupation it addresses in terms of the knowledge, skills and behaviours required to perform the role effectively. Some standards can cover more than one occupation – and these are often included as core and options

**Cluster:** Each Occupational Map is divided into pathways and then clusters. A cluster *brings together occupations with similar training requirements at broadly the same level.*

**Core and Options:** Core and options within an apprenticeship standard help to avoid having multiple standards with very similar knowledge, skills and behaviours with a singular specialism. These standards define the core knowledge skills and behaviours, and then provide options with the knowledge skills and behaviours required for the specialism. On the map the standards are in bold, with the options underneath.

**Occupation:** An occupation is defined as *a set of jobs whose main tasks and duties are characterised by a high degree of similarity.* The Institute has a set of requirements, used as part of the approvals process, which must be met for an occupation to be judged appropriate for an apprenticeship standard or T level. The occupations proposed for inclusion in the maps have been assessed against these requirements, as far as the available evidence has allowed.

The Institute's requirements for an occupation are for it to be:

- Transferable to a range of employers
- Sufficiently broad, deep and skilled to require at least a year of employment and training, with 20% of this being off-the-job
- Capable of providing full occupational competence for new entrants
- Recognised and stand-alone

Each occupation is allocated a level, which should reflect the content of its knowledge, skills and behaviours. Level 2 is an intermediate level, equivalent to that of a GCSE. Level 3 is an advanced level, equivalent to that of an A-Level. Levels 4 and 5 are higher levels, equivalent to that of a foundation degree or above. Levels 6 and 7 are degree levels, equivalent to a Bachelor's and Master's degree respectively.

- **Technical Occupations** are the skilled occupations that a school or college leaver would be entering and are typically at level 2 or 3. T-level qualifications will be developed for many of the occupations shown at this level.
- **Higher Technical Occupations** require more knowledge and skills acquired through experience in the workplace, further technical education or a higher apprenticeship, and are typically at levels 4 or 5.
- **Professional Occupations** show only degree apprenticeships and occupations where a clear progression from higher technical occupations has been identified. They are typically at Levels 6 and 7 and do not cover all professional roles.

**Pathways:** On each Occupational Map, pathways are used to provide further groupings of occupations with similar KSBs within each route, and give an indication of possible career progression.

**Route panels:** These are 15 sector-based panels of industry experts (one for each map) who review and make considered determinations on whether or not to approve new or revised occupations, occupational standards, assessment plans and funding bands. They bring a strategic perspective across each route and effectively 'own' the route map.

**Occupational Standards:** These detail the knowledge, skills and behaviours required for a particular occupation and can be divided into the following categories depending on their level of development:

- **Decommissioned standards** is an apprenticeship standard where development that has stalled for a considerable period and the Institute no longer provides support. This can happen for a variety of reasons, such as employers not being able to commit to develop a standard, or having disbanded, or there is no longer a need for the standard.
- **Published standards** are standards that are fully developed, and delivery of the standard can begin. However the Assessment Plan has yet to be approved, and no funding band has been allocated. They are amber on the Occupational maps.
- **Standards approved for delivery** are fully developed standards, including having an approved assessment plan, and a funding band allocated. They are ready for delivery by employers. They are green on the Occupational maps.
- **Standards in development.** This is where the proposal to develop the standard has been approved by the route panel, and the Trailblazer Group is developing it. They are red on the Occupational maps.
- **Standards (occupations) awaiting development.** These are standards/occupations where the route panel has identified an employer/industry need, however a Trailblazer Group has yet to be formed to develop it. These standards provide a future focus to the maps, and will be added to as route panels identify employer/industry need. They are black on the occupational map.

**Trailblazer Groups:** These are groups of employers that come together as the creators and early adopters of new apprenticeship standards. Focused on the specific knowledge, skills and behaviours for their sector, they work together, supported and guided by the Institute for Apprenticeships, to develop new programmes of learning that will directly impact their workforce.