

Institute for Apprenticeships

Consultation on draft occupational maps

Launch date 14 December 2017

Respond by 25 January 2018

## Foreword

We are in the midst of a revolution in technical education.

We know what a difference a high quality technical education system can make. At its best, it can provide learners with the chance to explore their passions and open up completely new avenues in work and in life. At its worst, potential can be wasted, opportunities lost, and young people let down. We owe it to this generation of learners and the next to make sure they have the best possible chance in life whichever educational route they choose.

It is important that we are now starting to create a world-class technical education system the right way. The Government’s plans for the new T level qualifications will raise standards, providing greater oversight and accountability than ever before. Those who choose to pursue this path will do so safe in the knowledge that they will receive a high quality skills training backed up by a respected qualification.

We have everything to gain. If we can create a world-class technical education system, we will see more young people given a fair chance to reach their potential. Employers will be able to tap into greater and more diverse talent, getting the skills they need to flourish. In turn we will all feel the benefits of a bolder and stronger economy. A world-class technical education system will feed growth and ambition in the classroom and beyond, and in time can provide even greater opportunities for the generations to follow.

The potential is there, which is why we need to make sure that we get it right.

The Institute for Apprenticeships will, during 2018, begin to take on responsibilities from the Department for Education for administering T levels. So much will depend upon the building blocks we are putting in place with our occupational maps, the subject of this consultation. These maps will not only provide the context in which we see different industries and occupations, but also help determine the skills and training expected to be delivered as part of each separate qualification. It all starts here.

The decisions taken here and in Government in the coming months will play a huge role in the success of T levels. We know that these decisions cannot be taken lightly and we need the views of everyone involved at all stages of technical education and employment, from the classroom to the boardroom. I urge everyone to make their voice heard and work with us and help create a truly world-class technical education system.

**Antony Jenkins, Chair, Institute for Apprenticeships**

## Introduction

In July 2016, the Government published the report of the [Independent Panel on Technical Education](https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education) (the Sainsbury Report) and the [Post-16 Skills Plan](https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education). 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 for the routes, detailing the skilled occupations in each area. This consultation seeks views on the occupations within each of the maps. The maps will help us support the aims of the Sainsbury Report and the Post 16 Skills Plan, and support the development of apprenticeships and T levels.

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 a consultation on the [Implementation of T level programmes](https://consult.education.gov.uk/technical-education/implementation-of-t-level-programmes/supporting_documents/T%20level%20consultation.pdf) and we are seeking views on the occupational maps alongside this wider consultation, to ensure the maps capture the relevant occupations in each route and that these are grouped coherently.

The Institute for Apprenticeships has a crucial part to play in delivering the technical education reforms and took ownership of the occupational maps on 8 November. This was the first step in the expansion of the Institute’s role to oversee many aspects of college-based technical education.

## Issue date The consultation was issued on 14 December 2017.

### **Deadline**

The consultation closes on 25 January 2018.

## Respond online To help us analyse responses effectively, please use the online system.

### **The response**

The results of the consultation and the Institute’s response will be published on <https://www.instituteforapprenticeships.org/> in Spring 2018.

## Consultation

Each of the 15 maps sets out the occupations with relevant knowledge, skills and behaviours within a route[[1]](#footnote-1). They play an important role in identifying occupations for the development of apprenticeship standards and T level qualifications.

The purpose of this consultation is to obtain wider views on the maps to help us strengthen their accuracy.

In particular, our immediate focus is on identifying any skilled occupations not currently captured or those that should be moved to different clusters or pathways.

**Before answering the following questions please refer to the attached document providing information on the development of the maps as well as detail on how they have been structured.**

**What we would like to know**

What is your name?

What is your email address?

Which organisation are you from?

Which of the 15 occupational maps are you commenting on?

1. *Are there any skilled occupations you would expect to see on the map which are not currently included?*

Please provide rationale for your suggestion considering the following points:

* Is it a skilled occupation that requires a significant training component?
* Is it a recognised stand-alone occupation with clear demand in the labour market? Is there evidence of this?
* Is it unique – does it overlap with other occupations?
* What level is the occupation thought to be at?
* Can it be performed at a range of employers and workplaces (e.g. it is not employer-specific)?
* Is it linked to any other occupations shown on the maps (e.g. other occupations at a higher or lower level?)

1. *Should an existing occupation be assigned to a different route, or a different pathway or cluster within the route?*

Please provide rationale for your suggestion considering the following points:

* What are the key Knowledge Skills and Behaviours (KSBs)? Which other occupations share similar KSBs?
* Are there any mandatory professional qualifications or other mandatory requirements which might link the occupation to a specific route?
* Are there any other linked occupations already on the maps? In which route/pathway do they feature?

Other than similar KSBs, are there other reasons to group this with certain other occupations?

1. *Are there any clusters, pathways or routes that have been deemed appropriate for apprenticeship only that could be taught in the classroom, and should potentially form part of the T level programme?*

Please provide rationale for your suggestion considering the following points:

* Are all the occupations within the suggested route, pathway or cluster suitable for classroom based learning or would anything prevent this (e.g. the need to practice with large machinery)?
* Could 16-17 year olds learn about the occupation and complete a significant work placement, or are there any age restrictions linked to the occupation that would prevent this (e.g. a requirement to hold a driving licence)?

**The Future**

Thank you for your response. We will review your feedback with substantial involvement from our employer-led Route Panels and develop the next versions of the maps. These will be published on the Institute’s website in spring 2018.

## Occupational Maps - background

The [Independent Panel on Technical Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf) recommended that technical education should be built around 15 clear routes to skilled employment. Each route should be available through apprenticeships or college-based training, so that young people can choose the mode of learning that suits them best.

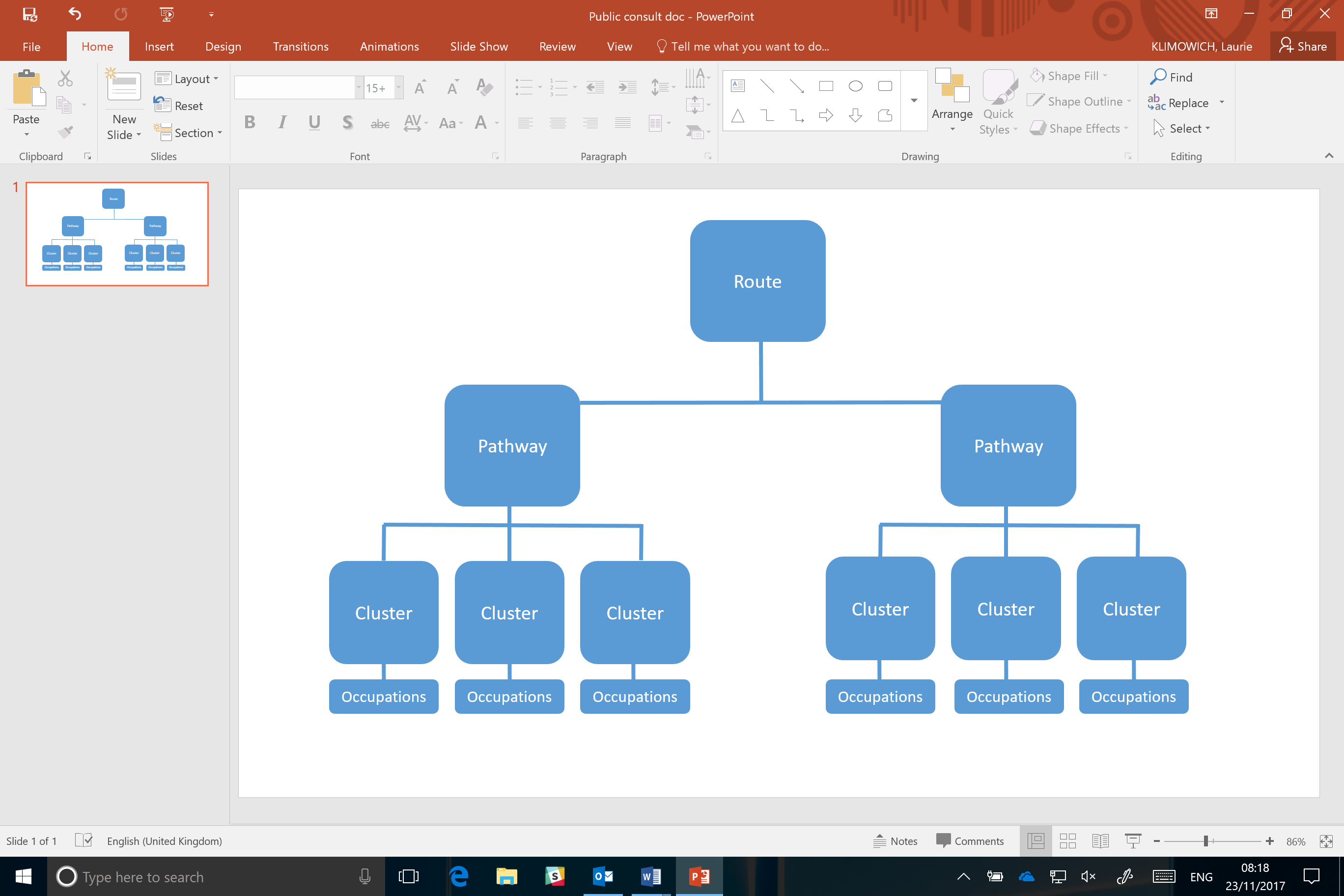
The Institute has already adopted the framework of 15 routes and each have been represented through the creation of Route Panels comprised of employers with demonstrable knowledge, expertise and credibility in their sectors. Each Route Panel provides a strategic overview of their route and apply their occupational expertise to apprenticeship proposals, standards and assessment plans that are sent to the Institute for approval. They will also have a role in approving the content of T-levels.

Each of the routes has been pulled together by assigning occupations based on a shared requirement for knowledge, skills and behaviours (KSBs). This process was also informed by comparison with international technical education models. An occupational map has been developed for each route, showing skilled occupations within that route.  
  
The maps are not an exhaustive overview of the labour market and will be regularly reviewed and updated. They capture skilled occupations where there is a substantial requirement for technical education and training that could be learnt either in a classroom or as part of an apprenticeship. Not all occupations are shown on the map as not all occupations are suited to technical education and could, for example, be learnt on the job.

**How the routes were created?**

The routes were created by grouping together skilled occupations which share some common KSBs.

The occupational maps follow the structure set out in the diagram below:



Each route was created on the basis of the following criteria:

1. The route relates to a range of occupations covered by apprenticeships and quality technical qualifications.
2. The route has occupations that are accessible to 18 year olds.
3. The route contains occupations at technician level (usually occupations that require qualifications at levels 2 or 3) and beyond.
4. The occupations within a route have a similar knowledge and skills requirement.

Each route is further broken down into;

* Pathways: used to provide further groupings of occupations with similar KSBs within each route, and give an indication of possible career progression.
* Clusters: Bring together occupations with similar training requirements at broadly the same level.

The maps have been structured into three bands which distinguish the level of skills required for the occupations, which also helps indicate likely career progression along the pathway:

* **Technical Occupations:** These are the skilled occupations that a college leaver or an apprentice would be entering, that typically require qualifications at **levels 2/3.** T levels will be developed for many of the occupations shown in this band.
* **iHigherHigher Technical Occupations:** These occupations require more knowledge and skills acquired through experience in the workplace, further technical education, or a higher apprenticeship. These occupations typically require qualifications at **levels 4/5**
* **Professional Occupations:** These show only **degree apprenticeships** and occupations where a clear progression from higher technical occupations has been identified. This does not cover all professional roles.

**Occupations**

An occupation is defined as a “set of jobs whose main tasks and duties are characterised by a high degree of similarity”.

All apprenticeships standards [[2]](#footnote-2) that are at various stages of development [(our website explains how this works)](https://www.instituteforapprenticeships.org/developing-apprenticeships/how-it-works/) have been included in the respective maps as they represent skilled occupations where there is a substantial requirement for technical education. In the maps, the status of apprenticeships is shown using the following convention:

Standard, assessment plan and funding band approved and ready for delivery (Green)  
Standard approved, assessment plan in development (Amber)  
Standard and assessment plan in development (Red)

Within each of the maps you can view the detail of each of the occupations by using the link. This will take you to a list of occupational descriptions for all of the occupations within that route. For those apprenticeships ready for delivery, you can also access a standard which contains a detailed occupational description.

A list of all apprenticeships in development or ready for delivery, along with further information, can be found on our website:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/>

There are a number of occupations which are not yet covered by apprenticeships that have been included in the occupational maps. These occupations are shown in **black** and denote where a standard has not been, nor is in the process of being developed. This indicates there may be a need to develop an apprenticeship in the future, or that the occupation could be taught as a technical qualification.

Some routes, pathways or clusters are proposed as apprenticeships only as they have been deemed unsuitable for classroom based learning (for example, there may be heavy machinery involved, mandatory requirements which act as a barrier to under-18s or there is not 2 years’ worth of content that could be studied in a college-based setting).

**Key points**

* the maps show ‘occupations’ not qualifications or jobs
* the maps capture technical occupations which require substantive training and have been grouped with occupations that share similar KSBs
* all apprenticeships are included as occupations
* an occupation only occurs once on the maps
* titles of apprenticeship standards are fixed and cannot be changed until a broader review of the standard takes place
* the occupational maps are live documents and will change as proposals for new apprenticeship standards are approved and to reflect the outcomes of any reviews

**Using the map to develop T levels**

The maps will play an important part in the development of T levels.

T levels are a new initiative introduced to provide a rigorous level 3 classroom-based technical study programme, which will allow students to develop knowledge and skills for chosen occupations. They will generally be studied over two years, including a substantial work placement, and will be based on the same set of employer designed standards as apprenticeships. In time, T levels will replace most of the technical provision currently funded for 16 to 19 year olds.

T levels will aim to capture all of the occupations listed on the maps at Level 3, other than those routes, pathways or clusters that are deemed to be ‘apprenticeship only’. Grouping together occupations with similar KSBs will facilitate a coherent curriculum for T levels. There will be some core content based on the route and pathway chosen by a student, followed by some specialised content based on the chosen occupation.

Annex A shows all of the routes and pathways, as well as indicating which 6 routes will see the first wave of T levels introduced in September 2021 and which will be followed by a second wave in 2022. Please note that there will be a few T levels introduced at a handful of training providers ahead of this (in September 2020) for the following pathways: education; software and applications design and development; and building services engineering.

**Further work**

An updated version of the maps will be published on the Institute’s website following this consultation, in spring 2018. The maps will continually evolve, as employers propose new apprenticeships to fulfil their skills needs and once the Institute starts reviewing existing apprenticeship standards.

As part of the Institute’s commitment to ensure the quality of apprenticeships the Institute will be conducting a series of reviews on each route. Further detail on the Institute’s approach to the reviews will be announced shortly.

## Further information

For further information about this document please contact:

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## Annex A: Overview of routes and pathways

1. There are 15 technical routes to skilled employment, defined by the Sainsbury Review using labour market information to group skilled occupations to reflect shared requirements for occupationally related skills and knowledge.  They form the structure through which all technical education will now be delivered. [↑](#footnote-ref-1)
2. An apprenticeship is an occupation with training. It enables someone to develop and demonstrate the knowledge, skills and behaviours they need to perform effectively in a particular occupation. [↑](#footnote-ref-2)